

Social Studies
European History
Unit 5: Age of Reason

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will investigate the development of Enlightenment thought as it progressed from the Late Medieval period to the apex of the Age of Reason articulated by the French and Commercial Revolutions. Students will understand the development of and proliferation of education as a means by which this knowledge was exponentially developed through the university system. Students will also seek to understand the role of individuals who were vital to this time period. Specific theories and methodologies of scientific investigation will be discussed.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What were some of the major intellectual changes that led to the Enlightenment? ▪ How was the spirit of the 18th century Enlightenment drawn from the scientific and intellectual revolution of the 17th century? ▪ How did the Enlightenment influence the growing popularity of history? How did Edward Gibbon reflect this change? ▪ What was the problem that many thinkers like Voltaire have with Christianity? How did Enlightenment thinking diminish the authority of religion? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ Who were the philosophes? ▪ What was the role of the philosophes during the Enlightenment? How were they different from the great thinkers of the earlier centuries? ▪ Why did the philosophes look to the paganism of ancient Greek and Rome and ridicule the Middle Ages? ▪ What were the themes of Diderot's earlier works? ▪ What contributions did <i>The Encyclopédie</i> make to the development of new ideas during the Enlightenment? ▪ What did Rousseau claim was wrong with the culture and society of his day? ▪ What were the views of Paul d'Holbach? Why did they shock many of his intellectual contemporaries? What were Condorcet's views on slavery and human progress? ▪ Why could Rousseau be claimed as an intellectual soul mate of both the liberal strain and the despotic/totalitarian tendencies in Western political thinking?

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Essential Questions	<p><u>Supplemental Questions</u></p> <ul style="list-style-type: none"> ▪ What arguments could be made for supporting the following statement: <i>The Enlightenment substituted “the religion of science” for the “religion of Christianity.”</i> ▪ How can the Enlightenment be described as basically an urban phenomenon? ▪ To what extent did the ideals of freedom and egalitarianism present in the Enlightenment apply to women? ▪ Why did 19th century German historians describe the Prussians and Habsburg monarchies of the 18th century as “enlightened” absolute monarchs? Why was this view misleading? ▪ What reforms did Catherine the Great attempt to initiate in Russia? Why did she change her attitude toward reform later on in her region? ▪ How did Catherine the Great deal with the Pugachev Rebellion? ▪ How did 18th century German writers depict the state? ▪ Why was Joseph II considered to be the only real “enlightened” absolute monarch of the 18th century? ▪ Why did Joseph II agrarian reforms provoke such fierce opposition from the landowning nobility? Why were they unsuccessful? ▪ What were the limits to what these supposedly absolute rulers could do? ▪ Why were monarchs and nobility natural rivals? ▪ Which groups in England society supported parliamentary reform? ▪ How was the American Revolution different from comparable movements in Europe?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Natural laws are universally above man-made laws and universally accepted. ▪ Individuals are born with natural rights that cannot be denied or violated. ▪ Enlightened Despotism developed in various ways throughout the European States. ▪ The development of constitutionalism was a goal of the middle class <i>intelligencia</i> during the 18th century. ▪ The abuses of the <i>Ancien Regime</i> caused social, economical, religious, and political reactions.

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Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ skepticism, rationalism, Voltaire, Candide, Joseph Priestly, Antoine Lavoisier, mesmerism, G. L. Buffon, Pierre Bayle, Edict of Tolerance, Joseph II (Austria), Age of Enlightenment, Benjamin Franklin, Thomas Jefferson, Thomas Paine, deism, <i>Crush the infamous thing!</i>, philosophes, Edward Gibbon, Immanuel Kant, David Hume, Baron de Montesquieu, <i>The Spirit of the Laws</i>, relativism, checks and balances, physiocrats, Francois Quesney, Denis Diderot, <i>Encyclopédie</i>, Paul d’Holbach, Marie-Jean de Condorcet, Jean Jacques Rousseau, <i>Emile</i>, <i>The Social Contract</i>, General Will, “Noble Savage”, “enlightened” absolutism, Catherine the Great, Charter of Nobility, Pugachev Rebellion, cameralism, Rechtsstaat, Oligarchy, George III, John Wilkes
Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater reading comprehension skills. ▪ Develop competent note taking skills. ▪ Develop source analysis for both primary and secondary. ▪ Create and deliver oral presentations. ▪ Develop narrative/argumentative essay writing. ▪ Demonstrate geographical awareness. ▪ Develop research techniques to further investigatin.

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<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>
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<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ul style="list-style-type: none">a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences.b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools.c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions.d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ul style="list-style-type: none">a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.

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Related Maine Learning Results	<p>E. History E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Students will review the position of the Church on science and then examine a philosopher/scientist of their own choosing. In class discussion students will point out exactly where or what points would have brought the scientist into conflict with the Church.
Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Students will fill out a chart which has the names of scientists, philosophers and others. The columns indicate a variety of other knowledge such as dates, ideas, etc.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart ○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart ○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline ○ The Age of Reason Powerpoint