

Unit 7: Revolutions

Unit #:	APSDO-00025731	Duration:	4.0 Week(s)	Date(s):	
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Team:
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Grades:
 9

Subjects:
 Social Studies

Unit Focus

In this unit, students will identify key factors in the emergence of a new world order that led to the emergence of individual rights, representative institutions and a concept of loyalty to the nation rather than the monarch. Students will be assessed on their ability to identify, discuss and debate the reasons why revolutions began in France and Latin America. In addition to the world history textbook, primary instructional materials for this unit will include primary and secondary textual and visual sources.

Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p>Common Core <i>History/Social Studies: 9</i></p> <ul style="list-style-type: none"> • Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <i>CCSS.ELA-LITERACY.RH.9-10.1</i> • 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. <i>CCSS.ELA-LITERACY.RH.9-10.2</i> • Analyze in detail a series of events described in a text; determine whether 	<p>T1 (T3) Use textual evidence to form generalizations, make predictions and draw conclusions. T2 (T4) Communicate information and ideas based on purpose, task and intended audience using appropriate language. T3 (T6) Evaluate how individuals and groups influence or change society.</p>	
	Meaning	
	Understandings	Essential Questions
	<p>U1 (U201) Change: Revolution creates significant political, economic and social change in power, structures and systems. U2 (U602) Cooperation: Conflict can be created in the struggle for resources, power and sovereignty. U3 (U700) What people choose to do and not</p>	<p>Q1 (Q201) When and why does reform become revolutionary? When doesn't it? Q2 (Q602) How can conflict be beneficial or detrimental? Q3 (Q700) How do individuals and groups shape the world? Q4 (Q101) Are rules there to limit or protect</p>

<p>earlier events caused later ones or simply preceded them. <i>CCSS.ELA-LITERACY.RH.9-10.3</i></p> <ul style="list-style-type: none"> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <i>CCSS.ELA-LITERACY.WHST.9-10.8</i> Draw evidence from informational texts to support analysis, reflection, and research. <i>CCSS.ELA-LITERACY.WHST.9-10.9</i> 	<p>to do affects the quality of life in their community.</p> <p>U4 (U701) A democratic society relies on its citizens to be active and well-informed.</p> <p>U5 (U101) Governments use of power benefits or harms its citizens in varying degrees.</p> <p>U6 (U103) Governments allow individuals and groups varying access to participation and power.</p>	<p>rights?</p> <p>Q5 (Q103) How do individuals participate in government?</p>
Acquisition of Knowledge and Skill		
Knowledge		Skills
<p>Connecticut Goals and Standards <i>Social Studies : 9</i></p> <ul style="list-style-type: none"> Analyze multiple and complex causes and effects of events in the past. <i>HIST.9-12.14</i> Distinguish between long-term causes and triggering events in developing a historical argument. <i>HIST.9-12.15</i> Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. <i>HIST.9-12.1</i> Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, maps) and digital technologies (e.g., Internet, social media, digital documentary). <i>INQ.9-12.12</i> 	<p>K1</p> <p>The ineffective French government, combined with the influence of Enlightenment ideas, led to the start of the Revolution.</p> <p>K2</p> <p>There was competition for control over the French government between liberal, moderate, and conservative factions.</p> <p>K3</p> <p>Napoleon took advantage of a crisis in France to gain power.</p> <p>K4</p> <p>Napoleon both advanced and betrayed the goals of the French Revolution.</p> <p>K5</p> <p>The Congress of Vienna both preserved and reversed the accomplishments of the Revolution and Napoleon.</p>	<p>S1</p> <p>Analyze in detail a series of events to determine a pattern</p> <p>S2</p> <p>Construct arguments using precise and knowledgeable claims with supporting evidence</p> <p>S3</p> <p>Respond to counterclaims and evidence that attempts to disprove a point of view</p> <p>S4</p> <p>Communicate ideas through different genres, media formats and styles of presentation</p> <p>S5</p> <p>Synthesize multiple sources on a topic to demonstrate understanding</p>

K6

Discontent with Spanish rule in Latin America was rooted in the social, racial, and political system imposed by Spain.

K7

Revolutions in Latin America were inspired by the Enlightenment and the American and French Revolutions.

K8

Latin American revolutionaries took advantage of Napoleon's invasion of Spain to reject Spanish domination and demand independence.