

WS/FCS Unit Planning Organizer

Subject(s)	Social Studies	Conceptual Lenses <ul style="list-style-type: none"> • Revolution • Rights & Responsibilities • Innovation
Grade/Course	7 th Grade	
Unit of Study	Unit 4	
Unit Title	Age of Enlightenment and Revolution	
Pacing	19 Days	

Unit Overview

This unit's focus is the Age of Enlightenment, when philosophers attempted to apply principles of rational thought to the study of human life. People began to question ideas and understandings about the world around them. This questioning spirit led to the Scientific Revolution and the Age of Reason, or the Enlightenment. New ideas about human rights sparked an era of revolution as people challenged the power of monarchs around the world.

Scientific Revolution. During this time, new discoveries were being made through the application of the Scientific Method, which overturned many beliefs and ideas accepted in the past. Some of the most significant discoveries of the Scientific Revolution include Copernicus' and Galileo's idea that the planets revolved around the sun- not the earth, Leeuwenhoek's discovery of the cell, Newton's Law of Gravity, and Jenner's vaccine for smallpox.

Enlightenment. Philosophers created new ways of thinking about government. The ideas of John Locke (natural rights and social contract) and Adam Smith (laissez-faire economics), among others, gave rise to political revolutions in many nations as citizens claimed rights and responsibilities in government.

English Revolution. In Great Britain, great tensions existed between the monarchy and the Puritans. Parliament (controlled by Puritans) and King Charles I fought over money needed to wage war with Scotland. This argument led to the English Civil War- a battle between the Puritans, known as Roundheads and led by Oliver Cromwell, and the supporters of the king, known as Cavaliers. In 1646, the Puritans defeated the Cavaliers. Charles I was tried, convicted and beheaded as a traitor, and a new government took power. Although the monarchy was restored, the power of the king was greatly limited.

New World Revolutions. In the Americas, colonies gained their independence and formed new governments according to the ideas of the Enlightenment. In North America, the United States was founded according to Enlightenment principles. In South America, colonies gained independence, but were unable to achieve unity or long term stability.

French Revolution. In France the people demanded limits to the powers of the nobility and the church. The people wanted representation, and when the king refused, the monarchy was eliminated. A republic was declared, but a struggle for power resulted in many executions. Eventually a new empire was founded by Napoleon Bonaparte, who conquered much of Europe before being defeated.

Unit Enduring Understanding(s)	Unit Essential Question(s)
<ul style="list-style-type: none"> Innovation can lead to revolution. Nations which fail to protect rights and responsibilities of citizens may experience revolution. 	<ul style="list-style-type: none"> How can innovation lead to revolution? How might a nation's failure to protect citizens' rights and responsibilities lead to revolution?

Essential State Standards	
Priority Objectives	Supporting Objectives
<p>7.H.2.1</p> <ul style="list-style-type: none"> Analyze <u>the effects of social, economic, military and political conflict among nations, regions, and groups</u> <p>7.C&G.1.1</p> <ul style="list-style-type: none"> Summarize <u>the ideas that have shaped political thought in various societies and regions (e.g. Enlightenment and Scientific Revolution, democracy, communism and socialism).</u> <p>7.C&G.1.2</p> <ul style="list-style-type: none"> Evaluate <u>how the Western concept of democracy has influenced the political ideas of modern societies.</u> <p>7.C&G.1.3</p> <ul style="list-style-type: none"> Compare <u>the requirements for and responsibilities of citizenship under various governments in modern society.</u> 	<p>7.C&G.1.4</p> <ul style="list-style-type: none"> Compare the sources of power and governmental authority in various societies (e.g. monarchs, dictators, elected officials, anti-governmental groups and religious, political factions). <p>7.C.1.1</p> <ul style="list-style-type: none"> Explain how culture unites and divides modern societies and regions (e.g. enslavement of various peoples, caste system, religious conflict and Social Darwinism).

“Unpacked” Concepts (students need to know)	“Unpacked” Skills (students need to be able to do)	COGNITION (RBT Level)
7.H.2.1 <input type="checkbox"/> the effects of social, economic, military and political conflict among nations, regions, and groups 7.C&G.1.1 <input type="checkbox"/> the ideas that have shaped political thought in various societies and regions 7.C&G.1.2 <input type="checkbox"/> how the Western concept of democracy has influenced the political ideas of modern societies. 7.C&G.1.3 <input type="checkbox"/> the requirements for and responsibilities of citizenship under various governments in modern society.	7.H.2.1 <input type="checkbox"/> ANALYZE 7.C&G.1.1 <input type="checkbox"/> SUMMARIZE 7.C&G.1.2 <input type="checkbox"/> EVALUATE 7.C&G.1.3 <input type="checkbox"/> COMPARE	7.H.2.1 <input type="checkbox"/> Analyze 7.C&G.1.1 <input type="checkbox"/> Understand 7.C&G.1.2 <input type="checkbox"/> Evaluate 7.C&G.1.3 <input type="checkbox"/> Analyze

