

07 Age of Revolution

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- How the American Revolution changed the world.
- The causes of the French Revolution and the Reign of Terror.
- The accomplishments of Napoleon.

CONTENT AREA STANDARDS

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|-------------------------|---|
| SOC.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). |
| SOC.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. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice:

Gathering and Evaluating Sources.

| | |
|-----------------|--|
| LA.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.WHST.11-12.9 | Draw evidence from informational texts to support analysis, reflection, and research. |

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- concepts related to the French Revolution such as Louis XVI, Marie Antoinette, Third Estate, First Estate, Guillotine, bourgeoisie, revolution, and other important facts from this time
- concepts related to the American Revolution and how it changed the world.

Procedural Knowledge

Students will be able to:

- with guidance and assistance, examine resources from multiple perspectives to argue the response of various governments in the areas of self-government, reform and revolution.
- with guidance and assistance, construct an argument using multiple sources connecting specific ideals with revolutions and reforms in America and across the world.

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

- Students will read primary source documents related to the French Revolution, revolution in the American colonies, the American Revolutionary War, revolution in Latin America.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

Summative Assessments

End of Unit assessment or project

RESOURCES (Instructional, Supplemental, Intervention Materials)

- King and Lwenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [Crash Course French Revolution](#)
- [Napoleonic Crash Course](#)
- [History.com French Revolution](#)
- [History.com Napoleon](#)
- [History.com American Revolution](#)
- [PBS World History](#)

INTERDISCIPLINARY CONNECTIONS

Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classtoom content.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.