

**Group Members:** Lillian Effertz, Stella Kopinski, Emily Grote, Lane Fischer, Hannah Cespedes, and Alex Rump

**Grade:** Sixth Grade

**Unit Topic:** Cultural Development in Europe  
During the 1700s-1850s

**Course/Subject:** Interdisciplinary (Music, Art, English, Physical Education, Social Studies, Science)

**Approximate Time Required:**

Three weeks

### 1. Main Purpose of Unit

Students will gain an understanding of different cultural aspects in Europe during the 1700s-1850s and how the people then interacted with each other.

### 2. Standards

#### A. Music

**MU:Cn11.1.3.a** Make connections among the arts and other disciplines which strengthen learning and transfer knowledge and skills to and from other fields.

**MU:Cn11.2.** Explain how the arts reflect cultural trends and historical events across the world and how new directions in the arts have emerged.

**MU:Cn11.3.3a** Explore careers in and related to the arts and how they impact local global economies.

#### B. Visual Arts

**VA:Cn11.6.** Analyze how art reflects changing times, traditions, resources, and cultural uses.

**VA:Re7.6 a.** Explain how a person's aesthetic choices are influenced by culture, people's emotions, ideas, and environment.

### C. English Language

**C.6\_12.1.1.** Evaluate the thoughts of major political philosophers.

**6.C.1.** Construct and deliver formal and informal presentations considering the provided audience and purpose, including multimedia components when appropriate.

**6.C.2.** Present ideas using proper eye contact, body language, volume, and pronunciation in formal and informal presentations.

**6.R.2.** Comprehend a variety of texts while developing inferences and providing supportive textual evidence.

**6.R.3b.** Summarize literary texts objectively, including relevant details.

**6.R.4.** Determine main idea(s), claim(s), or theme(s) and provide supporting textual evidence.

### D. Physical Education

**S1.M1.6.** Demonstrates correct rhythm and pattern for one of the following rhythmic activities/dance forms: folk, social, creative, line or world dance.

**S2.M12.6** Varies application of weight transfer and balance during rhythmic activities/dance or gymnastic activities.

**S5.M4.6** Describes how moving competently in a physical activity setting creates enjoyment

**S5.M5.6** Identifies how self-expression and physical activity are related.

### E. Social Studies

**C.6\_12.2** Analyze the structures and functions of government.

**WH.6\_12.3** Analyze the effects of different political systems on people

**WH.6\_12.4** Analyze the influence of social, cultural, and economic developments on individuals

**WH.6\_12.5** Analyze causes and effects of global events in the past using primary and/or secondary sources

**WH.6\_12.6** Explain how past events connect to the present

#### F. Science

**MS-ESS1-1.** Develop and use a model of the earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.

**MS-ESS1-2.** Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

**MS-ESS1-3.** Analyze and interpret data to determine scale properties of objects in the solar system.

**MS-PS2-1.** Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.

**MS-PS2-2.** Plan an investigation using Newton's First and Second Laws to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.

**MS-PS2-3.** Interpret data to determine the factors that affect the strength of electric and magnetic forces.

**MS-PS2-4.** Use evidence to support the claim that gravitational

interactions are attractive and depend on the masses of interacting objects.

**MS-PS2-5.** Conduct an investigation to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.

### 3. Performance Objectives

The students will be able to:

**A. Music** - Students will identify how different characteristics and trends in music reflect the cultural happenings of the time.

Music - Students will identify the government's role in the funding of musicians and the type of music composers made.

Music - Students will explore the careers of composers throughout the years of 1700-1850.

Music - Students will listen to and evaluate different emotions and expressive qualities in music from the years of 1700-1850.

**B. Visual Arts** – Students will explore and create different art mediums from the 1700s-1850s and demonstrate understanding of how art changes as societal norms change throughout history.

**C. Visual Arts** – Students will demonstrate understanding of how art is influenced by factors such as tradition, culture, and government.

**D. Visual Arts** – Students will analyze art from the 1700s-1850s and determine what factors contributed to the artists' choices.

