| **MWH Unit 4 Age of Atlantic Revolutions** | |
| --- | --- |
| **Unit Overview:** The Enlightenment principles covered in Unit 3 ushered in a new age of colonial revolutions in the western hemisphere. The American Revolution created a representative form of government in the United States. This successful revolution, a growth in nationalism in the colonies, continued economic exploitation from mercantilism, and social inequality inspired other colonies to pursue independence. French-controlled Haiti launched a slave revolt, and Haitians won their independence as France fought its own revolution against absolute monarchy. Various Spanish colonies also won their independence in the early nineteenth century. Students will use inquiry to analyze and explain how the Enlightenment influenced these political revolutions in the Western Hemisphere.  *Teacher note:* *This unit will heavily rely on prior knowledge from Unit 3 to drive inquiry. Students will need to use their knowledge of the Enlightenment to assist them throughout this unit.* | |
| **Overarching Inquiry Question** | |
| To what extent was the Enlightenment necessary for political revolutions in the Western Hemisphere?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information* | |
| **Theme** | |
| Foundations of Government and State Building  Innovation, Revolution, and Change  Cultural Development and Interaction | |
| **Skills Emphasis at a Glance** | |
| Comparison  Periodization  Causation  Evidence (i.e.: primary and secondary sources)  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s):** | |
| **MWH Standard 2: Demonstrate an understanding of the effects of commerce, innovation, and expansion on global affairs and interactions during the period of 1450-1815.**  MWH.2.CO: Compare and contrast the philosophies and practices of absolutism to the philosophies and practices of constitutional democracies.  MWH.2CE: Summarize how major world revolutions created new global affairs and interactions.  MWH.2.P: Analyze significant developments resulting from colonists in the Western Hemisphere applying the principles of the Enlightenment in the creation of the new political institutions during the period 1765-1815.  MWH.2.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives on global interactions.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can identify and explain major Enlightenment concepts, ideas and principles about the role of government and rights of citizens. * I can describe characteristics of a political revolution. * I can identify and explain the major events that led to the American, French, and Haitian Revolutions. * I can explain how colonial citizens used Enlightenment ideas to challenge and reform their government. * I can describe the revolutions in Latin America through the lens of its leaders. * I can create and support an argument in response to the inquiry question: To what extent was the Enlightenment necessary for political revolutions in the Western Hemisphere?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| **I can identify and explain major Enlightenment concepts, ideas, and principles about the role of government and rights of citizens.**   * Students will need to recall the major principles and ideas from the Enlightenment about the role of the government and the rights of citizens from Unit 3 to help guide their inquiry in this unit. Students will want to fill out an at-a-glance chart about these main principles and ideas that could be referenced throughout this unit. Additionally, students will want to briefly review the Glorious Revolution because of its significance in transitioning England to a constitutional monarchy and the beginning of rights being laid out for citizens in the English Bill of Rights.   **I can describe characteristics of a political revolution.**   * If the class completed the activity about defining a revolution as a class already with Unit 3, they can look at the idea of a revolution through a political lens, not an intellectual one, like in Unit 3. Students can make new suggestions they would like to add to their class definition before moving to the next I Can Statement of this Unit Plan.   + To help the students think about a political revolution, the students will look at [quotes and memes](https://www.betterworld.net/quotes/bernie28.htm) from [US Senator Bernie Sanders](https://berniesanders.com/) about the ideas of a political revolution. * If the class did not complete the activity about the characteristics of a revolution in Unit 3, the activity can easily be used here without prior exposure to the activity. Students will brainstorm ideas for the following question: what is a revolution?   + Students will think about how they would define a revolution. Next the students will share their responses and come up with a class definition of revolution. Keeping this definition on display or available for students to see, the students can be moved into examining the many revolutions of this unit.   **I can identify and explain the major events that led to the American, French, and Haitian Revolutions.**   * To investigate these three revolutions, students will review timelines of each revolution to help them examine the major events of each revolution. While students are reviewing the timeline they will be taking notes in a notebook or on a sheet of paper listing events they consider to be major events. After they have reviewed the three timelines and created their running list of events, the students will need to select 5-10 events from each revolution and briefly explain why those events should be considered major events of these revolutions.   + [American Revolution Timeline](https://www.nps.gov/revwar/about_the_revolution/timeline_of_events.html) from the National Park Service   + [Marie Antoinette and the French Revolution Timeline](https://www.pbs.org/marieantoinette/timeline/index.html) from PBS   + [Haitian Revolution](https://library.brown.edu/haitihistory/) from Brown University * After students have completed their list of major events, they will partner up with another student and compare their lists. After students have had time to compare their lists with a partner, the students will participate in a whole class discussion about the major events selected.   **I can explain how colonial citizens used Enlightenment ideas to challenge and reform their government.**   * Now that students have a basic understanding of the major events of each revolution, they will brainstorm and list Enlightenment ideas that they believe could be used to justify why citizens of the British colonies, France and Haiti would challenge or revolt against their government. * Once students have had time to brainstorm, students will use that list they created of Enlightenment principles and participate in a station activity to see whether the Enlightenment principles they came up with can be found within some of the founding documents of the United States, France and Haiti. In addition to seeing if they recognize any of their listed Enlightenment principles in those founding documents, they will also write down other Enlightenment principles they recognize in those founding documents that are not on their list. Lastly, the students will also want to look for any similarities and differences between the documents themselves. * The following list includes some of the founding documents that could be used for the station activity:   + **US:** Declaration of Independence, Articles of Confederation, US Constitution, US Bill of Rights   + **France:** Declaration of the Rights of Man and Citizen 1789 and 1795, French Constitution 1791, 1793, 1799   + **Haiti:** Toussaint’s Proclamation of 1801, Haitian Declaration of Independence, Haitian Constitution of 1805   + To increase understanding and to help visually show the comparison they are making, students will complete a [Venn diagram](https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml). The Venn diagram linked is from Educated World.   **I can describe the revolutions in Latin America through the lens of its leaders.**   * To compare the multiple Latin American Revolutions, a Jigsaw activity will be used. Students will be broken into small groups and assigned a Latin American Revolutionary Leader.   + **Latin American Revolutionary Leaders**     - Tupac Amaru II-Peru     - Simón Bolívar-Gran Colombia     - Father Miguel Hidalgo/Father Jose Maria Morelos-Mexico     - Policarpa Salvarrieta-New Granda     - José de San Martín-Argentina * From there, students will find the other students in the class who have also been assigned the same leader and they will become “experts” on that assigned leader.   + Students will organize their research into a graphic organizer so they can present their findings to their home groups at the end of this activity.   + Students will research the following:     - tactics/strategy used by revolutionary leaders during the revolution     - Enlightenment ideas invoked/used     - Role of class as a cause of the revolution and the role of class after the revolution     - New political systems left after the revolution’s wake. * After the students complete their research, they will return to their home group and teach them the leader they became an expert on. * After all members have shared their information, the group will complete a Venn diagram to highlight the similarities and differences between their different assigned leaders to wrap up this activity.   **I can create and support an argument in response to the inquiry question: To what extent was the Enlightenment necessary for political revolutions in the Western Hemisphere?**   * Students will create an infographic that answers the question above. The students will create their infographic through an outline platform, like [Canva](https://www.canva.com/). Students will want to be creative and thoughtful when designing their infographic to ensure that they are answering the question fully. Students will need to include evidence from their notes and activities taken throughout this unit to support their infographic. This will allow students to show how the various Enlightenment principles influenced the revolutions studied throughout this unit. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From Robeson County public schools, here is a resource on* [*comparison*](https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53759&FileName=compare%20and%20contrast%20mini%20lesson.pdf) * *From the Critical Thinking Consortium, here is a resource on* [*causation.