

World Studies: Enlightenment and Revolution

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to recognize and analyze how literary elements interact to shape and refine the narrative in order to compare the approaches different authors take. - Students will demonstrate the ability to communicate information making important connections and distinctions among relevant and sufficient facts in order to share new knowledge. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. <u>Content Standards:</u> - RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. - RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. - RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). - RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. - RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. - RL.9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). - RL.9-10.9 Analyze how an author draws on and transforms source	<i>Transfer</i> Students will be able to independently use their learning to make informed decisions and take action based on their understanding of how people make changes to their culture, society, and selves.	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS Students will understand that... - effective readers use a variety of strategies to make sense of key ideas and details presented in a text. - analyzing texts for structure, purpose, and viewpoint allows a reader to gain insight and strengthen understanding. - to gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources. - history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.	ESSENTIAL QUESTIONS - How can people make changes to their government, society, and themselves? - How do changes in a society affect people?

	Acquisition	
material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). - RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. - RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. - RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. - RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. - W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. - W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. - W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. - W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. - W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. - W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. - His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.	<i>Students will know...</i> - that enlightened thinking leads to questioning hegemonies. - that the introduction of new ideas can lead to discontent amongst people in a society, which can lead to revolt. - that changes to a self or society are long and arduous. - that the Scientific Revolution impacted how people viewed the natural world and human behavior, challenged established religious and philosophical perspectives, and led to the Enlightenment. - that the principles of the Enlightenment included rationalism, secularism, progress, and natural rights. - that scientists and philosophers raised profound questions about the sources of human knowledge and about ultimate meaning in nature and society. - that the Enlightenment affected the arts and literature as well as political and economic thinking. - that philosophes come from a variety of cultures and social background including people of color and women. - that the complex causes of revolutions are social, political, economic, and philosophical in nature. - that the primary ideas and ideals of the French Revolution concerned social equality, democracy, human rights, constitutionalism, and nationalism. - that French society under the ancien régime was divided into three estates or classes: the clergy, the nobility, and the common people, and this division resulted in social inequality. - that the French National Assembly proclaimed the Declaration of the Rights of Man and the Citizen. - that there was a mixed reaction throughout Europe to the French Revolution. - that the French Revolution went through a series of phases that were distinct one from the other. - that the First French Republic was characterized by the Reign of Terror. - that Napoleon Bonaparte rose to power through a coup d'état and later crowned himself Emperor. - that the Napoleonic Code was the first modern set	<i>Students will be skilled at...</i> - citing strong and thorough textual evidence to support analysis of a literary text. - evaluate and weigh complex ideas, textual details, and motifs in order to arrive at conclusions about the meaning and/or significance of literary texts. - providing a sufficiently complex summary to address key plot points and thematic development. - evaluating whether a summary is missing critical details or misrepresents the meaning of a text. - inferring the themes of a literary text and analyze how they are shaped and refined, including how characters and word choices affect their development. - analyzing the development of complex characters over the course of the narrative and how they influence the narrative (e.g., advance the plot or refine the theme; interact with other characters) - analyzing crucial moments in the plot (e.g., complication, climax, sea change) and explain how they advance the plot or develop the theme) - evaluating the impact of setting on the meaning of text (e.g., how does the political or social context of the setting affect the plot or theme?) - applying appropriate strategies with greater sophistication, including a broad array of context clues such as word relationships and connectives, a variety of general or specialized reference material, and knowledge of etymology, to determine or clarify the precise meanings of general academic words and phrases in grade-appropriate literary texts. - analyzing the cumulative impact of connotative meaning on a literary passage's meaning and tone. - analyzing the cumulative impact of specific word choices and figurative language including how language creates imagery, establishes mood and tone, evokes a sense of time and place, and advances the author's theme or purpose. - analyzing the effects of the author's choices in telling and timing of a story (e.g., devices such as foreshadowing, flashback, and parallel plots) - analyzing how an author's structural choices create

