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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:** **Mon., April 4** | **Date:****Tues., April 5** | **Date:****Wed. April 6** | **Date:****Thurs, April 7** | **Date:****Fri., April 8** |
| **Standard** | TN Core Standards * 7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H)
* 7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H)
* 7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P)
* 7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H)
* 7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P)
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| **Objective***I can…..* | **Chapter 13** ***The Scientific Revolution and the Enlightenment*** **1500-1800***I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.* | **Chapter 13** ***The Scientific Revolution and the Enlightenment*** **1500-1800***I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.* | **Chapter 13** ***The Scientific Revolution and the Enlightenment*** **1500-1800***I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.* | **Chapter 13** ***The Scientific Revolution and the Enlightenment*** **1500-1800***I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.*. | **Chapter 13** ***The Scientific Revolution and the Enlightenment*** **1500-1800***I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.* |
| **Connections to Prior Knowledge** | Bell WorkWrite a description of a meeting in which Voltaire, Jean-Jacques Rousseau and Mary Wollenstonecraft discuss and argue their viewpoints. Include dialogue. | Bell WorkHow did the Glorious Revolution lead to constitutional monarchy in England? | Bell WorkRead “Reason and Politics” p. 354* What type of government do you think these thinkers decided was best? Explain.
* Do you think different thinkers came up with different ideas about the best type of government?
 | Bell WorkWhat type of government did John Locke support?Why did Voltaire criticize the Roman Catholic Church? | Bell WorkHow was Frederick the Great influenced by the Enlightenment? |
| **Guiding Questions** | * How do new ideas change the way people live?
* How do governments change?
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| **Instructional Strategies***I do…* | Review Activity Chapter 13 | Chapter 13 Test | Chapter 13 Writing/Typing Assignment  | Chapter 13 Writing/Typing Assignment | Final Submission of Chapter 13 Writing/Typing Assignment |
| **Differentiated Tasks***We do …* | Review Activity Chapter 13 | Chapter 13 Test | Chapter 13 Writing/Typing Assignment | Chapter 13 Writing/Typing Assignment | Final Submission of Chapter 13 Writing/Typing Assignment |
| **Assessment***They do ….* | Review Activity Chapter 13 | Chapter 13 Test | Chapter 13 Writing/Typing Assignment | Chapter 13 Writing/Typing Assignment | Final Submission of Chapter 13 Writing/Typing Assignment |
| **Homework** |  |  |  |  |  |
| **Closure** | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. | Exit Slip3: List 3 things you learned today2: Explain 2 ways you contributed to class today1: identify at least one question you still have. |
| **Resources/Materials** | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book  | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book | ComputerProjectorStudent text booksInteractive journalsColored pencilsTape/glueTE-online book |
| **Projected Assessments** | Chapter 13 Assessments* Chapter 13 Test (cheat card allowed): Tuesday, April 5
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| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |