SOCIAL STUDIES

Social Studies

Grade 7: Unit 4
Course Description

This course is designed to build on prior knowledge, skills, and values essential to understand world history, divided into 5 Units – The five major world religions, China, the Renaissance & Reformation, the Enlightenment, and Revolutions.

This course targets global systems and processes, sources of conflict and cooperation, and major movements influencing the modern world. Students will focus on comparisons in the geographic forces, economies, political systems, cultural achievements, technological advancements, and social relations evident in religious movements and civilizations representing diverse geographic locations with a focus on the major Religions of the world, China and the Far East, the Renaissance and Reformation, Enlightenment, and scientific and Industrial Revolutions.
# Grade 7 Social Studies

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>World Religions: Christianity, Judaism, Islam, Buddhism and</td>
<td>7-9 Weeks</td>
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<tr>
<td></td>
<td>Hinduism</td>
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<tr>
<td>Unit 2</td>
<td>China and the Far East</td>
<td>7-9 Weeks</td>
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<tr>
<td>Unit 3</td>
<td>Middle Ages, The Renaissance &amp; Reformation</td>
<td>7-9 Weeks</td>
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<td>Unit 4</td>
<td>The Enlightenment</td>
<td>7-9 Weeks</td>
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<td>Unit 5</td>
<td>The Scientific and Industrial Revolutions</td>
<td>7-9 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Demonstrate knowledge of a real world problem using digital tools.
  - Create a document using one or more digital applications to be critiqued by professionals for usability.
  - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

- **Creativity and Innovation**
  - Synthesize and publish information about a local or global issue or event.

- **Communication and Collaboration**
  - Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

- **Digital Citizenship**
  - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
  - Demonstrate the application of appropriate citations to digital content.
  - Demonstrate an understanding of fair use and Creative Commons to intellectual property.
  - Assess the credibility and accuracy of digital content.
  - Understand appropriate uses for social media and the negative consequences of misuse.

- **Research and Information Literacy**
  - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.

- **Critical Thinking, Problem Solving, Decision Making**
  - Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
Career Ready Practices

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

CRP10. Plan education and career paths aligned to personal goals.
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
### Career Ready Practices

**CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

**Accommodate Based on Students Individual Needs: Strategies**

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Extra time for assigned tasks</td>
<td>- Extra Response time</td>
<td>- Precise step-by-step directions</td>
<td>- Teacher-made checklist</td>
</tr>
<tr>
<td>- Adjust length of assignment</td>
<td>- Have students verbalize steps</td>
<td>- Short manageable tasks</td>
<td>- Use visual graphic organizers</td>
</tr>
<tr>
<td>- Timeline with due dates for reports and projects</td>
<td>- Repeat, clarify or reword directions</td>
<td>- Brief and concrete directions</td>
<td>- Reference resources to promote independence</td>
</tr>
<tr>
<td>- Communication system between home and school</td>
<td>- Mini-breaks between tasks</td>
<td>- Provide immediate feedback</td>
<td>- Visual and verbal reminders</td>
</tr>
<tr>
<td>- Provide lecture notes/outline</td>
<td>- Provide a warning for transitions</td>
<td>- Small group instruction</td>
<td>- Graphic organizers</td>
</tr>
<tr>
<td>- Reading partners</td>
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<td>- Emphasize multi-sensory learning</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assistive Technology</th>
<th>Tests/Quizzes/Grading</th>
<th>Behavior/Attention</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Computer/whiteboard</td>
<td>- Extended time</td>
<td>- Consistent daily structured routine</td>
<td>- Individual daily planner</td>
</tr>
<tr>
<td>- Tape recorder</td>
<td>- Study guides</td>
<td>- Simple and clear classroom rules</td>
<td>- Display a written agenda</td>
</tr>
<tr>
<td>- Spell-checker</td>
<td>- Shortened tests</td>
<td>- Frequent feedback</td>
<td>- Note-taking assistance</td>
</tr>
<tr>
<td>- Audio-taped books</td>
<td>- Read directions aloud</td>
<td></td>
<td>- Color code materials</td>
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</tbody>
</table>
## Enrichment

**Accommodate Based on Students individual Needs: Strategies**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multi Level Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
## Assessments

### Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 5-8

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

A. Civics, Government, and Human Rights

6.2.8.A.4.a Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.

6.2.8.A.4.b Compare and contrast the Japanese and European systems of feudalism and the effectiveness of each in promoting social, economic, and political order.

