



## Marietta City Schools

### District Unit Planner

#### *Individuals and Societies World History*

<b>Unit title</b>	<i>Unit 6: The Enlightenment &amp; Age of Revolutions</i>	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	15 Hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

#### **GSA DoE Standards**

##### Standards

**SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.**

- Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.
- Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.

**SSWH14 Analyze the Age of Revolutions.**

- Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
- Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
- Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.

##### Concepts/Skills to be Mastered by Students

##### Information Processing Skills:

- organize items chronologically
- distinguish between fact and opinion
- identify main idea, detail, sequence of events, and cause and effect in a social studies context
- identify and use primary and secondary sources
- interpret timelines, charts, and tables
- identify social studies reference resources to use for a specific purpose
- draw conclusions and make generalizations
- determine adequacy and/or relevancy of information
- check for consistency of information

##### Map and Globe Skills:

- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. draw conclusions and make generalizations based on information from maps

**Literacy Standards):**

**L9-10RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10WHST1:** Write arguments focused on discipline-specific content

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key concept	Related concept(s)	Global context
<p><b>Change</b> is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.</p>	<p>Conflict Liberty Structure</p>	<p><b>Fairness and Development</b> What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p>

**Statement of inquiry**

Change in societies may or may not provide new ideas, structure, liberty, and conflict.

**Inquiry questions**

**Factual**

- What is liberty?
- What was the scientific revolution?
- What was the Enlightenment?
- What advancements and ideas emerged from the Scientific Revolution and the Enlightenment?

**Conceptual**

- How did the ideas of the Scientific Revolution and the Enlightenment contribute to the Age of Revolutions?
- What were common factors that led to the revolutions that occurred during this time period?
- What constitutes a Revolution?

**Debatable**

- Which conditions played the most important role in causing the revolutions of this era: political, economic, or social conditions?
- Why were some revolutions more successful than others?
- Did change in societies provide new ideas, structure, liberty, and conflict?

MYP Objectives	On-Level Assessment Tasks	
<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
<p>Criterion B: Investigating Criterion D. Critical Thinking</p>	<p><a href="#">Revolutions DBQ</a> Students will use documents to explain how the causes of revolution were similar and different by choosing to compare two of the following revolutions: English Revolution, American Revolution, French Revolution, Haitian Revolution, Mexican Revolution, or the Venezuelan Revolution.</p> <p>What's Your Revolution? <a href="https://docs.google.com/document/d/1PPf72xcUX5-YhneqdXiMD7FPm9DKn-ntGDDu6HcOMBM/edit?usp=sharing">https://docs.google.com/document/d/1PPf72xcUX5-YhneqdXiMD7FPm9DKn-ntGDDu6HcOMBM/edit?usp=sharing</a></p>	<p><b>Formative Assessment(s):</b> Unit 6 Multiple Choice CFA or Enlightenment Book Project <a href="https://docs.google.com/document/d/1PFQUzZilVeRe8K5gMuVno9SUytLmtMZ9iaWAlwjFyc/edit?usp=sharing">https://docs.google.com/document/d/1PFQUzZilVeRe8K5gMuVno9SUytLmtMZ9iaWAlwjFyc/edit?usp=sharing</a></p> <p><b>Summative Assessment(s):</b> <a href="#">Revolutions DBQ</a></p> <p>Or</p> <p>Revolutions Book Project</p> <p><b>Unit 6 Multiple Choice Summative</b> Students take multiple choice test to show understanding of content which ties to the statement of inquiry</p>
MYP Objectives	Honors Assessment Tasks	
<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>

<p>Criterion B: Investigating Criterion C: Communicating</p>	<p><b>Revolutions New Network Activity</b> B: Investigating C: Communicating In groups, students will be assigned a revolution that resulted from Enlightenment principles. Students design and present a broadcast news segment that reports on the four elements of the revolution as per the fever model which is:</p> <ul style="list-style-type: none"> <li>- incubation</li> <li>- symptomatic</li> <li>- crisis</li> <li>- convalescence</li> </ul>	<p><b>Formative Assessment(s):</b> Revolutions new network Activity Or Multiple Choice CFA in Performance Matters</p> <p><b>Summative Assessment(s):</b> <b>Revolutions Timeline Activity</b> <a href="https://docs.google.com/document/d/1_ghDxujO_N6ncp5vzw5RyDeAmJyB-VxfZUsAMT-Qgcs/e/dit?usp=sharing">https://docs.google.com/document/d/1_ghDxujO_N6ncp5vzw5RyDeAmJyB-VxfZUsAMT-Qgcs/e/dit?usp=sharing</a> Multiple Choice Assessment in Performance Matters</p>
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**Approaches to learning (ATL)**

