

<b>Essential Understandings</b>	<ul style="list-style-type: none"><li>▪ Between the late 1700s and the 1900, there were significant political, scientific, industrial, and philosophical trends in Europe.</li></ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>▪ What types of governments were formed in Europe between the late 1700's and 1900?</li><li>▪ How did the changing systems affect the history, government and economy of Europe?</li></ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"><li>▪ New governments were formed.</li><li>▪ Changing belief systems, such as revolution, the Enlightenment and imperialism, affected the history, government and economy of Europe and the world.</li></ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"><li>▪ <u>People</u>: Galileo Galilei, Isaac Newton, John Locke</li><li>▪ <u>Terms</u>:<ul style="list-style-type: none"><li>○ revolution, monarchy, scientific method, enlightenment, natural laws, colony, textile, nationalism, imperialism</li></ul></li></ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"><li>▪ Identify important changes that occurred in Europe.</li><li>▪ Describe the changing view of science.</li><li>▪ Explain the impact of new ideas on peoples' view of government.</li><li>▪ Explain the efforts by European powers to build empires.</li></ul>

<p style="text-align: center;"><b>Related Maine Learning Results</b></p>	<p><u>Social Studies</u>  <u>Civics and Government</u>            B. Purpose and Types of Government                1. Compare leadership and civil rights in our democracy to their status under and authoritarian type of government.                5. Assess competing ideas about the purposes government should serve (e.g., individual rights verses collective rights.)            C. Fundamental Principles of Government and Constitutions                4. Explain the importance, in a pluralistic society, of having certain shared political values and principles.</p> <p><u>History</u>            A. Chronology                1. Describe the effects of historical changes on daily life.            B. Historical Knowledge, Concepts, and Patterns                2. Demonstrate an understanding of selected themes in Maine, United States, and world history.                3. Demonstrate an understanding of selected turning point in ancient and medieval world history and the continuing influence of major civilizations of the past.            C. Historical Inquiry, Analysis, and Interpretation                2. Explain why historical accounts of the same event sometimes differ and relate this explanation to the evidence presented by the author or the point of view of the author.                4. Identify ethnic and cultural perspectives missing from an historical account and describe these points of view.</p>
<p style="text-align: center;"><b>Sample Lessons And Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Create a map of the imperialist world.</li> <li>▪ Graph events in the Industrial Revolution.</li> <li>▪ Create a timeline of the French Revolution.</li> <li>▪ Participate in a simulated trial of Galileo.</li> </ul>
<p style="text-align: center;"><b>Sample Classroom Assessment Methods</b></p>	<ul style="list-style-type: none"> <li>▪ Complete a unit test.</li> <li>▪ Complete a map of the imperialist world.</li> <li>▪ Create a table listing achievements of the scientific revolution.</li> </ul>
<p style="text-align: center;"><b>Sample Resources</b></p>	<ul style="list-style-type: none"> <li>▪ <u>Publications:</u> <ul style="list-style-type: none"> <li>○ <u>Medieval Times to Today</u></li> </ul> </li> </ul>
<p style="text-align: center;"><b>Technology Link</b></p>	<ul style="list-style-type: none"> <li>▪ <a href="http://www.brunswick.k12.me.us/curriculum">http://www.brunswick.k12.me.us/curriculum</a></li> </ul>