

Unit 6: Enlightenment and Scientific Revolution

Unit #:	APSDO-00025729	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
 9

Subjects:
 Social Studies

Unit Focus

In this unit students will identify and explain the foundations of the scientific revolution and describe the impact of advancements in the scientific revolution on European civilization. Students will also identify and describe conditions that led to the Enlightenment and explain how new philosophies brought on social changes. Students will be assessed on their ability to conclude effects of the scientific revolution and to engage in a salon simulation. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>CCSS.ELA-LITERACY.RH.9-10.1</i> • Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. <i>CCSS.ELA-LITERACY.RH.9-10.2</i> • Analyze in detail a series of events 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T3 (T5) Apply social studies concepts and content to make connections to a given situation, problem or challenge. T4 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U022) By comparing texts or points of view, learners often gain greater insight of a concept or idea. U2 (U050) Individuals and groups have the</p>	<p>Q1 (Q052) Why do people seek change? Q2 (Q060) What are the motivations and strategies to affect change? Q3 (Q101) Are rules there to limit or protect</p>

described in a text; determine whether earlier events caused later ones or simply preceded them. *CCSS.ELA-LITERACY.RH.9-10.3*

Connecticut Goals and Standards

Social Studies : 9

- Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. *HIST.9-12.4*
- Analyze historical, contemporary and emerging means of changing societies, promoting the common good, and protecting rights. *CIV.9-12.17*
- Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights and human rights. *CIV.9-12.12*
- Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. *INQ.9-12.10*
- Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical). *INQ.9-12.11*

ability to influence their society using a range of methods (e.g., violent or nonviolent, overt or covert).

U3 (U052) Beliefs about a given change are influenced by individual viewpoints and values.

U4 (U200) Innovations and revolutions address significant societal needs.

U5 (U201) Change: Revolution creates significant political, economic and social change in power, structures and systems.

U6 (U202) Change: Innovations and revolutionary changes can lead to intended and unintended consequences that can be both positive and negative.

U7 (U704) People are increasingly interdependent, joined by environmental, economic, social, cultural and civic concerns.

U8 (U801) When people`s basic needs are not met, they seek change.

rights?

Q4 (Q201) When and why does reform become revolutionary? When doesn`t it?

Q5 (Q500) How do beliefs influence social and political institutions?

Q6 (Q601) What causes conflict between groups?

Q7 (Q700) How do individuals and groups shape the world?

Q8 (Q804) How and when do we protect/defend against persecution or discrimination?

Acquisition of Knowledge and Skill

Knowledge

Skills

K1

In contrast to medieval perceptions of the universe, the Scientific Revolution and the Enlightenment produced new theories about the structure of the universe and humankind's relationship to it

K2

Individuals were responsible for various scientific and technological changes

K3

The Scientific Revolution influenced how Europeans viewed themselves and they began to re-examine all aspects of life

S1

Identify multiple perspectives of the same event, idea and/or position and examine the rhetoric and details that lead to varying interpretations

S2

Gather and integrate relevant information from multiple sources (quantitative and qualitative)

K4

The belief in logic and reason promoted the beginnings of the social sciences

K5

Participants in the Scientific Revolution faced obstacles

K6

Isaac Newton is considered the greatest genius of the Scientific Revolution and also influenced the Enlightenment