



## Grade 9 - Unit 3 - Revolutions of Thought

### Unit Focus

In unit 3, students will explore competing conceptions of the common good as it relates to science, technology, and economics in the modern world. Through investigating the historical eras of the Renaissance, Scientific Revolution, and Industrial Revolution, students will examine how their historical peers have grappled with fundamental questions surrounding humanity's increasing ability to control and exploit the natural world, the extent to which the benefits outweigh the costs, and the extent to which human advancement has wrought unforeseen consequences. Additionally, students will be challenged to understand competing ideas about how humanity should divide and share the wealth created by this advancement. Similar to other units in this course, students will be asked to empathize with people, in both the past and present, who may have answered these questions very differently from themselves and the society in which they've grown up.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER	
<b>C3 Framework for Social Studies State Standards</b> <i>Social Studies: 9</i> <i>920990 Dimension 2. Applying Disciplinary Concepts &amp; TOOLS</i> <i>921057 HISTORY</i> <i>921058 Change, Continuity, and Context</i> <i>921059 INDIVIDUALLY AND WITH OTHERS, STUDENTS...</i> <ul style="list-style-type: none"> <li>• D2.His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</li> <li>• D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</li> </ul>	T1 Evaluate how creation and participation in an economy impacts groups of people and their world.	
	T2 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.	
	MEANING	
	UNDERSTANDINGS	ESSENTIAL QUESTIONS
	U1 Human progress is not inevitable, but is the result of collective actions and choices. U2 The outcome of the Renaissance, Scientific Revolution, and Industrial Revolution had intended and unintended consequences. U3 Historians recognize that perspectives can change over time. U4 Historians and social scientists worked to explain what happened and its significance during the Renaissance, Scientific Revolution, and Industrial Revolution through a continuous process of questioning, research, analysis, and interpretation.	Q1 To what extent does having the ability to do something give us the right to do it? Q2 When do the ends justify the means? When don't they? Q3 How do current perspectives influence our interpretations of the past? Q4 How do I investigate/figure out what happened or what might happen and its significance?
<b>Student Growth and Development 21st Century Capacities Matrix</b> <i>Critical Thinking</i> <ul style="list-style-type: none"> <li>• Problem Identification: Students will be able to clarify the problem and pose significant questions for investigation.</li> </ul> <i>Global Thinking</i> <ul style="list-style-type: none"> <li>• Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews.</li> </ul>	ACQUISITION OF KNOWLEDGE AND SKILL	
	KNOWLEDGE	SKILLS
	K1 Key ideas of Renaissance thinkers and influential Renaissance artists K2 Origin of Scientific Revolution, key developments in scientific thinking and the impact K3 Origins of the Industrial Revolution, challenges to advancing technology, and the lasting implications K4 Economic theories of Adam Smith and Karl Marx	S1 Historical thinking: Sourcing, Close Reading, Corroboration, Contextualization S2 Accountable talk/argument protocols S3 Conducting focused, in-depth research, including conducting original research via interviews. S4 Making historical connections to the modern world S5 Work collaboratively to effectively present a researched idea