

SOCIAL STUDIES CURRICULUM GRADE 10 WORLD HISTORY UNIT #2

Enlightenment and Revolution North Smithfield School Department

TITLE OF UNIT: Enlightenment and Revolution

GRADE 10 World History

DATE PRESENTED: _____ **DATE DUE:** _____ **LENGTH OF TIME:** Several weeks, quarter, semester

OVERVIEW OF UNIT:

OVERVIEW OF THE UNIT (complete)

ESSENTIAL QUESTIONS

How did Enlightenment thinkers inspire revolutionaries to push for radical changes in government and society?

How did the scientific method lead to the Enlightenment?

How did Enlightenment thinking change economic thinking?

STANDARDS:

Civics and Government	Historical Perspectives/ RI History Strand	Economics	Geography	Reading	Writing
G&C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.	HP 1: History is an account of human activities that is interpretive in nature.	E1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance	G1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in Spatial terms	Key Ideas and Details	Text Types and Purposes
G&C 2: The Constitution of the establishes a government of limited powers that are shared among different levels and branches. G&C 3: In a democratic society, all people have certain rights and responsibilities.	HP 2: History is a chronicle of human activities, diverse people, and the societies they form. HP 3: The study of history helps us understand the present and shape the future.	E2: Producers and consumers locally, nationally, and internally engage in the exchange of goods and services E3: Individuals, institutions and governments have roles in economic systems	G2: Places and Regions: Physical and human characteristics (e.g. culture, experiences, etc.) influence places and regions G3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.	Craft and Structure Integration of Knowledge	Production and Distribution Research to Build and Present Knowledge
G&C 4: People engage in political processes in a variety of ways.	HP 4: Historical events and human/natural phenomena and are influenced by ideas and beliefs		G4: Environment and Society: Patterns emerge settle, modify, and interact on Earth's surface to limit or promote human activities.	Range of Reading	Range of Writing
G&C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.	HP 5: Human societies and cultures develop and change in response to human needs and wants.				

FOCUS GSEs:

Civics and Government

- Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
- Identifying and describing the role that various institutions play in meeting the needs of the community. **C&G 4(9-10)- 3b**
- Predicting outcomes and possible consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3a**
- Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action. **C&G 5(9-10)- 3b**

Historical Perspective

- Formulating historical questions, obtaining, analyzing, evaluating historical primary / secondary print & non-print sources. **HP 1 (11-12)- 1a**
- Explaining cause/ effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events. **HP1(9-10)- 2a**
- Interpreting and constructing visual data in order to explain historical continuity and change **HP 1 (11-12)- 2b**
- Explaining origins of major historical events. **HP 2 (11-12)- 1a**
- Creating narratives based on a particular historical point of view. **HP 2 (11-12)- 2a**

Reading

Key Ideas and Details (RH)

- **RH.9-10 .1** Cite specific textual evidence to support analysis of primary and secondary sources.
- **RH.9-10 .2** Determine the central ideas or information of a primary or secondary source.
- **RH.9-10 .3** Identify key steps in a text's description of a process related to history/social studies
- **Craft and Structure (RH)**
- **RH.9-10 .4** Determine the meaning of words and phrases as they are used in a text, including vocabulary
- **RH.9-10 .5** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- **RH.9-10 .6** Identify aspects of a text that reveal an author's point of view or purpose .

Integration of Knowledge and Ideas (RH)

- **RH.9-10 .7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **RH.9-10 .8** Distinguish among fact, opinion, and reasoned judgment in a text.

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- Synthesizing information from multiple sources to formulate an historical interpretation. **HP2(9-10)- 2b**
- Tracing patterns chronologically in history to describe changes on domestic, social, or economic life. **HP 2 (11-12)- 3a**
- Articulating an understanding of the meaning, implications, and impact of historical events on their lives today. **HP 3 (11-12)- 2a**
- Analyzing how an historical development has contributed to current social, economic, or political patterns. **HP 3 (11-12)- 2B**
- Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized. **HP 4 (11-12)- 1a**
- Utilizing sources to identify different historical narratives and perspectives about the same events. **HP 5 (11-12)- 3a**
- Describing how the historical perspectives of leaders/ decision makers served to shape/ influence public policy , etc. **HP 5 (11-12)- 3b**

