



Unit Planner: 2014 Gibson - Scientific Revolution/Enlightenment Global 3

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High School > 2018-2019 > Grade 10 > Social Studies > Global 3 (C) > Week 1

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2014 Gibson - Scientific Revolution/Enlightenment

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- [Unit Planner](#)
- [Lesson Planner](#)

Big Ideas / Enduring Understandings

- Throughout history technological change narrows the distances between people and facilitates the spread of information and ideas.
- Enlightenment ideas drastically impacted the social contract between the ruler and the ruled, changing the very definition and role of a government.
- The revolutionary way of thinking birthed during the Enlightenment created a renewed focus on the power of the human mind.
- Playwrights, Prop Designers, and Actors conduct research in order to incorporate historically relevant evidence to more accurately convey their main message.

Essential Questions

- How does technological change affect people, places, and regions?
- How did Enlightenment ideology impact the relationship between the ruler and the governed?
- How did the cultural and intellectual strides of the Enlightenment contribute to the evolution of human thought?
- How do ensembles use historically accurate evidence to strengthen the main idea of performances?

Common Core Standards and Indicators

NYS: CCLS:Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They value evidence.

They use technology and digital media strategically and capably.

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

2. 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.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- The Printing Press
- Scientific Method
- Scientific contributions of Galileo, Newton, Copernicus
 - Heliocentric Model.
- John Locke, Jean Rousseau, Hobbes, Montesquieu, Voltaire
- Changing relationship between the people and their rulers.
- Ideas of Enlightenment Thinkers
 - Social Contract (give up certain rights to gain certain rights), general will (majority rule), natural rights (god given rights).
- Influence of Enlightenment Ideas on governmental ideas.
 - People have the true power not the monarchs.

Skills / Strategies

- Analyze primary sources and provide a short, concise summary of the main points.
- Select evidence from primary source to support their own claim.
- Use previous knowledge of global history to piece together definitions of new words and concepts.
- Construct a clear narrative that includes sufficient facts and details from a

primary and secondary source.

- Analyzing Regents vocab words in questions through regular regents multiple choice practice (students will be able to use notes/textbooks to answer these questions)

Key Terms / Vocabulary

- geocentric theory
- heliocentric theory
- Enlightenment
- Revolution
- Absolute Monarch
- Divine Right
- Social Contract
- Natural Rights
- General Will
- Monarch
- Turning Point
- Freedom of Speech
- Freedom of Religion

Learning Plan & Activities

Please include Theatre Modalities when appropriate

Galileo vs. the Church

- Questioning of Authority (Galileo-Church)
- Roman Catholic Church reaction to the above scientists.
 - Dislike of criticism, fear of undermining authority.
- Questioning of Authority (thinkers vs. government/absolute monarchs)
- Changing relationship between the people and their rulers.
 - Purpose of government shift
 - Physical protection to protecting natural rights.
 - What is the role of a government?
 - Shift from god given right to rule (absolute monarchs, divine right) to god given natural rights.

Assessments

[Depth of Knowledge \(DOK\) Levels](#)

Enlightenment Thinkers Performance Formative: DOK 2 Basic Application: Performance: Dramatization

Students will construct a well written performance that details the

- People/Governed now have the power, inverse of status quo.
- Consent of the governed
 - People have the true power not the monarchs.

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Theatrical education techniques are incorporated into final project in order to assess learners of all learning modalities.
- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

contributions of a specific enlightenment thinker. Students will work in groups with each member assigned a specific role (Playwright, Props Master, Actors, Choreographers) in order to contribute equally to the performance. Students will be graded on a number of factors ranging from their ability to collaborate, convey accurate historical ideas through theatrical modalities, and ability to convey a clear message/idea/theme to the audience.

Unit Exam
Formative: DOK 2
Basic Application:
Test: Common
 20 Regents multiple choice questions on content from this unit and some content from last year. 5 short DBQ questions based on content from this unit and content from last year.

Resources

Websites and Web-tools used

Google Earth
 Focus

- Whole class

Texts Used (fiction, non-fiction, on-line, media, etc...)

Textbook
 Focus

- Small group
- Guided reading

Texts Used (fiction, non-fiction, on-line, media, etc...)

secondary sources written about enlightenment era thinkers
 Text Features

- Informational

- Meaning / Purpose



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