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Lesson Title: Revolutions Across the Globe

Responding to the Topic as it relates to Global Significance (revolutions today) and Investigating the World Beyond their Immediate

Environment

Course/Grade: World History, Grade 10

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  -Using a World Governance and Human Rights framework, Learn about Revolutions across the Globe in the 1700-1800s  -Compare and contrast the causes and effects of Revolutions in America, France, Haiti, Mexico and Russia  *From NM Standards and Benchmarks Social Studies 9-12*  NM Benchmark 1-C World History: Explain and analyze revolutions (e.g., democratic, scientific, technological, social) as they evolved throughout the enlightenment and their enduring effects  on political, economic and cultural institutions, to include:  d. events and ideas that led to parliamentary government (English civil war, glorious revolution);  e. enlightenment philosophies used to support events leading to American and French revolutions;  From Common Core ELA Standards- Social Studies  CC Social Studies Standard- 2: Determine the central ideas or information of a primary or secondary source: provide an accurate summary of how key events or ideas develop over the course | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  1.Search, research, and assess different types of Revolutions  2. Present findings to the class  3.Compare and contrast different Revolutions in different places and time frames  4. Generalize and infer, from the specific information of the studied Revolution to Revolutions in general | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  1.Revolutions have similar causes including social, economic and political inequalities  2. Revolutions change political, economic and social structures and have long-term effects on institutions such as political structures  or personal rights | ESSENTIAL QUESTIONS  1. What is a revolution? What is a reform?  2.Where do revolutionary ideas come from?  3.What are ideas worth fighting for?  4.Who are leaders in revolutions?  5.What are causes of revolutions?  6.What are the effects of revolutions?  7.Can one revolution inspire another?  8.What is equality and can it be achieved in revolutions?  9. What do revolutions today have in common with past revolutions? |
| ***Acquisition*** | |
| *Students will know…*  1. Definition of terms including revolution, reform, etc.  2.Key events, people and terms in American, French, Haitian, Mexican and Russian Revolutions  3.Causes and Effects of Revolutions  4.Common themes of Revolutions  5. Enlightenment ideas that encouraged political Revolutions  6. How revolutionary ideas inspired our political system | *Students will be skilled at…*  1.Researching key events, people and terms related to Revolutions  2. Summarizing Texts for information  3.Reading primary sources such as Enlightenment thinkers for the ideological underpinnings of political Revolutions  4. Develop historical thinking skills including how to use primary sources as evidence  4. Analyzing political cartoons  5. Presenting to class on a specific Revolution  6. Being able to generalize based on case studies of Revolutions |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| Interpret, analyze, judge  Interpret, analyze, critique, judge, construct  Search, Research, and Assess   |  | | --- | | Define, describe, paraphrase, illustrate, extend, prepare, analyze, point out, prioritize |   Classify, compare, contrast, and categorize  Interpret, generalize, analyze, hypothesize, evaluate, critique, compare, contrast | Analyze political cartoons from a variety of global contexts and timeframes for the reasons of political and social unrest and subsequent revolutions  Students will read primary sources including the work of Enlightenment thinkers Thomas Hobbes and John Locke and ideas such as egalitarianism that precipitated the American and French Revolutions. Gather evidence of ideological causes, including non-western ideas, of revolutions around the globe.  In groups, students will search, research and assess the revolution that their group has chosen out of 5 based on a criteria given by teacher (vocabulary, important dates, events and people, cause and effects of a specific revolution)  As a group, prepare a presentation (using Animoto) which details the vocabulary, important dates, events and people, cause and effects of a specific revolution for the class  Create a graphic organizer for students to be used during presentations that allows students to classify, compare, contrast and categorize specific revolutions and also generalize from specific information about revolutions  Compare revolutions of the 1700s and 1800s with revolutions today (Egypt, Libya, Tunisia, etc.) and decide if revolutions today have similar causes and effects as past revolutions | |
| List, define, recognize, match, express, restate, give examples, apply, solve, analyze | OTHER EVIDENCE:  Quiz over presentations, readings, and class activities related to revolutions | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  Lesson Plans to include:  Lesson 1: Introduction to revolutions and exploration/analysis of primary sources- cartoons of political and social unrest  Lesson 2: Primary source analysis, read excerpts of Hobbes and Locke as well as non-western sources to ascertain the ideological foundations of revolutions  Lesson 3- Lesson 4: In groups, students choose one of five revolutions (French, Haitian, Mexican, Russian, and U.S.) and research important vocabulary, people, events, and causes and effects of their revolution  Lesson 5: Put research gathered into an Animoto documentary for class viewing  Lesson 6- Lesson 7- Presentations to class, class given a graphic organizer to put causes and effects and other details of revolutions as they listen to presentations  Lesson 8-9: Comparison to revolutions today. In groups, students will look research three contemporary revolutions (Egypt, Libya, Tunisia) and decide how contemporary revolutions are similar or different than revolutions in the 1700-1800s, informal presentations to class  Lesson 10 –Assessment on revolutions across the globe unit | | |