Economics

Geography

- Analyzing spatial patterns and synthesizing with other primary and secondary sources. **G 1 (11-12)- 1a**
- Analyzing how place shapes events and how places may be changed by events (e.g., historical, scientific). **G 1 (11-12)- 1c**
- Evaluating the impact of topographical features on the development of societies **G 1 (11-12)- 2a**
- Evaluating how humans interact with physical environments to form past and present communities. **G 2 (11-12)- 1a**
- Analyzing and explaining how concepts of site and situation can explain the uniqueness of places. **G 2 (11-12)- 2a**
- Analyzing human/ physical changes in regions over time and evaluating how the geographic context contributes changes. **G 2 (11-12)- 4b**
- Evaluating the environmental consequences of resource consumption. **G 3 (11-12)- 2a**
- Analyzing these relationships in a given historical or current example. **G 3 (7-8) –3a**
- Researching/reporting specific examples of how human dependence on the environment has impacted decisions. **G 4(7-8) 1a**
- Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs. **G 2 (11-12)- 4b**

- **RH.9-10 .9** Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading (RH)

- **RH.9-10 .10** Read and comprehend history/social studies texts in the grades 6–8 text complexity band

Writing

- Text Types and Purposes: argument and informational (**WHST**)
 - Production and Distribution (**WHST**)
- Research
- Range of Writing (**WHST**)

Applied Learning Standards:

problem solving communication critical thinking research reflection/ evaluation

Expectations for Student Learning (High School only):

ENDURING UNDERSTANDING:

PRIOR KNOWLEDGE:

STUDENT OBJECTIVES and/or NEW KNOWLEDGE:

C & G 1 (9-12) – 1a Describing or explaining competing ideas about the purposes and functions of politics and government. **C&G 1 (11-12)- 1a**
Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. **ERA 5, 5B, 4**
- Analyze the resurgence of centralized monarchies and economically powerful city-states in Western Europe in the 15th century. **ERA 5, 5B, 4**

Websites

- <http://worldhistory.pppst.com/explorers.html>

Academic vocabulary

- Common law
- Due Process
- Habeas Corpus
- Magna Carta
- Parliament

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C&G 1 (9-12) –1b Comparing and contrasting different forms of government and their purpose.

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 6, 2A, 2
- Analyze ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class and race relations. ERA 6, 6A, 2
- Explain major changes in world political boundaries between 1450 and 1770 and assess the extent and limitations of European political and military power in Africa, Asia, and the Americas as of the mid-18th century. ERA 6, 6A, 4

Academic vocabulary

- Ghetto
- Treaty of Toadesillas
- Missionary
- Plantation
- outpost

Websites

- <http://worldhistory.pppst.com/explorers.html>
- <http://www.history.com/topics>
- <http://allaboutexplorers.com/>
- http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation

&G 1 9-12) –1c Explaining how a political ideology is reflected in the form and structure of a government (e.g., Democracy – Democratic republic).

[Grade 9 - Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. ERA 7, 1A, 1
- Compare the causes, character, and consequences of the American and French revolutions. ERA 7, 1A, 2
- Describe how the wars of the revolutionary and Napoleonic period changed Europe and assess Napoleon's effects on the aims and outcomes of the revolution. ERA 7, 1A, 6

Academic vocabulary

- John Locke
- Natural Law
- Natural rights
- Salons
- Social contract
- Thomas Hobbs

Websites

- <http://eyewitnesstohistory.com/>

C&G 1 (9-12) –1d Distinguishing between the rule of law and the “rule of men” (e.g., *Korematsu v. U.S.* and Japanese internment during WWII).

[Grade 9 - Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Analyze how the Seven Years War, Enlightenment thought, the American Revolution, and growing internal economic crisis affected social and political conditions in Old Regime France. ERA 7, 1A, 1

Academic vocabulary

- 3 Estates
- Bourgeoisie
- Faction
- Popular sovereignty
- Reign of Terror
- Republic
- Treaty of Paris

Websites

- <http://www.howstuffworks.com/history>
- <http://worldhistory.pppst.com/explorers.html>
- <http://library.thinkquest.org/J002678F/why.htm>

C&G 1 (9-12)–2a Identifying how actions of a government affect relationships involving the individual, society and the government (e.g., Homeland Security).

