

Unit

**Essential
Questions**

Content

Skills

Key Vocab

Assessment

Resources

Standards

**Unit 1:
Methodology,
Skills
Geography
and Early
Humans**
(1 Weeks)

1. How did primitive man's adaptation to the environment (geography) lead to the creation of civilization?
2. Did humans shape their environment or did the environment shape the humans?
3. What does it mean to be civilized?
4. How did the Neolithic Revolution lay the foundation for the development of civilization?

- Learn historical terms
- Source and contextualize evidence from documents
- Understanding geography - map analysis, continents, oceans, geographic features, latitude, longitude, topography
- Old and New Stone Age (Great Rift Valley, Neolithic Revolution)

Students will be able to:
1. Evaluate sources based on their perspective and bias.
2. Interpret and label geographic features on a map.
3. Evaluate the importance of geography in the evolution of the human race.
4. Examine and analyze the political, social and economic differences in human lives before and after the Neolithic Revolution.
5. Explain how agriculture/domestication of animals lead to the creation of cities and culture.
6. Explain what factors make a civilization.

historian, topography, Neolithic Revolution, fertile, barter system, archeologist, culture, Old Stone Age, agriculture, prehistory, anthropologist, primary source, nomad, latitude, economist, secondary source, hunter/gatherer, scarcity, longitude, geography, artifact, domestication, herding, Great Rift Valley, continents, Paleolithic Age, subsistence farming, surplus, Louis & Mary Leakey

[9th Grade Pre-Assessment](#)

Fill in Map Quiz

Written Test

Blank map quiz - students will fill in the missing major geographic features. Three attachments exist below based upon the students skill level:

1. Enriched - students must write the number of the geographic term on the blank map.
2. Grade Level - students must match the term to the labelled number on the map
3. Below Grade Level - students will match the number on the map to the labelled number on the map but will also be given the definitions of the geographic terms.
[unit 1 map vocabulary term worksheets enriched.pdf](#)

[unit 1 map vocabulary term worksheets grade level.pdf](#)

[unit 1 map vocabulary worksheets below grade level.pdf](#)

Students will be introduced to a CRQ on the Neolithic Revolution explaining the role the Neolithic Revolution had on the development of civilization.

[How to slides for Neolithic Revolution](#)

[Neolithic Revolution CRQ](#)

Vocabulary box Quiz - Neolithic Revolution

Self Assessment

[do now - neolithic box quiz.docx](#)

[Do Now archeology, anthropology terms and questions.docx](#)

[historical terms worksheet.docx](#)

[graphic organizer - historical terms.docx](#)

[Primary or Secondary Source examples.docx](#)

[Neolithic Revolution Mini Lesson Slides](#)

Writing Standards

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3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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**Unit 2:
Ancient
River Valley
Civilizations**
(1 Weeks)

What does it mean to be civilized?
Does cultural diffusion promote or destroy culture?
Why do civilizations rise and fall?
Why do people trade?
How did the first cities develop?
How and why do civilizations change over time?

Four River Valley Civilizations (Huang He, Nile, Indus, Tigris/Euphrates)
1. Geography - location, geographic features (monsoons, Himalaya Mountains, desert, drought), Fertile Crescent, cultural diffusion/isolation
2. Social Structure/Economy
a. Irrigation systems and barter economy
b. class/caste system (Egypt, Indus, China - role of women)(polytheism)
3. Government and Laws
a. Mesopotamia (Code of Hammurabi)
b. Egypt and China - dynastic cycle
4. Golden Ages/Achievements
a. Mesopotamia and Egypt (architecture, writing systems)
b. India - Maurya and Gupta Empires (Ajanta caves)
c. China - Shang, Zhou, Qin, Han, Tang and Song (ethnocentrism/Middle Kingdom)

1. Examine the major characteristics of civilization.
2. Analyze the influence of geographic factors on the development of early civilization and how it promotes or hinders cultural diffusion.
3. Evaluate the achievements of major early civilizations in science and technology, law and justice, and art and architecture.
4. Determine the importance and influence of the ancient empires created from beginning river valley civilizations.

Civilization, Fertile Crescent, Mesopotamia, Tigris & Euphrates, scribe, Cuneiform, cultural diffusion, empire, Sumer, Babylon, polytheism, ziggurat, Hammurabi's Code, Nile, irrigation, isolation, natural barriers, Middle Kingdom, mummification, pharaoh, Hieroglyphics, Rosetta Stone, papyrus, Indus, Himalayas, subcontinent, monsoon, drought, Aryans, Huang He, Yangtze, loess, dynasty, Mandate of Heaven, caste system, Untouchables, Ethnocentrism, Asoka, Calligraphy

[Enduring Issues Tigris/Euphrates Rivers](#)

Students will begin to practice writing an enduring issues introduction and body paragraph on geography using the Nile or Tigris/Euphrates Rivers explaining the role of the river on the civilization and the river influenced cultural diffusion.

[Enduring Issues Monsoons](#)

Students will continue to practice writing an enduring issues introduction and body paragraph on geography using the monsoons.

[Exit Ticket- Hammurabi's Code Argument Paragraph](#)

[Exam 1-Stimulus based](#)

[Babylon - Hammurabi.doc](#)

[cunieform chart.gif](#)

[egyptian gods and goddesses.doc](#)

[Egyptian govt and social structure worksheet.docx](#)

[Egyptian Religion.doc](#)
[Geography of Egypt worksheet.docx](#)

[hammurabi scenario sheet.docx](#)

[Hammurabi's code of laws.docx](#)

[Hymn to the Nile.docx](#)

[nile river poem.doc](#)

[picture sheet egyptian religion.docx](#)

[two lives in egypt.doc](#)
[tigris euphrates worksheet.docx](#)

[The Gift of the Nile.doc](#)
[Quote Analysis ancient](#)

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[civilizations.docx](#)
[Sumerian](#)
[Civilization.doc](#)

[rosetta stone do](#)
[now sheet.docx](#)

[Climate Changes](#)
[in India -](#)
[monsoon drought](#)
[article.docx](#)

[Indian](#)
[Geography](#)
[monsoon](#)
[picture.doc](#)

Unit 3:
Ancient
Religions
(1 Week)

1. Why do we have belief systems?
2. How does religion shape civilization?

1. India
a. Hinduism
b. Buddhism
2. China
a. Confucianism

1. To evaluate and analyze the origins/basic beliefs/practices of the world's ancient religions/philosophies
.
2. To analyze the role religion played in shaping the ancient civilizations of India and China.
3. To justify how religion influenced and changed the ancient civilizations.

Siddhartha Gautama, polytheism, monotheism, Brahma, karma, dharma, reincarnation, caste system, moksha, nirvana, Vedas, Upanishads, Bhagavad Gita, Four Noble Truths, Eight Fold Path, ahimsa, Confucius, Filial Piety, Analects, Five Relationships, civil service exam

[CRO Hinduism](#)
Students will practice sourcing documents

[Confucius](#)
[Quotes](#)
[Worksheet](#)

[Hinduism /](#)
[Buddhism](#)
[Graphic](#)
[Organizer](#) and
[Hinduism](#)
[Stations](#)
[Worksheets](#)

[Buddhism](#)

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4. Draw evidence from informational texts to support analysis, reflection, and research.

**Unit 4:
Classical
Civilizations**
(1 Week)

1. What does it mean to be civilized?
2. What causes a society rise or fall?
3. Do the arts reflect society or does society influence the arts?
4. Why does government become increasingly important as societies in complexity?

1. Greece
 - A. Geography – location, mountains, city-state, peninsula, Mediterranean Sea
 - B. Athens vs. Sparta – gov't., way of life
 - D. Achievements/Contributions – art, architecture, law and gov't. (Pericles), philosophy (Socrates, Plato, Aristotle), sports, science (Ptolemy), literature (Sophocles)
2. Hellenistic Age – Alexander the Great

1. To analyze the influence of geographic factors on the development of the civilizations of Greece and Rome.
2. To examine the beginnings of modern government and analyze the role it played in defining Greece and Rome as influential civilizations.
3. To evaluate the achievements of Greece and Rome in science and technology, law and justice, philosophy and literature, and art and architecture.

Democracy, Direct Democracy, Parthenon, Pantheon, polis, Alexandria, Republic, plebeians, patricians, senate, Twelve Tables, Pax Romana, aqueduct, coliseum, dictator, barbarians, Germanic tribes, Huns, Greco-Roman, Homer, The Iliad & Odyssey, veto, Augustus, Julius Caesar, Virgil, Constantine, Attila the Hun, Sophocles, city-states, Aristotle, Plato, Socrates, Alexander the Great, Ptolemy, Pericles, Hellenistic Culture, cultural diffusion

[Collapse of the Roman Empire CRQ](#)
[Enduring Issues-Egypt, Greece and China](#)

[Geography of Italy Worksheet](#)

[Roman Achievements and Contributions Worksheet](#)

[Greek Culture](#)

[Greece Golden Age Documents](#) and

[Greece Golden Age Graphic Organizer](#)

[Athens vs. Sparta Worksheet](#)

[Alexander the Great Worksheet](#)

[Ancient Greek Geography](#)

5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
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3. Rome

A.
Republic/E
mpire –
geography,
Senate
(plebeian/pa
trician),
Julius
Caesar, Pax
Romana,
Augustus

B.
Achievemen
ts – art,
architecture,
road
system,
engineering,
literature
(Virgil),
govt. and
law

C. Collapse of the
Roman Empire -
barbarians

**Unit 5:
Monotheistic
Religions**
(3 Days)

- 1. Why do we have belief systems?
- 2. Do belief systems influence a society?

Christianity, Judaism, Islam
- major practices, key principles and ideas
- areas/civilizations where is was practiced/spread to (geography)
- contributions and achievements (Islamic civilization) - Abbasid Caliphate

- 1. To examine and analyze the origins/basic beliefs/practices of the three monotheistic religions.
- 2. To compare and contrast the Roman Catholic and Eastern Orthodox sects of Christianity (including examining the Great Schism of 1054).
- 3. To examine the influence the Islam had on their civilization.

Gospels, Jesus, Bible, Apostle, Disciple, Martyr, Pope, Christianity, Roman Catholic, Eastern Orthodox, The Great Schism, Judaism, Torah, Old Testament, Ten Commandments, Covenant, Palestine, Jerusalem, Holy Land, Prophet, Abraham, Arabian Peninsula, Bedouin, Baghdad, caliph, Calligraphy, astrolabe, algebra,

[CRQ Religion Skills \(Buddhism, Christianity, Judaism\)](#)

[Rise of Islam Worksheet](#)

[Intro to Judaism Video](#)

[Intro to Christianity Video](#)

[Geography of Arabia Worksheet](#)

[Christianity Practices Worksheet](#)

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Reading Standards

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Allah, Koran/Quran, Mosque, hajj, pilgrimage, five pillars, Ramadan, Muslims, Medina, Mecca, Sunni, Shiite, hijra, Dome of the Rock, Muhammad, hijab, Abbasid caliphate

[Judaism Practices Worksheet](#)

- organization that logically sequences the claim(s), counterclaims, reasons, and evidence
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**Unit 6:
Ancient Africa**
(2 Days)

- Does cultural diffusion promote or destroy culture?
- What causes a society to rise and fall?
- What are the push/pull factors of migration?
- How does geography shape society?
- Do belief systems influence a society?

African Geography - desertification, slash and burn agriculture
Bantu Migration
West African Civilizations - Ghana, Mali, Songhai
- Economy (Gold/Salt Trade)
- Religion (Animism, Islam)
- Government and Society

- To examine the influence of geographic factors on the development of African civilizations.
- To determine the political, economic and social impact of the trans-Saharan trade on the African kingdoms.
- To analyze the cultural achievements and religious practices of the African kingdoms.

