



Rigorous Curriculum Design

Unit Planning Organizer



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|----------------------|---|-------------------|--------------------------|----|
| Subject: | Modern World History | | Grade: | 10 |
| Unit Number: | 3 | Unit Name: | Age of Revolution | |
| Unit Length | 3 Weeks | | Minutes / Day: 55 | |
| Unit Synopsis | <p>This unit explains how political, economic and social issues can lead to revolutions or cause them to evolve. It begins with a study of the unique character of the American Revolution, and its spread to other parts of the world. It explains how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. In addition, the unit explores the causes and spread of nationalism across Europe with Napoleon.</p> | | | |

| | Current History Standards | Common Core Literacy Standards |
|---------------------------|--|--|
| Priority Standards | <p>10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> | <p>RH 9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>RW 9-10.2 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</p> <p>RH 9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>RH 9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WH 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> |

| | Current History Standards | Common Core Literacy Standards |
|-----------------------------|---|--------------------------------|
| Supporting Standards | <p>10.1.3. Consider the influence of the U.S. Constitution on political systems in the contemporary world.</p> <p>10.2.1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison).</p> <p>10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights</p> <p>10.2.3. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.</p> <p>10.2.5. Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.</p> | |
| Target ELD Standards | <p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges. # 4 Adapting language choices to various contexts (based on task, purpose, audience, and text type)</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. #11 Justifying own arguments and evaluating others' arguments in writing.</p> | |

Unwrapped Priority Standards

| “Unwrapped” Skills (Students need to be able to do) | “Unwrapped” Concepts (Students need to know) | Bloom’s Taxonomy (Level of Cognitive Rigor) | Depth of Knowledge (Target for Unit Mastery) |
|--|--|---|---|
| 10.2.4 Explain | the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | Level 5: Create | Level 4: Extended Thinking |

Learning Progressions of Skills and Concepts

| Priority History Standard | 10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | | |
|---|--|------------|--|
| Previous Grade | Current Grade | Next Grade | |
| <p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <p>8.1.3. Analyze how the American Revolution affected other nations, especially France</p> | 10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | (none) | |

| Essential Questions | Corresponding Big Ideas |
|---|---|
| 10.2.4 <i>Why do revolutions occur?</i> | <p>10.2.4 <i>Political, economic and social issues can lead to Revolutions or cause them to evolve.</i></p> <p>Overall Big Idea: Internal conflicts and changes to traditional governments led to new ideas and the growth of nationalism.</p> |

| Unit Vocabulary Words | |
|--|--|
| Academic Cross-Curricular Vocabulary (Tier 2) | Content/Domain Specific Vocabulary (Tier 3) |
| <ul style="list-style-type: none"> • Abdicate | <ul style="list-style-type: none"> • Blockade |

| | |
|---|--|
| <ul style="list-style-type: none"> • Abolish • Alliance • Annex • Assembly • Debt • Delegate • Diplomacy • Execution • Extravagant • Grievance • Invade • Legacy • Liberate • Privileges • Slavery • Suffrage • Terror | <ul style="list-style-type: none"> • Conservative • Despot • Estates • Guerrilla • Legitimacy • Moderate • Nationalism • Peasant • Radicals • Resistance • Show Trial |
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Resources for Vocabulary Development (Strategies, Routines and Activities)

See Teacher Toolbox

Unit Assessments

| Pre-Assessment | Post-Assessment |
|--|--|
| <p>Test Description: Students will analyze documents and write a short response/argument on whom and what caused the French Revolution.</p> <p>EADMS Test Id: 213004</p> | <p>Test Description: Students will analyze documents and write a paragraph analyzing whether the French Revolution was revolutionary or not. Students will compare and contrast the images and documents from the start of the revolution to the end of the revolution.</p> <p>EADMS Test Id: 211973</p> |

Scoring Guides and Answer Keys

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| CFA\CFA Unit 3 Pre Test - Rubric.pdf | CFA\CFA Unit 3 Post Test - Rubrics.pdf |
|--|--|

Assessment Differentiation

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|-----------------------------------|--|
| Students with Disabilities | <p>Reference IEP</p> <p>Accommodations Please refer to individual student IEP</p> <p>Modifications Please refer to individual student IEP</p> |
|-----------------------------------|--|

| Engaging Scenario Overview (Situation, challenge, role, audience, product or performance) | | |
|---|---|--------------------------------|
| Debating Napoleon: Enlightened Revolutionary or Tyrant? | | Days: 4 Minutes/Day: 55 |
| <p>Situation: History is full of debatable positions and controversy. Napoleon is one of the most debated historical figures by historians. It is difficult sometimes to figure out what is myth and what is real about the man. The role of a historian is to discover what he was through primary sources, document analysis, and critical thinking. You as citizens and young historians need to find out your own beliefs and interpretations of the past through your own analysis. Some historians view Napoleon as an Enlightened revolutionary her, while others see him as a power-hungry tyrant conquering Europe. It is your job as a class to settle this once and for all. Was Napoleon a revolutionary or a tyrant?</p> <p>Challenge: Historians need your help. It is your job as a class to settle this once and for all. Was Napoleon a revolutionary or a tyrant? You will work with a partner to read and analyze whether Napoleon was a hero or tyrant. You will formulate your own hypothesis using evidence from the readings and participate in a Socratic Seminar with your fellow classmates.</p> <p>Role: You will each read 2 articles, annotate, complete the T-Chart, formulate your own opinion, and prepare yourself to answer the seven Socratic Seminar Discussion Questions.</p> <p>Product: You will complete all the required graphic organizers, short responses, and questions form the packet. You will then participate in a Socratic Seminar and debate whether Napoleon was an Enlightened Revolutionary or a Tyrant.</p> <p>Teacher Note: Present the Rubric to your students so they know how they will be graded on the Socratic Seminar. You may choose to use the various options for a Socratic Seminar available in the Teachers Toolbox or Engaging Scenario folder.</p> | | |
| Engaging Learning Experiences Synopsis of Authentic Performance Tasks | | |
| Authentic Performance Tasks | Description | Suggested Length of Time |
| Task 1: | Students will work in pairs and as a class to answer the question, “what caused the French Revolution?” Students will evaluate primary and secondary sources. Students will then participate in a 4 Corners activity and then write a short response on what they think caused the French Revolution according to the documents and discussion. | Days: 3 Minutes/Day: 55 |
| Task 2: | Students will complete a Mini-DBQ for the question “The Reign of Terror: Was it Justified?” Students will analyze primary and secondary sources, answer document analysis questions and write a five paragraph essay. | Days: 5 Minutes/Day: 55 |
| Task 3: | Students will discuss, analyze, and group images of the Revolution in chronological order showing the different phases of the Revolution. | Days: 3 Minutes/Day: 55 |

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|--|---|
| Interdisciplinary Connections | Language Arts (reading, analyzing, synthesizing, speaking) |
| 21st Century Skills | |
| <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input type="checkbox"/> Information and Media Literacy | <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____ |
| Connections between 21st Century Skills, CCCSS, and Unit Overview: <i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i> | |

Authentic Performance Task 1

| | | | | |
|---|---|---------------------------------------|-------------------------------|---|
| Task Description | Students will work in pairs and as a class to answer the question, “what caused the French Revolution?” Students will evaluate primary and secondary sources. Students will then participate in a 4 Corners activity and then write a short response on what they think caused the French Revolution according to the documents and discussion. | Suggested Length | Days: 3 Minutes/Day: 55 | |
| Standards Addressed | Priority Standard(s) | | | |
| | 10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | | | |
| | Supporting Standard(s) | | | |
| | 10.2.1. Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, James Madison). 10.2.2. List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights | | | |
| | Target ELD Standard(s) | | | |
| <p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive #11 Justifying own arguments and evaluating others' arguments in writing.</p> | | | | |
| Essential Question(s) | 10.2.4 <i>Why do revolutions occur?</i> | | | |
| Big Idea(s) | 10.2.4 <i>Political, economic and social issues can lead to Revolutions or cause them to evolve.</i> Overall Big Idea: Internal conflicts and changes to traditional governments led to new ideas and the growth of nationalism. | | | |
| Bloom's | | DOK | | Scoring Rubric |
| Level 4: Analyzing | | Level 3: Strategic Thinking/Reasoning | | Task 1\UPO 3 Task 1 Rubric.docx |

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

1. Pair students and have them read the background information. Teachers may supplement any addition information about the causes of the French Revolution..
2. After background information is presented the partners will create a list of four to six possible causes of the Revolution.
3. Students will present their causes to the class in a round robin fashion.
4. Students will read the Documents and answer the data set questions that go with each Document to modify their hypothesis.
5. Once all the Documents have been analyzed have each pair rank the top five causes and have them share with class. The teacher can tally the numbers to come up with the class' top 4 causes.
6. These top 4 causes will be the 4 corners. Have students participate in a 4 corners. Or you can have 4 corners for each of the top causes and see where they rank them on a scale of importance.
7. After several rounds and arguments have the students sit down and write a short response to the question, "what caused the French Revolution" using the documents and discussion to support their argument.

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)[Task 1\Task 1-Causes of the French Revolution.pdf](#)**Strategies for Differentiation**

| All Students | SWD | ELs | Enrichment |
|---|---|--|---|
| See various resources in the Toolbox for differentiation strategies | Reference IEP <i>Accommodations</i> Please refer to individual students IEP | Emerging See various resources in the Toolbox for differentiation strategies | See various resources in the Toolbox for differentiation strategies |
| | <i>Modifications</i> Please refer to individual students IEP | Expanding See various resources in the Toolbox for differentiation strategies | |
| | | Bridging See various resources in the Toolbox for differentiation strategies | |

Scoring Rubric

[Task 1\UPO 3 Task 1 Rubric.docx](#)

Authentic Performance Task 2

| | | | |
|--|---|-------------------------|--|
| Task Description | Students will complete a Mini-DBQ for the question “The Reign of Terror: Was it Justified?” Students will analyze primary and secondary sources, answer document analysis questions and write a five paragraph essay. | Suggested Length | Days: 5 Minutes/Day: 55 |
| Standards Addressed | Priority Standard(s) | | |
| | 10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire. | | |
| | Supporting Standard(s) | | |
| | RW 9-10.2 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 WH 9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | |
| | Target ELD Standard(s) | | |
| <p>Collaborative #3 Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</p> <p>Interpretive #6 Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. #7 Evaluating how well writers and speakers use language to support ideas and arguments with details or evidence depending on modality, text type, purpose, audience,</p> <p>Productive #10 Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. #11 Justifying own arguments and evaluating others' arguments in writing</p> | | | |
| Essential Question(s) | <i>10.2.4 Why do revolutions occur?</i> | | |
| Big Idea(s) | <i>10.2.4 Political, economic and social issues can lead to Revolutions or cause them to evolve.</i> Overall Big Idea: Internal conflicts and changes to traditional governments led to new ideas and the growth of nationalism. | | |

| Bloom's | DOK | | Scoring Rubric |
|---|---|--|---|
| Level 6: Creating | Level 4: Extended Thinking | | Task 2\Task 2 DBQ Essay Rubric.docx |
| Teaching and Learning Sequence | (Suggested Instructional Strategies and Tasks) | | |
| | <p>Students will complete a Mini-DBQ that asks the question: <i>The Reign of Terror: Was it Justified?</i> Students will write a five paragraph answering this question.</p> <p>Follow the steps outlined in the Mini-Q, <i>The Reign of Terror: Was it Justified?</i></p> <p>Step One: Hook</p> <p>Step Two: Background Essay</p> <p>Step Three: Understanding the Question and Pre-Bucketing</p> <p>Step Four: Document Analysis</p> <p>Step Five: Bucketing, Chicken foot, and Thrash-Out</p> <p>Step Six: Essay Writing</p> | | |
| Resources and Materials | (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) | | |
| | The DBQ Project: Mini-Qs in World History Volume 3, Unit 2 | | |
| Strategies for Differentiation | | | |
| All Students | SWD | ELs | Enrichment |
| See various resources in the Toolbox for differentiation strategies | Reference IEP <i>Accommodations</i> Please refer to individual students IEP | Emerging See various resources in the Toolbox for differentiation strategies | See various resources in the Toolbox for differentiation strategies You can also use the clean version (CV) Mini-Q instead of the enhanced version (EV). |
| | Modifications Please refer to individual students IEP | Expanding See Various resources in the Toolbox for differentiation strategies | |
| | | Bridging See various resources in the Toolbox for differentiation strategies | |

| | |
|----------------|---|
| Scoring Rubric | Task 2\Task 2 DBQ Essay Rubric.docx |
|----------------|---|

Authentic Performance Task 3

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|------------------------------|---|-------------------------|---|
| Task Description | Students will discuss, analyze, and group images of the Revolution in chronological order showing the different phases of the Revolution. | Suggested Length | Days: 3 Mins/Day: 55 |
| Standards Addressed | Priority Standard(s) | | |
| | <p>10.2.4. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p> | | |
| | Supporting Standard(s) | | |
| | | | |
| | Target ELD Standard(s) | | |
| Essential Question(s) | 10.2.4 <i>Why do revolutions occur?</i> | | |
| Big Idea(s) | <p>10.2.4 <i>Political, economic and social issues can lead to Revolutions or cause them to evolve.</i></p> <p>Overall Big Idea: Internal conflicts and changes to traditional governments led to new ideas and the growth of nationalism.</p> | | |
| Bloom's | | DOK | Scoring Rubric |
| Level 4 Analyzing | | Level 2 Skills/Concepts | Task 3\Task 3 Rubric.docx |

(Suggested Instructional Strategies and Tasks)

Teachers can present the information about the different phases of the French Revolution before the activity through the textbook, notes, activities, etc.

1. With a partner, students will look through the 10 images of key events in the French Revolution.
2. Students will decide which phase they belong to: Phase #1=The General and National Assembly, Phase #2=The Radical Phase, and Phase #3=The Consulate and Empire
3. The partners will then place the pictures in the order of which they believe occurred.
4. Students will then write a title description of each picture.
5. Finally, the class will discuss how these images illustrate how France changed during the period of the French Revolution (over the course of these images).

Teaching and Learning Sequence

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

[Task 3\Task 3 Images of the French Revolution.ppt](#)

Strategies for Differentiation

| | | | |
|---|---|--|---|
| See various resources in the Toolbox for differentiation strategies | <p>Reference IEP <i>Accommodations</i> Please refer to individual students IEP</p> | Emerging See various resources in the Toolbox for differentiation strategies | See various resources in the Toolbox for differentiation strategies |
| | <p><i>Modifications</i> Please refer to individual students IEP</p> | Expanding See various resources in the Toolbox for differentiation strategies | |
| | | Bridging See various resources in the Toolbox for differentiation strategies | |

Scoring Rubric

[Task 3\Task 3 Rubric.docx](#)

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Debating Napoleon: Enlightened Revolutionary or Tyrant?

Situation: History is full of debatable positions and controversy. Napoleon is one of the most debated historical figures by historians. It is difficult sometimes to figure out what is myth and what is real about the man. The role of a historian is to discover what he was through primary sources, document analysis, and critical thinking. You as citizens and young historians need to find out your own beliefs and interpretations of the past through your own analysis. Some historians view Napoleon as an Enlightened revolutionary her, while others see him as a power-hungry tyrant conquering Europe. It is your job as a class to settle this once and for all. Was Napoleon a revolutionary or a tyrant?

Challenge: Historians need your help. It is your job as a class to settle this once and for all. Was Napoleon a revolutionary or a tyrant? You will work with a partner to read and analyze whether Napoleon was a hero or tyrant. You will formulate your own hypothesis using evidence from the readings and participate in a Socratic Seminar with your fellow classmates.

Role: You will each read 2 articles, annotate, complete the T-Chart, formulate your own opinion, and prepare yourself to answer the seven Socratic Seminar Discussion Questions.

Product: You will complete all the required graphic organizers, short responses, and questions form the packet. You will then participate in a Socratic Seminar and debate whether Napoleon was an Enlightened Revolutionary or a Tyrant.

Teacher Note: Present the Rubric to your students so they know how they will be graded on the Socratic Seminar. You may choose to use the various options for a Socratic Seminar available in the Teachers Toolbox or Engaging Scenario folder.

Strategies for Differentiation

| All Students | SWD | ELs | Enrichment |
|---|--|---|---|
| See various resources in the Toolbox for differentiation strategies | <p>Reference IEP</p> <p><i>Accommodations</i> Please refer to individual students IEP</p> | <p>Emerging</p> <p>See various resources in the Toolbox for differentiation strategies</p> | See various resources in the Toolbox for differentiation strategies |
| | <p><i>Modifications</i> Please refer to individual students IEP</p> | <p>Expanding</p> <p>See various resources in the Toolbox for differentiation strategies</p> | |
| | | <p>Bridging</p> <p>See various resources in the Toolbox for differentiation strategies</p> | |

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

| | Successes | Challenges |
|---------------------|-----------|------------|
| Student Perspective | | |
| Teacher Perspective | | |