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Unit and 3 Lessons

**Western Civilization and the Shaping of the “Modern World.”**

**Stage 1: Desired Result**

**Content Standards:**

- Inquiry is at the heart of social studies.

- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them (CCSS.ELA-Literacy.RH.9-10.3).

- 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 (CCSS.ELA-LITERACY.RH.9-10.2).

**Enduring Understanding:**

Students will understand that:

* World events are interconnected, and influence one another, especially today in a world of globalization.
* Cause and effect play a role in shaping the world around us.
* Ideas can influence important events across the world.
* Primary sources help us understand different time periods or cultures.

**Essential Questions:**

1. Can we use history to better understand the present, or help predict the future?
2. Have events from long ago influenced the world today?
3. How can we better use primary sources to understand history?

**Student Objectives**

Students will be able to:

-Explain the relationships between world events that helped usher in the Modern World.

-Apply these same critical thinking skills to make real-world connections between current events happening today.

- Describe cause and effect, and its role in the relationship between France and America during the late 1700s.

-Analyze a primary source, and understand the role it played in historical events.

**Stage 2**

**Performance Task:**

**-** Write an essay explaining France’s role in the American revolution, and America’s role in the French Revolution. How were the two interconnected? How has today’s world been shaped by these events? What other events, people and ideas were important during this time period?

* Keep a journal during the unit, pretending to be an American (Real or fictional) during the time period leading up to the American Revolution. How do you feel about Britain? Why do you feel this way? What are your hopes for America?
* Create a powerpoint, Prezi, or movie, that shows at least 3 different current events. Analyze and explain any relationship or cause and effect between these events (Example: Paris bombings, school shootings and the 2016 US Election)

**Other Evidence:**

* Multiple choice and short answer test on content of primary source, and basic information surrounding general content.

**Stage 3 - Learning Plan**

**Learning Activities:**

-Group discussion with primary source.

-Lectures on American and French Revolutions, Industrial Revolution and Enlightenment Thinkers. Game at end of lecture to assess general applicable knowledge.

-Class discussions online each day (google groups, etc) as homework, where students will engage in discussion lead by provided questions about the days lesson. Questions will often direct students to apply content knowledge to something going on in the world today.

\*\*\*\*\*\*\* Three lessons listed below \*\*\*\*\*\*\*\*

American Revolution

Grade Level: 10

Central Focus: Understanding cause and effect, how ideas influence events, and how these ideas and world events are interconnected and influence one another.

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| Lesson Plan Component | Descriptors |
| Context | * First lesson in unit of American, French and Industrial Revolution |
| Title | * American Revolution |
| Length | * 50 minutes/1 class |
| Relevant Standards | * 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 (CCSS.ELA-LITERACY.RH.9-10.2). |
| Learner Outcomes | Students will be able to:   * Identify the causes of the American Revolution. * Explain why some colonists remained loyal to the British.   - Explain cause and effect between the American Revolution, French Revolution and Industrial Revolution. |
| Assessment | Questions completed in groups, during class, will be handed in at the end of class.  Additionally:  **Other evidence** will be through the form of an extremely quick Quizlet quiz, which will have students answer some basic questions. This will allow assessment to ensure the class accomplished the learning outcomes of the lesson. |
| Resources | (<http://www.digitalhistory.uh.edu/era.cfm?eraID=3>) |
| Anticipatory Set | * Start by asking brief questions about existing knowledge on the enlightenment, and enlightenment ideas, as this will be weaved into the unit to show their influence over these events. |
| Procedures | Students will break into groups of 5 (count off 1-5), and discuss documents that they have read prior to the start of class (<http://www.digitalhistory.uh.edu/era.cfm?eraID=3>). They will each be provided one of five questions (listed), and each question should be answered collaboratively. Students will hand in their 1 answered question at the end of class.   1. What main ideas influenced Colonists, and what people/groups influenced these ideas? 2. If you were alive, living in America during the onset of the Revolution, would you choose to side with the rebel colonists, or the loyalists (Remember: hindsight is 20/20; you don’t know the outcome of the war when making this decision)? 3. What motive did the French have for siding with the Americans against the British in the Revolution? 4. If you were a Revolutionary in Colonial America, what motivation would you have for rebelling against the British? Remaining Loyal? 5. Predict how French aid in America could influence France after the American Revolution. |
| Closure | * This will be through the form of the aforementioned Quizlet. Students will also be assigned the journal mentioned in the performance task for the unit, which they will keep for the remainder of the lessons in this unit. They will start after this lesson, and be required to have at least 3 journal entries by the end of the unit. * End of unit essay, described in UbD, will also be assigned at the end of class. |
| Modifications/Accommodations | * Include this statement: All modifications/accommodations identified on Individualized Education Plans or 504 Plans are addressed. |

French Revolution

Grade Level: 10

Central Focus: Understanding cause and effect, how ideas influence events, and how these ideas and world events are interconnected and influence one another.

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| Lesson Plan Component | Descriptors |
| Context | * Prior lesson in unit was American Revolution, and covered French influence/Frances role. |
| Title | * The French Revolution |
| Length | * 50 minutes/1 class |
| Relevant Standards | -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 ((CCSS.ELA-LITERACY.RH.9-10.2).  -Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science ([CCSS.ELA-LITERACY.RH.9-10.4](http://www.corestandards.org/ELA-Literacy/RH/9-10/4/)). |
| Learner Outcomes | Students will be able to:   * Identify the causes of the French Revolution. * Describe how the American Revolution influenced the French Revolution. * Analyze how events across the globe can relate to one another * Summarize and Analyze a primary source * Implement before, during and after strategies for reading a primary source |
| Assessment | Assessment will use the downloaded iClicker app on their smartphones (or provided iClicker), and be in the form of a quiz shown on the projector screen created online. It will ask basic questions to ensure outcomes have been met. Students will also be asked to read the information on a provided website (Jefferson primary source), and write a summary/analysis which will be explained (see: procedures). The summary will be done as a group in class, and for homework, they will write 3-4 paragraphs (individually) analyzing the text further. |
| Resources | <https://www.monticello.org/site/research-and-collections/french-revolution>  <https://www.gilderlehrman.org/history-by-era/global-history-and-us-foreign-policy/resources/jefferson-french-and-haitian-revolutio> |
| Anticipatory Set | * Start by showing a picture of the “Liberty leading the People" by Eugène Delacroix, and creating a quick class discussion around it (what was the artist trying to show? etc.) |
| Procedures | First half of class will be a lecture on the French Revolution. It will be one of 2 classes on the French Revolution. After the lecture, which will cover general causes and motivations, the storming of the Bastille, and the fall of King Louis XVI, students will break into groups of 3 (organized by myself, including high, average, and low performing students in each group), and be asked to read a provided primary source from Thomas Jefferson (see: resources) and create a brief summary of the content together. Prior to reading, students will be asked to keep in mind how the Haitian Revolution may have been effected by, or effected, the American, and French Revolutions. Students will be required to highlight what they feel is important in the text, and encouraged to take notes in the margins as well, while reading it. Any words, or sentences that they don’t understand should be circled, as well. Students will be asked to look up any words they do not understand, and then go back and reread the short text after looking them up. After reading the letter, students will use the primary sources and timeline to write a short essay for homework (3-4 paragraphs) describing how the French Revolution, the Haitian Revolution, and the Louisiana Purchase are interconnected. This exercise will help deliver the main central focus of how events throughout the world are tied together. |
| Closure | * Complete iClicker quiz before leaving class. * Reminder to continue working on journals, and to keep in mind how the last few lessons (American and French Revolutions) could tie into the last in the unit, The Industrial Revolution. |
| Modifications/Accommodations | * Include this statement: All modifications/accommodations identified on Individualized Education Plans or 504 Plans are addressed. |

Industrial Revolution

Grade Level: 10

Central Focus: Understanding cause and effect, how ideas influence events, and how these ideas and world events are interconnected and influence one another.

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| Lesson Plan Component | Descriptors |
| Context | * Prior lessons: American Revolution. French Revolution. |
| Title | * The Industrial Revolution |
| Length | * 50 minutes/1 class |
| Relevant Standards | -Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them (CCSS.ELA-Literacy.RH.9-10.3).  -Inquiry is at the heart of social studies. |
| Learner Outcomes | Students will be able to:   * Explain how the industrial revolution impacted the American Revolution, and the French Revolution. * Analyze how world events are connected, and how industrialization started the global society we live in today. |
| Assessment | Assessment will be through the unit essay, and journals, as these will serve as indicators to how well they made connections between the interconnectivity of world events, and the cause and effect relations between the events covered in the lessons. |
| Resources | Powerpoint that will be shown in class.  <https://www.youtube.com/watch?v=OF7-vN-aLOM> |
| Anticipatory Set | * Start class with 3 minute video summarizing the industrial revolution to provide background information, and encourage student engagement. * <https://www.youtube.com/watch?v=OF7-vN-aLOM> |
| Procedures | Most of the class will be spent on a lecture/class discussion, going over the industrial revolution, and how it changed the world. HOT questions will be asked throughout the class.   1. Would you have enjoyed living in London during the Industrial Revolution. Why/why not? 2. How do you think the Industrial Revolution changed war? How do you think it changed everyday life for the ordinary citizen? 3. How do you think this time period ushered in the modern world we live in today?   For the last 10 minutes: students will count of (1-4) and join in groups, where they will be asked to discuss wether they think inventions like the railroad and the telegraph were of less, equal, or greater influence than cars, cell phones, and the internet. How are the inventions similar? |
| Closure | * Students will not be given any homework, but reminded that their journals, and unit essay will be due next class. |
| Modifications/Accommodations | * Include this statement: All modifications/accommodations identified on Individualized Education Plans or 504 Plans are addressed. |