

Unit Title	How far was the world turned upside down by the end of the Early Modern period?				
Subject group and discipline	IY- History	MYP year	7	Unit duration (hrs)	19

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Time, place and space:	Innovation and revolution: Governance	Scientific and technical innovation

Statement of inquiry

There were numerous scientific and technical innovations where we see developments in innovation, revolutions and governments. These were not only significant at the time, but also unique to long term understanding of the world

Inquiry questions

Factual: Who were some of the significant renaissance thinkers, and how did they challenge the development of the Early Modern period?

Who was Henry VIII and how did change Britain?

Who was Martin Luther – how far did he revolutionise religion?

Who was Vesalius and how did he challenge science?

How did Elizabeth rule and challenge gender?

Why did the English Civil War break out?

Conceptual: How has the Renaissance figures significance changed over time?

How did gender change?

Did any Medieval Beliefs continue?

Did the world turn upside down?

Is significance the same as importance? Why are they the same, why are they different?

When does science become more important than religion?

<p>Debatable: Can one person turn the world upside down?</p> <p>Was the Medieval world challenged?</p> <p>How does power change hands?</p> <p>Where should risk takers stop for progress?</p>		
Objectives	Summative assessment	
<p>C- Communicating information and ideas in a way that is appropriate for the audience and purpose</p> <p>ii. structure information and ideas according to the task instructions</p> <p>iii. create a reference list and cite sources of information.</p> <p>Criterion D: Thinking critically –</p> <p>Students use critical thinking skills to develop and apply their understanding of individuals and societies and the process of investigation.</p> <p>In order to reach the aims of individuals and societies, students should be able to:</p> <p>i. discuss concepts, issues, models, visual representation and theories. (Who was present, how was Charles put on trial? How was he executed; location, manner, tone?)</p> <p>ii. synthesize information to make valid arguments. (What is the student’s perspective, why?)</p> <p>iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations (What must director be considering? Why?)</p> <p>iv. interpret different perspectives and their implications. (student’s view and acknowledge and attempt to dismiss counter view)</p>	<p>Goal: A report on the trial of Charles I</p> <p>Role: 21st Century student reflecting on the trial.</p> <p>Audience: BBC director planning to stage the trial for a television documentary.</p> <p>Situation: They are writing to urge the director to follow their chosen perspective of the trial and execution of Charles I</p> <p>Purpose: to justify their view and to acknowledge and effectively dismiss (through critical thinking) a differing perspective</p> <p>Standards and criteria:</p> <p>The work must include:</p> <ul style="list-style-type: none"> • Clear understanding of why Charles could be blamed and guilty of causing the English Civil Wars • Clear understanding of why Parliament could be guilty of causing the English Civil Wars • Understanding the nature of Divine Right of Kings • For Higher Ability students a discussion about the motivation of Puritans as opposed to the rest of Parliament. Why Charles could be exonerated, or be morally guilty yet not legally guilty of causing the English Civil Wars 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The students have been asked to write a report to a BBC director planning on staging the trial of Charles I for a television documentary. The students need to use what they have learnt to urge the director to follow a specific perspective, and not a balanced piece. They will do this by also dismissing the differing perspectives critically.</p> <p>Higher ability students to look at the nuances within the two main groups: Royalist and Parliamentarians; and the differing perspectives within.</p>

Approaches to learning (ATL)

Thinking – Students will use information gathered to build up their evidence of key Renaissance figures to support their overall arguments on significance. Consider perspectives for the causes of the English Civil Wars.

Communication – Students combining all their knowledge and understanding to create a script presentation for their audience. Appropriate tone/form for communicating their perspective so that it is persuasive and critically evidential rather than impassioned.

Social – Students will consider a range of perspectives of figures in the Renaissance as well as their relevance to the modern world. Peer/group/class discussion in the re-enactment of the trial of Charles I

Research – Students will research within a controlled environment set by the teacher but need to be able to develop their ability to gather the information, sift the information and decide who is most relevant. Textbooks, independent intra/internet for the causes and nature of the English Civil Wars; and the trial, execution and Protectorate that followed.

Self-management – Students have access to the same range of information but must be focusing on formulating their personal judgements and being able to justify these based on the available evidence. Students to frequently update the teachers and others around them about how they are getting on with the assessment.