

Unit Map & Lesson Plan Sequence

9-12 Social Studies Course	Unit (Learning Segment)	# of days	Instructor (Clinical Intern)	Dates
AP World History	Revolutionary Period	10	Mr. Lowe	xx/xx/xxxx
<i>Unit Objectives (“Students will be able to...”)</i>				
-Know- [Content Goal] Students will be able to explain and interpret different revolutionary movements that have impacted the international community	-Do- [Skill Goal] Students will be able to draw parallels between various revolutionary movements	-Understand- [“Big Picture” Conceptual Goal] Students will be able to understand the consequences of revolution.		
Unit Essential Question (UEQ) OR Learning Objective (ULO)	Students will be able to explain and describe the values and beliefs of revolution and how these concepts participated in structural change.			
Overarching Concepts <i>see NC Standards Unpacking Document</i>	<ul style="list-style-type: none"> ● power ● government ● agency ● resistance 	<ul style="list-style-type: none"> ● class change/consciousness ● citizenship ● activism 	<ul style="list-style-type: none"> ● philosophy ● economy ● religious systems 	
NC Standards	Interdisciplinary NC Standards		Inquiry NC Standards	
	<ul style="list-style-type: none"> ● WH.H.1.1 ● WH.C&G.1.3 ● WH.C&G.2.2 ● WH.B.1.2 		<ul style="list-style-type: none"> ● I.1.2 Supporting Questions ● I.1.4 Developing Claims and Using Evidence ● I.1.5 Communicating Ideas 	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Motivation for Revolution	American Revolution (2 days)	Crowdsourcing Project	French Revolution (2 Days)	Omeka Project
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO
Students will be able to explain common reasons for why revolutions happen.	Students will be able to identify the reasons for the American Revolution and analyze its impacts on the world community. Students will debate whether this revolution was truly a “revolution” by understanding primary and secondary source material.	Students will utilize Zooniverse to understand, explain, and synthesize the American Revolution vis-a-vis primary source analysis/transcription.	Students will be able to analyze the impacts of the French Revolution, draw connections from previous lessons (American Revolution) and define why this movement was significant	Students will be able to contextualize, visualize, and proficiently explicate the connectedness and causes of the French Revolution through mapping.
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary

1. Mercantilism 2. Colonialism 3. Hierarchy	1. Taxation 2. Representation 3. Government 4. National Identity	1. Taxation 2. Representation 3. Government 4. National Identity	1. Estate System 2. bourgeoisie 3. coup d'etat 4. Citizenship/Rights	1. Estate System 2. bourgeoisie 3. coup d'etat 4. Citizenship/Rights
History Content: Key People / Places / Events / Terms	Key People /Places / Events /Terms	Key People /Places / Events / Terms	Key People /Places / Events / Terms	Key People / Places / Events / Terms
1. Famine 2. Taxation 3. Representation 4. The Enlightenment 5. Trans-Atlantic Trade 6. Absolute Monarchy 7. Democracy 8. Exploration Age 9. Cycle of Revolution	1. Tadeusz Kosciuszko 2. Stamp Act 3. Haym Solomon 4. Declaration of Independence 5. King George III 6. George Washington 7. Thomas Jefferson 8. 7 Years War 9. July 4th, 1776 10. Red Coats 11. Minute Men 12. Saratoga 13. Abigail Adams 14. George Mason 15. LaFayette 16. Margret Moore Barry	1. Tadeusz Kosciuszko 2. Stamp Act 3. Haym Solomon 4. Declaration of Independence 5. King George III 6. George Washington 7. Thomas Jefferson 8. 7 Years War 9. July 4th, 1776 10. Red Coats 11. Minute Men 12. Saratoga 13. Abigail Adams 14. George Mason 15. LaFayette 16. Margret Moore Barry	1. King Louis XVI 2. Declaration of the Rights of Man 3. Declaration of the Rights of Woman 4. Maximillion Robespierre 5. Olympe de Gouges 6. guillotine 7. Reign of Terror 8. Marie Antionette 9. Bastille 10. Tennis Court Oaths 11. Diamond Necklace Affair 12. sans-culottes 13. Napoleon 14. "Sexual Paradox 15. Versailles	1. King Louis XVI 2. Declaration of the Rights of Man 3. Declaration of the Rights of Woman 4. Maximillion Robespierre 5. Olympe de Gouges 6. guillotine 7. Reign of Terror 8. Marie Antionette 9. Bastille 10. Tennis Court Oaths 11. Diamond Necklace Affair 12. sans-culottes 13. Napoleon 14. "Sexual Paradox 15. Versailles 16.
LESSON 6	LESSON 7	LESSON 8	LESSON 9	LESSON 10
Haitian Revolution	Zotero Project	Latin American Revolutions	Comic Book Project	Project Presentation
Lesson Essential Question (LEQ) or Learning Objective (LLO)	LEQ / LLO	LEQ / LLO	LEQ/ LLO	LEQ/ LLO
Students will be able to analyze the differences between the Haitian Revolution, and the previous revolutions studied, while also debating the significance of this movement in the "New World."	Students will be able to critically analyze, communicate arguments, and understand the causation of the Haitian Revolution through the use of Zotero.	Students will be able to understand how the revolutions of Haiti and France chartered the revolutions within South and Central America. By drawing conclusions and connections between these movements, a better understanding of the	Students will be able to concretely grasp the timelines, events, and major historical occurrences utilizing comic strips and group projects.	Students will be able to fully understand the biographical and social histories of various revolutions through the use of the website project. Students will recall and retain the information throughout the unit to prepare for the test.

		concept of “revolution” arises while also instructing students on how these revolutions impacted the modern world.		
Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary	Social Studies Vocabulary
<ol style="list-style-type: none"> 1. Enslavement/plantation system 2. Human Rights 3. Social Stratification 	<ol style="list-style-type: none"> 1. Enslavement/plantation system 2. Human Rights 3. Social Stratification 	<ol style="list-style-type: none"> 1. Napoleonic Wars 2. Nationalism/National Unity 3. Wars of Independence 	<ol style="list-style-type: none"> 1. Napoleonic Wars 2. Nationalism/National Unity 3. Wars of Independence 	<ol style="list-style-type: none"> 1. Mercantilism 2. Colonialism 3. Hierarchy 4. Taxation 5. Representation 6. Government 7. National Identity 8. Estate System 9. bourgeoisie 10. coup d’etat 11. Citizenship/Rights 12. Enslavement/plantation system 13. Human Rights 14. Social Stratification 15. Napoleonic Wars 16. Nationalism/National Unity 17. Wars of Independence
History Content: Key People / Places / Events / Terms	Key People /Places / Events /Terms	Key People /Places / Events / Terms	Key People /Places / Events / Terms	Key People / Places / Events / Terms
<ol style="list-style-type: none"> 1. Saint Dominique 2. Petit Blancs 3. Toussaint l’Overture 4. August 21st, 1791 5. Santo Domingo 6. Battle of Vertieres 7. Jean-Jacques Dessalines 8. Julien Raimond 9. Battle of Snake Gully 10. . Enslavement 11. . Agency 	<ol style="list-style-type: none"> 1. Saint Dominique 2. Petit Blancs 3. Toussaint l’Overture 4. August 21st, 1791 5. Santo Domingo 6. Battle of Vertieres 7. Jean-Jacques Dessalines 8. Julien Raimond 9. Battle of Snake Gully 10. . Enslavement 11. . Agency 	<ol style="list-style-type: none"> 1. Simon Bolívar 2. “creole” class 3. Hidalgo 4. Gran Colombia 5. Marshal Miguel de la Torre 6. José de San Martín 7. Army of the Andes 8. Guayaquil Conference 9. Libertadores 	<ol style="list-style-type: none"> 1. Simon Bolívar 2. “creole” class 3. Hidalgo 4. Gran Colombia 5. Marshal Miguel de la Torre 6. José de San Martín 7. Army of the Andes 8. Guayaquil Conference 9. Libertadores 	<ol style="list-style-type: none"> 1. <u>See Previous Lessons</u>

12. Resistance 13. Causation	12. Resistance 13. Causation			
Unit Assessment	<p>At the end of the unit, students will have established both a base vocabulary for revolutionary movements and players, expanding their writing skills, while also increasing their ability to think critically about source material/biases. Students will also create and customize a website for a figure of their choosing. On this website, students will pretend to be the figure, creating diary entries, and a synopsis of their life. Students will need to include who they are, and where they are from, and inform their audience about the entirety of their life. Students must either use audio recordings or utilize their cameras to create a dynamic webpage we can later use as a reference. Using primary and secondary source material, students will be able to demonstrate mastery of this unit while also engaging with their own opinions and beliefs on the subject. Alongside these timelines, a unit test will be administered that will have equal weight to the test.</p>			