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| **UNIT 9 – Age of Revolution****Quarter 3****(15 Class Periods)** |
| ***Unit Question******How did the Age of Absolutism lead to revolts against the established political, social, and economic orders?*** |
| **Benchmark/Learning Target** | **Guiding Questions** | **Resources** | **Vocabulary** |
| **SS.912.W.5.1**Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.**Literacy Standards:**LAFS.910.RH.1.1LAFS.910.RH.1.2LAFS.910.RH.1.3LAFS.910.RH.2.4LAFS.910.RH.2.5**Writing Standards:**LAFS.910.WHST.1.1LAFS.910.WHST.1.2LAFS.910.WHST.3.4LAFS.910.WHST.3.5LAFS.910.WHST.4.7LAFS.910.WHST.4.8LAFS.910.WHST.4.9 | 1. What is absolutism and how is it different from a constitutional monarch?
2. Compare and Contrast the monarchies of England, France, Spain, and Russia.
3. Identify the significant rulers of this time period such as Elizabeth I of England, Philip II of Spain, Peter The Great and Catherine the Great of Russia, and Louis XIV of France.
 | Background Information: <http://www.ohnemusonline.com/absolutism.html>Resources: <http://worldhistory.mrdonn.org/absolutemonarchs.html>\*DBQ-Age of Absolutism (Satisfies 9 Weeks Writing Component):**See Moodle under Social Studies Resources**\*DBQ- Age of Absolutism (Uses AP World History rubric, but could adapt) (Satisfies 9 Weeks Writing Component):**See Moodle under Social Studies Resources** \*Short Videos (less than 5 minutes) from Biography on Absolute Rulers and related topicsLouis XIV<https://www.youtube.com/watch?v=W5Njjd6R6d0&list=PL2HEW_vTJvrW3hLcqWL_6XSEc0JBp5sEG&index=2>Elizabeth I<https://www.youtube.com/watch?v=cDg9AoJYxeY&index=3&list=PL2HEW_vTJvrW3hLcqWL_6XSEc0JBp5sEG>Catherine I<https://www.youtube.com/watch?v=5htYavwnLr8&list=PL2HEW_vTJvrW3hLcqWL_6XSEc0JBp5sEG&index=5>Absolutism<https://www.youtube.com/watch?v=n3ru_S_5k2c&list=PL2HEW_vTJvrW3hLcqWL_6XSEc0JBp5sEG&index=8>Versailles <https://www.youtube.com/watch?v=XxIzMr2Ekpo&list=PL2HEW_vTJvrW3hLcqWL_6XSEc0JBp5sEG&index=9>\* Is an example of an activity that must be viewed/completed to meet literacy standards. | 1. Absolutism
2. Divine Right
3. Constitutional Monarchy
4. Armada
5. Absolute Monarchy
6. Cardinal Armand Richelieu
7. Huguenots
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| **SS.912.W.5.2**Identify major causes of the Enlightenment.**SS.912.W.5.3**Summarize the major ideas of Enlightenment philosophers.**SS.912.W.5.4**Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.**Literacy Standards:**LAFS.910.RH.1.1LAFS.910.RH.1.2LAFS.910.RH.1.3LAFS.910.RH.2.4LAFS.910.RH.2.5LAFS.910.RH.2.6LAFS.910.RH.3.7LAFS.910.RH.3.8LAFS.910.RH.3.9**Writing Standards:**LAFS.910.WHST.1.1LAFS.910.WHST.1.2LAFS.910.WHST.3.4LAFS.910.WHST.3.5LAFS.910.WHST.4.7LAFS.910.WHST.4.8LAFS.910.WHST.4.9 | 1. What were the causes of the Enlightenment?
2. Identify the major ideas of the Enlightenment.
3. How did the Enlightenment impact the development of economic, political, and religious structures in the Western World?
4. Identify the major Enlightenment thinkers and their ideals (Locke, Montesquieu, Rousseau, Hobbes, Diderot, Voltaire, Wollstonecraft, and Adam Smith.
 | Possible Activity\*DBQ: The Enlightenment Philosophers: What Was Their Main Idea? (Satisfies 9 Weeks Writing Component)**See Moodle under Social Studies Resources**\*DBQ: The Enlightenment- No Questions Only Student Analysis section-Best for Honors classes (Satisfies 9 Weeks Writing Component)**See Moodle under Social Studies Resources**Resources: <http://worldhistory.mrdonn.org/enlightenment.html>Video:<https://www.youtube.com/watch?v=CP8k_f3PFq8> Possible Lesson: <https://www.icivics.org/teachers/lesson-plans/enlightenment-mini-lesson>\* Is an example of an activity that must be viewed/completed to meet literacy standards. | 1. Enlightenment
2. Natural Law
3. Social Contract
4. Laissez faire
5. Natural Rights
6. Censorship
7. Salon
8. Enlightened despot
9. Popular Sovereignty
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| **SS.912.W.5.5**Analyze the extent to which the Enlightenment impacted the American and French Revolutions.**SS.912.W.5.6**Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.**Literacy Standards:**LAFS.910.RH.1.1LAFS.910.RH.1.2LAFS.910.RH.1.3LAFS.910.RH.2.4LAFS.910.RH.2.5LAFS.910.RH.2.6LAFS.910.RH.3.7LAFS.910.RH.3.8LAFS.910.RH.3.9**Writing Standards:**LAFS.910.WHST.1.1LAFS.910.WHST.1.2LAFS.910.WHST.3.4LAFS.910.WHST.3.5LAFS.910.WHST.4.7LAFS.910.WHST.4.8LAFS.910.WHST.4.9 | 1. What Enlightenment philosophies impacted the American and French Revolutions?
2. What were the causes, events, and effects of the French Revolution?
3. How did Napoleon rise to power and how did he rule?
4. What were Napoleon’s accomplishments for France?
 | Possible Activity\*DBQ: The Reign of Terror: Was It Justified? (Satisfies 9 Weeks Writing Component)**See Moodle under Social Studies Resources**Video on the French Revolution (Satire): History Teachers You Tube Channel: Parody of Lady GaGa’s Bad Romance<https://www.youtube.com/watch?v=wXsZbkt0yqo> Video that outlines a possible lesson:<https://www.teachingchannel.org/videos/teaching-french-revolution>Lesson Plan with Primary Source Documents. Note: Teachers will need to create a free log in to access the lesson plans and documents. <http://sheg.stanford.edu/reign-of-terror>\*Crash Course World History- French Revolution<https://www.youtube.com/watch?v=lTTvKwCylFY&index=29&list=PLBDA2E52FB1EF80C9> \* Is an example of an activity that must be viewed/completed to meet literacy standards.  | 1. Bourgeoisie
2. Three Estates
3. Coup d’etat
4. Guillotine
5. Deficit spending
6. Republic
7. Declaration of Man and Citizen
8. French Constitution of 1791
9. Tyranny
10. Reign of Terror
11. Suffrage
12. Nationalism
13. Committee of Public Safety
14. Napoleonic Code
15. Abdicate
16. Battle of Waterloo
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| **SS.912.W.5.7**Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.**SS.912.W.6.4**Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.**Literacy Standards:**LAFS.910.RH.1.1LAFS.910.RH.1.2LAFS.910.RH.1.3LAFS.910.RH.2.4LAFS.910.RH.2.5LAFS.910.RH.2.6LAFS.910.RH.3.7LAFS.910.RH.3.8LAFS.910.RH.3.9**Writing Standards:**LAFS.910.WHST.1.1LAFS.910.WHST.1.2LAFS.910.WHST.3.4LAFS.910.WHST.3.5LAFS.910.WHST.4.7LAFS.910.WHST.4.8LAFS.910.WHST.4.9 | 1. What were the causes and effects of the 19th Century Latin American and Caribbean independence movements?
 | Possible Activity\*DBQ: How Should We Remember Toussaint Louvertoure? (Satisfies 9 Weeks Writing Component)**See Moodle under Social Studies Resources**Background Information on <http://blogs.utexas.edu/15minutehistory/2013/02/06/episode-11-the-haitian-revolution/>Possible Lesson Plan: **See Moodle under Social Studies Resources**\*Crash Course World History- Haitian Revolutions <https://www.youtube.com/watch?v=5A_o-nU5s2U&index=30&list=PLBDA2E52FB1EF80C9> \* Is an example of an activity that must be viewed/completed to meet literacy standards.ESE/ESOL Strategies:Pairs CheckCornell NotesThinking MapsTicket out the Door3-2-1Mix-Pair-ShareLiteracy CirclesAdvanced/Honors Classes:For all advanced/honors classes the expectation is to increase the rigor, research and writing expectations, along with the speed at which the curriculum is taught. | 1. Toussiant L’Ouverture
2. Simon Bolivar
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**Additional Benchmarks To Be Included:** [SS.912.G.1.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3593)Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place. [SS.912.G.2.1:](http://www.cpalms.org/Public/PreviewStandard/Preview/3596)Identify the physical characteristics and the human characteristics that define and differentiate regions. [SS.912.G.4.2:](http://www.cpalms.org/Public/PreviewStandard/Preview/3607) Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places. [SS.912.H.1.3:](http://www.cpalms.org/Public/PreviewStandard/Preview/3628) Relate works in the arts to various cultures.