[Grade 9 - Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7, 1A, 4

Academic vocabulary

- Federal Republic
- Popular Sovereignty
- John Hobbs
- John Locke
- Voltaire
- Adam Smith

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Websites

- <http://www.state.ri.us/rihrab/direct.html>

C & G 1 (7-8)–2c Examining the historical origins of power and how that power has been exercised over time (e.g., divine right, popular sovereignty, social contract, “regime of truth”).

Grade 9 - Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values. ERA 7,4C, 3

Academic vocabulary

- Ideology
- Socialism/Social Democracy/Communism/Radicals
- Social Democracy
- Communism radicals

Websites

- <http://library.thinkquest.org/J002678F/why.htm>

C & G 3 (9-12) –1b Comparing and contrasting human rights provided for in various seminal documents or materials (e.g., *Declaration of the Rights of Man*, *Universal Declaration of Rights*, *International Convention on the Rights of the Child*, and other international documents).

Grade 9 - Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A, 4
- Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. ERA 7,1A, 5

Academic vocabulary

- Declaration of the rights of Man
- International Convention of the rights of the Child
- Magna Carta
- Napoleonic Code
- Universal declaration of Rights

Websites

- <http://library.thinkquest.org/J002678F/why.htm>

C&G 4 (9-12) –1c Analyzing and interpreting sources (print and non-print discourse/media), by distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources (GSE R-10-8.4).

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Essential knowledge and skills

- Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. ERA 8,2A,1

Academic vocabulary

- Alliances
- Bias
- Militarism/Imperialism
- Propaganda
- Regionalism
- Sphere of Influence

Websites

- <http://www.besthistorysites.net/>

C&G 4 (9-12)-3a Critically reflecting on their own civic dispositions (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. ERA 7,1A,4

Academic vocabulary

Websites

- <http://library.thinkquest.org/J002678F/why.htm>

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C&G 4 (9-12)-3b Identifying and describing the role that various institutions play in meeting the needs of the community.

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Essential knowledge and skills

- Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe. ERA 5,2A,1

Academic vocabulary

- Capitalism
- Entrepreneur
- Mercantilism
- Tariff

Websites

- <http://www.discoveryeducation.com/teachers/free-lesson-plans/the-middle-ages.cfm>
- http://history-world.org/middle_ages.htm
- <http://www.history.com/topics>

C&G 5 (9-12) – 1a Identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g., nation-state).

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Essential knowledge and skills

- Analyze connections between reform movements and industrialization, democratization, and nationalism. ERA 7,4B,4

Academic vocabulary

- Capital
- Nation-state
- Social impact

Websites

- <http://www.history.com/topics>

C&G 5 (9-12)-2b Analyzing and evaluating a contemporary or historical issue (e.g., free trade versus fair trade, access to medical care and terrorism).

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Identify major characteristics of 19th-century European nationalism and analyze connections between nationalist ideology and the French Revolution, Romanticism, and liberal reform movements. ERA 7,4A,1
- Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. ERA 7,4A,3

Academic vocabulary

- Free trade
- Famine

Websites

- <http://www.history.com/topics>

C&G 5 (9-12)-3a Predicting outcomes and possible consequences of a conflict, event, or course of action.

[Grade 10 - World History Dates: 1300 - Present](#)

Essential knowledge and skills

- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. ERA 6,2B,5
- Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. ERA 6,2C,4

Academic vocabulary

- Consequences
- Henry 8
- Indulgence
- John Calvin
- Martin Luther
- Predestination
- Theocracy

Websites

- <http://www.history.com/topics>
- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>

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C&G 5 (9-12)-3b Identifying and summarizing the intended and unintended consequences of a conflict, event, or course of action.

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Essential knowledge and skills

- Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6,1A,1
- Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. ERA 8,2A,3

Academic vocabulary

- Circumnavigation
- Dutch East India Company
- Monopoly
- Outpost

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 1 (9-12) –1a Formulating historical questions, obtaining, analyzing, evaluating historical primary and secondary print and non-print sources (e.g., *RI Constitution*, art, oral history, writings of Elizabeth Buffum Chace).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Use a variety of Document Based Questions (DBQs) and argument writing.

