



Unit Planner: 2014 Gibson - The Age of Revolution

Global 3

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

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2014 Gibson - The Age of Revolution

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Big Ideas / Enduring Understandings

1. Social, economic and political problems are the catalyst for change in government.
2. The evolution of thought that accompanied the enlightenment shifted how people viewed their relationship with government.

Essential Questions

How do social, political, and economic conditions contribute to revolution?
How did enlightenment philosophies contribute to various revolutions?

Common Core Standards and Indicators

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

NYS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They build strong content knowledge.

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.

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.
- 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.
- 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,

purpose, and audience.

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5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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

Content

Pre-Revolutionary France

Social Class System of France

Taxation

Rise and Fall of Dictators/ Napoleonic Successes and Failures

Goals and Legacy of Congress of Vienna

Reign of Terror

Haitian Revolution

Encomienda System

Skills / Strategies

- Thematic Essay Outlining
- Thematic Essay Planning
- Thematic Essay Drafting
- Thematic Essay Writing
- Thematic Essay Revision
- Build upon the DRY-MEAL format from last unit with less support and scaffolds.
- Connect several time periods in history using a common theme.
 - Themes: Change/Revolutions
- Whole class discussions based on purpose of government

Key Terms / Vocabulary

Nobility

1st, 2nd 3rd estate

Bourgeoisie

Nobility

Clergy

Estate General

Absolute Power/Absolute Monarchy

The Bastille

The Guillotine

Jacobins

Reign of Terror

Nationalism

Conquistadors

cash crop economies

creoles

mestizos

economic diversity

mulattoes

ethnic diversity

peninsulares

ethnic blending/population mixture

geographic diversity

slaves

Toussaint Louverture

Simon Bolivar

Colonization

Learning Plan & Activities

Assessments

Please include Theatre Modalities when appropriate

- Analyze Documents about the French Revolution
- Class structure in France
- Interpret how the King & Queen spent all the people's money
- Haitian Revolution
- Scaffold five paragraph essay into several days
- Watch primary and second source videos about the topic

Modifications:

- Students will be grouped heterogeneously based on their learning modalities (VARK scores) and their classroom performance to ensure diverse groups in which students can learn collaboratively utilizing their unique areas of strength.
- 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.
- 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.
- Short videos are used to supplement instruction.
- Students are given the option to use their class notes, textbooks, or internet to gather information for enlightenment thinker project.
- Regular use of mind maps and graphic organizers (for do-now share outs).
- Student centered learning stations that include documents of diverse formats (maps, graphs, short readings, etc.)
- Translated copies of reading materials are made available to students who require this modification.
- Review sheet provided for final exam in which students may work with pairs/groups to complete. Double time provided for test completion to periods 6 and 8 (ICT classes).

Depth of Knowledge (DOK) Levels

French Revolution Test

Formative: DOK 1 Recall: Test: Standardized

French Revolution Thematic Essay

Formative: DOK 2 Basic Application: Written: Essay

- Students will use their acquired knowledge to construct a Thematic Essay about Revolutions across continents.
- Use DRY-MEAL format from last unit with fewer support and scaffolds in order to ensure independence with the writing process.

French Revolution MEAL Paragraph

Formative: DOK 2 Basic Application: Written: Essay

Students will construct a one paragraph response on the causes of the French Revolution. Students will be instructed to follow the MEAL format but will be given minimal scaffolds/support. Comparison will be made to the baseline exam/Age of Exploration Essay results to inform future teacher instruction with regard to MEAL writing.

Join a Revolution

Formative: DOK 3 Strategic Thinking: Performance: Authentic Task

Students will be broken up into several small groups. Each group will be assigned a given revolution (French/Haitian/Latin American Revolution) and be charged with the task of having their voice heard by the authority figures. Students will be required to write a letter to the king/colonial government, write a pamphlet to the people, and create a protest sign/demonstration that accurately displays the issues associated with each situation.

Napoleon Legacy MEAL Paragraph

Formative: DOK 2 Basic Application: Written: Essay

Students will construct a two paragraph response on the whether Napoleon should be remembered as a hero or villain. Students will be instructed to follow the MEAL format and must cite evidence from primary and secondary sources (provided). Comparison will be made to the baseline exam/Age of Exploration Essay results to inform future teacher instruction with regard to MEAL writing.

Resources

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

Class Textbook
Focus

- Guided reading

Materials Used

Smartboard
Focus

- Whole class

Materials Used

Google Earth
Focus

- Whole class

Materials Used

Discovery Streaming Videos
Focus

- Whole class

Materials Used

"Name That Tune" Music clips to connect content ideas with modern music lyrics/messages.
Focus

- Whole class

