

## Chapter 22

### Section 2: Ideas and Revolutions

**Guiding Question:** How have some nations expanded popular sovereignty?

#### GET STARTED

##### Lesson Goals:

- ❑ Students will understand Enlightenment ideas.
- ❑ Students will discuss the reasons for different paths toward popular sovereignty.
- ❑ Students will describe the relationship of fascism and communism to popular sovereignty.

**Bellringer** Display Transparency 22C, Enlightenment Web, which is a blank concept web with the center oval labeled “Enlightenment Ideas.” Instruct students to fill in the concept web based on their reading, beginning with the names of the political thinkers mentioned on the first page of the section.

**Vocabulary** Read the definition of each term from the Glossary. Then have students volunteer the correct word, either orally or on the board.

#### TEACH

Review with the class the concept of sovereignty. (*supreme authority within one’s territory*) Tell them that *popular* sovereignty is the idea that governments can only exist with the consent of the governed. The people are the only source for governmental power. This idea eventually formed the basis for many republics and democracies. Tell students that in this section, they will learn how the ideas from the Enlightenment influenced the growth of sovereignty and how countries throughout the world gained popular sovereignty. After students read the section, go over the concept web from the Bellringer.

##### Ask:

- What rights did John Locke believe belonged to all people? (*the right to life, liberty, and to own property*)
- What idea did Montesquieu write about that became part of the Constitution? (*separation of powers*)

##### Learning Styles: Body/Kinesthetic

Have students use the world map in the back of their textbooks to locate the countries listed in the figure titled “Characteristics of Governments.” Display a map of the world for all to see. Have volunteers choose one of these countries, but keep their choice to themselves, and come forward to the front of the class. Then have class members ask yes or no questions to guess the country. When a student thinks he or she knows which country the volunteer has in mind, have them come up to the map and point out the country.

##### Other Strategies

Learning Styles: Interpersonal/Group  
ELL/ESL Strategy

Learning Styles: Auditory/Verbal (2)

Learning Styles: Logical/Mathematical

Learning Styles: Visual/Spatial

#### ASSESS AND REMEDIATE

- Assign the Section Assessment questions; grade student responses.

##### Chapter Resources

**Essential Questions Journal**

**Chapter 22 Outline** (All-in-One, pp. 10–12)

##### Other Resources

**Reading Comprehension Worksheet**

(All-in-One, pp. 30–31)

**Section Quiz B** (All-in-One, p. 35)

**Audio support is available for this section.**

**Additional features for Differentiated Instruction can be found throughout the Teacher’s Edition.**