

Social Studies
Modern World History: Basic
Unit 5: The Age of Revolution

Essential Understandings	<ul style="list-style-type: none"> ▪ The discoveries and writings of the Age of Revolution ignited a fuse of knowledge that exploded in a scientific revolution that the years from 1500 to 1830 are often called “the beginning of the modern age.” ▪ In the 1600s and 1700s, revolution bounced back and forth across the Atlantic. The pattern started with opposition to the monarchy in England, continued with the complaints of the English colonists in North America, and ended with the collapse of the monarchy in France. It was believed that governments existed to protect the rights and freedoms of citizens.
Essential Questions	<ul style="list-style-type: none"> ▪ How did the scientific revolution of the 1600s and 1700s transform European society? ▪ What impact did the growth of science have on the world today? ▪ What impact did the English and American Revolutions have on the development of democracy? ▪ How did the French Revolution alter society in Europe? What lasting effects did it have on the rest of the world?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The various types of revolutionary ideas, events, and individuals include: <ul style="list-style-type: none"> ○ Scientific thought throughout the 1600s and how it changed thinking in other fields. ○ The outbreak of civil war in England and the establishment of a constitutional monarchy. ○ The conflict between British and American colonies and liberties that were taken away from the colonists. ○ The French Revolution, the plight of the people, and the monarchy’s inefficient response. ○ Napoleon’s rise and fall.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms</u>: <ul style="list-style-type: none"> ○ philosophies, hypotheses, scientific method, natural rights, divine right, prime minister, revolution, constitutional monarchy, federal system, bourgeoisie, estate, dictatorship
Essential Skills	<ul style="list-style-type: none"> ▪ Define important vocabulary. ▪ Identify how the scientific revolution changed society. ▪ Explain the idea of revolution and give examples using historical events of the 1600s and 1700s.

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<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <p>b. Select and apply research methods that are appropriate for the purpose of the inquiry.</p> <p>c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others.</p> <p>f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations.</p> <p>g. Develop a clear well-supported position.</p> <p>B. Civics and Government</p> <p>B1.Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <p>a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.</p> <p>B3.Individual, Cultural, International, and Global Connections in Civics and Government</p> <p>Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <p>b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>C. Economics</p> <p>C1.Economic Knowledge, Concept, Themes, and Patterns</p> <p>Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <p>a. Explain that the study of economics includes the analysis and description of production, distribution, and consumption of goods and services by business and is the basis of individual personal finance management including saving and investing.</p> <p>D. Geography</p> <p>D1.Geographic Knowledge, Concepts, Themes, and Patterns</p> <p>Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <p>d. Evaluate the impact of change, including technological change, on the physical and cultural environment.</p> <p>D2.Individual, Cultural, International, and Global Connections in Geography</p> <p>Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <p>a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects.</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>E. History</p> <p>E1. Historical Knowledge, Concepts, Themes, and patterns Students understand major eras, major enduring themes, and historic influences in United States and world history, including the roots of democratic philosophy, ideals, and institutions in the world.</p> <ol style="list-style-type: none"> a. Explain that history includes the study of the past based on the examination of a variety of primary and secondary sources and how history can help one better understand and make informed decisions about the present and future. b. Analyze and critique major historical eras, major enduring themes, turning points, events, consequences, and people in the history of the United States and world and the implications for the present and future. c. Trace and critique the roots and evolution of democratic ideals and constitutional principles in the history of the United States and the world using historical sources. d. Analyze and critique varying interpretations of historic people, issues, or events, and explain how evidence is used to support different interpretations. <p>E2. Individual, Cultural, International, and Global Connections in History Students understand historical aspects of unity and diversity in the United States and the world, including Native American communities.</p> <ol style="list-style-type: none"> b. Identify and analyze major turning points and events in the history of Native Americans and various historical and recent immigrant groups in the United States, and other cultures in the world.
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Challenging Authority assignment ▪ Galileo Primary Source activity ▪ The Perfect Society project ▪ English Civil War PowerPoint ▪ Ideal Form of Government debate ▪ American Revolution timeline ▪ Comparing the Declaration of the Rights of Man and Woman
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Quizzes over each section ▪ Cumulative unit exam ▪ Perfect Society project ▪ Debate ▪ Films ▪ Discussion, lecture, reading, group projects

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Sample Resources	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ <u>World History: The Human Experience – The Modern Era</u>○ <u>Timelines of Science and Technology</u> - John Clark○ <u>The English Civil War Day by Day</u> - Wilfrid Emberton○ <u>Robespierre and the French Revolution in World History</u> - Tom McGowen▪ <u>Videos:</u><ul style="list-style-type: none">○ <u>The Scarlet Pimpernel</u>○ <u>The Scientific Revolution</u>○ <u>Cromwell</u>
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