

Lesson: Introduction to Revolutions

<p>Central Historical or Essential Question:</p> <p>➤ <i>Students will be able to understand the formation of revolutions, their similar outcomes, and their significance</i></p>
<p>Purpose of the Lesson</p>
<p>By instructing students on the similar causes, outcomes, and attitudes during various revolutionary uprisings, learners will more intimately understand global context, will be able to connect abstract concepts, and will also discover how these movements continue to shape the contemporary world.</p>
<p>Brief Overview of the Lesson</p>
<p>Students will begin by listing four to six elements they think all revolutions must have. Following this, an active-learning presentation will discuss and discern how historians and scholars have understood, related, and applied theory to historical events. Students will be handed graphic organizers of the lecture to highlight, annotate, and leave questions/comments on the topics discussed. Following the presentation, students will be sorted into four to six groups (depending on the class size) and will analyze, question, and critique source documentation (I will provide a packet of these sources) that will be presented to the class in five-minute intervals. Students will then break into individual work, and using the documents provided, will craft a thesis statement with the prompt “Evaluate the causes of Revolution. What are the main elements that most revolutions must have?” Moreover, the summative assignment “Digital Wax Museum” will be introduced to the class. This assessment will be due at the end of the unit and will go along with their end-of-unit exam.</p>

Targeted Audience

The main audience for this lesson is AP World History Students. For students that struggle with reading, speaking, and writing English, translations will be given for all of their materials. Students should have a baseline knowledge of the American Revolution (as seen with their curriculums in middle school/other classes), and will have a fundamental understanding of colonialism, the Enlightenment, and the social structures of Europe during the seventeenth and eighteenth centuries. This knowledge will come from both out-of-class readings, previous lessons, and supplemental materials (such as source documentation).

Digital and Global Literacy

During the creation of their presentations, students will need access to the internet, and programs that allow them to collaborate (such as google slides, prezi, etc), and will use these new media tools to expand and elaborate their findings. Alongside this, the internet also allows students to research the complicated language of the source documentation by translating these terms into more contemporary language. Moreover, these new media tools are also a mechanism for accessibility. For students who may struggle to read and comprehend English (especially older dialects and speech patterns seen in the colonial epoch) translation sites allow for a better understanding of these documents. This lesson allows students to understand early globalization in relation to the exchange of culture, ideas, science, and commerce. By discussing the theories and mechanisms of revolution, students become more proficient in making connections that will allow for more diverse narratives to unfold in the following lessons (ex. The Haitian Revolution).

Relevance Beyond the Classroom

This lesson is designed to not only push students to think outside of the singular geopolitical scene. By focusing on how revolutions manifested and operated, and their outcomes on a global audience, students are able to understand how these events shifted and changed the world at the time. More importantly, by analyzing revolutions as an abstract concept, students will actively engage with the source material to apply these

themes to various events. For example, by discussing the similarities between the American and French Revolutions, students become aware of how social change created new nation-states, while also understanding how these revolts created our modern world. The summative essay allows me to see who is struggling with understanding the goals of the class, what can be done better to prepare students for the exam, technical writing help, and to form articulate and independent thinking history scholars.

Research & Sources

My research considerations came from my own experiences within an AP World History classroom (as a student), the textbook *The Social Studies Teacher's Toolbox*, and various online databases like the Library of Congress. I also consulted the article "Entering a New Era in World History Education" to help underscore the importance of globalization and new-age pedagogy that allows for a diversification of the material.

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Lesson Plan # 1

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
World History (AP/Advanced Honors)	Introducing the Revolutionary Period	Tyler Lowe	xx/xx/2x2x
Lesson Essential Question (LEQ) or Learning Objective (LLO)	Why are revolutions significant? <i>or</i> <i>Students will be able to understand the causes/effects of revolutions, important vocabulary that describes them, and why these are significant to the international community.</i>		
Content Standard Enter objectives from NCS Discipline-specific strands (History, Civics & Government, Economics, Geography, Behavioral Sciences)	<ul style="list-style-type: none"> ● WH.H.1.1 ● WH.C&G.1.3 ● WH.C&G.2.2 ● WH.B.1.2 		
Inquiry (Skill) Standard Enter objectives from NCS Inquiry Strand	<ul style="list-style-type: none"> ● I.1.2 Supporting Questions ● I.1.4 Developing Claims and Using Evidence ● I.1.5 Communicating Ideas 		
Activity	Details of Activities	Purpose-Rationale	Time
	Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	First, open the new lesson by asking students to list 4 to 6 common elements in a revolution.. For example, I will ask what these students believe most revolutions need. Political change? Social change? Does a revolution need to be violent to count as one? Using a fishbowl discussion in these small groups, students will f present to the class ONE major theme that they think all revolutions must have.	The students are doing this activity to bolster their critical thinking skills, and begin helping them think like historians, while also understanding commonalities between different revolutionary movements. For example, while the French and American Revolutions are different events, they share the same basic themes and are connected through chronology. This relates to the content standards laid out by forcing students to question their overarching understanding of revolutions, using prior knowledge to infer importance, and also communicating why this importance is present to their classmates. Opening this new lesson requires students to think outside of their understanding of	10 minutes

		<p>revolution and think more historically about why they happened. Finishing up a unit on the Enlightenment will help them understand the of various sociopolitical thoughts circulating Europe at the end of the 17th century.</p>	
<p>Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>For acquisition, the instructor will get in front of the class and begin to discuss the major themes that are present within the revolutions discussed in the following days. By going over important themes like government and politics, or economy and depression, a wider understanding that revolutions do not occur in a vacuum enters the minds of the students. Following the instruction on themes, the instructor will then will engage the students with important vocabulary essential to understanding the material for the student-led activity. By creating a presentation with important dates, names, places, and events, alongside questions of contextualization and comparison, students will engage with these themes on a pragmatic and theoretical level. For example, learning terms like “class consciousness,” “bourgeoisie” and “intersectionality” will ultimately allow a stronger synthesis of the information to unfold. Following this, an understanding of the chronology of events that transpired, allows students to synthesize, interpret, and for this period to begin, and then, consequently, end. Through the use of a linear timeline, a conversation of important connections between revolutions (such as France and Haiti) will push students to make global connections between events that, at first glance, appear singular. For example, beginning with the 7 Years' War will provide the stage for how students interpret the American/French/Haitian/ Latin American Revolutions. Understanding these in terms of a linear timeline will provide students with the historical knowledge to then connect themes</p>	<p>The presentation is an integral point within this lesson. By giving students context for the themes, events, people, and places they will study in the following days, they are able to more dynamically analyze documents and write on the things they find the most important. Furthermore, by fully understanding the specific details of “what makes a revolution,” such as vocabulary, students will then be able to critically think about the historic reasons for these movements. The skill standards, such as I.1.4 provide the best way for students to investigate, interpret, and begin providing their insight into the significance of these movements. For example, PowerPoint allows students to understand the common themes that connect these post-Enlightenment movements. By synthesizing these messages, students will then have a better comprehension of parallels between revolutions like France and Haiti.</p>	<p>25 mins</p>

	together. By better understanding the world that created these revolutions, ultimately students are able to infer their significance outside of the classroom.		
<p>Extending & Refining I (group)</p> <p>How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>For this assignment, students will once again be separated into groups of 4 to 6 (depending on the class size). Each group will be given a couple of different primary source documents (pictures, diary entries, newspapers, etc) from different revolutionary movements (i.e. French, American, Latin American, or Haitian). From there the students will question what themes are present in what they are reading, who crafted the primary source, what sort of experiences allow this piece to publish, and why they help us understand these different revolutions. A table chart will be provided to help students with organization and to keep them focused. Once again presenting to the class, each group will tell us what was found and why they think it's important to the understanding of revolutions. These presentations should be no longer than 7 minutes and will focus on one particular revolution per group (some groups may have the same topic). I will assess presentations based on interaction with the source material, creative insight, ability to contextualize the source material, and This promotes historical thinking skills because it forces students to look at documents from the events being studied, and then make judgments based on the evidence provided.</p>	<p>This assignment goes with the standards of I.1.5 and I.1.2. By working in groups to investigate and interpret a primary source, historical thinking skills like finding biases, formulating hypotheses on the reasons for publication, and the connectedness of themes allow students to further their understanding of the content laid out in ACQUISITION. Students are doing this assignment not only to demonstrate what they have learned from past units but to also demonstrate to the instructor what the entire class needs help understanding. This addresses the LEQ because it forces students to seriously ponder what a revolution is and why they are important. By utilizing the primary source material, themes from the PowerPoint, and insights from their classmates, students will have a grasp on the significance of the revolutionary period. More importantly, by investigating these differing primary source documents, students begin to understand what it means to think like a historian and how to apply those skills to real-world concepts. Letters from the Continental Congress to King George III, for example, will help students understand why turmoil erupted within the colonies and then will use this inference to explain the overarching themes of power and revolt, found within their investigation and lecture.</p>	25 mins
<p>Accommodations</p> <p>What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?</p>	<p>For the power-point presentation, students will not have to copy all notes by hand. Rather, a handout with "spark notes" allows students to highlight, annotate, and leave questions/comments This way, students with</p>	<i>N/a</i>	

	<p>disabilities will be able to keep up with what is happening and students will be more likely to engage with the instructor, to ask questions, and a larger class dialogue will open. By providing this note-taking style, students will be more organized, will not have to provide their own materials (other than a binder to keep them together), and will overall be able to keep up if the instruction is too fast or slow. Depending on the help different students need, primary source documents, PowerPoint, and notes will be translated. Picture resources will also be analyzed by all students. This way, students that cannot see very well, or have trouble with reading comprehension can form the same skills as their peers.</p>		
<p>Extending & Refining II (individual) How do students (and the teacher) know if they are mastering the content and/or skills for this lesson? [Formal, informal assessments to measure learning]</p>	<p>Students will be assigned a formative thesis. Choosing from a theme discussed in class, along with a primary source of their choosing, students will write a thesis for a DBQ/FRQ that forces them to contextualize, summarize, and provide examples for the reasons a revolution can unfold. The prompt will be structured as such: "Evaluate the causes of Revolution. What are the main elements that most revolutions must have?" Skills will be gauged by understanding where most students need attention in their interpretations of the lesson and the source documents. This low-pressure assessment will ultimately show what needs more attention in the classroom, and what can quantitatively be skimmed over.</p>	<p>The formative DBQ/FRQ allows the instructor to gauge student writing styles along with their active history skills. By providing a writing assignment that is not graded, students will feel more inclined to take risks in their writing, allowing for their insights on the subject to become the most important factor. Furthermore, standards I.1.2 and I.1.4 allow students to draw their own conclusions on this vague topic and apply them to established historiography. More importantly, however, developing a strong thesis, using textual support, and applying these to their essay will demonstrate mastery of the subject and their historical thinking skills.</p>	<p>20 mins</p>
<p>Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding</p>	<p>This lesson will be brought together by having the students write a summative essay about what constitutes a revolution. By using all of the materials provided in the class, students will prepare an essay with the title "What is a revolution? Why are they significant?" Using the LEQ as the essay topic easily helps the instructor understand how the information is being were</p>	<p>This summative essay allows the instructor to wrap the lesson up in a way that forces students to use all they have learned in an organized, easily digestible manner. Not only does this essay, much like the formative one, allow them to practice active history, but it also demonstrates their ability to utilize documents like a historian. All of the</p>	<p>10 mins for introducing the homework</p>

	<p>were absorbed by the class. More importantly, however, this assignment puts critical thinking into practice. By instructing them to tie the themes, evidence, and vocabulary into an essay that explores their ideas on the subject, students will have a concrete understanding of revolutions and why they occur. Introduce the Wax Museum Project. Students will need to construct a webpage that encapsulates, re-enacts, or indexes a person of notice within this unit. For example, one of the students can choose Marie Antoinette. As Marie Antionette, students need to make an audio recording or a vlog that introduces the character to the audience. With the speech, students must customize, create, and manage a Google Sites webpage that acts as an encyclopedia for the character they have chosen. At the end of the unit, these projects will be presented to the class and will be graded equally with their end-of-unit test.</p>	<p>standards listed above are vital for this assignment. Students will question the validity of the document provided, understand their context, and effectively communicate their significance in a 3 to 4-page essay. Students are doing this activity to prepare for the end-of-grade AP exam but to also continue working on their writing and comprehension skills. Most important, however, is the critical thinking skill that is most effectively gauged through these essays.</p>	
	Formative - Informal Explain how formative assessment measures progress	Summative - Formal Explain how summative assessment measures learning	
Assessments	<p>Informal DBQ that gauges what students need help with, how they interpret the meanings of revolution, and their ability to “think like a historian,” this assignment WILL NOT be graded. In other words, by contextualizing the primary sources in class, combined with the PowerPoint on the first day, students will then comprehend what they do/do not understand. More importantly, the instructor will be able to see how the class as a whole feels about the lesson and can make accommodations accordingly.</p>	<p>Because this is an AP-style class, students will need to learn how to write DBQs/FRQs effectively. Therefore, a practice essay, that WILL be graded (for content) is the most appropriate way to gauge who understands the curriculum. Students will be graded on their ability to utilize a given primary source document and pull out its historical significance. By contextualizing and thinking critically about the source material, the instructor is shown who grasps these abstract concepts and can effectively understand the reasons behind revolutions. Moreover, by understanding, and then explaining its significance with textual evidence, students will be preparing themselves for the end-of-year exam while also working on their writing abilities.</p>	
Materials & Supplies	<ul style="list-style-type: none"> ● Printed Notes ● Powerpoint program 	<ul style="list-style-type: none"> ● Primary Source Documents ● red pens (for editing) 	<ul style="list-style-type: none"> ● Translations from English if needed

Sources & Notes	Sources (cited in Chicago Manual of Style)	Notes to self
<p>Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<ul style="list-style-type: none"> ● "British Newspaper Coverage of the French Revolution: The September Massacres" (Newspaper, London, 1792), 1-2. ● "Olympe de Gouges, 'Declaration of the Rights of Woman and Female Citizen,'" in Darline Gav Levy, H. Applewhite, and M. Johnson, eds., <i>Women in Revolutionary Paris, 1785/1795</i> (Urbana, IL: University of Illinois Press, 1979), pp. 9296 . ● <i>Sentiments of an American Woman</i>. Broad­sides, leaflets, and pamphlets from America and Europe. Philadelphia: 1780, Library of Congress, 2 p.; 35 x 23 cm, https://www.loc.gov/resource/rbpe.l4600300/ ● M. Saint Remy in <i>Mémoires de la Vie de Toussaint L'Ouverture</i>, translated and published in English for the first time in <i>Toussaint L'Ouverture: A Biography and Autobiography</i> by J. R. Beard, 1863; University of North Carolina at Chapel Hill Documenting the American South. ● Noll, Arthur Howard, excerpt from "The life and times of Miguel Hidalgo y Costilla," Digital Public Library of America, http://dp.la/item/c0ff32e95329543ad4e3406760cacc e6. ● Rainsford, Marcus, "Toussaint Louverture," Digital Public Library of America, http://dp.la/item/bd89e3fb3d6003e08beb1f34fa523058. ● "Boston, December 1, 1773. At a meeting of the people of Boston and the neighboring towns at Faneuil-Hall," Digital Public Library of America, http://dp.la/item/ac7cb0395f7e44b45b459a456c7bf392. 	<ul style="list-style-type: none"> ● Some memberships might be needed to access the appropriate primary/secondary sources. JSTOR may have many, but a lot of these articles use language that is inaccessible to students just beginning to learn about these topics. The Library of Congress may have great material. Talking to the institution's local librarian may be the best way to find the most appropriate sources.