

<p>Unit 3 – The Early Modern World Chapter 17 Sec 1</p>	<p>Learning Targets and Intentions of the Lesson The Scientific Revolution</p>
<p>Learning Targets & Intentions of the Lesson</p>	<p><i>I Want Students To:</i> 1. KNOW the significance of some of the new innovations and theories on the daily lives of Europeans and on our lives today. 2. UNDERSTAND the impact the development of technology and how scientific theories became the foundation of the Scientific Revolution. 3. Analyze primary documents (SKILL) to detect tone, bias, and Point of View of the author.</p>
<p>NC Standards Addressed in this Lesson</p>	<p>WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution). -That new intellectual, philosophical, and scientific ideas caused people to reevaluate how they viewed themselves and how they viewed their physical and spiritual worlds.</p>
<p>Teaching Sequence Suggestions</p>	<p>17.1.1 – Explain the learning targets and aim of the lesson. 17.1.2 – Direct instruction on the Scientific Revolution. 17.1.3 – Students will take Cornell Notes to build a knowledge base of the Scientific Revolution. 17.1.4 – Students will read the <i>Who’s Who of the Scientific Revolution</i> 17.1.5 – Upon completion of the reading students will respond to the questions at the end of each section. Honors – Students will read <i>The Scientific Revolution</i> and respond to the questions at the end of each placard. Homework-Students will complete selected readings on the Scientific Revolution and respond in paragraph form.</p>
<p>Text Set Selections:</p>	<p>Students will read, analyze, examine, and evaluate primary documents.</p>

Background Concerns	Instructor needs to preface the Scientific Revolution so that students will acquire a base of knowledge on the topic
Text Analysis:	Students will use Post-it Notes reading strategy to comprehend the primary and secondary documents contained in the <i>Scientific Revolution</i> reading activity. Students will complete the questions asked by each of the primary documents.
Text Talk:	Students will read, analyze, synthesize, evaluate, and answer questions on primary and secondary documents to build their critical thinking skills.
Exit Ticket	Which scientific invention or theory can we <u>least</u> live without.