

## Trinity University Digital Commons @ Trinity

---

Understanding by Design: Complete Collection

Understanding by Design

---

6-2015

# A World on Fire: The Age of Revolutions [10th grade]

Marisa C. Cavin

*American School of Bangkok*, [marisa.cavin@gmail.com](mailto:marisa.cavin@gmail.com)

Follow this and additional works at: [http://digitalcommons.trinity.edu/educ\\_understandings](http://digitalcommons.trinity.edu/educ_understandings)



Part of the [Education Commons](#)

---

### Repository Citation

Cavin, Marisa C., "A World on Fire: The Age of Revolutions [10th grade]" (2015). *Understanding by Design: Complete Collection*. 300. [http://digitalcommons.trinity.edu/educ\\_understandings/300](http://digitalcommons.trinity.edu/educ_understandings/300)

This Instructional Material is brought to you for free and open access by the Understanding by Design at Digital Commons @ Trinity. For more information about this unie, please contact the author(s): [marisa.cavin@gmail.com](mailto:marisa.cavin@gmail.com). For information about the series, including permissions, please contact the administrator: [jcostanz@trinity.edu](mailto:jcostanz@trinity.edu).

# Understanding by Design

A World on Fire: The Age of Revolutions

Level: 10<sup>th</sup> grade

Topic Area(s): World History

By: Marisa Cavin

Time: 17 – 20 Class Periods (based on a 40/80 minute alternate schedule)

American School of Bangkok

Address: 900 Moo 3 Bangna-Trad Road Km. 15 Bangplee, Samutprakarn 10540 Thailand

## Summary of Unit

will help students identify, analyze, and argue different revolutionary perspectives. Students will develop an understanding of revolutionary success means. They will analyze primary source documents, have discussions about the validity of enlightenment thought, and evaluate the revolutions in the time period of 1750 – 1850. They will become experts on at least one revolution in this time period and apply this knowledge to the revolutions that are occurring around them today or in modern times. They will come to recognize the causes, effect, and impact of revolutionary zeal, and will come to terms with the concept that revolutionary success means something different from every perspective. They will grapple with the concept that political upheaval and instability is not just risky but often desirable. This unit will enable them to think critically about revolutions past, present, and future. Ultimately student will culminate this unit with projects that will challenge them to think critically about revolutionary success and comprehensively demonstrate their understanding of the information learned throughout the unit.

# Understanding by Design (UbD) Unit Plan

	A World on Fire: The Age of Revolutions	Course	World History
Author	Marisa Cavin	Time Frame	17 – 20 class periods (based on alternating 40/80 minute class)

## Stage 1- Desired Results

### Goals

- 1.a.1:** Explore the causes for the internal and external weakening of the Catholic Church.
- 1.b.6:** Analyze the economic patterns of capitalism, socialism, communism and mixed economies.
- 2.a.1:** Compare the major ideals of the American and French revolutions and their impact on the revolutions in the United States, and Latin America.
- 2.a.2:** Compare the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence and the French Declaration of the Rights of the Citizen (1789), and the U.S. Bill of Rights (1791).
- 2.a.3:** Compare the reasons for and consequences of the revolutions in America, France and Latin America and their continuing impact on other nations.
- 2.a.4:** Analyze the spread of nationalism and its impact on Europe.
- 2.b.3:** Compare and contrast the impact of nationalism on social and economic systems.

### Transfer

***Students will be able to independently use their learning to...***

Identify, analyze, and argue different revolutionary perspectives and create an understanding of what revolutionary success is.

### Meaning

#### UNDERSTANDINGS

***Students will understand that...***

A successful revolution should be measured by the merit it brings to the people.

Political upheaval is sometimes unsafe.

Politics, economics, and social systems are all connected.

#### Essential Questions

***Students will keep considering...***

When does conflict lead to a revolution?

What makes a revolution successful?

## Acquisition

### *will know...*

ary: Authority, power, nationalism (uniting people bound by common language, culture, shared history, and geography), recognition (legitimacy in a nation's existence), liberalism of the governed, restriction of the power of church and state, republic governments, freedom (individual), socialism (multiple definitions including more power for the working class), democracy (government's establishment of popular sovereignty), absolutism (exclusive power over a nation), constitution, civil rights, independence.

Principles of these important documents: Magna Carta, the English Bill of Rights (1689), the Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791)

Influence of these philosophers and their ideals: John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, and James Madison

Reasons for and outcomes of the revolutions in America, France and Latin America and their significance to other nations.

American Revolution – Enlightenment ideals and demands of economic independence, democracy, civil rights, first European colony to declare independence, led to war between the colony and imperializing mother nation.

French Revolution – influenced by the Enlightenment ideals and success of the American Revolution, social and political upheaval, decline of the power of the monarchy and church, rise of nationalism, economic reasons, resentment, and crisis were responsible for the internal and revolution

Haitian Revolution – influenced by the successes of the American and French Revolutions, ended slavery in the new nation, established a republic, considered the only successful slave rebellion as it gained independence from imperializing mother nation. Recognition as an independent state was difficult to garner.

Latin American Revolutions – Influenced by the successes of the American, French, and Haitian Revolutions, separation from Spain and Portugal, based on Enlightenment ideals, Simon Bolivar led Gran Colombia, Jose de San Martin established United Provinces of Rio de la Plata.

### *Students will be skilled at...*

Tracing political, social, and economic change in individual nations, and their influence on other nations.

Analyzing the spread of nationalism and evaluate its impact on Europe.

Comparing major ideals of philosophers and their impact.

Comparing causes and effects of revolutions and their impact.

Using maps to identify the change of national boundaries and identify the spread of ideas.

Analyzing primary-source documents.

## Stage 2- Evidence

Evaluation Criteria	
<p>The driving questions for all assessments will be, “When does conflict lead to a revolution?” and “How do you measure a successful revolution?”</p> <p><b>See Performance Task Rubric - Test</b></p> <p><b>See Performance Task Rubric - Test</b></p> <p><b>See Performance Task Rubric - Test</b></p> <p><b>Would fall under these class categories:</b></p> <p>Classwork/Homework</p> <p>Projects &amp; Participation</p> <p>Quiz</p>	<p><b>PERFORMANCE TASKS:</b>  <b><i>Students will show that they understand by evidence of...</i></b>            ...choosing one of the following Performance Tasks, or to suggest one of their own to the teacher for approval:</p> <p><i>Revolutionary Play</i> - The student will write a synopsis of a play ASB might perform. The student will choose one Revolution from the Age of Revolutions on which to focus, and must include characters who exist in the setting for the revolution, and clear identification of the causes of the conflict as well as opposing perspectives on the conflict itself. The student must also include an evaluation of the success of the revolution from opposing perspectives. The climax of the play should coincide with the climax of the revolution, and needs to include the effects of the revolution, as well as the impact the revolutions had on other revolutions.</p> <p><i>Comparison Essay</i> – The student will choose two of the revolutions we’ve studied in class and compare the success of each revolution. The student must include the context for each revolution, the causes, effects, and impact on other revolutions of the two that are compared. Opposing perspectives within each revolution must be addressed and compared.</p> <p><i>Propaganda Pamphlets</i> – The student will choose one of the revolutions we’ve studied to be in. The student will create pamphlets of support for and against the revolution. Include significant reasons for and against each side of the revolution and be sure to include or address enlightenment ideals and absolutism somewhere in your arguments. Create 2 pamphlets and 2 propaganda posters that could be used to convince both sides of your argument. In at least one pamphlet, the impact of other revolutions on your own revolution must be addressed.</p> <hr/> <p><b>OTHER EVIDENCE:</b></p> <p>Observations/Worksheets/Notes</p> <p>Group Activities</p> <p>Class discussions &amp; Presentations</p> <p>Exit slips/quick checks</p> <p>Quizzes</p>

## Stage 3- Learning Plan

Learning Events	Progress Monitoring
<p><b><i>Student success at transfer, meaning, and acquisition depends upon...</i></b></p> <p>Day I. Primary Source Analysis – Magna Carta – Students will, in pre-assigned mixed-ability and gender groups, be given a simplified English copy of the Magna Carta, as well as a series of questions. They will work in groups to understand the document and answer the questions provided. Once each group has finished, we will share out with the whole class their findings and understandings of the document. They will be asked to suppose where they think the document is from, when it was written, and who the audience was supposed to be. They will also be asked to share the main ideas of the document and this will lead into a discussion about what the ideas are, and whether or not we as a class agree with these ideas of the consent of the governed, balance of power, and equal representation in government.</p> <p>Students will then have to add to the growing list of rights from the Magna Carta by including rights they value as well (ex: freedom of speech, right to a lawyer, etc.). We'll discuss that there have been smart thinkers who put into words these ideas before we did.</p> <p>Day II. Philosophers' Foldable – Enlightenment Thinkers – Students will create a foldable with the name of multiple Enlightenment Thinkers (Voltaire, Thomas Hobbes, John Locke, Charles-Louis Montesquieu, Mary Wollstonecraft, Jean- Jacques Rousseau, Cesare Beccaria) in which they will research and then include their name, name(s) of their major literary work(s), describe their main ideas, and create a symbol for each philosopher. This will be homework, if not completed in class.</p> <p>Day III &amp; IV. English Revolution – Direct Instruction:            Anticipatory Set: Watch the first scene in <i>A Knight's Tale</i> and discuss "Who has the power?" according to the characters. We'll discuss the rights and balance of power between lords and the king. Presentation of New Material: Definition of Revolution, Nationalism, Economic Hardship, Liberalism, Democracy, and Socialism will be introduced through a PowerPoint lecture that walks through the causes, revolution, effects, and impact of the English Revolution (Civil War). We will discuss "revolution" and what we would count as a successful revolution, and according to whom is it successful. Guided Practice: Using their notes, students will create flashcards for the ideas/concepts/vocabulary they found to be most important from the lecture. This will lead into a quiz on the next day over these vocabulary terms, which will act as a Check for Understanding and a chance for clarification before moving on.</p> <p>Day V &amp; VI. 4 Revolution Beginning – Inductive:            Concept Formation: Students will be in the same table groups as before, and will have on their desks certain</p>	<p>Observation, questioning, class discussion (collaborative ideas, help clarify student thinking, correct and misconception discussion - Monitor)</p> <p>Completed foldable with major enlightenment Acquisition</p> <p>Notes, vocabulary check through (Acquisition), discussion - Monitor</p>

given materials like maps, primary source documents, political, economic, and social summaries of one country's short history up to right before their revolution (the part about the revolution will be excluded from their texts), and revolutionary song lyrics from the time period and country. Each table will have a different set of documents pertaining to one of the four following revolutions: America, France, Haiti, and South America (what will become Gran Colombia). Students will be asked to first read through and explain to one another what this information is, and create groupings of the information they have in front of them into the PERSIA categories (Information that is Political, Economic, religious, Social, Intellectual, and Arts related). Interpretation of Data: Students will then be asked to identify what information they find to be the most important to understand about their country (using PERSIA) and to create guided questions that would enable other students to find the answers they think are most important or significant. These questions will be submitted electronically to the teacher who will make copies and distribute them to all students the following day. Students will also be asked to define the nationalism, liberalism, socialism, and economics in the context of their country's current state of affairs, and then explain how these four themes are present or not in the information about their nation. Application of Principles: Students will then be asked to predict what they think will happen next to the country they're studying. These predictions they will write down as an exit ticket and be collected to check for understanding.

Day VII. 4 Revolutions Intermediate – Inductive Cont'd:

Students will be given copies of the other groups' guided questions and work together, rotating tables as needed, to collect the information for each of the other 3 revolutions. They should finish with a clear understanding of the causes that led up to all 4 revolutions and a brief interaction with all significant and relevant primary documents from these revolutions.

Day VIII. Making connections – As a review activity, students will be asked to re-explain the causes of the revolution they examined in depth. Then they will be asked to make comparisons with the other 3 revolutions' causes, and to star or highlight the causes that led to revolutions in more than one instance. We'll have a class discussion about these overlapping causes and why they were in at least two instances the causes to revolutions and warfare. A ticket-out-the-door writing response will be to answer these questions, "Which revolution interests you the most and why?" and "Which revolution is the least interesting to you and why?" This will inform the teams I place students on for the following group project related to Revolution In-Depth Case Study.

Day IX - XII. Revolution In-Depth Case Study – Cooperative Learning

Students will be placed in teams based on their preference for revolution and teacher's discretion to ensure there are 4 revolution groups. Each group will conduct research to gather information about what happened during the revolution, key figures involved, and the effects the warfare and revolutions had on their nation in the short and long term. They will also look for revolutions that were impacted by their revolution of study. Students will be given a presentation template as a group and must complete the template and prepare this presentation to be shared with the class. They will also create guided notes for the class (fill-in-the-blank, short answer, Venn diagrams, open ended questions) that will be turned in the day before presentations so

Completed PE  
Acquisition

Constructed g  
questions, defi  
vocabulary in  
of one revoluti  
Meaning

Prediction exit  
– Transfer

Completed gui  
questions -  
Acquisition

Comparing  
Revolutions,  
discussion of  
"success" - Me

Finding specifi  
events, effects,  
impact of revo  
Acquisition  
Evaluation of t  
success of rev

the teacher can make copies for all students that will be distributed when the presentations are shared. The template will be shared through Google Classroom, 1 per group, and will be presented using Google Slides. All students will be attentive during the presentations and complete their guided notes per presentation. Presentations will take two class periods.

Day XIII. Students will be asked to compare all four revolutions in regards to the themes of nationalism, liberalism, socialism, and economic hardship (Where do you see each of these elements before, during, or after the revolution), as well as impact on other revolutions. This comparison will be both in visual and written form and collected as a quiz grade, and check for understanding. This will lead into an introduction of their performance task options.

Day XIV - XX. Students will identify which performance task option they choose and will begin analyzing the success of 1 or 2 revolutions and their impact. The performance task will take place over several work days, will be worked on at home, have certain tasks that must be accomplished by certain days and have a pre-due date conference with the teacher to go over ideas, and questions, and ask clarifying questions (both teacher and student questions and concerns) prior to the end of the assignment. Everything for the performance task will be due simultaneously including a bibliography, the materials, and the written components all printed and submitted together, along with a copy of the rubric.

discussions & work – Meaning  
Identifying different revolutionary perspectives – Transfer

Comparison of Revolutions & across revolutions visual and written work (quiz) - M

Performance task rubric, one-on-one check-ins with students, clarification on task and continuing questions beyond just M Transfer

#### Materials:

\* indicates included materials

Magna Carta document (cut into slips, placed in envelopes, one per table group) & Magna Carta guiding questions

Enlightenment Philosophers Answer Key\*

British Revolution Presentation

Vocabulary Quiz\*

Revolution Causes Desk Materials & 4 Revolution Causes Instructions

Online Research Guideline

Student Presentation Template

Student Revolution Presentation Instructions

Bibliography Guideline

Performance Task Assignment sheet\* & Performance Task Rubric\*

Wanner is from Wiggins, Grant and McTighe, Jay. *Understanding by Design Guide to Creating High-Quality Units*. Alexandria, VA: Association for Curriculum Development. 2011.