- E. English Language Arts - Students will apply and demonstrate all that they have learned from the other content areas into a presentation that they will present at the end of the unit. Each content area will have a slide or two dedicated to what the students learned.
- F. English Language Arts - Students will read a book in a small group according to their reading level and they will also incorporate information from the book they read into the presentation. Each group will have a different book. They will each write a one page paper on the chapter(s) they read.
- G. Physical Education - Students will be able to demonstrate dance forms. By showing rhythm and pattern throughout the duration of the assigned dance. Students will begin to understand what parts of the dance is from what culture/era.
- H. Social Studies -Students will be able to compare and contrast democracies, monarchies, and tyranny
- I. Students will be able to explain the purpose and function of European governments from 1700-1850
- J. Students will be able to summarize the causes and effects of specific revolutions
- K. Students will be to give examples of how major historical events impact their lives today

- L. Students will be able to compile and cite information using primary and secondary sources
- M. Science - Students will develop models of the solar system and demonstrate the patterns and relationships of the universe. Students will demonstrate Earth's patterns and movements. Students will describe the role of gravity on Earth, in the solar system, and the Milky Way galaxy. Students will analyze and interpret data to scale proportions, determine differences and similarities. Students will engage in scientific arguments from gathered evidence on gravitational forces. Students will examine changes of impact manipulating factors, construct explanations, and design solutions. Students will plan and investigate an object's motion and gather evidence to present conclusions. Students will ask questions and define problems observing cause and effect relationships of electric and magnetic forces.

#### 4. Content Outline

- A. Music: Learn about Famous Composers and Styles of Music (1700-1850):
  - a. Famous European Composers
    - i. Johann Sebastian Bach
    - ii. Franz Joseph Haydn
    - iii. Wolfgang Amadeus Mozart
    - iv. Franz Schubert

- v. Ludwig Van Beethoven
  - b. Sponsorship of Composers
  - c. Styles of Music
- Students will create a presentation, in groups of 4-5, in the last week of this unit on a composer that is assigned to them.
- B. Visual Arts:** Learn about the influence of art on society and society's influence on art during the 1700s-1850s in Europe
- a. Create art from this time (one activity per week)
    - i. Architecture: Georgian, Regency
    - ii. Painting: Neoclassical, Romanticism
    - iii. Final Presentation/Paper
  - b. Identify why certain artworks were created based on historical context
    - i. American Revolution
    - ii. French Revolution
    - iii. Napoleon Bonaparte
    - iv. King George III
    - v. Artists: Jean-Honoré Fragonard, Angelica Kauffman, Jacques Louis David, Giovanni Battista Piranesi, Thomas Gainsborough
  - c. Write a paper based on projects and lectures and analyzing a specific artwork of choice from this time period
- C. English Language Arts:** Learning about the different types of books and language used in the 1700-1850s. Learning how to tie what they have

- learned together and presenting it in a presentation.
- D. Physical Education:** Learning about types of music. Learning about different cultures and dances. Throughout the 1700s-1850s.
- a. Cultures
  - b. Types of songs and dances
  - c. Era
- E. Social Studies:** European revolutions and governments from 1700-1850 and their effects on present events
- a. Industrial Revolution
    - i. Mass production
    - ii. Growth of cities
    - iii. Oppressive labor conditions
  - b. French Revolution
    - i. King Louis XVI, Reign of Terror
    - ii. Napoleon
  - c. Irish Rebellion of 1798
    - i. Penal Laws
    - ii. Catholic/Protestant conflicts
  - d. Serbian Revolution
    - i. Ottoman Empire
    - ii. Feudalism and serfdom
- F. Science:** Earth's Place in the Universe
- 1. Develop and use a model of the earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
    - a. Earth, sun, moon, eclipses, stars, asteroids, Earth positions, rotations, and seasons.
    - b. Patterns.
    - c. Cause and effect relationships.

2. Scientists and Developments
  - a. William and John Herschel
    - i. galaxies and nebulae
  - b. Hubble
    - i. Expansion of the galaxy.
  - c. Giuseppe Piazzi
    - i. Discovered asteroids.
3. Telescope Advancement
  - i. Leviathan of Parsonstown
4. The Universe
5. Gravitational Forces
  - a. Universe
  - b. Earth
  - c. Newton
  - d. matter
6. Types of Forces and Interactions
  - a. Gravitational
  - b. Magnetic
  - c. Electric
  - d. Count Alessandro Volta
    - i. Inventor of the electric battery.
  - e. William Sturgeon
    - i. Inventor of the electromagnet.
  - f. Humphry Davy
    - i. Inventor of the early form of the arc lamp.

## 5. Procedures and Activities

### Music

- Listening to a Presentation on an Overview of Composers from Europe 1700-1850.
- Discuss the role of government and churches in composers' lives and music
- Listening to Classical Music
- Discussing aspects of Classical Music
- Discuss how aspects of the music reflect cultural/emotional elements of life at that time

- Creating a Presentation on one of the 5 discussed composers from 1700-1850

### Visual Arts

- Architecture: Students will examine architecture from the time period and create their own by sketching out their plans and creating a model out of clay
- Painting: Students will examine paintings from this time and identify the cultural and emotional components of the piece based on historical context in groups. They will choose a particular artwork and recreate it.
- Final Presentation/Paper: This will be based off of the painting they recreated. They will spend the last week of the unit finishing up their past project and working on their final presentation or paper, receiving peer feedback throughout the process.

### English Language Arts

- Reading and discussion in groups
- Presentation and collaborating in groups
- Short papers on chapter(s)

### Physical Education

- Dancing to the music fluently.
- Listening to Music to gain a sense of rhythm.
- Doing group dance.
- Solo dancing.
- Watching short videos of dances and songs to go with the dances. To help understand what it looks like and how to perform the dances.

### Social Studies

- Direct Instruction

- Create propaganda posters supporting/criticizing a specific European govt
- Design a brochure to recruit Irish/Serbian/French revolutionaries to the cause OR to woo an investor to your factory
- Watch short clips from selected videos and answer follow-up questions (ex What did you observe in the clip? Did something surprise you? Do you have a question about something you noticed?)
- Read and annotate primary and secondary sources as a class
- Discuss the development of child labor laws. Do we still need them today? Why/why not? (first in small groups and then as a class)
- Compare/contrast modern-day American govt to a historical European govt in small groups

#### Science

- Create a Solar System Model
- Telescope Construction Kit
- Developing a Scientific Method
- Small group activities
- Independent/small group reading
- Discussions
- Laws of Gravity, Force, and Motion Activity
- Battery Builder Kit
- Construct a Morse Code Machine
- Scientific Journal Entries (with prompts)

#### 6. Instructional Aids and Resources

- Art History Teaching Resources (AHTR)
- Khan Academy

- The Memoirs of Catherine the Great (higher reading level)
- The Fighting Ground (average reading level)
- The Industrial Revolution (average reading level)
- Who was Napoleon (lower reading level)
- Clips from miniseries *North & South* (2004)
- Chromebooks

#### PE

- Videos/examples of Dances that the students will perform from Neoclassical and Romantic Artwork.
- A song list of music that goes along with a Neoclassical and Romantic Artwork.
- CrashCourse Youtube videos
- Library of Congress
- National Archives of Ireland
- Khan Academy
- Who Fears to Speak of '98 Youtube video
- Clips from *Les Miserables* (2012)
- Mathematical Principles of Natural Philosophy
- Khan Academy
- Individual Chromebook
- Video Clips of projects, scientists and their discoveries or inventions
- Kit/Project Exemplars
- IXL Science
  - a. Science practices and tools
  - b. Designing experiments
  - c. Engineering practices
  - d. Atoms and molecules

#### Items indicative of the period

Music:



- Presentation on Overview of Music Composers/Style in the years of 1700-1850 (focusing on the Classical Period)
- Worksheet Handout on 5 Major composers of Classical Period
- Music playlist of Examples of Classical Music

## PE

- Video playlist of Classical Music dances.
- Short video of the history behind classical music and dances.
- A short quiz about the types of music and dances. EX. Kahoot.

## Visual Arts:

- Examples of Neoclassical and Romantic Artwork

## Science:

- Telescope
- Light arcing lamp
- Telegraph
- Morse Translator
- Globe

## 7. Assessment/Evaluation

### Music:

- a. Class Discussion and Teacher Feedback
- b. Worksheet on Composers
- c. Final Presentation on Classical Composer

### Art:

- a. Short quizzes (based on lectures, one per week)
- b. Final paper or presentation on a specific artwork from this time period (work on this throughout unit, possible topics to choose to write about will be introduced the first week)

## Reading

- Presentation (as a final assessment of what they learned)
- Some small papers

## Social Studies

- a. Daily entrance and exit slips
- b. Mid-unit Socratic Seminar: each student prepares three questions to ask the class based on standards and objectives

2-Part Final Assessment-Part 1: Students will create their own character from a European country during 1700-1850 (country assigned by teacher), completing a paper (which must include 1 primary and 1 secondary source) detailing their age, societal class, nationality, daily life, and concerns/anxieties. Part 2: Acting as their characters, students will meet each other at an in-class "city hall meeting", where they will share their concerns about their culture, government, and economic situation. Then students (in character) will create their own government (discussion moderated by teacher). Students are encouraged to dress up or bring props using supplies found at home.

## Science

- a. Teacher/Self/Peer Grading Rubric for each creative exercises:
  1. Solar System Model, Telescope, Force Small Group Activity conclusion
  2. Construct a Battery, arcing lamp, Morse code machine.
- b. Review Scientific Journals to assess understanding.
- c. Packet outlines for procedures and gathered information
- d. Small/large group reflections

- e. Peer made quizzes: created of three questions and taken at the end of the reflection.

## PE

- Group dance
- Short Kahoot quiz
- Teacher feedback on how the dances were performed.