# Unit 2:  Age of Revolutions

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# World History Honors - 9th grade

# Unit 2:  Age of Revolutions

**Belleville Board of Education**

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## Unit Overview

Unit 2 examines:

- the Age of Absolutism in Europe
- the Age of Enlightenment
- the Scientific Revolution
- the American Revolution
- the French Revolution
- the spread of Revolutions to the West
- how of these contributed to the spread of Nationalism.

## Enduring Understanding

- The struggle for power is a constant in all societies.
- The shifts in attitudes based on religion to a focus on human nature and free will.
- The ideas of the Enlightenment and how it led to various revolutions.
- Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.
- The Western countries colonized large areas of African and Asia, leading to major political and cultural changes that still have impact today.
- History is a continuum of events that impact the present and future.
- The scientific method revolutionized the fields of mathematics and science.
- New religious philosophies were created according to Enlightenment and Scientific Revolutionary ideas.
- Political and economic events in France were a catalyst for revolution.
- The conditions of the French Revolution led to the Reign of Terror.
- Revolts and uprisings, and in the case of Brazil, a constitutional convention brought independence to Latin American countries.

## Essential Questions

- How does abuse of power lead to conflict?
- What causes revolution: Is it ever justified?
- When are people justified in using violence against their government? If ever?
- What makes a leader great? Is it better to be loved or feared as a leader?
- What unites people together and how this guides the creation of nations?
- How the growth of Enlightenment ideas led to revolutionary methods?
- How indigenous peoples resist the influence of foreign nations?
- How did scientific thought change during the 1600's?
- How did France's class structure contribute to the French Revolution?
- What contributed to the rise and fall of Napoleon's empire?
- How did the countries of Latin America win independence?

## Exit Skills

By the end of Unit 2, students should be able to:

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

## New Jersey Student Learning Standards (NJSLS-S)

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| SOC.6.1.12.A.1.a | Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. |
| SOC.6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights. |
| SOC.6.1.12.B.1.a | Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World. |
| SOC.6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. |
| SOC.6.1.12.CS2 | Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. |
| SOC.6.1.12.CS5 | The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups. |
| SOC.6.2.12 | World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible. |
| SOC.6.2.12.B.1.a | Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. |
| SOC.6.2.12.B.1.b | Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns. |
| SOC.6.2.12.C.1.d | Determine the effects of increased global trade and the importation of gold and silver |

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|---|---|
| | from the New World on inflation in Europe, Southwest Asia, and Africa. |
| SOC.6.2.12.C.1.e | Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest. |
| SOC.6.2.12.C.3.c | Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions. |
| SOC.6.2.12.CS1 | The Emergence of the First Global Age: Global Interactions and Colonialism: The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment. |

## Interdisciplinary Connections

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| 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.9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. |
| LA.RH.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| 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.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. |
| LA.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| 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.RH.9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently. |
| SOC.9-12.1.1.1 | Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. |
| SOC.9-12.1.1.2 | Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. |

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| SOC.9-12.1.2.1 | Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. |
| SOC.9-12.1.2.2 | Relate current events to the physical and human characteristics of places and regions. |
| SOC.9-12.1.3.1 | Distinguish valid arguments from false arguments when interpreting current and historical events. |
| SOC.9-12.1.3.2 | Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. |
| SOC.9-12.1.3.3 | Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. |
| SOC.9-12.1.4.1 | Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. |
| SOC.9-12.1.4.2 | Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. |

