### UNIT OVERVIEW

#### STAGE ONE: Identify Desired Results

<table>
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<tr>
<th>Standard 2</th>
<th>CCR</th>
<th>CCW</th>
<th>CCS</th>
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<tbody>
<tr>
<td>1. Cite specific textual evidence to</td>
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**Long-Term Transfer Goal**

*At the end of this unit, students will understand that transformative ideas can and have changed the world.*

**Enduring Understandings**

*Students will understand that...*

- long held beliefs will be challenged by innovative thinkers
- concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment.
- progressive individuals will apply the concept of people’s rights to reform movements.
- Revolutions can affect future resistance and reform movements globally
- cultural identity and nationalism inspire political movements that challenge previous political ideas

**Essential Questions**

*Students will consider such questions as...*

- Why did Copernicus, Galileo, and Newton frighten church authorities?
- How did the ideas of Locke, Voltaire, Rousseau, and Montesquieu develop the concepts of social contract, natural laws, consent of the government and the rights of citizens?
- How did Wollstonecraft and Wilberforce spark reform movements?
- How do the ideas formed in the French Revolution still affect our world?
- How did nationalism differ from previous political ideas?

#### STAGE TWO: Determine Acceptable Evidence

**Assessment Evidence**

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Based on UbD (ASCD) by G. Wiggins and J. McTighe
| Criteria for to assess understanding: *(This is used to build the scoring tool.)* | Performance Task focused on Transfer:  
- Scientific method  
- The universe is larger than what church authorities said  
- Debate  
- Write interview questions based on a close reading of a primary. |
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<td><strong>Other Assessment Evidence:</strong></td>
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### Stage Three: Plan Learning Experiences

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<tr>
<th>T, M, A (Code for Transfer, Meaning Making and Acquisition)</th>
<th>Learning Events:</th>
<th>Evidence of learning: (formative assessment)</th>
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