6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, and the development of habeas corpus and an independent judiciary) on modern democratic thought and institutions.

B. Geography, People, and the Environment

6.2.8.B.4.a Explain how geography influenced the development of the political, economic, and cultural centers of each empire and well as the empires’ relationships with other parts of the world.

6.2.8.B.4.b Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.

C. Economics, Innovation, and Technology

6.2.8.C.4.e Determine the extent to which interaction between the Islamic world and medieval Europe increased trade enhanced technology innovation, and impacted scientific thought and the arts.

D. History, Culture, and Perspectives

6.2.8.D.3.f Determine the extent to which religions, mythologies, and other belief systems shaped the values of classical societies.
6.2.8.D.4.b Analyze how religion both unified and divided people.

6.2.8.D.4.c Analyze the role of religion and economics in shaping each empire’s social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people.

6.2.8.D.4.d Analyze the causes and outcomes of the Crusades from different perspectives, including the perspectives of European political and religious leaders, the crusaders, Jews, Muslims, and traders.

6.2.8.D.4.e Assess the demographic, economic, and religious impact of the plague on Europe.

6.2.8.D.4.f Determine which events led to the rise and eventual decline of European feudalism.

6.2.8.D.4.h Determine the extent to which the Byzantine Empire influenced the Islamic world and western Europe.

6.2.8.D.4.j Compare the major technological innovations and cultural contributions of the civilizations of this period and justify which represent enduring legacies.

**English Language Arts & History/Social Studies Grades 6-8 Common Core Standards**

**Key Ideas and Details:**

**RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources.

**RH.6-8.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure:

RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas:

RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity:

RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Text Types and Purposes:

WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
Production and Distribution of Writing:

**WHST.6-8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST.6-8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge:

**WHST.6-8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
# The Enlightenment

This Unit studies the role of the Enlightenment in the development of modern political and scientific ideas and how those ideas influenced people’s perspectives and actions.

**New Jersey Core Curriculum Content Standards (NJCCCS):**

**CCSS Standards:**
- RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.2, WHST.6-8.4, WHST.6-8.6, WHST.6-8.8

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<table>
<thead>
<tr>
<th>NJDOE Student Learning Objectives</th>
<th>Essential Question</th>
<th>Sample Activities</th>
<th>Resources</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
</table>
| Describe the origins and significant contributions of philosophers and ideas on government that developed during the Enlightenment that led to political-democratic changes in Europe that have had a lasting impact in Europe and specifically to the American Revolution. | • What impact did the Enlightenment have in Europe and the Americas?  
• Which Enlightenment ideas influenced the American and French Revolutions?  
• Which revolution was more reflective of | **Comparison Chart:** Create a chart explaining how the following helped shape Enlightenment ideas: Greek and Roman philosophers, the Scientific Revolution, Christianity and the Renaissance and Reformation. | [World History for us All: The Enlightenment](http://worldhistoryforusall.sdsu.edu/units/six/closeup/06_closeup661.pdf)  
[The Enlightenment](http://www.history.com/topics/enlightenment) | [ELA Essay:](#) Write a 2-3 page essay explaining how the ideas of the Enlightenment influenced the current governments in England, France or the United States. |
Include the following:
John Locke
Charles-Louis Montesquieu
Jean-Jacques Rousseau

**Standard:**
6.2.8.A.4.c
6.2.12.A.2.a
6.2.12.A.2.b
6.2.12.A.2.c
6.2.8.B.4.a
6.2.8.D.4.c
6.2.8.D.4.j
6.2.12.D.2.a-e
RH.6-8.1-10
WHST.6-8.2
WHST.6-8.4
WHST.6-8.6
WHST.6-8.8

<table>
<thead>
<tr>
<th>Enlightenment ideals?</th>
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<tbody>
<tr>
<td><strong>Group Project:</strong></td>
<td>Imagine the personalities mentioned in the lesson gathered at a dinner party. Work with a group to role play a conversation that might have taken place.</td>
</tr>
</tbody>
</table>
Explain the ideas of natural rights, liberty, freedom, equality, separation of powers, government by the people, and freedom of thought and how these ideals changed political thought in Europe.

**Standard:**
- 6.2.8.C.4.b
- 6.2.8.C.4.e
- 6.2.8.D.4.b
- 6.2.8.D.4.j
- RH 6-8.1-10

| Explain and contrast both revolutions in terms of successes/failures, peaceful/violent transfers of power. |
| Compare and contrast pre- and post-revolutionary governments of France and the U.S. |

**Journal:** What are the most valuable freedoms you have? What could influence you to revolt against your government?

**Venn Diagram:** Compare and contrast the influence of the Enlightenment on the French and American Revolution.

**Quote:** “I do not agree with what you have to say, but I'll defend to the death your right to say it.” - Voltaire

**Impact on the Enlightenment:**
- [http://www.ushistory.org/us/7a.asp](http://www.ushistory.org/us/7a.asp)

**The Enlightenment:**
- [http://www.flowofhistory.com/readings-flowcharts/revival-west/the-age-enlightenment/fc100](http://www.flowofhistory.com/readings-flowcharts/revival-west/the-age-enlightenment/fc100)

**Compare and contrast the various ideologies and writings of individuals such as Locke, Hobbes, Voltaire and Rousseau.**

**Group Project:** Identify a MVP (most valuable Philosopher) and create a poster justifying your choice.

**Lockes and Hobbes T Chart:**

**Art:** Using quotes attributed to Locke, Hobbes, or any other Enlightenment Philosopher create an artistic representation of the

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**ELA:** Write a 1 page essay answering the question: What in your opinion is the main purpose of government?
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<tbody>
<tr>
<td>Citizens, and the U.N.?</td>
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<td>• How did the Enlightenment differ from the middle ages?</td>
<td>Oxford Style Debate: Use the internet or library resources to gather more information about John Locke. Engage in small group debates either defending or supporting Locke’s arrest by the British government.</td>
<td>Life, Liberty, What’s the Big Idea?</td>
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<td>• Why did Enlightenment ideals spark revolution?</td>
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<td><strong>Venn Diagram:</strong> Compare and Contrast Hobbes and Locke.</td>
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<td><strong>DBQ:</strong></td>
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<td><a href="https://laing.ccsdschools.com/UserFiles/Servers/Server_2890088/File/Teacher%20Documents/7th%20Grade/Bosse/DBQ%20The%20Enlightenment.pdf">https://laing.ccsdschools.com/UserFiles/Servers/Server_2890088/File/Teacher%20Documents/7th%20Grade/Bosse/DBQ%20The%20Enlightenment.pdf</a></td>
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<td>Identify the responses of European governments to</td>
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<td>• How did these new ideas affect absolute</td>
<td>Journal: Present students with information on how</td>
<td>Internet Source Books:</td>
<td></td>
<td>Art/Technology: Create a facebook page, twitter,</td>
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<tr>
<td>the ideas of the Enlightenment philosophers.</td>
<td>monarch’s power, authority, governance, and law?</td>
<td>Enlightened thinkers were censored during this time period. Should the government be able to censor art, music, or freedom of speech?</td>
<td>u/halsall/mod/modsbook11.asp</td>
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<td><strong>Identify the various avenues through which Enlightenment ideas spread.</strong></td>
<td>How do ideas spread? • What is the impact of the Enlightenment on modern society? • What was the role of salons in the spread of ideas?</td>
<td><strong>Salon Group Discussion:</strong> Don't raise hands; take turns speaking. Listen carefully. Build off of what others say. Speak up so that all can hear you. Talk to each other, not just to the leader or teacher. Make eye contact. Each person</td>
<td>Classroom Salon: <a href="https://www.lcisd.org/docs/default-source/departments/academics/social-studies/high-school/enlightenment-thinkers-classroom-salon.pdf?sfvrsn=2">https://www.lcisd.org/docs/default-source/departments/academics/social-studies/high-school/enlightenment-thinkers-classroom-salon.pdf?sfvrsn=2</a></td>
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<tr>
<td><strong>Standard:</strong> 6.2.8.A.4.a RH 6-8.1-10</td>
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<td>ELA: Imagine you are a public relations consultant for an enlightened despot. Write a press release explaining why your client is “Most Enlightened Despot of the 1700s.”</td>
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</table>
| WHST 6.8.1-10 | must contribute at least 3 times in order to receive full credit.  
**Journal:** What advantages did salons have over earlier forms of communication in spreading ideas? | Age of Enlightenment: [http://history-world.org/age_of_enlightenment.htm](http://history-world.org/age_of_enlightenment.htm) |
Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12. http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