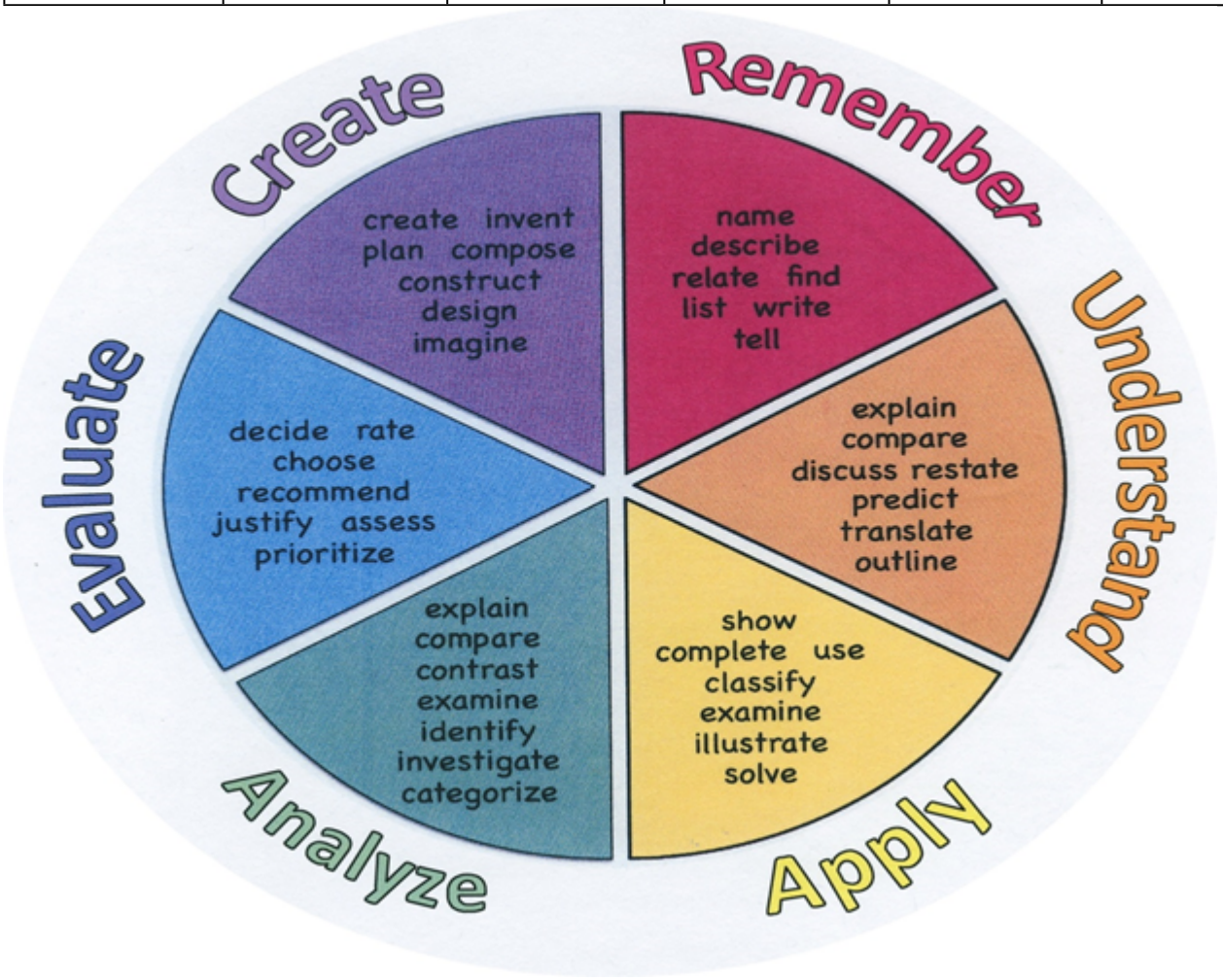
## Learning Objectives

- Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.
- Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
- Identify the absolute monarchs of this time period.
- Identify the major powers that emerged from the Age of Discovery to the Age of Absolutism.
- Define the concepts of divine right, dynasty, absolute monarch, and balance of power.
- Analyze and explain the connections among the Renaissance, Enlightenment and the Scientific Revolution.
- Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).
- Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- Describe the rise of industrial economies and their link to imperialism and colonialism.
- Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
- Relate how the countries of Latin America won independence.
- Identify important technological inventions of the age.

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| Remember | Understand | Apply | Analyze | Evaluate | Create |
|---|---|---|---|---|---|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |

| | | | | | |
|---|---|---|---|---|---|
| Select<br>State<br>Count<br>Draw<br>Outline<br>Point<br>Quote<br>Recall<br>Recognize<br>Repeat<br>Reproduce | Interpret<br>Infer<br>Match<br>Paraphrase<br>Represent<br>Restate<br>Rewrite<br>Select<br>Show<br>Summarize<br>Tell<br>Translate<br>Associate<br>Compute<br>Convert<br>Discuss<br>Estimate<br>Extrapolate<br>Generalize<br>Predict | Sketch<br>Solve<br>Use<br>Add<br>Calculate<br>Change<br>Classify<br>Complete<br>Compute<br>Discover<br>Divide<br>Examine<br>Graph<br>Interpolate<br>Manipulate<br>Modify<br>Operate<br>Subtract | Arrange<br>Breakdown<br>Combine<br>Detect<br>Diagram<br>Discriminate<br>Illustrate<br>Outline<br>Point out<br>Separate | Justify<br>Measure<br>Rank<br>Rate<br>Support<br>Test | Plan<br>Produce<br>Role Play<br>Drive<br>Devise<br>Generate<br>Integrate<br>Prescribe<br>Propose<br>Reconstruct<br>Revise<br>Rewrite<br>Transform |



## 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.
- Analyze Enlightenment ideologies and create a Google Slides to explain the impact on future events.
- 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)
- Research and collect historical evidence for an essay about how the ideas of Enlightenment have altered our 21st Century today.

