Unit 2: The Age of Revolution (1650- 1800) Copied from: World History, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

WORLD HISTORY ACADEMIC, 9TH GRADE

THE AGE OF REVOLUTIONS 1650-1800

Belleville Board of Education

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Unit Overview

Unit 2 examines:

- The Age of Absolutism in Europe
- The American Revolution
- The French Revolution
- The spread of Revolutions to the West and how of these contributed to the spread of Nationalism.
- The theme of this unit is how power effects society

Enduring Understanding

- The struggle for power is a constant in all societies.
- The ideals of the Age of Enlightenment provided western civilization with a new vision in science, politics, religion and philosophy and encouraged the Age of Revolution.
- The shifts in attitudes based on religion to a focus on human nature and free will

Essential Questions

1. How does abuse of power lead to conflict?
2. What causes a revolution?
3. When are people justified in using violence against their government?
4. What makes a leader great? Is it better to be loved or feared as a leader?
5. How do economics play a role in the decisions of a people or their government?
6. What are the reasons for justifying the validity of Divine Right?

Exit Skills

By the end of Unit 2,

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.
2. Students should be able to choose a side to a query and provide logical argument for their choice.
3. Students should be able to deductively use new information and logically apply this evidence to a related problem.
4. Students should be able to inductively gather information and deduce a theory based on their findings.
5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.2.12.3	Age of Revolutions (1750-1914)
SOC.6.2.12.A.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Interdisciplinary Connections

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

Learning Objectives

Students will be able to:

- compare the major ideas of philosophers and their effects on the democratic revolutions and thier spread in England, the United States, France, and Latin America
- explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
- identify various Enlightened Despots and their contribution to their country.
- discuss the motivations behind nationalism and it's spread across Europe
- identify the absolute monarchs of this time period and their impact.
- define the concepts of divine right, dynasty, absolute monarch, and balance of power.

- analyze and explain the connections between the Renaissance, Humanism and Scientific Revolution

Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events leading up to the Scientific Revolution.
- Build foundation through vocabulary and key people identification such as Montesquieu, Voltaire and Locke.
- Use of maps and interactive time likes to understand the context surrounding the time period / event including writings from the Enlightement philosophes.
- Create a map of the Europe and show how each area was impacted by the beliefs of the Enlightenment.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from a key persons point of view (Create a journal from the perspective of a factory worker during the Industrial Revolution or a colonist during the American Revolution)

Assessment Evidence - Checking for Understanding (CFU)

Use of Exit Tickets to conclude the lesson on how the Enlightenment has helped create the world today.- formative assessment

Unit test-summative assessment

-alternate assessments (see below)

Student Presentations on a specific idealogies of the Enlightenment and use Evaluation Rubrics

Compare and contrast life in Scientific Revolution times to today. Explain in an essay.

-benchmark assessments (see below)

- Use of maps and interactive time lines to understand the context surrounding the time period/event including writings from the Enlightement philosophes.
- Create a map of the Europe and show how each area was impacted by the beliefs of the Enlightenment.

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests

- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH World History Textbook

HMH World History Ebook

Ancillary Resources

NEWSELA

COMMONLIT

History.com- HMH login additional resources

HMH Player App

Reading Like A Historian

Biographical Dictionary (HMH)

Close Read Screencasts

Connect One

Interactive Timelines

Technology Infusion

Use of Google Chrome Books, Google Classroom, Various Online tools from HMH Text, and Online Databases from BHS Media Center

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner

- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various members of the European society during the Scientific Revolution.

Check students progress as they take notes on events within the American, French and Latin American Revolutions.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about Locke and other Renaissance thinkers.

use of translation technologies

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the changes throughout European society when the Enlightenment began.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes

- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate if the Enlightenment affected today's society.

investigate the ways the Scientific Revolutionchanged society today.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology:

- Vocab - Execution Doc - in pairs but everyone needs to submit - ½ day
- Review Vocab words with teacher answer key - students will finish their timelines (10 minutes)
- Execution of Louis XVI Document - next full day
    - Read to class; have students answer questions in pairs