



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Societies World History

Unit title	<i>Unit 6: The Enlightenment & Age of Revolutions</i>	MYP year	5	Unit duration (hrs)	<i>15 Hours</i>
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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.

- a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.
- b. 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.

- a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
- b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
- c. 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:

- 2. organize items chronologically
- 4. distinguish between fact and opinion
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 7. interpret timelines, charts, and tables
- 8. identify social studies reference resources to use for a specific purpose
- 11. draw conclusions and make generalizations
- 15. determine adequacy and/or relevancy of information
- 16. 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>Change 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>Fairness and Development 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	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion B: Investigating Criterion D: Critical Thinking	Revolutions DBQ 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.	Formative Assessment(s): Unit 6 Multiple Choice CFA Summative Assessment(s): Revolutions DBQ Unit 6 Multiple Choice Summative Students take multiple choice test to show understanding of content which ties to the statement of inquiry
MYP Objectives	Honors Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion B: Investigating Criterion C: Communicating	Revolutions New Network Activity 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: <ul style="list-style-type: none"> - incubation - symptomatic - crisis - convalescence 	Formative Assessment(s): Revolutions new network Activity Summative Assessment(s): Multiple Choice Assessment in AMP
Approaches to learning (ATL)		
Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas		

Category: Research

Cluster: Creating Thinking Skills

Skill Indicator:

Consider ethical, cultural, and environmental implications

On-Level Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.	<u>Scientific Revolution Resume Activity</u> Students will apply the content they learned about the scientific revolution to create a resume based on important figures in the movement.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
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. a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.	<u>Scientific Revolution Trading Cards Activity</u> Students will apply the content they learned about the scientific revolution to create trading cards based on important figures in the movement.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
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. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.	<u>Thomas Hobbs and John Lock Reading and Venn Diagram</u> Students will learn about two enlightenment philosophers and then compare and contrast their philosophies.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
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. Identify the major ideas of the Enlightenment from the writings	<u>Enlightenment Matching Quotes Activity</u> Students will learn about Enlightenment philosophers and then apply what they learned to match them with quotes.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text

of Locke, Voltaire, and Rousseau, and their relationship to politics and society.		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.	Absolutism Scaffold Doc analysis Students will read and or examine each resource to answer the question(s) about the resources to gain a better understanding of Absolutism.	Content scaffold learning Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
SSWH14 Analyze the Age of Revolutions. b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	Causes of the French Revolution Reading Students will read the attached reading to learn about the causes of the French Revolution	Content scaffold learning Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
SSWH14 Analyze the Age of Revolutions. b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).	A Recipe for the French Revolution Activity Students will read the attached reading to learn about the causes of the French Revolution	Content scaffold learning Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
SSWH14 Analyze the Age of Revolutions. c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.	Napoleon Bonaparte Reading and Timeline Students will read about Napoleon and plot his actions on a timeline.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
SSWH14 Analyze the Age of Revolutions. c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.	Napoleon Bonaparte Report Card 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

<p>SSWH14 Analyze the Age of Revolutions. c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.</p>	<p>Congress of Vienna Reading Students will read about the Congress of Vienna</p>	<p>Content scaffold learning Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p>Honors Learning Experiences Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH14 Analyze the Age of Revolutions. a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great. .</p>	<p>Absolutist Monarchs Activity 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. Louis XIV “The Sun King video Tsar Peter I “Peter the Great”</p>	<p>Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p>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. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p>	<p>The Enlightenment LEQ Activity Students will watch two videos (Crash Course the Enlightenment) (Enlightenment APWH) related to the Enlightenment to produce the following: - 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.</p>	<p>Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
<p>SSWH14 Analyze the Age of Revolutions. 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>Viva la Revolución Activity Students will be assigned one of the revolutions that occurred between 1755-1910 and create the following: - an Electronic Infographic that details 10 elements related to your assigned topic.</p>	<p>Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>

<p>SSWH14 Analyze the Age of Revolutions. 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><u>SAQ Response</u> Students will complete the following based on the revolution the student researched:</p> <ul style="list-style-type: none"> - Explain one economic cause of the revolution - Explain one social effect of the revolution - Explain one long0term impact of the state-building that resulted due to the revolution. 	<p>Content scaffold learning Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p>
Content Resources		
On-Level	Honors	