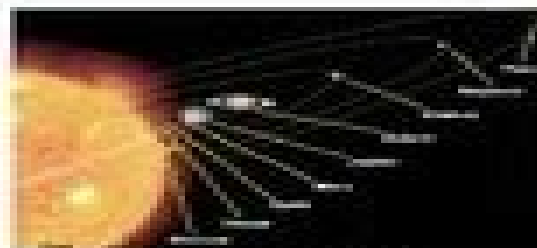


UNIT 21: THE SCIENTIFIC REVOLUTION & ENLIGHTENMENT

"All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions."
John Locke

**VOCAB DEFINITIONS**

1. The Scientific Revolution (define) -
2. Nicolaus Copernicus (1473-1543) -
3. The Heliocentric Model - governed? (describe) -
4. Johannes Kepler (1571-1630) -
5. Francis Bacon (1561-1626) -
6. The Scientific Method (all 6 steps) -
7. René Descartes (2 facts and his quote) -
8. "The consent of the governed" -
9. The "Enlightened Despots" -
10. Reforms made by the despots (list 3) -

IMPORTANT CONCEPTS

1. Describe 3 ways the Scientific Revolution contradicted (challenged) the Catholic Church.
2. Describe 3 radical ideas/inventions each of the scientists Galileo Galilei and Isaac Newton:
Galileo (1564-1642) -
Newton (1642-1727) -
3. Describe 5 facts about Baron de Montesquieu (1689-1755). His text, ideas, influence, etc.
4. Describe 3 facts about the Enlightenment philosophers Voltaire & Jean-Jacques Rousseau:
Voltaire (1694-1778) -
Rousseau (1712-1778) -

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S Marginson



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Content Area Reading and Learning Diane Lapp, James Flood, Nancy Farnan, 2005-04-11 How can teachers make content area learning more accessible to their students This text addresses instructional issues and provides a wealth of classroom strategies to help all middle and secondary teachers effectively enable their students to develop both content concepts and strategies for continued learning The goal is to help teachers model through excellent instruction the importance of lifelong content area learning This working textbook provides students maximum interaction with the information strategies and examples presented in each chapter Content Area Reading and Learning Instructional Strategies Third Edition is organized around five themes Content Area Reading An Overview The Teacher and the Text The Students The Instructional Program School Culture and Environment in Middle and High School Classrooms Pedagogical features Each chapter includes a graphic organizer a chapter overview a Think Before Reading Activity one or more Think While Reading Activities and a Think After Reading Activity The activities present questions and scenarios designed to integrate students previous knowledge and experience with their new learnings about issues related to content area reading literacy and learning and to serve as catalysts for thinking and discussions New in the Third Edition The latest information on literacy strategies in every content area Research based strategies for teaching students to read informational texts Up to date information for differentiating instruction for English speaking and non English speaking students An examination of youth culture and the role it plays in student learning A look at authentic learning in contexts related to the world of work Ways of using technology and media literacy to support content learning Suggestions for using writing in every content area to enhance student learning Ideas for using multiple texts for learning content A focus on the assessment instruction connection Strategies for engaging and motivating students Content Area Reading and Learning Instructional Strategies Third Edition is intended as a primary text for courses on middle and high school content area literacy and learning **South and**

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Georgia Education Journal, 1927 *School Life*, 1941 Research in Education, 1968 An Analytical and Descriptive Guide to the Materials in The History Teacher's Magazine and The Historical Outlook Richard Harrison Shryock, 1925 International Index to Periodicals, 1929 An author and subject index to publications in fields of anthropology archaeology and classical studies economics folklore geography history language and literature music philosophy political science religion and theology sociology and theatre arts *List of Outstanding Teaching and Learning Materials* Association for Supervision and Curriculum Development, 1967 Social Education Erling Messer Hunt, 1965

Includes section Book reviews **Building Students' Historical Literacies** Jeffery D. Nokes,2013 This book explores the notion of historical literacy adopts a research supported stance on literacy processes and promotes the integration of content area literacy instruction into history content teaching *The Publishers Weekly* ,1926 **World History 2016 Survey Reading and Notetaking Study Guide Grade 10** ,2015-09-28 *Revise GCSE History* Alan Scadding,Colin Shephard,2005 New editions of the bestselling Revise GCSE Study Guides with a fresh new look and updated content in line with curriculum changes Revise GCSE contains everything students need to achieve the GCSE grade they want Each title has been written by a GCSE examiner to help boost students learning and focus their revision Each title provides complete curriculum coverage with clearly marked exam board labels so students can easily adapt the content to fit the course they are studying Revise GCSE is an ideal course companion throughout a student s GCSE study and acts as the ultimate Study Guide throughout their revision *Differential Effects in the Recall of Textual Materials Associated with the Inclusion of Colored and Uncolored Illustrations* Richard Arthur Ibison,1951

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