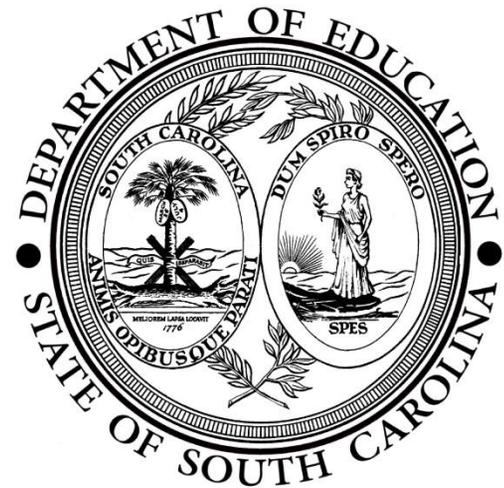


# Modern World History

## Influence of the Enlightenment

Instructional Resource for the  
*South Carolina Social Studies Academic Standards*

South Carolina Department of Education  
Office of Standards and Learning  
June 2017



<b>Modern World History: Influence of the Enlightenment</b>
This lesson gauges causes and effects and the relative importance of the outcomes, as it traces and describes continuities and changes across cultures, and it allows students to analyze primary sources as evidence. Along with these literacy skills, students will analyze evidence, compare and contrast this evidence and make connections to the modern world. These are critical thinking skills as defined by the Profile of the South Carolina Graduate. This instructional plan is intended for three days or 45-50 minute per day instruction.
<b>Standard(s) and/or Indicator(s)</b>
There are two types of standards/indicators for each instructional plan. Targeted standards are standards/indicators that will be taught and assessed throughout the unit while embedded standards are those that have been spiraled through the curriculum and will be present, but not all will be formally “taught.” ELA standards can be listed as embedded standards in addition to other Social Studies standards being spiraled. Assessment of these indicators/descriptors (as applicable) will be included in both summative and formative assessments, as they have been previously taught.
<b>Targeted:</b>
<b>Standard 5 The student will demonstrate an understanding of the influence of ideas and technology on the development of nation-states and empires in the sixteenth through the nineteenth centuries.</b>
Indicator 5.2 Analyze the ideas of social equality, democracy, constitutionalism, and nationalism brought about by the Enlightenment and their effects on institutions.
Indicator 5.4 Analyze the relationship between the expanding world market economy and the development of industrialization in Great Britain, the United States, Germany, and Japan, including shifts in world demography and urbanization and changing class and race relations.
<b>“I Can” Statements</b>
“I Can” statements are learning targets of what students need to know and be able to do as it relates to the standard/indicator(s). <ul style="list-style-type: none"> <li>• <i>Day 1: I can think critically about the rights that human beings have or should have and recognize them in the U.S. Constitution. (5.2)</i></li> <li>• <i>Day 2: I can identify Enlightenment thinkers’ understanding their contributions to the world and can contextualize the ideas of the Enlightenment thinkers and apply them to real world examples. (5.2)</i></li> <li>• <i>Day 3: I can contextualize the Enlightenment thinker’s ideas and apply them to current day issues including race. (5.4)</i></li> </ul>
<b>Essential Question(s)</b>
This is a <b>suggested</b> essential question that will help guide student inquiry. <ul style="list-style-type: none"> <li>• How did the ideas of the Enlightenment affect the world and what are their implications for today?</li> </ul>
<b>Academic Vocabulary</b>
Some students may need extra support with the following academic vocabulary in order to understand what they are being asked to do.

Teaching these terms in an instructional context is recommended rather than teaching the words in isolation. An appropriate time to deliver explicit instruction for the terms is during the modeling process. Ultimately, the student should be able to use the academic vocabulary in conversation with peers and teachers.

- John Locke
- Jean-Jacques Rousseau
- Voltaire
- Thomas Hobbes
- Cesare Beccaria
- Baron de Montesquieu
- Mary Wollstonecraft
- Thomas Jefferson
- Benjamin Franklin
- Adam Smith

#### **Prior Knowledge**

Students should already have the skills to compare and contrast, to analyze evidence, and to synthesize information.

#### **Subsequent Knowledge**

Students will grow in their ability to compare and contrast, analyze evidence, and synthesize information. Students will grow in their ability to apply knowledge and skills to modern day events.

#### **Potential Instructional Strategies**

**Day 1 “I Can” Statement: I can think critically about the rights that human beings have or should have and recognize them in the U.S. Constitution. (5.2)**

- **Activity:** Have students read the excerpt from the South Carolina Department of Education’s African American Calendar concerning the work completed by Richard Greener. Then lead a short discussion about how his work was ground breaking in that he was an African American making waves in the collegiate world. Ask the students if they understand what it means to be a revolutionary. Offer that there are many different types of revolutionaries – but that most all revolutionaries bring about some sort of change.
- **Activity:** Students should be given the following questions and asked to respond to them based on their own beliefs:
  - What are some rights that you believe everyone should have?

- Who should be denied these rights?
- Is there ever a time that people don't deserve individual rights?
- How much control should governments have to ensure that these rights are protected?
  - Once students have answered these questions independently, have them pair with a partner and compare their answers.
  - Lead the class in a discussion of each of the questions – writing down their answers on a sheet of chart paper or on the board for everyone to see.
  - Provide students with a copy of the Bill of Rights located in the United States Constitution and ask them one question: What are the rights that are guaranteed by this document and from where did these rights come?

**Day 2 “I Can” Statement: I can identify Enlightenment thinkers; understanding their contributions to the world and can contextualize the ideas of the Enlightenment thinkers and apply them to real world examples. (5.2)**

- **Activity:** Students should create a picture vocabulary sheet with the following Enlightenment thinkers:
  - John Locke
  - Jean-Jacques Rousseau
  - Voltaire
  - Thomas Hobbes
  - Cesare Beccaria
  - Baron de Montesquieu
  - Mary Wollstonecraft
  - Thomas Jefferson
  - Benjamin Franklin
  - Adam Smith
- This picture vocabulary should include a picture of the thinker, a short biography of their life, and a listing of their contributions to the Enlightenment.

**Day 3 “I Can” Statement: I can contextualize the Enlightenment thinker’s ideas and apply them to current day issues including race. (5.4)**

- **Activity:** Students will use their picture vocabularies they created the day before and match the rights that are granted to American’s through the Bill of Rights to the Enlightenment thinker’s beliefs/writings.

- After the task is completed, the teacher will lead a class discussion about social justice issues and how the ideals of the Enlightenment apply to them.
- If time permits, a Socratic seminar about how some of the Enlightenment thinkers ideas may not be supported through some of the actions carried out by people in current day societies.

#### **Potential Assessment Task**

Day 1: *Ticket out the door* – students should write on a slip of paper what they believe to be the most important right people should be afforded and why. (5.2)

Day 2: *Ticket out the door* – students should write on a slip of paper to be turned in as they leave the classroom which Enlightenment thinker most impressed them with their ideas and why. (5.2)

Day 3: *Reflection Essay*: students should write an essay describing their beliefs about whether Enlightenment thinkers ideas still apply to current day society. (5.4)

#### **Resources:**

Bill of Rights Institute (2018) retrieved from <https://billofrightsinstitute.org/founding-documents/bill-of-rights/>

South Carolina Department of Education. (2011). South Carolina social studies academic standards [PDF document]. Retrieved from <https://ed.sc.gov/scdoe/assets/file/agency/ccr/Standards-Learning/documents/FINALAPPROVEDSSStandardsAugust182011.pdf>