*](https://tc2.ca/en/creative-collaborative-critical-thinking/resources/thinking-about-history/) * *From Lumen Learning, here is a resource on* [*periodization*](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/splitting-history/)*.* * *From Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/) * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * The teacher could also review this information from Unit 3 with a class discussion. * All topics covered with this I Can Statement were covered in the Unit 3 plan. * It is important that teachers guide students in understanding the differences (and similarities) between intellectual revolution and political revolution. * This idea of looking at the characteristics of a revolution was a suggested activity covered in Unit 3. In Unit 3, students applied the characteristics they came up with to define a revolution for the intellectual revolutions covered--The Protestant Reformation, The Scientific Revolution, and the Enlightenment. * Having students look at the idea of a political revolution through memes and quotes from US Senator Bernie Sanders can be a good way for students to relate to the course material, as many students could have been exposed to him as a person or his idea of a political revolution through social media. * Depending on the needs of the students, the teacher may find it beneficial to have students in groups create consensus circles prior to sharing as a whole class to spur some more discussion and justify their thoughts. If a teacher needs a resource on how to use a consensus circle, they can consult [this resource](http://www.rcsthinkfromthemiddle.com/consensus-circle.html) from Think from the Middle. * The teacher may need to describe and define what major events are before the students begin this activity to ensure that the students both understand the activity and provide quality responses. * Although the timeline for the French Revolution is titled Marie Antoinette and the French Revolution, the timeline does provide a wealth of information about the French Revolution outside the scope of Marie Antoinette. * With this class discussion, the teacher may want to write on the board or display the events the students are sharing. The teacher may want to also encourage students who are sharing their events to provide their justification or reasoning as to why that event should be considered a major event. * Teachers may want to give a formative assessment after the students review the timelines. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * Students could also refer back to their at-a glance sheet they created at the beginning of this unit. * Students could also compare the founding documents from these countries through a gallery walk, pairs, or individually, depending on student needs. * Teachers may want to provide a graphic organizer to help students organize their thoughts while completing the station activity. * Please see the subsections *French and Haitian Revolutions* and *American Revolution Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * Teachers could consult this resource with the National Archives that has an interactive activity that compares documents of the Americans and French Revolutions: [We Declare! Making Connections between the American and French Revolutions](https://www.docsteach.org/activities/teacher/comparing-american-and-french-revolutionary-documents) * An extension activity that could be used on the Haitian Revolution is to watch short video segments from The Choices Program hosted through Brown University and have students think about the impact of the Haitian Revolution on modern day Haiti. Video link: [How did the Haitian Revolution affect land ownership?](https://www.choices.edu/video/how-did-the-haitian-revolution-affect-land-ownership-in-haiti/) * Teachers may want to give a formative assessment after the students investigate these three revolutions. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. This will help students in the next activity understand the influences of the revolutions on one another. * If there is not ample time to spend reviewing these revolutions, the students could watch this Crash Course Video on [Latin American Revolutions](https://www.youtube.com/watch?v=ZBw35Ze3bg8&t=9s). The students could view this video through [EdPuzzle](https://edpuzzle.com/), a website where teachers can use videos from YouTube and embed questions. * Please see the subsections *Latin American Revolution Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * After the groups have had time to complete their Venn diagram, the teacher may want to have groups share out their thoughts on these similarities and differences to allow the teacher to check for understanding. This could be used as an informal formative assessment. * Teachers could choose a traditional summative assessment or an essay instead of the infographic. * If students need an example of an infographic, teachers can share this [list of examples](https://www.weareteachers.com/?s=infographic&category_name=&submit=Search) from WeAreTeachers.com. |

**References**

Make Any Video Your Lesson. (n.d.). Retrieved March 27, 2020, from <https://edpuzzle.com/>

South Carolina College and Career Reading Standards for Social Studies, 2020. Retrieved March 27, 2020, from

<https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>

Social Studies: Support Documents and Resources. (n.d.). Retrieved March 27, 2020, from

<https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>

Venn Diagram Templates. (n.d.). Retrieved March 27, 2020, from

<https://www.educationworld.com/tools_templates/venn_diagram_templates.shtml>

***Primary Source Analysis Tools:***

Activity Tools. (n.d.). Retrieved March 27, 2020, from <https://www.docsteach.org/tools>

Annotating and Paraphrasing Sources. (n.d.). Retrieved May 14, 2020, from

<https://www.facinghistory.org/resource-library/teaching-strategies/annotating-and-paraphrasing-sources>

Document Analysis Worksheets. (2018, December 18). Retrieved March 15, 2020, from

<https://www.archives.gov/education/lessons/worksheets>

Primary Source Analysis Tool. (n.d.). Retrieved March 27, 2020, from <http://www.loc.gov/teachers/primary-source-analysis-tool/>

***Creating an Argument in History Resources:***

Argument. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/argument/>

Byrnes , M. (n.d.). Guide for Writing in History . Retrieved April 6, 2020, from

<https://www.southwestern.edu/live/files/4173-guide-for-writing-in-historypdf>

Evidence. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/evidence/>

Reading to Write. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/reading-to-write/>

Thesis Statements. (n.d.). Retrieved April 6, 2020, from <https://writingcenter.unc.edu/tips-and-tools/thesis-statements/>

**Additional Resources:**

***Latin American Revolutions Resources*:**

Green, John. [Crash Course]. (2012, August 23). *Latin American Revolutions: Crash Course World History #31* [Video File].

Retrieved from <https://www.youtube.com/watch?v=ZBw35Ze3bg8&t=43s&disable_polymer=true>

Latin American Revolutionaries. (n.d.). Retrieved March 27, 2020, from

<https://dp.la/primary-source-sets/latin-american-revolutionaries>

Latin American Independence. (n.d.). Retrieved March 27, 2020, from <https://www.freeman-pedia.com/latin-american-independence>

***French and Haitian Revolution Primary Resources:***

Enlightenment. (n.d.). Retrieved March 27, 2020, from https://sourcebooks.fordham.edu/mod/modsbook10.asp

French and Haitian Revolutions. (n.d.). Institute for World History. Retrieved March 27, 2020, from

<https://wp.stu.ca/worldhistory/teaching-ressources/french-and-haitian-revolutions/>

French Revolution Documents. (n.d.). Retrieved March 27, 2020, from

<https://alphahistory.com/frenchrevolution/french-revolution-documents/>

French Revolution Timeline. (n.d.). Retrieved May 14, 2020, from

<https://www.oxfordreference.com/view/10.1093/acref/9780191737800.timeline.0001>

Haitian Revolution timeline. (n.d.). Retrieved May 14, 2020, from https://worldhistoryproject.org/topics/haitian-revolution

How did the Haitian Revolution affect land ownership in Haiti? (n.d.). Retrieved March 27, 2020, from

<https://www.choices.edu/video/how-did-the-haitian-revolution-affect-land-ownership-in-haiti/>

List of 10 Major Events of the French Revolution. (n.d.). Retrieved May 14, 2020, from

<https://historylists.org/events/list-of-10-major-events-of-the-french-revolution.html>

Timeline of the French Revolution. (n.d.). Retrieved March 27, 2020, from <https://revolution.chnm.org/neatline-time/timelines/show/1>

***American Revolution Resources:***

American Revolution: Teaching Tools and Primary Sources about the Revolution and Founding the Nation. (n.d.). Retrieved March

27, 2020, from <https://www.docsteach.org/topics/american-revolution>

American Revolution Timeline. (n.d.). Retrieved May 14, 2020, from

<https://www.oxfordreference.com/view/10.1093/acref/9780191737749.timeline.0001>

American Revolution Timeline. (2020, May 13). Retrieved May 14, 2020, from

<https://www.battlefields.org/learn/articles/american-revolution-timeline>

Images of the American Revolution. (n.d.). Retrieved March 27, 2020, from

<https://www.archives.gov/education/lessons/revolution-images>

Making the Revolution: America, 1763-1791. (n.d.). Retrieved March 27, 2020, from

<https://americainclass.org/sources/makingrevolution/index.htm>

National Archives Education Team. (n.d.). Comparing American and French Revolutionary Documents. Retrieved March 27, 2020,

from <https://www.docsteach.org/activities/teacher/comparing-american-and-french-revolutionary-documents>

Primary Documents in American History. (n.d.). Retrieved March 27, 2020, from

<https://www.loc.gov/rr/program/bib/ourdocs/newnation.html>

A timeline of the American Revolution from 1763 - 1787. (2016, June 8). Retrieved May 14, 2020, from

<https://www.bl.uk/the-american-revolution/articles/american-revolution-timeline>

Wallenfeldt, J. (n.d.). Timeline of the American Revolution. Retrieved May 14, 2020, from

<https://www.britannica.com/list/timeline-of-the-american-revolution>