Academic vocabulary

- <http://www.history.com/topics>

Websites

HP 1 (9-12) –1c Identifying, describing, or analyzing multiple perspectives on an historical trend or event

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain the founding and organization of Spanish and Portuguese colonial empires in the Americas and Southeast Asia and assess the role of the Catholic Church in colonial administration and policies regarding indigenous populations. ERA 6,1B,4
- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7,2A,3

Academic vocabulary

- Mocolon
- Magellan
- Philippines
- Vasco De Gama

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 1 (9-12) –2a Explaining cause and effect relationships in order to sequence and summarize events, make connections between a series of events, or compare/contrast events.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7,2A,3
- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. ERA 6,2B,5
- Analyze connections between Europeans' growing knowledge of other regions of the globe and the development of new concepts of universalism, toleration, and world history. ERA 6,2E,4
- Explain why historians have called the Seven Years War the first "global war" and assess its consequences for Britain, France, Spain, and the indigenous peoples of the American colonial territories. ERA 6,4A,5

Academic vocabulary

- Alliance
- Colonial economy
- Commercial Revolution
- Contrast
- Sequence

Websites

- http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Exploration_powerpoint_ppt_presentation
- <http://www.history.com/topics>

HP 1 (9-12) –2b Interpreting and constructing visual data (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) in order to explain historical continuity and change

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Essential knowledge and skills

- Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. ERA 6,2B,3
- Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. ERA 6,2A,2

Academic vocabulary

- Political cartoon
- Renaissance/Rebirth
- Humanism
- Perspective
- Patron
- Michelangelo/Leonardo da Vinci

Websites

- <http://www.history.com/topics>

HP 2 (9-12) –1a Explaining origins of major historical events

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain how the English civil war and the Revolution of 1688 affected government, religion, economy, and society in that country. ERA 6,2C,3
- Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. ERA 6,2E,1

Academic vocabulary

- Gutenberg
- Shakespeare
- Thomas More
- Utopian

Websites

- http://www.britishmuseum.org/explore/cultures/europe/renaissance_europe.aspx

HP 2 (9-12) –1b Identifying and linking key ideas and concepts and their enduring implications (e.g., separation of church and state in Rhode Island).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. ERA 6,2E,3
-

Academic vocabulary

- Enlightened Despot
- Human rights
- Natural rights
- Popular sovereignty

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 2 (9-12) – 2a Creating narratives based on a particular historical point of view (e.g., unemployed WWII vet, home front in WWII, oil refinery promoter, slave holder, trader or investor).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses Document-based questions (DBQs) with argument writing

Academic vocabulary

Websites

HP 2 (9-12) – 2b Synthesizing information from multiple sources to formulate an historical interpretation

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses Document-based questions (DBQs) with argument writing and primary source analysis

Academic vocabulary

-

Websites

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HP 3 (9-12) – 2a Articulating an understanding of the meaning, implications, and impact of historical events on their lives today (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. ERA 7, 2A,3

Academic vocabulary

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 4 (9-12) –1a Utilizing maps, graphs, and charts to draw conclusions on how societies historically were shaped and formalized.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain major characteristics of the interregional trading system that linked peoples of Africa, Asia, and Europe on the eve of the European overseas voyages. ERA 6, 14A,1
- Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6, 4A,3

Academic vocabulary

- Interregionalism
- Trading system

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 4 (9-12) –1b Analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain the impact of the English Revolution on political institutions and attitudes in the North American colonies and on the outbreak of the American Revolution. ERA 6,2C,4

Academic vocabulary

- Constitutional government
- Cromwell
- Limited Monarchy
- Parliament
- Private property
- Round Heads

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 4 (9-12) –1c Citing historical evidence that geographic factors affected decision-making by policy-makers.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6,4A,3

Academic vocabulary

Websites

- <http://allaboutexplorers.com/>
- http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation

HP 4 (9-12) –2a Evaluating the effect of technology and innovation on promoting territorial expansion.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze how the Netherlands, England, and France became naval, commercial, and political powers in the Atlantic basin. ERA 6,4A,3

Academic vocabulary

- Atlantic Basin
- Compact

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- Geneva
- New France

Websites

- <http://allaboutexplorers.com/>
- http://www.powershow.com/view/23c81-Y2lxZ/Age_of_Explorationpowerpoint_ppt_presentation

HP 4 (9-12) –2b Proving whether innovation and invention have been beneficial or detrimental to society.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Explain how commercial sugar production spread from the Mediterranean to the Americas and analyze why sugar, tobacco, and other crops grown in the Americas became so important in the world economy. ERA 6,4B,3

Academic vocabulary

- Middle Passage
- Tobacco
- Triangle Trade

Websites

- <http://www.besthistorysites.net/>
- <http://worldhistoryforall.sdsu.edu/>
- http://www.worldhistorynetwork.org/T_MajorResources.php