• His.2.9-12. Analyze change and continuity in historical eras. • His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras. • His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives. • His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past. • His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time. • His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them. • His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. • His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation. • His.14.9-12. Analyze multiple and complex causes and effects of events in the past. • His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument. • His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Geo.5.9-12. Evaluate how political and economic decisions • Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order. • Civ.14.9-12. Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. • Eco.1.9-12. Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Eco.8.9-12. Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.	of laws and remains the basis for the civil laws of many nations today. • that the Iranian Revolution concerned political and cultural change over westernization vs. conservatism. • that the Industrial Revolution brought about new attitudes toward nature and society. • that the Industrial Revolution greatly altered the distribution of wealth and poverty around the world. • that the Industrial Revolution brought about new attitudes toward nature and society. • that new inventions, including the railroad, steamship, telegraph, and photography, transformed patterns of global communication, trade, and power. • that urbanization and industrialization impacted the population growth, quality of life, and class structure of cities. • that new machines, the factory system, and mining changed the way people worked. • the emergence of big business and industrial powers in the 1800's. • the impact of industrialization on revolution. • the impact of new technology on industry, transportation, communication and medicine. • how working-class struggles led to improved conditions for workers. • the impact of new social movement and cultural, intellectual, and educational trends. • the origins, development, and impact of the women's rights movements across the globe. • that an archetype is a pattern (like a type of character or type of story) that is repeated in literature • that the hero's journey is one of the oldest archetypes on the planet and is a metaphor for life itself. • that the purpose of the hero's journey is for the hero to become enlightened, meaning that he/she has gained wisdom about themselves and their purpose in life. • that mythology is the foundation of literature. • that the difference between religion and mythology	and enhance effects such as suspense, tension, mystery, or surprise (e.g., the volta in a sonnet) • analyzing how the author develops the narrator's point of view, and how the author's choices about point of view affect a text's meaning (e.g. use of persona, unreliable narrator, multiple narrators) • analyzing how the cultural perspective reflected in a word of literature from outside the United States shapes the text. • analyzing the representation of a subject, event, key scene, or story in two different mediums, describing the significance of what is emphasized or absent in each treatment. • comparing and contrasting two interpretations of a story, poem, or drama (e.g., a live production of <i>Hamlet</i> to a filmed version of it), analyzing the effects and implications of the different decision the directors and performers make. • analyzing archetypes and motifs in literary works and how authors may draw on themes from influential works and stories of the past (e.g., explain how a newer book such as <i>The Hunger Games</i> by Suzanne Collins draws on dystopian themes explored in earlier works such as "The Lottery" by Shirley Jackson and <i>Lord of the Flies</i> by William Golding. • selecting textual evidence based on evaluation of its strength, completeness, and relevance to the analysis of an informational text. • analyzing complex or conflicting information and textual details in order to arrive at conclusions about the meaning and significance of an informational text. • providing an objective and accurate summary and evaluate whether a summary of an informational text is missing critical details or misrepresents the text's meaning. • analyzing the development of the thesis or central idea of an informational text, including how it is revealed and how it is shaped and refined by supporting details. • analyzing how the author's choices (e.g., text organization, style, use of language, literary devices,
--	---	--

	is that mythology is no longer believed to be literally true whereas religion is believed to be literally true by its followers. • that mythology and religion are similar in that they both convey the values of the society that tells those stories. • revolutions follow a cycle similar to the stability cycle of stability, moderate phase, radical phase, and counter-revolution and includes political, economic, and social factors. • that comics and graphic novels utilize conventions such as panels, gutter, dialogue, and narration as well as visual elements such as shot distance and angle to create meaning. • of the following key players, places, events, and/or ideas: <u>vocabulary:</u> culture, mythology, hero's journey, archetype, literal, figurative, allegory, symbolism, personification, simile, metaphor, theme, enlightenment, philosophy, philosophe, secularism, constitutionalism, social contract theory, empiricism, rationalism, utilitarianism, Confucianism, feminism, Marxism, Social Stratification, radical, liberal, conservative, revolution	rhetoical devices) further the author's purpose or viewpoint. • analyzing how tone and rhetorical devices (e.g. repetition, understatement, overstatement, irony, sarcasm) affect the impact of arguments for different audiences and purposes. • identifying unstated assumptions on which an author's argument may be based (e.g., assumptions about the reader's prior knowledge, opinions, and values) • analyzing and comparing texts of various genres (e.g., speeches, editorials, essays) for their use of rhetorical devices such as irony and metaphor. • analyzing various accounts of a subject told in different mediums, evaluating each account's use of particular details and interpretations of the subject. • writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • using technology to produce, publish, and update individual or shared writing products. • conducting short as well as more sustained research projects to answer a question or solve a problem. • gathering and integrating relevant/useful information from multiple authoritative print and digital sources. • avoiding plagiarism and following a standard format for citation. • drawing evidence from literary or informational texts to support analysis, reflection, and research. • evaluating the impact of historical context. • analyzing change and continuity over time. • using questioning techniques to assess change,
--	---	--

		continuity, and context. • analyzing influences on historical perspectives. • analyzing the influence of perspective on the historical record. • explaining how present perspectives influence interpretations of history. • analyzing the limitations of historical sources • analyzing the relationship between primary and secondary sources. • evaluating the limitations of historical evidence and secondary interpretations. • critiquing the usefulness of historical sources. • using questioning techniques to pursue further inquiry. • critiquing secondary sources. • analyzing cause and effect relationships. • distinguishing between long-term causes and triggering events to develop an argument. • integrating evidence from multiple sources into a reasoned argument. • critiquing varying media for historical accuracy. • evaluating the influences of decisions and decision making. • analyzing factors that impact national and international affairs. • analyzing the impact of societal change over time. • analyzing the influence of incentives on choices and policy making. • describing possible cause and effect
Content Area Literacy Standards		21st Century Skills
<i>Not applicable</i>		• <i>use systems thinking</i> • <i>work creatively with others</i> • <i>use and manage information</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	