Essential Vocabulary	Enrichment Vocabulary
<ul style="list-style-type: none"> • philosophy • revolution • contract • constitutional monarchy • conservative • liberal • Scientific method • constitution • rights • tolerance 	<ul style="list-style-type: none"> • Laissez-faire • Inalienable • Deist
	Enrichment Factual Content <ul style="list-style-type: none"> • Francis Bacon • Ockham’s Razor • Roundheads • Estates General • Tennis Court Oath • Toussaint L’Ouverture • Liberte, Egalite, Fraternite • Declaration of the Rights of Man • Encyclopedists • Continental System • Montesquieu

Unit “Chunking” & Enduring Understandings	Essential Factual Content	Suggested Lesson Essential Questions	H	G	C & G	E	C
Scientific Revolution Societies experience change from innovation and new ways of thinking.	<ul style="list-style-type: none"> - Scientific Revolution - scientific method - experimentation - natural laws - Copernicus - Galileo - Anton von Leeuwenhoek - Isaac Newton 	How did the scientific method change the way people viewed the world?	1.3				
		How did authorities react to the scientists who challenged accepted beliefs?	2.1				
Enlightenment Innovation in one field of study can lead to change in others.	<ul style="list-style-type: none"> - Enlightenment - Age of Reason - social contract - Thomas Hobbes - John Locke - Natural rights - Voltaire - religious tolerance - freedom of expression - separation of powers - Adam Smith 	How did the theory of the social contract change the relationship between people and government?			1.1		
		What does the statement mean, “While I may totally disagree with what you say, I will defend with my life your right to say it”?			1.2		
English and “New World” Revolutions Revolutions result when citizens desire rights and responsibilities, as well as a better standard of living.	<ul style="list-style-type: none"> * English Revolution <ul style="list-style-type: none"> - Puritans - Oliver Cromwell - Parliament - Bill of Rights - Restoration * Glorious Revolution * American Revolution <ul style="list-style-type: none"> - Declaration of Independence - George Washington - Constitution * South American Wars of Independence <ul style="list-style-type: none"> - Simon Bolivar - Jose de San Martin 	What effects of the English Revolution survived the Restoration of the monarchy?			1.2		
		How were the leaders of the American Revolution inspired by Enlightenment thinkers?			1.2		
		How did the Enlightenment influence the independence movements in South America?			1.2		
		What were the similarities and differences between the Scientific Revolution (natural laws) and the Enlightenment(natural rights)?	2.3				

French Revolution Revolutions can have unintended consequences for nations and citizens	* French Revolution - Louis XVI and Marie Antoinette - National Assembly - Storming of Bastille - Reign of Terror - Guillotine - Napoleon Bonaparte - Napoleonic Wars - Battle of Waterloo -Congress of Vienna -Metternich	What rights were demanded by the National Assembly?			1.2 1.3		
		Why did the radical Jacobins assume leadership of the Revolution?		1.2			
		Was the Reign of Terror necessary to accomplish the Jacobins' goals?			1.3		
		How did the ideas of the French Revolution spread?					1.1
		Did Napoleon live up to the ideals of the French Revolution?	2.1				
		What ideas of the French Revolution survived Napoleon's defeat?			1.1 1.3		
		Sub Concepts					
HISTORY Conflict, Change Nationalism	GEOGRAPHY Region, boundaries	CIVICS & GOVERNMENT Citizenship, Rule of Law, Governmental Systems	ECONOMICS Standard of Living		CULTURE Values & Beliefs		

Language Objective EXAMPLES

- **Key Vocabulary LO:** SWBAT define and explain the terms revolution, rights, and constitution.
- **Language Functions LO:** SWBAT explain how innovations in a society can lead to revolution.
- **Language Skills LO:** SWBAT read two passages two different Enlightenment thinkers and

identify the similarities and differences between the two. (*Reading passages should be chosen/modified in accordance with the LEP students' zone of proximal development*).

