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

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|  | **Date:**  **Mon., March 28** | **Date:**  **Tues., March 29** | **Date:**  **Wed. March 9** | **Date:**  **Thurs, March 30** | **Date:**  **Fri., April 1** |
| **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) | 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. 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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 Work  Review Enlightenment passage from before spring break.  The Story Matters p. 343  1. Who are some kings and queens that are living today? Have you seen any TV or new reports  about these monarchs?  2. Why do you think some countries still have kings and queens? Do you think these monarchs have a great deal of power? | Bell Work  Timeline p. 344-345   1. What do you think are the things geographically, that would most help the spread of ideas? 2. What would be the things, geographically, which would be most likely to slow the spread of ideas? 3. Based on the information in the time line, what can you infer about what was happening in Europe beginning around 1500s? | Bell Work  Read “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 Work  How did the Glorious Revolution lead to constitutional monarchy in England? | Bell Work  Write a description of a meeting in which Voltaire, Jean-Jacques Rousseau and Mary Wollenstonecraft discuss and argue their viewpoints. Include dialogue. |
| **Guiding Questions** | * How do new ideas change the way people live? * How do governments change? | * How do new ideas change the way people live? * How do governments change? | * How do new ideas change the way people live? * How do governments change? | * How do new ideas change the way people live? * How do governments change? | * How do new ideas change the way people live? * How do governments change? |

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| **Instructional Strategies**  *I do…* | Lesson 1: The Scientific Revolution (p. 346-353)  Early Science   * The First Scientist * Medieval Science   New Ideas About the Universe   * Copernicus and Ptolemy * - Kepler’s Ideas About Planets * Galileo’s Achievements | New Scientific Advances   * Newton’s Universe * Studying the Human Body   The Triumph of Reason   * Descartes and Pascal * What is the Scientific Method | Lesson 2: The Enlightenment (p. 354-361)  Reason and Politics   * Who was Thomas Hobbes? * Hobbes’ Beliefs * Locke and the Glorious Revolution * Montiesquei and Government | The Philosophies of France   * Who Was Voltaire? * Diderot’s *Encyclopedia* * Women and the Enlightenment * Who Was Rousseau?   Absolute Monarchs   * Who Was France’s Sun King? * German Rulers * Russia’s Reforming Czars | 1. How did the Scientific Revolution change the lives of the people who lived in Europe? 2. Did the governments of Europe reflect the ideas of Enlightenment thinkers? Explain. 3. How have the ideas of the major thinkers of the Enlightenment changed societies and governments that came after them? |
| **Differentiated Tasks**  *We do …* | Close Read: Issac Newton | Lesson 1*: The Scientific Revolution* (pages 346-353)  Homework Questions | Close Read: John Locke | Lesson 2: *The Enlightenment* (pages 254-361)  Homework Questions | |  | | --- | | Changes to European Society | | |  |  | | --- | --- | | Science | Government | | |
| **Assessment**  *They do ….* | What is the heliocentric theory and who developed it? | What is the scientific method? How is it important to science? | What type of government did John Locke support?  Why did Voltaire criticize the Roman Catholic Church? | How was Frederickthe Great influenced by the Enlightenment? | Chapter Review p. 363-364  1-11 |
| **Homework** | Homework Questions   * Lesson 1: Wednesday, March 30 * Lesson 2: Friday, April 1 | Homework Questions   * Lesson 1: Wednesday, March 30 * Lesson 2: Friday, April 1 | Homework Questions   * Lesson 1: Wednesday, March 30 * Lesson 2: Friday, April 1 | Homework Questions   * Lesson 1: Wednesday, March 30 * Lesson 2: Friday, April 1 | Homework Questions   * Lesson 1: Wednesday, March 30 * Lesson 2: Friday, April 1 |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** | Chapter 13 Assessments   * Vocabulary Quiz (no outside resources): Friday, April 1 * Chapter 13 Test (cheat card allowed): Tuesday, April 5 | Chapter 13 Assessments   * Vocabulary Quiz (no outside resources): Friday, April 1 * Chapter 13 Test (cheat card allowed): Tuesday, April 5 | Chapter 13 Assessments   * Vocabulary Quiz (no outside resources): Friday, April 1 * Chapter 13 Test (cheat card allowed): Tuesday, April 5 | Chapter 13 Assessments   * Vocabulary Quiz (no outside resources): Friday, April 1 * Chapter 13 Test (cheat card allowed): Tuesday, April 5 | Chapter 13 Assessments   * Vocabulary Quiz (no outside resources): Friday, April 1 * Chapter 13 Test (cheat card allowed): Tuesday, April 5 |
| **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. |