



Unit Planner: 2017-2018 Gibson - Enlightenment, Rev. and Nat. Global 3

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High School > 2018-2019 > Grade 10 > Social Studies > Global 3 (C)
> Week 1 - Week 8

Last Updated: [Monday, October 16, 2017](#) by Andrew Gibson

2017-2018 Gibson - Enlightenment, Rev. and Nat.

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- [Unit Planner](#)
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Big Ideas / Enduring Understandings

- The Enlightenment was a turning point that called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements across the globe.
- Enlightenment thinkers developed political philosophies based on natural laws, which included the concepts of social contract, consent of the governed, and the rights of citizens.
- Historians continue to debate, with historical evidence, whether the French Revolution was successful and if the original goals and ideals were realized.

[Unit Plan.pdf](#)

Essential Questions

- **How do turning points change history?**
- **How should a government rule its people?**
- **Was the French Revolution successful?**

Common Core Standards and Indicators

NYS: CCLS: Literacy in History/Social Studies, Science, & Technical Subjects 6-12

NYS: Grades 9-10

Reading: History/Social Studies

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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 of the text.

3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

2a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

2c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.

2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

New York State P-12 Learning Standards (New York State Education Department, used with permission)

Content

- Background on European Culture in the 1700s.
- The Enlightenment (Influences, Thinkers, Impacts)
- Stage of the French Revolution
- Napoleon
- Latin American Revolutions
- Nationalism
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Skills / Strategies

- **SWBAT define key vocabulary words in the unit. (trade, cultural diffusion)**
- **SWBAT discuss the meaning of the unit's compelling question and possible answers to that question.**
- **SWBAT examine events from the Middle Ages to the mid-1700s from multiple perspectives.**
- **SWBAT describe what the Enlightenment was and the historical context in which it took place.**
- **SWBAT explain the ideas of selected Enlightenment thinkers**
- **SWBAT explain the ideas of selected Enlightenment thinkers.**
- **SWBAT describe what the French Revolution was and when it happened.**
- **SWBAT describe the social, economic, and political problems in pre-revolutionary France.**
- **SWBAT describe what the French Revolution was and when it happened.**
- **SWBAT describe the social, economic, and political problems in pre-revolutionary France.**
- **SWBAT explain how the relationship between the French people and the king changed between 1789 and 1792.**
- **SWBAT evaluate whether the French Revolution was successful.**
- **SWBAT explain the spread of nationalistic**

Key Terms / Vocabulary

- monarch
- clergy
- noble
- merchant
- absolute
- philosophy
- philosopher
- right
- reason
- liberty
- government
- political
- separation
- social
- contract
- The Enlightenment
- John Locke
- natural rights
- consent
- consent of the governed
- Baron de Montesquieu
- separation of powers
- Jean-Jacques Rousseau
- Social Contract
- Voltaire
- reform
- revolution
- rebel
- revolt
- tradition/al
- tyrant/ tyranny/tyrannical
- taxation
- commoner
- inequality
- estate
- Louis XVI
- Estates General
- Declaration of the
- Rights of Man and the Citizen
- Maximilien Robespierre
- discontent
- guillotine
- Committee of Public
- Safety
- abuse
- abuse of power
- Reign of Terror
- Napoleon Bonaparte
- dictator
- coup d'etat
- Napoleonic Code

- Congress of Vienna
- Toussaint L'Ouverture
- Simon Bolivar
- Jose de San Martin
- Father Hidalgo
- independence
- colonial
- nation
- nationalism

Learning Plan & Activities

Please include Theatre Modalities when appropriate

- Vocabulary Opener
- Primary Document Analysis (Enlightenment Thinkers)
- DBQ Station Learning
- Free-Writes at the conclusion of every lesson to evaluate student learning and comprehension of content.
 - MEAL Writing with focus on Analysis
 - Model Regents Essays
 - Color Coding of MEAL elements in essays.
- Was the French Revolution Successful? evidence gathering.
 - **Will allow students to use technology (chromebooks/google docs/cell phones) to assist.**
- Model Philosophical Chair (**philosophical chair is a much more structured level of discussion than the Socratic seminar we tried last year**)
- Was the French Revolution Successful Philosophical Chair
- Revolutions Thematic Essay (**based on student struggles with thematic essays from last year, we will introduce this style of writing earlier in the year this year**)
- Leaders/Individuals who changed history writing assignment (Toussaint/San Martin/Hidalgo).
- Industrial Revolution picture analysis
- Industrial Revolution causes/effects DBQ essay
- Imperialism DBQ writing assignments.

General Modifications:

- **Students will be grouped heterogeneously based on their learning modalities (VARK scores and identified areas for skill improvement in baseline exam) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.**
- **Use of verbal cues and checks for**

Assessments

Depth of Knowledge (DOK) Levels

French Revolution Philosophical Chair

Formative: DOK 3 Strategic Thinking: Performance: Authentic Task

Students will engage in a **Philosophical Chair discussion** based on the following historical question (and various pieces of evidence): Was the French Revolution Successful?

- **Methods:**
 - Students will spend a few classes gathering evidence from previous classwork and from the internet to serve as support for their claim.
 - Classroom will be arranged into a U-Shape with three distinct viewpoints "Yes," "No," and "Undecided."
 - Students are given three talking tickets and may not talk more than three times in a class (may be adapted to two talking tickets) purpose is to eliminate a handful of students from dominating the conversation.
 - Students who are sitting in the audience must write down shared arguments with evidence for each viewpoint.
 - This will serve as final evidence for our end of unit writing task.

French Revolution Quiz

Formative: DOK 1 Recall: Test: Standardized

Leaders Essay

Summative: DOK 3 Strategic Thinking: Written: Essay

Students will craft an evidence based DBQ essay based the regents writing task about Leaders and change.

MEAL Paragraphs Formative Assessments

Formative: DOK 2 Basic Application: Written: Informative

Regents Topics:

Revolutions

Individuals who challenged authority

Leaders

Science and Technology

understandings to ensure student comprehension and completion of tasks.

- Short movie clips and photographs (graphs, artwork, diagrams) are utilized to provide multiple entry points for unique learning styles.
- Google Earth used regularly to cater to visual learners and show geographic features in an interactive format (students invited to board to explore google earth).
- Graphs/Charts/Maps used to help facilitate synthesis of geographic concepts.
- Emphasis of key ideas and words during group readings.
- Pacing and duration of lessons will be adjusted to ensure student comprehension of content.
- Students are invited up to the board to share answers to various do-now activities in a graphic organizer/mind map format.
- Paraphrasing of notes, questions, and directions as needed along with providing additional examples to students.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Use of gallery walk and active learning strategies and activities to cater to students with diverse learning modalities.
- Double time provided for test completion to ICT students.
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.), utilizing purposeful groupings to support student learning and understanding. This is done to support struggling students, students with disabilities, ELLs, and SPELLS.
- Translated copies of reading materials are made available to students who require this modification.
- ELLs are grouped with bilingual students to facilitate growth in target language.

General Resources for SPELLS and ELLs

- Use of Spanish to English dictionaries
- Use of google chromebooks with translated documents and assignments.
- Use of textbooks

NOTE: These modifications have been utilized throughout the course of this academic year as well as throughout the course of this learning unit. Additional modifications will be added as required and deemed necessary through inquiry cycles of formative assessment.

Common Core Instructional Shifts

1. **Knowledge in the Disciplines:** Building knowledge to content rich informational text

(DBQ Document Readings)

2. ***Text Based Answers:*** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
3. ***Writing from Sources:*** Reading and writing grounded in evidence from the text (DBQ citation of evidence to address regents writing task)
4. ***Academic Vocabulary:*** Regular practice with complex text and its academic vocabulary (Informational text taken from old Regents exams that include grade level content vocabulary)

Resources

Texts Used (fiction, non-fiction, on-line, media, etc...)

- New Visions Global History Pilot Program primary and secondary sources
- McDougall Littell World History Textbook (Blue Textbook)

Focus

- Small group
- Guided reading
- Group

Text Features

- Informational

Materials Used

- SmartBoard
- Videos to reinforce key content.
- Google Earth to analyze geographic features

Focus

- Whole class