HP 5 (9-12) – 3a Utilizing sources (e.g., primary documents, secondary sources, oral histories) to identify different historical narratives and perspectives about the same events.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses primary sources analysis

Academic vocabulary

Websites

HP 5 (9-12) – 3b Describing how the historical perspectives of leaders and decision makers served to shape and influence public policy using primary sources as evidence.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Uses
 - Document –based questions (DBQs)
 - Argument writing
 - Primary source comparison

Academic vocabulary

Websites

E 1 (9-12) –3b Evaluating how societies differ in their management of the factors of production (land, labor, capital, and entrepreneurship).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze why mass consumer economies developed in some industrialized countries of the world but not in others. ERA 8,5A,5

Academic vocabulary

Websites

G 1 (9-12) –1a Analyzing spatial patterns and synthesizing with other primary and secondary sources.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

- Analyze geographic representations and suggest solutions to geographic questions at local to global scales using geographic representations and geospatial technologies, as exemplified by being able to
- Construct a presentation using multiple geographic representations and geospatial tools that illustrates alternative views of a current or potential local

Academic vocabulary

- GIS
- GPS
- Remote Sensing

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issue.

- Analyze the possible relationships between global human and physical changes using GIS (e.g., the relationship between global climate change, sea level rise, and population distribution). **G, 1, 4**

Websites

G 2 (9-12) –2a Analyzing and explaining how concepts of site and situation can explain the uniqueness of places.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status, as exemplified by being able to

- Explain how and why groups of people may view a place differently (e.g., Harney Peak, South Dakota, viewed by the Lakota Sioux or the US Forest Service; Mount Fuji viewed by Japanese citizens or foreign tourists). **G, 6 #1**

Academic vocabulary

- Culture

Websites

G 4 (9-12)-1a Researching and reporting specific examples of how human dependence on the environment has impacted political, economic, and/or social decisions.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

A. Explain the relationship between the quest for resources and the exploration, colonization, and settlement of different regions of the world, as exemplified by being able to

- Describe the Columbian exchange of plant and animal resources and explain how this exchange changed patterns of food consumption around the world (e.g., the introduction of cattle and beef consumption throughout the Americas, the introduction of potatoes as a staple food across northern Europe and parts of Asia, the introduction of corn as a staple food across southern Africa).
- Identify different types of resources (e.g., precious metals, spices, animal products) that drove the 15th- to 20th-century European process of exploration and colonization in North America, Africa, and Asia, and explain how this process influenced the spatial distribution of European colonies on those continents.

• .

B. Explain how globalization and higher standards of living affect the meaning and use of resources, as exemplified by being able to

- Explain how and why per-capita consumption of resources (e.g., petroleum, coal, electricity, steel, water, food) differs between developed and developing countries now and in the past. **G, 16,1**

Academic vocabulary

- Distribution
- Resource
- Sustainability

Websites

G 4 (9-12) –3b Comparing and contrasting the physical, social, and economic impacts to suit and satisfy human needs.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing

Websites

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2 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.

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RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Central idea
- Claim
- Counter argument
- Counter claim
- Graphic organizer
- Primary source
- Secondary source
- Textural evidence

Websites

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

RH. 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

RH. 9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

RH. 9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH. 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

www.corestandards.org
[Appendix C](#)

SOCIAL STUDIES CURRICULUM GRADE 10 WORLD HISTORY UNIT #2

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RH. 9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textual evidence

Websites

WHST. 9-10.1 Write **arguments** focused on discipline-specific content.

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and audience, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from or supports the argument presented.

WHST. 9-10.2 Write **informative/explanatory texts**, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim

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- Graphic organizer

- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience..

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

WHST.6-8.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.6-8.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

Academic vocabulary

- Argument writing
- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 10 - World History Dates: 1300 - Present

Essential knowledge and skills

Utilizes

Academic vocabulary

- Argument writing

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- Primary source analysis
- Document-Based questions
- Argument writing
- Informational writing
- Graphic organizer

- Claim
- Compare/contrast
- Counter argument
- Counter claim
- Graphic organizer
- Non-linguistic
- Representation
- Textural evidence

Websites

SUGGESTED WORKS:

LITERARY TEXTS

STORIES

POETRY

DRAMA

OTHER

INFORMATIONAL TEXT

NONFICTION

BIOGRAPHIES

MEMOIRS

SPEECHES, PUBLIC DOCUMENTS

- *Declaration of the Rights of Man*
- Rousseau: *The Social Contract*
- Jean-Paul Marat's call for the execution of King Louis XVI and the *London Times* counter in 1793
- *Prentice-Hall: World History* by Ellis & Esler (Chapters 17, 18, 19, and 20)
- *Pearson Publishing: Civilization Past & Present 11th edition* by Brummett, Edgar, Hackett, Jewsbury, and Molony (Chapters 17 and 18)

ACTIVITIES, PRODUCTS, PERFORMANCE, and ASSESSMENTS:

- | | | | |
|-------------------------------|--------------------------------|------------------------------------|--------------------------|
| 1. Argument writing | 6. Informational text response | 11. Multi-media/technology | 15. Oral presentation |
| 2. Class discussion | 7. Informative writing | 12. Narrative writing | 16. Research project |
| 3. Dramatization/role playing | 8. Journal | 13. Non-linguistic representations | 17. Vocabulary word wall |
| 4. Grammar and usage | 9. Literature response | 14. Note taking and summarizing | 18. Writer's notebook |
| 5. Graphic organizers | 10. Media appreciation | | 19. Word Study |

ASSESSMENTS

Focus on informative

- Informative writing in addressing the prompt - How did the scientific method lead to the Enlightenment?
- Informational writing in the form of a constructive response

Focus on arguments

- Introduction to argument writing
- Claim / Counterclaim development
- Graphic Organizer completion

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- Argument paragraph on an issue relevant to the period of study
- Primary Source Analysis
- Document Based Question

HIGHER ORDER THINKING SKILLS: Web's Depth of Knowledge 2 – 4 or Bloom's Taxonomy

Web's Depth of Knowledge

- skill/conceptual understanding
- strategic reasoning
- extended reasoning

Bloom's Taxonomy

- apply
- analyze
- synthesize/create
- evaluate

ADDITIONAL RESOURCES: see curriculum for specifics

- *Prentice-Hall: World History by Ellis & Esler*
- *Pearson Publishing: Civilization Past & Present 11th edition by Brummett, Edgar, Hackett, Jewsbury, and Molony*

VOCABULARY

<ul style="list-style-type: none"> • Alliance • Assembly line • Black plague • Capitalism • Catholic Reformation • Circumnavigation • City • Colonial economy • Commercial Revolution • Common law • Conflict • Consequences • Cooperation • County • Culture • Distribution • Due Process • Dutch East India Company • Economic systems • Entrepreneur • European colonies • Global perspective 	<ul style="list-style-type: none"> • Graphic organizer • Guild system • Gutenberg • Habeas Corpus • Henry 8 • Humanism • Indulgence • Interdependence • John Calvin • Magna Carta • Martin Luther • Mercantilism • Merchant guilds • Michelangelo/Leonardo da Vinci • Monopoly • Non-linguistic • Outpost • Parliament • Patron • Perspective • Photography • Place 	<ul style="list-style-type: none"> • Political cartoon • Political systems • Predestination • Primary source • Prosperity • Region • Religious reform • Renaissance/Rebirth • Representation • Representation • Resource • Secondary source • Sequence • Shakespeare • Steamship • Sustainability • Tariff • Telegraph • Theocracy • Thomas More • Utopian
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VOCABULARY – ELA

- | | | |
|---|--|--|
| <ul style="list-style-type: none"> • Analysis • Central ideas • Claim • Cohesion • Compare • Concluding statement | <ul style="list-style-type: none"> • Contrast • Counter claim • Domain-specific vocabulary • Event • Evidence • Formal style | <ul style="list-style-type: none"> • Objective tone • Primary and secondary sources • Textual evidence • Transition and sentence structure |
|---|--|--|

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LESSON PLAN for UNIT _____

LESSONS

- Lesson # 1 Summary:**

 - Lesson #2 Summary:**

 - Lesson #3 Summary:**
-

OBJECTIVES for LESSON # _____

- Materials/Resources:**

- Procedures:**
 - **Lead –in**

 - **Step by step**

 - **Closure**

- Instructional strategies:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)

- Assessments:** see curriculum introduction [Curriculum ELA grade 7NS.docx](#)
 - **Formative**

 - **Summative**