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| **Scientific Revolution World History- 9th Grade** |
| **Resources:*** Prentice Hall *World History* All in One Teaching Resource Guide, pg. 10 – Galileo and Kepler letters
* Article *Human Dissection – From Galen to the Great Revelations of Andreas Vesalius* <http://brainblogger.com/2011/08/20/human-dissection-from-galen-to-the-great-revelations-of-andreas-vesalius/>
 | **Materials:*** Handout of pictures and chart
* *World History* textbook
* Refrain poetry instructions handout
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| **Common Core State Standards:*****RH 9-10.1*** Cite specific textual evident to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.***RH.9-10.7.*** Integrate quantitative or technical analysis with qualitative analysis in print or digital text.***WH.9-10.4.*** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.***WH. 9-10. 8.*** Gather relevant information from multiple authoritative print sources; integrate information into the text selectively to maintain the flow of ideas. |
| **Essential Standards:****WH.1.2:** Analyze visual and literary sources.**WH.1.3:** Consider multiple perspectives of various peoples in the past.**WH.6.1:** Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions. |
| **Essential Question(s):** Can science be “revolutionary?” |
| **Identifying the Goals** |
| **Step 1- Background information*** Define “revolution”.
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| **Step 2: Models** - **Compare Ptolemaic Universe to Copernican Universe** * Refer to pg. 512-513 and examine the models of each.
* Create a Venn diagram and identify as many similarities and differences as possible.
* Use the terms *geocentric, heliocentric,* *elliptical* in a summary statement which explains changes in the way people viewed the universe.
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| **Step 3; Viewpoints*** Read the correspondence between Galileo and Kepler regarding discussion of the Copernican theory in public.
* Respond to questions with a partner.
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| **Step 4- Pictures and charts*** Study the pictures that show approaches to science from the Middle Ages through the Enlightenment.
* Describe the change in approaches by interpreting and analyzing each picture and chart.
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| **Step 5- Article*** Read the article *Human Dissection – From Galen to the Great Revelations of Andreas Vesalius,*
* Annotate the article. If you high light or underline a phrase or word you must make a comment in the margin.
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| **Evaluating the Outcome** |
| **Step 6- Discussion*** Can science be “revolutionary?”
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| **Step 7- Analysis*** Create Refrain Poetry. Your topic is the idea of a scientific revolution and should be a response to the essential question.
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