1. Social Studies Skills
2. Indigenous Civilization (1000-1600)
3. Ancient Africa (3000-1492)
4. The emerging Atlantic World (1200-1700)
5. Establishment of a New Nation and Independence to Republic (1600-1800)
6. The Constitution and Continental Congress (1775-1800)
7. The Evolution of a New Nation State (1801-1860)
8. The Civil War and Reconstruction (1861-1877)
9. Post Reconstruction and the origins of the Progressive Era
10. America Confronts the 20th Century and the emergent of Modern America (1901-1920)
11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)

The Amistad Commission Interactive Curriculum contains the following resources for a teachers use that aligns with the topics covered:
All Resources on the NJ Amistad Curriculum website site are encouraged and approved by the district for use.
<table>
<thead>
<tr>
<th>Unit Vocabulary</th>
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</thead>
<tbody>
<tr>
<td>Benjamin Franklin</td>
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<tr>
<td>Charles-Louis Montesquieu</td>
</tr>
<tr>
<td>Declaration of the Rights of Man and of the Citizen</td>
</tr>
<tr>
<td>English Bill of Rights</td>
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<tr>
<td>Declaration of Independence</td>
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<tr>
<td>Enlightenment</td>
</tr>
<tr>
<td>Jean Jacques Rousseau</td>
</tr>
<tr>
<td>John Locke</td>
</tr>
<tr>
<td>Natural rights</td>
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<tr>
<td>Popular sovereignty</td>
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<tr>
<td>Salon</td>
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<tr>
<td>Secular</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
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<tr>
<td>Voltaire</td>
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</tbody>
</table>
## Unit Project (Choose 1)

<table>
<thead>
<tr>
<th>Project (Suggested)</th>
<th>Project (Suggested)</th>
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</thead>
<tbody>
<tr>
<td>~ Enlightenment Salon ~</td>
<td>Create a skit or debate on a modern day controversial issue that uses the perspectives of an Enlightenment Philosopher. The skit must be between 5-10 minutes in length.</td>
</tr>
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Time to kick back, shoot the sh!#, and have some tea and crumpets! Really folks, a “salon” of the 18<sup>th</sup> and 19<sup>th</sup> centuries was **not** a beauty salon of today’s standards; no crazy hair dye, cuts, ugly perms, or scary looking hairstylists that you would see on *Jerseylicious* or your local Hair Cuttery. So...where did they start and what were they? Let’s find out!

PARIS - considered the center of the universe in the mid 18<sup>th</sup> and early 19<sup>th</sup> centuries, was the home of the salon. Well recognized all over the world, the Parisian salon served as a meeting ground for group discussion on issues of political, social, and cultural discourse. **Foreigners** visiting this vibrant and progressive city often made it a priority to visit a Parisian salon during their stay. It can be said that with the beginning of the late 18<sup>th</sup> century, the Parisian salon was no longer a place of idle leisure or gossip, but rather a unique social and intellectual setting, providing the opportunity for both men and women to share similar tastes and interests. People like Voltaire, Moliere, and other famous playwrights, scientists, and philosophes were “regulars” at salons. Today, you will become one of them and share your stories with many other “Enlightened” people of the day.

**Directions:** This lesson involves us re-creating an “Enlightened Salon”. Students will be assigned the role of a philosophe, or a scientist of the age. Your job is to do some background research on your assigned role that you will portray.
Figures to be portrayed during the salon:

1. Voltaire
2. Sir Isaac Newton
3. Denis Diderot
4. Adam Smith
5. Rene Descartes
6. Johannes Kepler
7. Baron de Montesquieu
8. Jean Jacques Rousseau
9. Madame Geoffrin (Hostess of the Salon) is Ms. Kavlick

* You will be split into two groups so there will be enough time for you to interact with other scientists/philosophes.

**Topics to be discussed at the salon may include:**

- Science
- Religious toleration
- Economics
- Types of government
- Human nature
- Slavery
- Rights of man/women

Your job is to share as much information about your life, accomplishments, works, and views on the above topics (if they apply to you). As you circulate to converse with other enlightened figures, please help yourself to some tea, hot chocolate, water, and some light snacks.

**MVP** - One of your goals is to persuade the other enlightened thinkers of the age why YOU should be considered the world’s MVP. We will have an MVP for “Best Scientist” and “Best Philosophe”. Be persuasive as we will hold a vote at the end of our Salon activity.