

## Unit IV

### Scientific, Philosophical, and Social Developments 1648-1815

*In addition to introducing the course and its required skill-set, this unit will attempt to explain the rise of the modern era. Significant attention will be paid to to developments and processes involved in Europe’s climb from the Middle Ages into the modern world. While the Italian renaissance will be the single biggest development discussed, there is a wide collection of developments that revolutionize the nature of life in Europe as well as Europe’s place on the world’s stage.*

**Course Themes:**

- Interaction of Europe and the World (INT)
- Economic and Commercial Development (ECD)
- Cultural and Intellectual Developments (CID)
- States and Other Institutions of Power (SOP)
- Social Organization and Development (SCD)
- National and European Identity (NEI)
- Technological and Scientific Innovation (TSI)

**Historical Thinking Skills:**

	Skill	Description
Skill 1	Developments and Processes	<b>1A:</b> Identify a historical concept, development, or process. <b>1B:</b> Explain a historical concept, development, or process.
Skill 2	Sourcing and Situation	<b>2A:</b> Identify a source’s point of view, purpose, historical situation, and/or audience. <b>2B:</b> Explain the point of view, purpose, historical situation, and/or audience of a source. <b>2C:</b> Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.
Skill 3	Claims and Evidence in Sources	<b>3A:</b> Identify and describe a claim and/or argument in a text-based or non-text-based source. <b>3B:</b> Identify the evidence used in a source to support an argument. <b>3C:</b> Compare the arguments or main ideas of two sources. <b>3D:</b> Explain how claims or evidence support, modify, or refute a source’s argument.
Skill 4	Contextualization	<b>4A:</b> Identify and describe a historical context for a specific historical development or process. <b>4B:</b> Explain how a specific historical development or process is situated within a broader historical context.
Skill 5	Making Connections	<b>5A:</b> Identify patterns among or between historical

		developments and processes. <b>5B:</b> Explain how a historical development or process relates to another historical development or process.
Skill 6	Argumentation	<b>6A:</b> Make a historically defensible claim. <b>6B:</b> Support an argument using specific and relevant evidence. <b>6C:</b> Use historical reasoning to explain relationships among pieces of historical evidence. <b>6D:</b> Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.

### Historical Reasoning:

<i>Reasoning Process 1</i>	<i>Reasoning Process 2</i>	<i>Reasoning Process 3</i>
Comparison	Causation	Continuity and Change
<p><b>1.i</b> Describe similarities and/or differences between different historical developments or processes.</p> <p><b>1.ii</b> Explain relevant similarities and/or differences between different historical developments or processes.</p> <p><b>1.iii</b> Explain the relative historical significance of similarities and/or differences between different historical developments or processes</p>	<p><b>2.i</b> Describe causes and/or effects of a specific historical development or process.</p> <p><b>2.ii</b> Explain the relationship between causes and effects of a specific historical development or process.</p> <p><b>2.iii</b> Explain the difference between primary and secondary causes and between short- and long-term effects.</p> <p><b>2.iv</b> Explain how a relevant context influenced a specific historical development or process.</p> <p><b>2.v</b> Explain the relative historical significance of different causes or effects.</p>	<p><b>3.i</b> Describe the patterns of continuity and/or change over time.</p> <p><b>3.ii</b> Explain patterns of continuity and/or change over time.</p> <p><b>3.iii</b> Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.</p>

### Schedule:

Date	Topic	Learning Target	Reading
Mon 11/18	Go over Unit III Test		
Tue 11/19	Project Research	Explain the factors contributing to and the consequences of demographic changes from 1648-1815	
Wed 11/20	Project Research	Explain how European cultural and Intellectual life was maintained and changed throughout the period from 1648-1815.	

Thu 11/21	Presentations		
Fri 11/22	Inner/Outer Circle: Little Red Riding Hood		
Mon 11/25	The Scientific Revolution	Explain the context in which the Scientific Revolution and the Enlightenment developed in Europe. Explain how understanding of the natural world developed and changed during the Scientific Revolution and the Enlightenment.	
Tue 11/26	Writing Workshop: DBQ		
Wed 11/27	No School		
Thu 11/28	Thanksgiving		
Fri 11/30	No School		
Mon 12/2	The Enlightenment	Explain the causes and consequences of Enlightenment thought on European Intellectual development. from 1648-1815.	
Tue 12/3	The Enlightenment	Explain the causes and consequences of Enlightenment thought on European society from 1648-1815. Explain how and why the Scientific Revolution and the Enlightenment challenged the existing European order and understanding of the world.	
Wed 12/4	Enlightened Monarchy	Explain how different forms of political power were influenced by Enlightenment thought from 1648-1815. Explain how and why political and religious developments challenged or reinforced the idea of a unified Europe from 1648-1815.	
Thu 12/5	Review		
Fri 12/6	<b>Unit IV Test</b>		

## Key Questions

1. Analyze how the Scientific Revolution contributed to the development of new political and social ideas during the Enlightenment.
2. Compare and contrast the rule of two absolute monarchs with two enlightened despots to determine if the absolute and the enlightened despots were more similar or different.
3. Discuss the role of the public sphere and the reading revolution in fostering the Enlightenment and in spreading its ideas.
4. Analyze the impact of the Scientific Revolution and the Enlightenment on women, and the impact of women on these intellectual movements.
5. Compare and contrast Renaissance and Enlightenment concepts of race.
6. To what extent did Enlightenment ideas reflect the interests of the middle class?
7. Compare and contrast the views of Locke, Rousseau, and Montesquieu on what constituted the best form of government and why.
8. Choose two enlightened despots, analyze how successful they were in improving society through Enlightenment ideas, and discuss the constraints they faced.

### Chapter 17

1. To what extent were the lives of European peasants transformed by the eighteenth-century agricultural revolution and by the rise of cottage industry?
2. Account for the dramatic population increase in Europe during the eighteenth century.
3. Analyze the eighteenth-century arguments against guilds in the context of changing patterns of production and trade.
4. Analyze the impact of the Atlantic and Asian colonial plantation economies on Europe.
5. Describe French-English economic and military competition in the seventeenth and eighteenth centuries and analyze the reasons for English dominance by the end of this period.

### Chapter 18

1. Describe changes in medical practice over the course of the eighteenth century and analyze the degree to which women played a part.
2. Discuss the extent to which the elite thinking of the Enlightenment influenced popular culture and child-rearing practices in the eighteenth century.
3. Analyze whether continuity or transformation best describes the experience of eighteenth-century western European peasants. Be sure to discuss marriage patterns, sexual customs, sports, and diet.
4. Discuss innovations in religious ideas and practice in eighteenth-century Catholicism and Protestantism, and analyze the degree to which these reflect Enlightenment ideas.