<p><b>Category:</b> Social <b>Cluster:</b> Collaboration Skills <b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> <p><b>Category:</b> Research <b>Cluster:</b> Creating Thinking Skills <b>Skill Indicator:</b> Consider ethical, cultural, and environmental implications</p>
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**On-Level Learning Experiences**  
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b> a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.</p>	<p><b>Unit 6 Revolutions Vocabulary</b> Students will apply the content they learned about the scientific revolution to create a resume based on important figures in the movement.</p> <p><b>Scientific Revolution Resume Activity</b> Students will apply the content they learned about the scientific revolution to create a resume based on important figures in the</p>	<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>

	movement.	
<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.</p>	<p><a href="#">Cards Activity</a></p> <p>Students will apply the content they learned about the scientific revolution to create trading cards based on important figures in the movement.</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Projects</p>
<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p>	<p><a href="#">Age of Enlightenment</a></p> <p>Students will learn about two enlightenment philosophers and then compare and contrast their philosophies.</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p>	<p><a href="#">Age of Enlightenment Revised</a></p> <p>Students will learn about Enlightenment philosophers and then apply what they learned to match them with quotes.</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.</p>	<p><a href="#">Age of Absolutism Power Point</a></p> <p>Students will read and or examine each resource to answer the question(s) about the resources to gain a better understanding of Absolutism.</p>	<p>Content scaffold learning</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).</p>	<p><a href="#">Causes of the French Revolution</a></p> <p>Students will read the attached reading to learn about the causes of the French Revolution</p>	<p>Content scaffold learning</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin</p>	<p><a href="#">Age of Absolutism</a></p> <p>Students will read the attached reading to learn about the causes of the French Revolution</p>	<p>Content scaffold learning</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p>

America (1808-1825).		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH14 Analyze the Age of Revolutions.</b> c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.	<a href="#">Napoleon Bonaparte Power Point</a> Students will read about Napoleon and plot his actions on a timeline.  <a href="#">Napoleon Bonaparte Notes</a> Students will answer questions about Napoleon.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH14 Analyze the Age of Revolutions.</b> c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.	<a href="#">Napoleon Bonaparte &amp; The Congress of Vienna Activity</a> Based on the activity above, students will rate Napoleon on how he was as an overall leader.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b><u>Honors Learning Experiences</u></b> Add additional rows below as needed.		
<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>SSWH14 Analyze the Age of Revolutions.</b> a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great. .	<a href="#">Absolutist Monarchs Activity</a> Students will read background information and watch videos about two absolute rulers to complete a comparison chart to be used to write a comparative essay on the two rulers.  <a href="#">Louis XIV “The Sun King video</a> <a href="#">Tsar Peter I “Peter the Great”</a>	Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b> b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.	<a href="#">The Enlightenment LEQ Activity</a> Students will watch two videos ( <a href="#">Crash Course the Enlightenment</a> ) ( <a href="#">Enlightenment APWH</a> ) related to the Enlightenment to produce the following:	Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring

	<ul style="list-style-type: none"> <li>- LEQ on the topic of The Enlightenment that addresses this prompt: In the period 1650 to 1776, concepts of Enlightened thought swept through Europe and much of the World.</li> </ul>	
<b>SSWH14 Analyze the Age of Revolutions.</b> b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	<u><a href="#">Viva la Revolución Activity</a></u> Students will be assigned one of the revolutions that occurred between 1755-1910 and create the following: <ul style="list-style-type: none"> <li>- an Electronic Infographic that details 10 elements related to your assigned topic.</li> </ul>	Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH14 Analyze the Age of Revolutions.</b> b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	<u><a href="#">SAO Response</a></u> Students will complete the following based on the revolution the student researched: <ul style="list-style-type: none"> <li>- Explain one economic cause of the revolution</li> <li>- Explain one social effect of the revolution</li> <li>- Explain one long0term impact of the state-building that resulted due to the revolution.</li> </ul>	Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring

**Content Resources**

<p>On-Level</p> <p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.</p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p>Age of Enlightenment Ted Talk  <a href="https://www.youtube.com/watch?v=wmhP5DYhpRw">https://www.youtube.com/watch?v=wmhP5DYhpRw</a></p> <p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).</p> <p>What Caused the French Revolution Ted Talk  <a href="https://www.youtube.com/watch?v=PBn7iWzrKol&amp;t=3s">https://www.youtube.com/watch?v=PBn7iWzrKol&amp;t=3s</a></p>	<p>Honors</p> <p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.</p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p>Age of Enlightenment Ted Talk  <a href="https://www.youtube.com/watch?v=wmhP5DYhpRw">https://www.youtube.com/watch?v=wmhP5DYhpRw</a></p> <p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).</p> <p>What Caused the French Revolution Ted Talk  <a href="https://www.youtube.com/watch?v=PBn7iWzrKol&amp;t=3s">https://www.youtube.com/watch?v=PBn7iWzrKol&amp;t=3s</a></p>
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Crash Course French Revolution # 21

[https://www.youtube.com/watch?v=5fJl\\_ZX91l0](https://www.youtube.com/watch?v=5fJl_ZX91l0)

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