- **Grammar and Language LO:** SWBAT **use comparatives** in writing assignments (*more than, less than, greater, shorter, longer, etc.*) by **comparing** the English Revolution and the French Revolution.
- **Lesson Tasks LO:** SWBAT **read and summarize** a passage about the rise of Napoleon Bonaparte and **explain this summary to a group**.
- **Language Learning Strategy LO:** SWBAT develop a cause/effect graphic organizer **analyzing** and **identifying the causes and effects** of the French Revolution. (*The linguistic load will vary from LEP student to LEP student. Level 1-2 LEP students may need a word bank or other supplement to complete this activity using this strategy*).

Historical Thinking and Geography Skill Resources	
○ “Straight Ahead”	□ “Uphill”
Historical Thinking	Geography Skills
<p>7.H.1.1 Construct charts, graphs & historical narratives to explain particular events or issues over time.</p> <ul style="list-style-type: none"> • Flow Chart – Enlightenment to American Revolution • Powerpoint - Life and Legacy of Napoleon Bonaparte with review questions • Powerpoint - Eight Enlightenment Thinkers • Scientific Revolution - Fill in Chart <p>7.H.1.2 Summarize the literal meaning of historical documents in order to establish context.</p> <ul style="list-style-type: none"> • Age of Napoleon Primary Source Documents • Scientific Revolution Primary Source Documents <p>7.H.1.3 Use primary and secondary sources to interpret various historical perspectives.</p> <ul style="list-style-type: none"> • Leeuwenhoek's Microscope- • World Cultures and Geography (green textbook) pp. 107-111 	<p>7.G.2.1 Use maps, charts, graphs, geographic data and available technology tools to draw conclusions about the emergence, expansion and decline of civilizations, societies and regions.</p> <ul style="list-style-type: none"> • Age of Enlightenment in Europe: Interactive Map <p>7.G.2.2 Construct maps, charts and graphs to explain data about geographic phenomena (e.g., migration patterns and population, resource distribution patterns, etc.)</p>

General Unit Resources	
○ “Straight Ahead”	□ “Uphill”
○	Additional resources will be listed here as unit development continues.
□	Additional resources will be listed here as unit development continues.
△	Additional resources will be listed here as unit development continues.

Text differentiation symbols: Texts will be categorized in teacher resource documents as Straight Ahead (less challenging for struggling readers), Uphill (having some challenging words and more complex sentence structure that is appropriate for on-grade level readers), or Mountainous (containing challenging vocabulary, complex sentences, and more abstract ideas).

Performance Assessments		
Item #	Formative Assessments	Task Description
1		
2		
3		
	Summative Assessment	
4 <i>Culminating Task</i>		•

Performance Task #1:

DRAFT

Scoring Guide for Performance Task #1

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. For example:		Student includes of the “Proficient” criteria in written response.	Student includes of the “Proficient” criteria in written response.

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of “Proficient” requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to “Proficient” and could reach those criteria with simple “5 minute fix-up” to their work.

Beginning: Student has missed “Proficient” and could not reach criteria with simple “5 minute fix-up”. Re-teaching needed to correct misconceptions or reach understanding.

Performance Task #2:

DRAFT

Scoring Guide for Performance Task #2

Advanced	Proficient	Progressing	Beginning
Student includes all of the "Proficient" criteria PLUS			

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of "Proficient" requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to "Proficient" and could reach those criteria with simple "5 minute fix-up" to their work.

Beginning: Student has missed "Proficient" and could not reach criteria with simple "5 minute fix-up". Re-teaching needed to correct misconceptions or reach understanding.

Performance Task #3:

DRAFT

Scoring Guide for Performance Task #3

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. For example:		Student includes of the “Proficient” criteria in written response.	Student includes of the “Proficient” criteria in written response.

Proficient: Student gives a solid, consistent performance and demonstrates competency of knowledge and skills included in assessed objectives.

Advanced: Student demonstrates mastery of “Proficient” requirements AND evidence of self-directed higher level thinking/sophistication. This criteria does not apply to MORE work... it implies a deeper understanding.

Progressing: Student is close to “Proficient” and could reach those criteria with simple “5 minute fix-up” to their work.

1. **Beginning:** Student has missed “Proficient” and could not reach criteria with simple “5 minute fix-up”. Re-teaching needed to correct misconceptions or reach understanding.

Unit 2 Culminating Performance Task:

DRAFT

Scoring Guide for Culminating Performance Task:

Advanced	Proficient	Progressing	Beginning
Student includes all of the “Proficient” criteria PLUS an example of higher level thinking. <i>For example:</i>		Student includes of the required “Proficient” items and has only minor issues with the quality criteria in written response.	Student includes the required “Proficient” items and has multiple issues with the quality criteria in written response.

Unit Reflection

What worked well?

What didn't work well?

Suggestions for Change