Unit 3: Revolution

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **5 Weeks**
Status: **Published**

Summary

In World History, students serve as novice historians as they engage in historical inquiry and refine key skills necessary for post-secondary success through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

In line with the three core course trajectory, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

This unit is part of the larger aforementioned course sequence and specifically focuses on Revolutions where students will explore how and why people engaged in revolutionary activity and the positive and negative outcomes that it brought for those in society. The instructor is required to utilize the French and Russian revolutions as the primary case studies. In addition to these case studies, the instructor must choose from two of the following (where one selection is a Latin American Revolution) as a comparison to those required by examining the conditions that led to it and the outcomes for specific groups in society:

- Haitian Revolution
- Mexican Revolution
- Chinese Civil War
- Spanish Civil War
- Chilean election of Salvador Allende
- Cuban Revolution

Students will examine the causes for and outcomes of revolution and use comparative analysis to determine why certain revolutions happened and why their outcomes were similar or different than others. Students will build historical thinking skills through case studies, primary source investigation, and conducting independent and collaborative research using the following framework to contextualize their analysis:

- Revolutions are a result of political turmoil, desire for a change to the socio-political structure or power hierarchy, and/or lack of economic opportunity.
- These revolts often have leaders, but are not possible without significant support from the general population and tend to push for increased rights.
- Revolutions have far reaching impacts, such as an expanded belief in who can change society, redistribution of wealth, and/or greater access to democratic rights
- Revolutions feature compromises made by the new ruling power to consolidate and institutionalize their power, which often includes an expansion of state power.

By the end of this unit, students will be able to identify the key reasons for the required revolutions and their outcomes for people in that society including but not limited to women's rights, the rights of racial and ethnic minorities, and the rights of various social classes.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world. (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).

6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.

6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.

6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.

6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist,

presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid

reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5 - Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit further reflects the goals of the Holocaut Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred

whenever and wherever it happens.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, tolerance, race and ethnicity, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent are revolutions successful at achieving their aims?
- To what extent do revolutions depend on popular participation?

Enduring Understandings:

- The process of revolution is not able to be reduced to a specific set of circumstances that produce revolutionary movements, but vary widely depending on time and place.
- Revolutions and revolutionaries tend to make a variety of concessions and rarely produce a singular ideology as the motivating force behind popular revolt.

Objectives

Students Will Know:

- Terms, concepts and individuals (including, but not limited to): revolution, revolutionary, counter-revolution, consolidation of power, institutionalization of power, democracy, republicanism, socialism, communism, Marxism, Louis XVI, Maximilian Robespierre, Napoleon Bonaparte, Karl Marx, Vladimir Lenin, Leon Trotsky, Nicholas II, Joseph Stalin (and when applicable to the selected case studies: Toussaint L'Overture, Jacques Desalines, Simon Bolivar, Jose de San Martin, Miguel Hidalgo
- How ideas, specifically from the Enlightenment and later socialist thinkers inspired revolutions throughout the world.
- The causes and outcomes of the French Revolution.
- How the Enlightenment was part of these revolutions and the Latin American independence movements.
- The expansion of state power after the French Revolution.
- The conditions of the working class in 19th century Europe.
- Why communism and anarchism was appealing to many workers' movements and unions in the 19th century around the world
- The causes of the Russian Revolution and how it differed from the earlier revolutions that were discussed.
- The motivations and outcomes for selected case study revolutions.

Students Will Be Skilled At:

- Identifying and explaining the factors that contribute to revolution.
- Examining the roles of leaders and organized groups in revolution.
- Evaluating state responses to civil unrest and rebellion.
- Explaining why attempts at reform failed to quell rebellion.
- Analyzing how post-revolution governments address the concerns of civilians.

- Comparing and contrasting pre- and post-revolutionary governments.
- Explaining how civil action can lead to greater self-governance and democracy.
- Explaining how the involvement of outside nations and states can impact the outcome of revolutions.
- Identifying the significance of dissemination of information in raising support for revolution.
- Comparing tactics used by civilians in revolutions in various parts of the world.
- Explaining the causal relationship between oppressive governments and revolutions.
- Evaluating the geographical impact of revolution, including the reshaping of borders and renaming of states.
- Analyzing the social, political, and economic impact of revolution on states and civilians.
- Evaluating the role of Enlightened ideals in influencing revolutions in France, Haiti, and Latin American Independence movements.
- Explaining how the emergence of communist thought impacted the workers revolution in Russia.
- Identifying the roles of women in supporting and carrying out revolutions.
- Assessing whether or not newly instated governments successfully brought about greater democracy and representation of citizens.
- Engaging in comparative analysis of revolutions in their causes, actions, and outcomes.
- Creating a claim which includes a line of reasoning.
- Supporting an argument with evidence and original analysis.
- Collaborating with peers to address a problem.
- Expressing ideas through class discussion and written response.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Why Revolt? Inquiry Lesson: Students will create a list of reasons they believe would lead to a revolution. Students will draw upon former knowledge to develop their reasoning, and then compare it to the framework of motivations for revolution. Students will engage in a discussion on why civilians may turn to revolution rather than reform, and how revolution can facilitate change.

French Revolution TV Report: Students will read about the roles of the clergy, nobility, monarchy, peasants, bourgeoisie, and enlightened thinkers. Each assuming a role, students will carry out "TV Reports" where one student will act as a reporter and interview the other members of French society. Students will highlight major concerns of each group, noting aspects of society that may lead to revolution and point of view. Students will compare and contrast the experiences of individuals living in French society to examine the causes of the French Revolution.

Creating a New Constitution: Students will read the concerns of French citizens and, acting as members of the National Assembly, attempt to create a new constitution that meets the needs and desires of citizens. Students will consider three different options for the type of government they want to create in France and vote on the best options. Students will use evidence and analysis to support their claims.

French Revolution Causation: Students will analyze aspects of the French Revolution and the reactions that followed, such as the rise of Robespierre leading to the Reign of Terror, the Thermidorian Reaction, and the rise of Napoleon. Students will reflect on how France attempted radical change and the conservative reaction that followed, as well as assess the extent to which greater democracy was brought to France after the first French Revolution.

Marxist Thought Analysis: Students will examine excerpts from Marxist theory to assess his core arguments. Students will then reflect on how the emergence of communist thought relates to working conditions of the 18th and 19th centuries and why this movement would gain traction in Russia.

Russian Revolution Analysis: Students will examine how the rise of communism led to an increased desire to overthrow Czarist Russia. Students will analyze the factors that led to Revolution, the role of Vladmir Lenin and the Red Army, and reflect on the extent to which greater change was brought about under new rule.

<u>Case Study Teaching Strategies:</u>

Chinese Civil War: Students will examine how Nationalists and Communists fought against one another to gain control of China in the aftermath of WWII. Students will examine how the Chinese Civil War was a conflict which began in the 1920s and continued into the 1940s, assess the factors which contributed to the war, and examine the effects of China becoming a communist country. Students may make comparisons to the Russian Revolution to evaluate the economic, social, and political impacts of Communist Revolution.

Brazilian Revolution: Students will examine how Brazil gained independence from Portugal during the Age of Revolutions and judge the extent to which it brought about greater change. Students will examine the impact of race as a social construct on the early Brazilian Republic, and connect their findings to other caste systems studied throughout the unit.

Cuban Revolution: Students will examine the connection between the Haitian and the Cuban Revolutions by examining how Cuba became one of the leading exports of sugar after the Haitian Revolution, the increasing racism against Black individuals in Cuba, and the significance of Cuban identity during the Revolution. Students will connect their findings through comparative analysis to another revolution studied in the unit.

Spanish Civil War: Students will analyze a right-wing attempt at overthrow through the Spanish Civil War, where they will compare the aims of Francisco Franco attempting to overthrow a democratic republic to other revolutions studied throughout the unit. Students will assess how Franco attempted to challenge democracy through the Civil War and how the war served as one of the bloodiest conflicts in Western Europe outside of the World Wars.

Haitian Revolution - A Case of Liberation: Students will examine how enslaved people in Saint Domingue overthrew both French rule and the ruling enslaver class through revolution and brought about the first emancipated state. Students will reflect on how leadership, unity, and tactics contributed to the Haitian Revolution's success. Students will also discuss how the Haitian Revolution brought about fears among nations practicing the institution of slavery due to its success.

Causes of Latin Independence Movements: Students will address the question, "To what extent did Enlightenment ideals influence independence movements in Latin America?" by examining primary sources of revolutionaries throughout Latin America. Students will reflect on the historical context which contributed to Latin American Independence movements including, but not limited to the French Revolution and Haitian Revolution, and how revolutionary ideals in Latin America compared to those from previous revolutions.

The Role of Caste in Revolution Investigation: Students will analyze the role of hierarchy and caste in the Mexican Revolution and South American Independence movements, emphasizing how there were divisions along caste lines often determined by race and class. Students will analyze the essential role that peasants played in Revolution and reflect on why their contributions are often overlooked. Students will also address the question, "Why were most recorded leaders Creole?"

Revolutionary Women Analysis: Students will examine the ways in which women served essential roles in Revolutions through a case study of the Mexican Revolution. Students will examine how women fought in the revolution, politically organized, and helped disseminate revolutionary ideas. Students will reflect on why the roles of women in revolution were so significant and create a visual that represents the significance of their contributions.

Developing Senses of Nationalism: Students will analyze maps and primary sources that focus on the development of nations and nationalism in South America following Latin American Independence movements. Students will reflect on how nations formed in South America following independence from Spain, and draw connections to how feelings of patriotism are still seen today.

Simon Bolivar and Jose de San Martin: In Action and Legacy: Students will examine the actions of Simon Bolivar and Jose de San Martin in aiding Latin American independence and compare it to their legacies today. Students will reflect on where each leader is more commonly celebrated, and how public memory compares to their actions as revolutionary leaders.

Effects of Latin American Independence: Students will address, "To what extent did Latin American Independence from Spain bring about greater democracy?" Through examining newly formed governments in Mexico and Argentina. Students will compare their findings to that from effects on the French Revolution and address how the caste systems in Latin American countries contributed to limited representation of Indigenous people, Free and enslaved Black individuals, and people of color.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows
- Exit Slips
- Classwork/Homework
- Written Reflections
- Creating a New Constitution
- French Revolution Causation
- The Role of Caste in Revolution Investigation
- Revolutionary Women Analysis

- Effects of Latin American Independence Movements
- Marxist Thought Analysis
- Eulogy to Vladimir Lenin

Summative Assessments:

- Unit Test (Multiple Choice, Free Response)
- Revolutionary Action Plan : Students will be presented with the scenario of living under an oppressive government and wanting to bring about governmental change. Imagining they are the leader of a revolutionary group, students reflect on what makes a successful revolution and make their own action plan. Within their scenario, students will address why their current government is not addressing the needs and rights of citizens, and create an action plan through a revolutionary lens that provides solutions to the issues at hand. Students will defend their actions using examples of how similar actions from various revolutions studied in class provided successful results. Their plan may include do's and don'ts based on class study, and should include their own reasoning for each of the actions within their plan.

Benchmark Assessments:

- Comparative analysis of historical case studies in relation to the provided unit framework
- Document Analysis Questions (following the core course format)

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

19th Century Latin America Fordham University Sourcebook

Connections between Revolutions Timeline

Lesson Plan: Race and Government Policy in Revolutionary Cuba PBS

Viewpoints on Women in the Revolution- The Mexican Revolution loc.gov

Excerpts from "La Batalla de Chile"

OER Primary Sources on Revolutions and Nationalism

Stanford Historical Education Group

What is the Third Estate? (Abbe Sieyes)

Secondary Sources:

Revolutionary Women- OER Project

French Revolution: Choices Brown University

Brazil: A History of Change Choices Brown University

Between Two Worlds: Mexico at a Crossroads Choices Brown University

The Russian Revolution Choices Brown University

The Haitian Revolution Choices Brown University

Land and Freedom

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.