Desertification, savanna, Great Rift Valley, griot, clan, Bantu, Ghana, Mali, Songhai, Timbuktu, Gold-salt trade, trans-Saharan trade, animism, Mansa Musa, Ibn Battuta, Niger River, Sahara Desert, Kalahari Desert, slash and burn agriculture

[CRQ - Ibn Battuta/Mansa Musa](#)

[Africa's Physical Geography Video](#)

[African Empires Poster Info Sheet](#)

[African Proverbs Worksheet](#)

[African Traditions Worksheet](#)

[African Sleeping Sickness](#)

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**Unit 7:
Byzantine,
Ottoman
Empires**
(2 Days)

1. Does cultural diffusion promote or destroy culture?
2. Does power corrupt?
3. What causes a society to rise and fall?

Byzantine Empire
- Emperor Constantine - geography (creation/location of the empire), Eastern Orthodox Church
- Emperor Justinian - accomplishments, preservation of Roman culture
- Early Russia - Byzantine influences (alphabet, religion, trade network), Ivan the Terrible, Slavs
Ottoman Empire
- geography
- government, religion, culture
- Suliman the Magnificent
Mongol Empire
- Genghis Khan
- Kublai Khan
Ming Dynasty
- Interactions with European traders

1. To evaluate the success of the Byzantine Empire preserved Roman culture.
2. To examine the influence the Byzantines had on the development of Russian culture.
3. To examine and analyze the forces that led to the rise and fall of the empires.
4. To analyze the impacts of trade and trade routes on Eurasian interactions.

Constantinople, Justinian, Constantine, Istanbul, Eastern Orthodoxy, Justinian's Code, Hagia Sophia, Theodora, Cyrillic alphabet, Cyril and Methodius, Kiev, Slavs, Suleiman the Magnificent, Czar, Ottoman Turks, Ivan the Terrible, autocrat, sultan, millets, janissaries, Steppes, Pax Mongolia, Yuan Dynasty, Ming Dynasty, Genghis Khan, Kublai Khan, Marco Polo, Zheng He

[CRQ - Eurasia](#)

[Exam 2 Cumulative Exam](#)

[Byzantine Empire Sheet](#)

[The Rise of The Ottoman Empire](#)

[The Rise of Russia Worksheet](#)

4. Draw evidence from informational texts to support analysis, reflection, and research.
5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
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**Unit 8:
Medieval
Europe
and Japan**
(Week 12,
3 Weeks)

1. Does power corrupt?
2. Do belief systems influence a society?
3. How does geography shape society?

Medieval Europe/Middle Ages
- Government (Feudalism) - Charlemagne/Franks
- Social Structure - manor system
- Role of the church
- Rise of Towns/Commercial Revolution
- Black Death (plague)
- Crusades - causes and effects
Japan
- Geography/Culture/Religion
- Feudalism - Tokugawa Shogunate

1. To examine the structure and government of the Middle Ages.
2. To analyze the effects feudalism had on Europe.
3. To examine the social, political and cultural impact of the Roman Catholic Church.
4. To examine the causes and effects of the Crusades.
5. To compare and contrast Japanese and European feudalism.
6. To analyze the effect of Japan's location and geography on its social, economic and political development.

Canon Law, clergy, apprentice, journeyman, Holy Roman Empire, Commercial Revolution, Franks, monastery, monk, Manorialism (Manor System), self-sufficient, feudalism, guild, fief, Vassal, bishop, lord/noble, knight, serf, Chivalry, tithe, sacraments, epidemic, pope, Crusades, Jerusalem, Hanseatic League, Holy Land, Black Death/Bubonic Plague, Palestine, Three-field system, Pope Urban II, Saladin, Charlemagne, Magna Carta,

audience's knowledge level, concerns, values, and possible biases.

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archipelago,
Tsunami,
selective
borrowing,
Shinto, shogun,
Daimyo,
samurai,
Bushido,
Tokagawa, ring
of fire

**Unit 9:
Exploration and the
First Global
Age**
(Week 15,
2 Weeks)

1. Why and how do humans modify their environment?
2. Does cultural diffusion promote or destroy a culture?
3. Are the most technologically advanced societies the most civilized?
4. What does the term "discover" mean?
5. Why are some regions/peoples more vulnerable to conquest?
6. What factors contribute to globalization?

1. Mesoamerican Societies
- Geography – Latin America
- Maya, Aztec, Inca
(geographical challenges/locations, achievements, traditions/cultures)
2. Age of Exploration
- Exploration – inventions, explorers, goals/causes for exploration (east/west)
- The Encounter – conquistadors, social structure (encomienda system)
- Commercial Revolution –

1. To examine and analyze the political, economic, and social motives for European exploration/colonization.
2. To examine the social, political, economic and cultural achievements of Mesoamerican societies.
3. To justify the creation and usage of the technological advancements that made exploration possible.
4. To examine the modifications created by the

Mesoamerica, Maya, Aztec, Inca, glyph, Chinampas, terrace farming, Machu Picchu, peon, encomienda, Andes Mountains, South America, Latin America, colony, mercantilism, Columbian Exchange, mother country, peninsulares, creoles, mestizos, Mulattoes, West Indies, triangular trade, Middle Passage, Hernan Cortes, Christopher

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mercantilism,
Columbian
Exchange
- Atlantic Slave
Trade

geographic
features of Latin
America.
5. To compare
and contrast the
ways in which the
exchange of
foods, plants,
animals,
diseases, people
and technology
affected
European, Asian,
African and
American
societies and
economies.

Columbus,
Francisco
Pizarro, Atlantic
Slave Trade,
Magellan,
Vasco de
Gama, Henry
the Navigator,
astrolabe,
caravel,
cartographer,
circumnavigate,
Tikal
Tenochtitlan
Montezuma
plantation tariff

limitations of both claim(s) and counterclaims in a
discipline-appropriate form that anticipates the
audience's knowledge level, concerns, values, and
possible biases.

Unit 10: Renaissance and Reformation

(Week 17,
2 Weeks)

1. Do the arts reflect society or does society influence the arts?
2. How do new ideas and innovations contribute to the learning of society?
3. How do institutions unite people in society?
4. To what extent can individuals impact culture and society?

I. Renaissance
A. Italy –
geography, rise
of city-states,
Medici family
B. Art movement,
humanism,
ideology
C. Northern –
ideology, culture,
literature
II. Reformation
A. Causes –
Protestant
Reformation
B. Martin Luther
C. John Calvin
D.
Anglican/Henry
VIII

1. To examine the conditions/causes that gave rise to the Renaissance in Italy (political, economic, social).
2. To analyze how the philosophy of humanism led to the cultural breakthroughs and achievements of Renaissance artists and writers.

Renaissance,
secular,
vernacular,
patronage,
humanism,
Perspective,
Renaissance
man, printing
press, The
Prince, Niccolo
Machiavelli,
Italian city-
states,
Florence,
Leonardo da
Vinci,
Michelangelo,
Gutenberg,
Lorenzo de
Medici,

[Church Abuses.doc comparison of views \(renaissance\).doc](#)
[King Henry VIII and wives images.doc](#)
[Martin Luther on Faith and Works.doc](#)
[The Renaissance of the North.doc](#)

Writing Standards

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence

2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

	E. Catholic Counter Reformation	<p>3. To examine the causes and the effects of the Protestant Reformation and the Catholic Counter Reformation.</p> <p>4. To determine how the spread reformation spread throughout Europe.</p>	<p>Shakespeare, Jan van Eyck, Erasmus, vanishing point, Protestant Reformation, 95 Theses, indulgence, Catholic/Counter Reformation, nepotism, predestination, salvation, Council of Trent, Martin Luther, John Calvin, Henry VIII, theocracy, sacraments, Queen Elizabeth, Catherine of Aragon, Anne Boleyn, Mary Tudor, Annul, individualism, classical ideas</p>	<p>3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.</p> <p>4. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.</p> <p>6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>
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Unit 11: Absolutism

(Week 18, 2 Weeks)

1. Does power corrupt?
2. What causes a society to rise and fall?
3. How is power gained, consolidated, maintained and lost?

Absolutism
A. Introduction and rise of absolute monarchs (decline of feudalism/church)

1. To examine the ways in which absolute monarchs gained, consolidated and maintained power in Europe.
2. To evaluate the positive and

Absolutism, Divine Right, autocracy, Parliament, Westernization, Constitutional Monarchy, El Escorial, Versailles, St. Petersburg,

[30 yrs war-maria](#)
[theresa.doc](#)
[cartoon peter the great.doc](#)
[El Escorial.doc](#)
[Peter the Great.doc](#)

- Writing Standards
1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
 2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
 3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
 4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding

B. Spain – Charles V, Philip II
 C. England – Stuart monarchs
 D. Russia – Peter and Catherine the Great
 E. France – Louis XIV
 F. India – Akbar the Great (Mughal Empire)

negative results of the European absolute monarchs.

Warm Water Port, Petition of Rights, habeas corpus, tariff, inflation, English Bill of Rights, Glorious Revolution, Restoration, Puritans, Romanov Dynasty, Hapsburg, bourgeoisie, the Mughals, Oliver Cromwell, Roundheads, Cavalier, Limited Monarchy, Czar

[Philip II of Spain.doc](#)

of an idea or event, noting discrepancies among sources.

Reading Standards

1. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.
3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.
4. Draw evidence from informational texts to support analysis, reflection, and research.
5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.
6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

Unit 12: The Scientific Revolution & Enlightenment
(Week 19, 2 Weeks)

1. Does power corrupt?
2. Is change good?
3. What are human rights?
4. What defines a revolution?
5. What is the legacy of the luminaries of the Scientific Revolution?

I. Scientific Revolution
 A. New ideas, theories, concepts - scientific method, heliocentric theory, gravity
 B. Scientists - Newton, Copernicus, Galileo, Descartes, Bacon, Kepler
 II. Enlightenment
 A. Philosophers - Locke, Voltaire,

1. To examine the causes/conditions and consequences of non-political revolutions.
2. To analyze the influence of science and technology on society and the environment.
3. To compare and contrast the diversity of Enlightenment viewpoints.

Scientific Revolution, Enlightenment, scientific method, geocentric, heliocentric, social contract, Age of Reason, natural rights, philosopher, separation of powers, enlightened despot, Copernicus, Galileo, popular

Vocabulary Quiz - Matching (Scientific Revolution and the Enlightenment Self Assessment
[quiz scientific rev and enlightenment.doc](#)
Enlightenment Vocabulary Box Quiz Self Assessment
[do now box quiz enlightenment.docx](#)

Attached are primary and secondary sources on the Enlightenment along with questions and graphic organizers
[Enlightenment sheets.doc](#)
[enlightenment worksheet.docx](#)
[enlightenment worksheet](#)

Writing Standards

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.
2. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
3. Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
4. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Reading Standards

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from the alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence
2. Analyze a topic thoroughly by selecting the most significant and relevant facts, data, extended

Montesquieu,
Rousseau,
Hobbes
B. Impact of the
Enlightenment

4.To examine
and analyze the
impact of new
ideas, theories
and concepts
which evolved
from the
Enlightenment on
European
nations.

sovereignty,
Kepler, Newton,
Voltaire,
Montesquieu,
Adam Smith,
gravity,
hypothesis,
Wealth of
Nations, laissez-
faire, natural
laws,consent of
the governed,
Two Treatises
of Govt.

[quotes.docx](#)
[graphic](#)
[organizer](#)
[enlightenment](#)
[.docx](#)
[John Locke](#)
[teaching](#)
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[The](#)
[Enlightenment](#)
[.doc](#)

definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.

3. Write a response to texts and to events, ideas, and theories that include personal, cultural, and thematic connections.

4. Draw evidence from informational texts to support analysis, reflection, and research.

5. Introduce a topic and organize complex ideas, concepts, and information so that the progression creates a unified whole.

6. Develop claim(s) and counterclaims objectively and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.