## 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 assessment (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)


- 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)
- Research and collect historical evidence for an essay about how the ideas of Enlightenment have altered our 21st Century today.

- 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

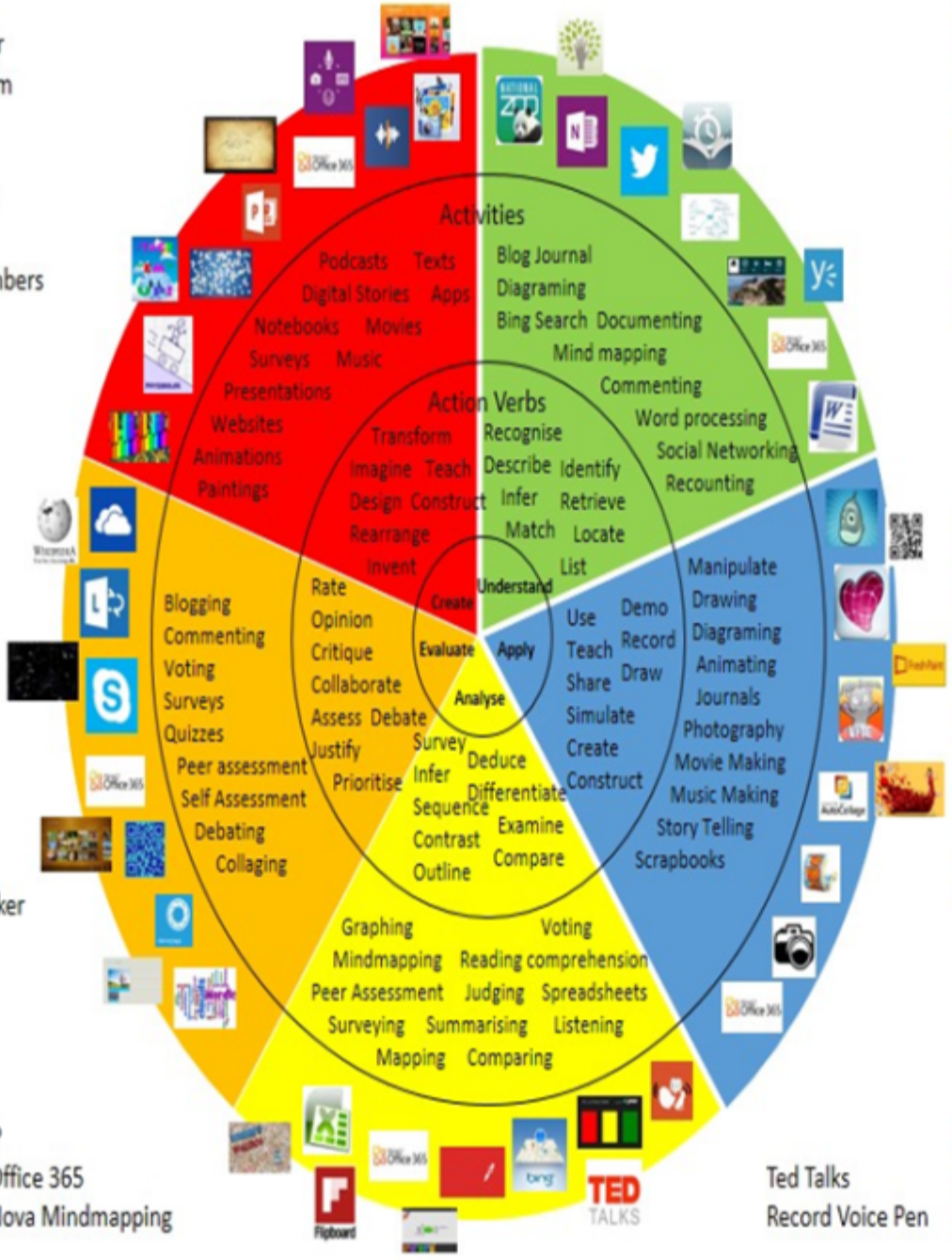
## Technology Infusion

- Create a PPT describing how the Enlightenment thinkers affected the insurgence of their thinking within the world culture.
- Make an interactive website about how the Scientific Revolution affected the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

# Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker




Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## 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.

| | |
|---|---|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.12.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.12.D | Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.F | Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. |
| TECH.8.2.12 | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |
| TECH.8.2.12.B | Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society. |

## 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

## 21st Century Skills

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

## Differentiation

**Differentiations:**

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides

- 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
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

- Choice of books or activities
- Cubing 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.

- 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: