

World History Curriculum Bundle #7

Title		Suggested Dates
Scientific Revolution, Absolute Monarchs, Enlightenment		January 5 – 29, 2010 (18 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> New ideas in science and politics challenged absolutism and changed many of people’s underlying beliefs about the world in general. 	<ul style="list-style-type: none"> How did new ideas in science and politics challenge absolutism? How did new ideas in science and politics influence religion and society in general?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<ul style="list-style-type: none"> Absolute Monarchs Enlightenment Scientific Revolution 	
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>	<p>Scientific Revolution</p> <ul style="list-style-type: none"> Astronomy – Heliocentric universe Anatomy Medicine 	
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	<p>1500-1800 B.C.E- Absolute Monarchs, Enlightenment and Scientific Revolution (Queen Elizabeth, Louis XIV, Peter the Great, Frederick the Great, Catherine the Great, Maria Theresa, Philip II of Spain, Copernicus, Galileo, Montesquieu, Newton, Voltaire, Diderot, Locke, Hobbes, Thomas Jefferson, Samuel Adams, Johannes Kepler, Mary Wollstonecraft, Jean-Jacques Rousseau)</p>	

World History Curriculum Bundle #7

<p>WH.2 History. The student understands how the present relates to the past. The student is expected to:</p> <p>WH.2A identify elements in a contemporary situation that parallel a historical situation; and</p>	<ul style="list-style-type: none"> • Cloning and other scientific discoveries that change our lives • Dictators with a great deal of power (i.e. Kim Jong Il) 	
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15B define and give examples of different political systems, past and present</p>	<ul style="list-style-type: none"> • Monarchy – State ruled by a king – Present day Monaco • Absolute monarchy – Complete rule by a king – Louis XIV of France, Czar Alexander III and Czar Nicholas of Russia 	
<p>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p> <p>WH.16A trace the process by which democratic-republican government evolved from its beginnings in classical Greece and Rome, through developments in England, and continuing with the Enlightenment; and</p>	<ul style="list-style-type: none"> • Enlightened rulers of Europe allowing for greater rights for their people • Enlightenment philosophers discourse on human rights, and limited government 	
<p>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p> <p>WH.16B identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi's Code, Justinian's Code of Laws, Magna Carta, John Locke's Two Treatises of Government, and the Declaration of Independence.</p>	<ul style="list-style-type: none"> • Read excerpts from John Locke and compare his writing with the writing of Thomas Jefferson in the Declaration of Independence 	
<p>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>WH.17A evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies</p>	<ul style="list-style-type: none"> • Examine the willingness of people during the time of Absolute monarchs to allow the ruler to have complete power with the societies of today and their willingness or lack thereof to allow rulers to have complete control over a nation 	
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World History Curriculum Bundle #7

<p>The student is expected to:</p> <p>WH.17B describe the different roles of citizens and non-citizens in historical cultures, especially as the roles pertain to civic participation.</p>								
<p>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p> <p>WH.18A trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;</p>	<p>Enlightenment philosophers</p> <ul style="list-style-type: none"> • Montesquieu and checks and balances 							
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<p>Many Absolute leaders still rule their nation through with an official religion</p> <ul style="list-style-type: none"> • Elizabeth I – Protestant • King Louis XIV – Catholic 							
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21B describe the political, economic, and cultural influence of women in different historical cultures</p>	<p>Role of women absolute rulers</p> <ul style="list-style-type: none"> • Elizabeth I • Maria Theresa 							
<p>WH.22 Culture. The student understands how the development of ideas has influenced institutions and societies. The student is expected to:</p> <p>WH.22C analyze how ideas such as Judeo-Christian ethics and the rise of secularism and individualism in Western civilization, beginning with the Enlightenment, have influenced institutions and societies.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%; text-align: center;">Ideas</th> <th style="width: 30%; text-align: center;">Description</th> <th style="width: 55%; text-align: center;">Influence on Institutions and societies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: middle;">Enlightenment</td> <td> <ul style="list-style-type: none"> • Individuals should be able to develop laws and consequences due to their unalienable rights </td> <td> <ul style="list-style-type: none"> • The American Revolution- “no taxation without representation” • Us Constitution and the Bill of Rights • Democracy- Rule by many • Bill of Rights- Freedom of speech, religion, and assembly • Belief- Consequences for every action </td> </tr> </tbody> </table>	Ideas	Description	Influence on Institutions and societies	Enlightenment	<ul style="list-style-type: none"> • Individuals should be able to develop laws and consequences due to their unalienable rights 	<ul style="list-style-type: none"> • The American Revolution- “no taxation without representation” • Us Constitution and the Bill of Rights • Democracy- Rule by many • Bill of Rights- Freedom of speech, religion, and assembly • Belief- Consequences for every action 	
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World History Curriculum Bundle #7

<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;</p>		
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23D describe the origins of the scientific revolution in 16th-century Europe and explain its impact on scientific thinking worldwide; and</p>		
<p>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</p> <p>WH.23E identify the contributions of significant scientists such as Archimedes, Copernicus, Erastosthenes, Galileo, and Pythagorus.</p>		
<p>WH.24 Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:</p> <p>WH.24C identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.</p>		
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		

World History Curriculum Bundle #7

<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25F evaluate the validity of a source based on language, corroboration with other sources, and information about the author;</p>	<ul style="list-style-type: none">• Judge the bias of Galileo being tried as a heretic because of his scientific discovery	
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