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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 |
| **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”. | |
| **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. | |
| **Step 3; Viewpoints**   * Read the correspondence between Galileo and Kepler regarding discussion of the Copernican theory in public. * Respond to questions with a partner. | |
| **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. | |
| **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. | |
| **Evaluating the Outcome** | |
| **Step 6- Discussion**   * Can science be “revolutionary?” | |
| **Step 7- Analysis**   * Create Refrain Poetry. Your topic is the idea of a scientific revolution and should be a response to the essential question. | |