

# World History

## The Enlightenment

Grade 10

**Time for Completion: 8 class periods**

Text: Prentice Hall World History The Modern Era

Chapter 5

**State Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Indicator:**

H(W)4.2.2 ▲ (K) explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons).

H(W)4.2.3 Analyzes the outcomes of the French and American Revolutions (e.g. the establishment of republican government grounded in Enlightenment thought, the deterioration of the French Republic into the reign of terror; the spread of revolutionary ideas and nationalism with the growth of Napoleonic France)

H(W)4.1.5 Explores the growth of Russian Absolutism (e.g. Ivan the Terrible, Peter the Great, Catherine the Great)

**Purpose of Unit:**

Tested on State Assessment	Location: Moscow, English Channel Mercantilism Enlightenment Salons Hobbes, Locke, Voltaire, Montesquieu, Wollstonecraft, Rousseau Enlightened despotism
Academic Skills	Synthesize Information (SH35) Group Discussion/Debate (SH40)
GCHS Dept. Purpose	Absolute power leads to revolution Ideas behind modern democracy/American government
Overlying Concept/Idea	Conflict & Cooperation Revolution (Resource: pg 205, 175, 241)

# Enlightenment

## Historical Concepts/Vocabulary:

Enlightenment (Chapt 5, sec 1,2)  
Salon  
Thomas Hobbes  
Social contract  
John Locke  
Tabula Rasa  
Voltaire  
Montesquieu  
Checks and Balances/Sept. of Power  
Mary Wollstonecraft  
Rousseau

## Suggested Activities

Research and role-play a philosopher from the Enlightenment. Simulate a round table discussion inviting each philosopher. Pose the question: What makes for a good government? What is the recipe for good government? Encourage interactive discussion among the philosophers.

Make Flashcards/Graphic Organizer

# Enlightenment

## Other indicators to include:

Geography (Locations)	Economics	Government
Moscow English Channel	Mercantilism	Monarchy Oligarchy

## Suggested Map

Location of Enlightened Despots

## Suggested Map Skill

Locating English Channel and Moscow

## Language Skills

<p>Prefix:</p> <p>Mono (one) Monarchy</p> <p>Ab ( ) Abdicate Absolution</p> <p>Oli ( ) Oligarchy</p>	<p>Root Word:</p> <p>Phil (love) Philosophy</p> <p>Archy (to rule) Monarchy Oligarchy</p>	<p>Suffix:</p> <p>Ment (denotes an action) Enlightenment</p> <p>Age (pertaining to; creates a noun) Suffrage</p>
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## Accommodations: ESL/SPED

## Enrichment

## District Resources

Political Systems (pg 153)

## Assessment

## Accommodations: ESL/SPED

## Enrichment

## Internet Sources:

### For Information

### For Assignments:

## District Resources

Major Works of Art (pg 806-807)  
Columbian Exchange (pg 134-135)

## Assessment

## Accommodations: ESL/SPED

## Enrichment

# Enlightenment

## State Assessment Examples

Which forum offered wealthy French women the opportunity to participate in the spread of Enlightenment ideas?

- A) salons
- B) universities
- C) church recitals
- D) town meetings

**Please note: There will be specific state assessment questions on the Enlightenment thinkers and their specific ideas**

## State Recommended Vocabulary:

*Capitalism* - an economic system based on the private ownership of the means of production and distribution (land, factories, mines, railroads) and their operation

for profit, under competitive conditions.

*Communism* - a political and economic system based on the writings of Karl Marx in which the state controls the production and distribution of goods, and social

classes and private ownership are discouraged.

*Culture* - learned behavior of people which includes belief systems, languages, social relationships, institutions, organizations, and material goods (food, clothing, buildings, tools).

*Government* - institutions and procedures through which a territory and its people are ruled.

*Imperialism* - the policy of increasing a nation's authority by acquiring or controlling other nations.

*Impressionism* - a theory or style of painting originating and developed in France during the 1870s, characterized by concentration on the immediate visual

impression produced by a scene and by the use of unmixed primary colors and small strokes to simulate actual reflected light.

*Industrialization* - the growth of machine production and the factory system.

*Infrastructure* - the skeletal framework of a nation (highways, roads, water systems, parks) provided by the public sector.

*Laissez-faire economics* - an economic doctrine that opposes governmental regulation of or interference in commerce beyond the minimum necessary for a freeenterprise

system to operate according to its own economic laws.

*Militarism* - a policy of aggressive military preparedness.

*Nationalism* - intense loyalty and devotion to one's country; desire for national independence.

*Republic* - a government rooted in the consent of the governed, whose power is exercised by elected representatives responsible to the governed.

*Rights* - those individual liberties granted to all persons through the U. S. Constitution.

*Romanticism* - an artistic and intellectual movement originating in Europe in the late 18th century and characterized by a heightened interest in nature, emphasis

on the individual's expression of emotion and imagination, departure from the attitudes and forms of classicism, and rebellion against established social rules and conventions.

*Social Darwinism* - a theory in sociology that individuals or groups achieve advantage over others as the result of genetic or biological superiority

*Trade* - the exchange of goods or services for other goods and services or money.

## Notes: