World History
Unit 3: Monarchs of Europe and Political Revolutions (1550-1880)

Time Frame: Approximately five weeks

Unit Description

This unit focuses on using historical thinking skills to examine absolute monarchs of Europe between 1550 and 1800. Philosophers and revolutions that led to the development of limited government in England, France, and the Americas will be examined.

Student Understandings

Students understand the events surrounding the absolute monarchs of Europe between 1550 and 1800. Students describe the political philosophies that led to the development of limited government in England, France, and the Americas. Students explain the causes and effects of the French Revolution and the Age of Napoleon.

Guiding Questions

1. Can students construct a timeline of absolute monarchs and political revolutions in Europe between 1550 and 1800?
2. Can students describe key events that strengthened the power of absolute monarchs?
3. Can students describe political philosophies that led to limited government?
4. Can students explain key events and outcomes of the English revolutions of the 17th century?
5. Can students describe the conflicts of Europe between 1550 and 1800 and their impact on world events?
6. Can students explain the causes of the French Revolution and the impact on Europe?
7. Can students describe the reign of Napoleon and his effect on Europe?
8. Can students explain the philosophies and events that caused revolutions in the Americas?

Unit 3 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)

Grade-Level Expectations	
GLE #	**GLE Text**
Historical Thinking Skills	
WH.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: • conducting historical research

	• evaluating a broad variety of primary and secondary sources • comparing and contrasting varied points of view • determining the meaning of words and phrases from historical texts using technology to research, produce, or publish a written product
WH.1.4	Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources
Government and Political Ideals	
WH.3.1	Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals.
WH.3.2	Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change
WH.3.3	Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments
WH.3.4	Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon
WH.3.5	Compare and contrast leaders and key events in the revolutions of the 17th through the 19th centuries and their impact on world political and social developments
Rise of Nation States	
WH.5.1	Explain the rise and development of the European and Asian nation states
WH.5.2	Summarize major European conflicts from 1600 to 1900 and their impact on world events
ELA CCSS for Literacy in History/Social Studies 6-12	
CCSS #	**CCSS Text**
Reading Standards for Literacy in History/Social Studies 6–12	
RH.11-12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.7	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.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

| WHST.11-12.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Sample Activities

Activity 1: Introduction to Monarchs of Europe and Political Revolutions (GLEs: WH.3.1, WH.3.2, WH.3.3, WH.3.4, WH.3.5, WH.5.1, WH.5.2; CCSS: <u>RH.11-12.4,</u> <u>WHST.11-12.4</u>)

Materials List: Monarch of Europe and Political Revolutions Vocabulary BLM

Introduce the unit by using *lesson impressions* (view literacy strategy descriptions). This strategy creates situational interest in the content to be covered by capitalizing on students' curiosity. It will increase motivation by heightening anticipation and providing a meaningful purpose for learning. By asking students to form a written impression of the topic to be discussed, students become eager to discover how closely their impression text matches the actual content. This approach has been found to keep students focused and engaged during a lesson.

Provide students with a small list of terms to be covered throughout the unit (i.e., absolutism, commonwealth, constitution, cabinet, enlightenment, coup d-etat). Tell students they are to use the words to make a guess as to what will be covered in the unit. Have students write a short descriptive passage, story, or essay. When students finish their impression texts, invite volunteers to read what they have written to the class. As the unit is presented, students will compare their impressions to the actual information presented. Students should keep track of the similarities and differences by creating a Venn diagram in their *learning logs* (view literacy strategy descriptions).

Throughout this unit have students maintain a *vocabulary self-awareness* chart (view literacy strategy descriptions). Provide students with a list of key concepts that relate to the monarchs and political revolutions of Europe between 1550 and 1880. Have them complete a self-assessment of their knowledge of these concepts using a vocabulary chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar.   A *vocabulary self-awareness* chart provides students with an opportunity to consciously and individually learn and develop the vocabulary they must know in order to understand this period. Use the words on the Monarchs of Europe and Political Revolutions Vocabulary BLM (see sample below), and add other words that are considered important in the research. Students rate their understanding of each word with either a "√" (understand well), a "?" (limited understanding or unsure), or a "-" (don't know). Check the chart to assess students, and provide additional instruction for those students who continue to have difficulty learning

key vocabulary. The goal is to replace all the question marks and minus signs with check marks.

Word	√	?	–	Example	Definition
Absolutism					
Divine right of kings					
Balance of power					

Throughout the unit, have students refer to the *vocabulary self-awareness* chart to revise their responses as they gain new understanding of the key concepts and terms.

Activity 2: Absolutism verses the Natural Rights of Man (GLEs: <u>WH.1.1</u>, <u>WH.3.1</u>; CCSSs: RH.11-12.2, RH.11-12.9, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: excerpts from Jacques Bossuet's *Divine Right of Kings*, Machiavelli's *The Prince*, and John Locke's *Two Treatises on Government*; Absolute Monarchy Split-Page Notetaking Guide BLM

Provide students with excerpts from Jacques Bossuet's *Divine Right of Kings* (*Divine Right of Kings* excerpt) and Machiavelli's *The Prince* (*The Prince* excerpt). Working in pairs or small groups, have students read the selections and write a summary of Bossuet's and Machiavelli's concept of autocratic government. Ask students to relate these philosophies to the justification of absolute monarchies in Prussia, Russia, and Spain. As each group shares its summary with the class, other students should use *split-page notetaking* (view literacy strategy descriptions) to record information about the philosophers and their works. On the left side of the page, students should list the philosophers and their works. Using the right side of the page, students should take notes concerning the relationships of the philosophies to the justification of the absolute monarchies in Prussia, Russia, and Spain (see the Absolute Monarchy Split-Page Notetaking Guide BLM and sample below).

Philosopher and Published Literary Work	Impact of Philosophy upon Absolute Monarchies
Bossuet's *Divine Right of Kings*	**Prussia**
	Russia
	Spain

After summaries have been presented, lead a class discussion asking students to hypothesize how and why an individual or group might revolt against an autocratic government. Demonstrate for students how they can use their *split-page notes* for review by covering information in one column and using the information in the other to recall the information covered. Students can also quiz each other over the content of their notes in preparation for quizzes and other class activities.

Write the term Enlightenment on the board. Ask volunteers to share with the class what they think the term means. Then conduct a short review of the meaning of Enlightenment and the natural rights theory of Enlightenment philosophers.
Provide students with an excerpt from John Locke's *Two Treatises on Government* (Two Treatises on Government excerpt - Book II #131), and ask them to read and discover how Locke applied the natural rights theory to the role and purpose of government.

Divide students into two groups: (1) defenders of Machiavelli and Bossuet's autocratic government and (2) defenders of the philosophers supporting the natural rights of man. All groups should address the following questions:
- What is natural law?
- Can humans practice rational thought?
- Should these ideas be suppressed under Christendom?
- Why are these ideas suppressed under absolute monarchs?
- Why did the Reformation and Renaissance in England and France foster the application of natural law to human behavior and society?
- How did the Scientific Revolution influence the political philosophies?

Each group should choose one or two representatives to defend their perspective on the role and purpose of government using a debate format. After both sides have presented their defense to the class, the students should write a reflection in their *learning logs* (view literacy strategy descriptions) explaining which side they believe presented the better argument.

Activity 3: **Absolute Monarchs of 16th to 18th Century Europe (GLEs: WH.5.1, WH.5.2; CCSSs: RH.11-12.2, WHST.11-12.7)**

Materials List**:** Absolute Monarchs Chart BLM, Major European Conflicts/Agreements (1500-800) BLM, index cards, Internet (optional), primary and secondary sources on the absolute monarchs of Europe during the 16th, 17th, and 18th centuries

Place students into small groups of three or four. Have students research the absolute monarchs of Europe by using textbooks, primary and secondary resources, and the Internet. Students will research the reigns of Henry IV (France), Louis XIII (France), Louis XIV (France), Peter the Great (Russia), Catherine the Great (Russia), Maria Theresa (Austria) and Frederick the Great (Prussia). Assign each group a different monarch. All groups should address the following questions:

- What nation did the monarch rule?
- What are the dates of the monarch's reign?
- What actions did the monarch take that strengthened the development of the nation politically and economically? (specific actions)
- What actions did the monarch take that strengthened the power of the monarchy? (specific actions)
- How did the monarch exploit the church and religion?

Have each group present their monarch to the class. During the presentations, students should take notes on a *graphic organizer* ([view literacy strategy descriptions](#)) provided to them (see the Absolute Monarchs Chart BLM and sample below).

	Henry IV	Louis XIII	Louis XIV	Peter the Great	Catherine the Great	Maria Theresa	Frederick the Great
Nation							
Dates of Reign							
How did the monarch strengthen the nation politically and economically? (specific actions)							

After presentations are complete, have students return to their groups to research the major conflicts and agreements associated with the absolute monarchs by using textbooks, primary and secondary resources, and the Internet. Assign each group a conflict or agreement:
- Thirty Years' War
- War of Spanish Succession
- Great Northern War
- Russo-Turkish War
- Partition of Poland
- Seven Years' War
- War of Austrian Succession

All groups should address the following questions:
- What are the dates of the conflict or agreement?
- What nations were involved?
- Which monarchs were involved?
- What were the reasons for each nation to become involved?
- What were the results of the conflict or agreement?

Have each group present their monarch to the class. During the presentations, students should take notes on a *graphic organizer*. See the Major European Conflicts/Agreements (1500-1800) Chart BLM and sample below.

	Thirty Years' War	War of Spanish Succession	Great Northern War	Russo-Turkish War	Partition of Poland	Seven Years' War	War of Austrian Succession
Dates							
Nations Involved							
Monarchs Involved							

After presentations are complete, lead a whole class discussion on the students' overall impressions of absolutism and the monarchs. Have students respond to the questions listed below in their *learning logs* (view literacy strategy descriptions), and then ask for student volunteers to share their responses.

> Which monarch do you think best exemplifies absolutism and why?
> Which monarch do you think had the biggest impact upon the development of their nation and why?
> Which conflict or agreement had the biggest impact upon the development of European nations and why?

Bring closure to the activity by having each student create *vocabulary cards* (view literacy strategy descriptions) for each monarch listed on the Absolute Monarchs Chart BLM. *Vocabulary cards* help students learn content-specific terminology and are excellent visual tools that help to organize content information.

Demonstrate how to create a *vocabulary card* with students by writing a monarch on the board and drawing a large, rectangular card-like frame around it so that the name of the monarch is in the center of the rectangle. In the four corners of the card, write the following words: dates of reign, nation, accomplishments, and conflicts or agreement. Discuss with students how the card may be used to review quickly and easily in preparation for tests, quizzes, and other activities with the key term (see sample below).

1589-1610	France
	Henry IV
1. Issued the Edict of Nantes to protect the Huguenots 2. Taxation reform increase Revenue to government	involved in no major conflicts or agreement

Once cards are completed, allow time for students to review their words individually or with a partner. The *vocabulary cards* are very useful in reviewing information for tests.

Activity 4: Limited Government Develops in England (GLEs: <u>WH.3.2</u>, WH.3.5, <u>WH.5.1</u>; CCSSs: RH.11-12.2, <u>RH.11-12.9</u>, WHST.11-12.7, WHST.11-12.10)

Materials List: Magna Carta Process Guide BLM, copies of the Magna Carta, Monarchs Leading to the English Civil War BLM, English Civil War and Restoration Topics BLM, Internet (optional)

Have students read the Magna Carta (http://www.constitution.org/eng/magnacar.htm) and an excerpt from their textbook about the events surrounding the signing of the Magna Carta. As students read, have them use a *process guide* (view literacy strategy descriptions) to gain understanding of the document. A *process guide* is a strategy to help stimulate students' thinking during or after their reading, listening, or involvement in any content area instruction. Guides also help students focus on important information and ideas, making their reading or listening more efficient. *Process guides* prompt thinking ranging from simple recall to connecting information and ideas to prior experience, applying new knowledge, and problem-solving. Distribute the Magna Carta Process Guide BLM (see sample below) and have students complete the *process guide* as they read the Magna Carta.

Magna Carta

1. Read in your textbook the section about the Magna Carta and answer the following question:
   Who are the authors of the Magna Carta, and whom is the document intended to limit?

After the *process guide* is complete, have students pair up with a partner and compare their responses. Ask students to share responses with the whole class to check for accuracy.

Arrange students in groups of three or four to research the English monarchs leading up to the English Civil War. Have students research Elizabeth I, James I, and Charles I to complete the *graphic organizer* (view literacy strategy descriptions) on the Monarchs Leading to the English Civil War BLM (see sample below).

	Elizabeth I	**James I**	**Charles I**
Dates of reign			
Describe the relationship between Parliament and Monarch (provide examples).			

Once the charts are complete, have students respond to the following questions in their groups:

- What could James I and Charles I have done differently during their reigns to avoid a civil war?
- What actions did Charles I take that angered the people?

Ask each group to delegate one spokesperson to share his or her responses with the class. After each group has reported to the class, lead the class in a discussion of the group responses. Students should record information from the class discussion in their *learning logs* (view literacy strategy descriptions) to use as a reference when studying for future assessments.

Have students return to their groups. Distribute the English Civil War and Restoration Topics BLM and assign each group a topic to research on the important aspects of the English Civil War and the Restoration. Use the guiding questions under each topic in the English Civil War and Restoration Topics BLM (see BLM and sample below) when researching these two events.

> **Topic 1: English Civil War (1642-1649)**
> - Who were the groups involved in the English Civil War, their leaders, and their motives?
> - What were the causes of the English Civil War?

Have groups present their information researched in a variety of formats, including multimedia where appropriate. As each group shares its findings, students will use *split-page notetaking* (view literacy strategy descriptions) to record information from the group presentations. Students should write the main ideas in the left column of their split-page notes and the supporting details in the right column. Remind students how to use these split-page notes as a study guide for assessments.

Close the activity with a whole class discussion of how these events in England influenced the development of the United States government. Have students summarize the influence of the Magna Carta and Glorious Revolution on the creation of United States and its government in their *learning logs* (view literacy strategy descriptions). Ask for student volunteers to share their summaries with the class.

Activity 5: Age of Enlightenment Political Philosophers (GLE: WH.3.3; CCSSs: RH.11-12.2, WHST.11-12.7)

Materials List: Age of Enlightenment Data Chart BLM, primary and/or secondary resources on political philosophers of the Age of Enlightenment (see list in activity), Internet (optional)

Have students review the term Enlightenment in a Think-Pair-Square-Share *discussion* (view literacy strategy descriptions). Class *discussion* can be used to promote deeper

processing of content and rehearsal of newly learned content. Think-Pair-Square-Share presents students with an issue, problem, or question and asks students to think alone for a short period of time, and then pair up with someone to share their thoughts. Then have pairs of students share with other pairs, forming, in effect, small groups of four students. Monitor the brief discussions and elicit responses afterward.

Encourage student pairs not to automatically adopt the ideas and solutions of their partners. These short-term *discussion* strategies actually work best when a diversity of perspectives are expressed.

Present the students with the following statement:
Define Enlightenment and name major characteristics of this movement.

Allow students a few minutes to think alone about the statement, and record their responses on a sheet of paper. Have students partner with someone and share responses. Record the responses on the sheet of paper. Have student pairs partner with another pair to form a group of four. Have the group share their responses, and record responses from both pairs on one sheet of paper. Have groups share responses with the class. Record the common group responses on the board to form a list of characteristics of the Enlightenment.

Have students remain in their group of four and conduct research on the major political philosophers of the Age of Enlightenment and their contributions. The following philosophers should be researched:

Thomas Hobbes	John Locke	Denis Diderot
Montesquieu	Voltaire	Rousseau
Mary Wollstonecraft	James Harrington	David Hume

Students should record research data pertaining to the political philosophers on a *graphic organizer* (view literacy strategy descriptions). Use the Age of Enlightenment Data Chart BLM (see sample BLM below).

Political Philosopher	Nation	Contribution	Name of Work	Significance	Year(s)
Thomas Hobbes					
John Locke					

Assign each group a philosopher on whom it will conduct additional in-depth research. Have each group create a visual display (i.e., PowerPoint©, poster, storyboard) covering the information in the chart along with any additional information discovered during its research. As each group presents its display to the whole class, students should check their responses on their Age of Enlightenment Data Chart for accuracy and make changes or additions as needed.

Close the activity by having a whole class discussion about the influence these philosophers had on the development of the United States government.
Have students respond to the question below in their *learning logs* (view literacy strategy descriptions) and include specific examples associated with each particular philosopher. Ask student volunteers to share their responses with the class.

> **Which elements of the United States government are based upon the ideas of these philosophers?**

Remind students that many of the responses recorded in their *learning logs* could help them with constructed response items on assessments.

Activity 6: American Revolution (GLEs: WH3.3, WH.3.5; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List: British Policies 1763 – 1774 Chart BLM, copy of the Declaration of Independence, Declaration of Independence Process Guide BLM, primary and secondary sources on the Declaration of Independence, United States Constitution Principles BLM, Internet (optional)

Have students research the British policies that led American colonists to declare their independence. Students can use textbooks, primary and secondary sources, and the Internet (suggested website: http://www.ushistory.org/declaration/related/index.htm. As students research British policies, have them complete a chart on the British policies from 1763 to 1774 (see British Policies 1763 – 1774 Chart BLM and sample below). Ask students to share responses with the whole class to check for accuracy.

British Policy	Explanation of Policy	Colonist Reaction
Proclamation of 1763	*Prohibited American colonists from moving across the Appalachian Mountains*	*Colonists felt British were suppressing their freedom*

Place students in groups of three to four. Use *RAFT writing* (view literacy strategy descriptions) to apply their understandings of the British policies. Ask each group to compose the following *RAFT*:

> R – Role: American colonist
> A – Audience: King George III of England
> F – Form: letter to the king
> T – Topic: Provide reasons for American colonists to be granted their
>   independence. Give specific examples of British policies that
>   Americans opposed.

Student groups should orally present their letters to the class. Ask students to evaluate which letters were the most persuasive and why. Have students record their responses in their *learning logs* (view literacy strategy descriptions).

Have students work in their groups to analyze the Declaration of Independence and compare it with their *RAFT*. Provide students with a copy of the Declaration of Independence (http://www.archives.gov/exhibits/charters/declaration_transcript.html) and secondary sources to complete the *process guide* (view literacy strategy descriptions) on the Declaration of Independence (see Declaration of Independence Process Guide BLM and sample below).

Declaration of Independence

1. Who was the author of the Declaration of Independence?

2. To whom is the author writing the Declaration of Independence?

After the *process guide* is complete, have the students in the group compare their *RAFTs* to the grievances listed by Jefferson in the Declaration of Independence. Lead a class discussion in which groups share differences and similarities between their *RAFT* and Jefferson's list. Have students create a Venn diagram in their *learning logs* of the differences and similarities.

Have student groups research key leaders of the American Revolution. Have students create a chart (see sample below) of the leaders and the role they played in the Revolution. Key leaders to be researched should include the following:

Leader	Role
George Washington	
Benjamin Franklin	
John Adams	
Thomas Jefferson	
Thomas Paine	

Ask groups to share their research with the class. Students should check their chart for accuracy and make additions as necessary.

Review the ideas of political philosophers of the Age of Enlightenment covered in the previous activity. Have groups complete the chart on the United States Constitution Principles BLM (see sample below) depicting which philosopher's ideas are incorporated in that document.

Philosopher	Philosopher's Ideas	Principle applied in U.S. Constitution
Montesquieu		
Voltaire		

Ask volunteers to share information on their charts. Students should check their chart information for accuracy and make changes as needed.

Close the activity by having students respond to the following question in their *learning logs*.

> **What did Thomas Jefferson mean by the words, "*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."?* Are these words still true today? Explain.**

Ask volunteers to share their responses with the class. Monitor a class discussion of the prompt checking for accuracy and logic in students' thinking.

Activity 7: French Revolution and the Age of Napoleon (GLEs: <u>WH.3.4</u>, WH.3.5; CCSSs: RH.11-12.2, WHST.11-12.9, WHST.11-12.10)

Materials List: French Revolution and Age of Napoleon BLM, primary and secondary resources on French Revolution and the Age of Napoleon, Internet (optional)

Write the following quotations on the chalkboard:
- "All men are created equal." (Jefferson)
- "Man is born free and everywhere he is in chains." (Rousseau)
- "I do not agree with the words you say but will defend with my life your right to say them." (Voltaire)
- "L'Etat, c'est moi." (Louis XIV)

Ask students to interpret each quotation. Ask them to consider how the quotes are similar and different. Ask volunteers to share their responses with the class.

Form student committees to research and present information on French Revolution topics, including the following:
- **Causes of the French Revolution** (e.g., influence of the American Revolution, abuses of the Old Regime, political philosophers of the Age of Enlightenment, financial crisis)
- **Era of the National Assembly** (e.g., Tennis Court Oath, storming of the Bastille, the "Great Fear", Declaration of the Rights of Man, National Assembly reforms, Constitution of 1791)

- **Era of the Legislative Assembly** (e.g., three ideologies and their beliefs: conservatives, radical, moderates, war with Austria and Prussia, French national anthem, end of monarchy)
- **Era of the National Convention** (e.g., Jacobins and its leaders, execution of Louis XVI, Committee of Public Safety, Reign of Terror, reforms of the National Convention)
- **Era of the Directory** (e.g., structure of the Directory, problems of the Directory, accomplishments of the Directory, rise of Napoleon, coup d'état)
- **Napoleonic Era** (e.g., accomplishments as Consulate and Emperor, major military battles, Grand Army and its defeat in Russia, 1st exile, defeat at Waterloo, 2nd exile)

Have groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint©, story boards, collages, etc). As each group presents its findings, have students use *split-page notetaking* (view literacy strategy descriptions) to record information from the group presentations. (See French Revolution and Age of Napoleon BLM and sample below).

French Revolution and Age of Napoleon Split-page Notes

Causes of the French Revolution	
Era of the National Assembly	

To close the activity have students write a summary by describing at least three lasting effects of the French Revolution on Europe and the world in their *learning logs* (view literacy strategy descriptions). Ask volunteers to share their summaries with the class. Remind students to use information in their *learning logs* to prepare for future assessments.

Activity 8: Revolutions in the Americas and Europe (GLEs: WH.3.5, WH.5.2; CCSSs: RH.11-12.2, RH.11-12.4, WHST.11-12.4, WHST.11-12.7, WHST.11-12.9, WHST.11-12.10)

Materials List**:** Internet (optional), chart paper for storyboards option or *PowerPoint©* software, banner paper or newsprint for timelines, bulletin board materials, *Inspiration©* software (optional)

Divide students into groups of three or four. Each group should be assigned one of the research topics below and required to create a storyboard or *PowerPoint©*, based on their research, to present to the class. Groups must have their work checked for accuracy

before presentations are made to the class. All students will be responsible for the historical information presented by each group.

Topics for presentations:
- Congress of Vienna and the Concert of Europe (1815-1822)
- Revolutions in Latin America (1820s)
- European Conservatism: 1815-1830 (Tories in Great Britain, Restoration in France, Prince Metternich's role in the Italian States, Spain, and Central Europe)
- Revolution in Greece in 1829
- Reform Movement in Great Britain: 1830-1850
- Revolutions of 1848
- France's Political Struggles: 1848-1899 (Second Empire: Crimean War and the Franco-Prussian War, and the Third Republic: Constitution of 1875)
- Independence movements in Canada and Australia

As each group presents its findings, students will take notes to record historical information from the group presentations. Encourage students to use *split-page notetaking* (view literacy strategy descriptions) to record their notes in an organized manner.

Have students working in groups reflect on the decisions made at the Congress of Vienna stated in the group presentations. Students should explain the decisions fostered by the Congress and how they impacted political events in Europe between 1815 and 1899. Responses should be recorded on a sheet of paper. The list of events might include the following:
- student unrest in 1848
- British abolition of the slave trade
- the Reform Bill of 1832
- Napoleon III
- Latin America's revolt against European control

Have groups present their findings to the class.

Have students work in groups to create visual presentations (storyboard or PowerPoint) of the following terms: *conservatism*, *liberalism*, *democracy*, *nationalism*, *reactionary,* and *reform*. Presentations should include a definition and examples of each term as it was applied during 19ᵗʰ century Europe. As each group presents a term, students should record the definition and its example in their notebook. Remind students information can be used to prepare for assessment.

To conclude this unit, have students respond to the "Problem Solving" *SPAWN* (view literacy strategy descriptions) prompt by journaling in their *learning logs* (view literacy strategy descriptions). The purpose of the *SPAWN* prompt in this activity is to elicit extended thinking that relates the problems of revolutions in this unit to revolutions today. The *SPAWN* prompt below can be written on the board or an overhead projector. When students finish responding to the prompt, allow them to read their responses to a partner or the whole class. These responses can serve to stimulate discussion about the

best possible solutions to the problem.

> Revolutions still take place throughout the world as people struggle against injustice and dictators who relentlessly violate the natural rights of man. Some Americans believe the United States should be the "Big Brother" of the world who protects the rights of people everywhere against oppressive governments. (United States involvement in foreign countries is very costly to the American people, both economically and in terms of the loss of lives.
> However, United States involvement can provide food deliveries and help in the rebuilding of infrastructure in poor countries.) Some Americans believe that the United States should not become involved with other countries' problems but should concentrate American resources on taking care of our domestic problems such as healthcare and poverty, which can be a different form of oppression. What solutions to the above dilemma would you propose to your member of Congress?

Ask volunteers to share their responses with the class. Students should use information in their *learning logs* to prepare for future assessments.

Activity 9: Monarchs of Europe and Political Revolutions Timeline (GLEs: <u>WH.1.4</u>, WH.3.2, WH.3.4, WH.3.5, WH.5.1, WH.5.2; CCSSs: WHST.11-12.7, WHST.11-12.10)

Materials List: Timeline Events Worksheet BLM, Timeline Events BLM, primary and/or secondary sources on the monarchs of Europe (1500-1800) and political revolutions (1770-1899) events, Internet (optional)

Have students use the Timeline Events BLM and the Timeline Events Worksheet BLM to create a timeline. Allow time for students to individually research the dates of the events listed below. They should place the events on the timeline in the correct place in which the event occurred (see Timeline Events Worksheet BLM and sample below).

1.	Thirty Years War	Begin date:_____	End date:_____
2.	Louis XIII	Beginning of reign:____	End of reign:_____
3.	Louis XIV	Beginning of reign:____	End of reign:_____
4.	Elizabeth I	Beginning of reign:____	End of reign:_____

After all timelines have been completed, place students into small groups to discuss the timelines. *Discussion* (<u>view literacy strategy descriptions</u>) can be facilitated using the Round Robin format. Within groups, have each student discuss which events on the timeline were the most significant. Students should justify their choices. After each group member has provided input, the group then decides which event they believe is most significant. Have a student within the group record responses into a well-developed

paragraph providing justification for its significant event choice. Each group will present to the whole class. Allow about ten minutes for groups to present, for students to ask questions, and for groups to defend their choice. Record the responses on the board and facilitate a class discussion of the events.

Conclude the activity by having each student record what he/she learned about the timeline and the significance of the events in his/her *learning log* (view literacy strategy descriptions). Students can use this for future reference when preparing for assessments.

Sample Assessments

General Guidelines

- Students should be monitored during all activities via teacher observation, data collection logs, writing products, class discussion, and journal entries.
- All student-developed products should be evaluated as the unit progresses.
- Select assessments that are consistent with the types of products that result from the student activities.
- Student investigations and projects should be evaluated with criteria assigned specific point values. The criteria should be distributed to the students when assignments are made and, when possible, students should assist in the development of the scoring criteria.
- Use a variety of performance assessments to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive unit exams assessing the GLEs should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - EOC-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

Activity-Specific Assessments:

- Activity #4 and #6: Students will turn in the completed process guide to be assessed for accuracy after the information has been discussed in class. Assess students' attention in a large group discussion by requiring them to edit their data for accuracy.

- Activity #5: Students can create *PowerPoint*© slides on political philosophers. The *PowerPoint*© should include important information about each personality along with graphics depicting their contributions to these periods (e.g., pictures of art or inventions, excerpts from writings, etc.). See the Sample *PowerPoint*© Rubric BLM for a sample rubric to grade the presentations for content and visual appeal. The Weight column emphasizes the value given to each criteria of the

rubric. Accurate content should always carry the most weight in the final grade. If computers are not available, substitute narrative essays for the *PowerPoint*© presentation.

- Activity 6 and 7: Have students write an essay in which they compare the American Revolution to the French Revolution regarding the following:
    - o principles and philosophies underlying each Revolution
    - o consequences of both revolutions
    - o Why was the American Revolution successful in achieving and maintaining constitutional government while the French Revolution was violent and unstable?

Essays should be assessed with predetermined criteria distributed to students at the beginning of the assignment.