



## Grade 9 - Unit 4 - Political Revolutions

### Unit Focus

After exploring various revolutions in human thinking during the span of modern world history, students will shift to the concept of political revolution in unit 4. In a 21st century in which more and more nations are experiencing electoral surprises, government upheaval, and political violence, it is critical for students to explore and develop an understanding of how these modern revolutions are part of a continued debate in human history about how governments can best serve the common good. As students conduct inquiries into the reign of Louis XIV, the Enlightenment, the French and Russian Revolutions, and the forces of nationalism and totalitarianism, they will seek patterns that exist in why people choose to revolt against their governments, the complexities that exist during these revolutions, the potential outcomes, and whether or not these revolutions were "good." Throughout the unit, students will be asked to evaluate forms of government that differ from the participatory democracy in which they live, and assess whether or not there are cases in which these other forms might better serve the common good. The unit will culminate in a performance task where students will research a current, ongoing political revolution, and predict the outcome based on their learning.

### STAGE 1: DESIRED RESULTS – KEY UNDERSTANDINGS

ESTABLISHED GOALS	TRANSFER									
<p><b>C3 Framework for Social Studies State Standards</b>  <i>Social Studies: 9</i>            920978 Dimension 1. Developing Questions &amp; PLANNING INQUIRIES            920979 Constructing Compelling Questions            920980 INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</p> <ul style="list-style-type: none"> <li>D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.            921092 Dimension 4. Communicating Conclusions &amp; Taking INFORMED ACTION            921093 Communicating Conclusions            921094 INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</li> <li>D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.</li> </ul>	<p>T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue.</p> <p>T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.</p>									
<p><b>Student Growth and Development 21st Century Capacities Matrix</b>  <i>Critical Thinking</i></p> <ul style="list-style-type: none"> <li>Analyzing: Students will be able to examine information/data/evidence to make inferences and identify possible underlying assumptions, patterns, and relationships.</li> <li>Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose.</li> </ul>	<p><b>MEANING</b></p> <table border="1"> <thead> <tr> <th data-bbox="949 791 1559 829">UNDERSTANDINGS</th> <th data-bbox="1559 791 2163 829">ESSENTIAL QUESTIONS</th> </tr> </thead> <tbody> <tr> <td data-bbox="949 829 1559 1054">           U1 The "best" form of government for a group of people depends greatly on their culture, values, and priorities            U2 The causes of revolutions are complex, and often have political, social, and economic factors which impact the future success or failure of a society.            U3 Historians develop a sense of empathy for people.         </td> <td data-bbox="1559 829 2163 1054">           Q1 What is the purpose of government? How do we balance personal freedoms and the common good?            Q2 Why do political revolutions occur?            Q3 Why do political revolutions often follow similar patterns?            Q4 When interpreting the past, why are alternative perspectives important?         </td> </tr> </tbody> </table> <p><b>ACQUISITION OF KNOWLEDGE AND SKILL</b></p> <table border="1"> <thead> <tr> <th data-bbox="949 1094 1559 1133">KNOWLEDGE</th> <th data-bbox="1559 1094 2163 1133">SKILLS</th> </tr> </thead> <tbody> <tr> <td data-bbox="949 1133 1559 1398">           K1 Absolute Monarchs in Europe.            K2 Enlightenment philosophies on government.            K3 French Revolution stages and effects.            K4 Nationalist movements in France, Germany England, Eastern Europe.            K5 Russian Revolution.            K6 Contemporary movements in national democratic and nondemocratic societies.         </td> <td data-bbox="1559 1133 2163 1398">           S1 Gathering Evidence.            S2 Evaluation of Sources.            S3 Effectively articulating a perspective.            S4 Document analysis.            S5 Utilizing Persuasion Techniques.            S6 Effectively leverage technology.         </td> </tr> </tbody> </table>	UNDERSTANDINGS	ESSENTIAL QUESTIONS	U1 The "best" form of government for a group of people depends greatly on their culture, values, and priorities U2 The causes of revolutions are complex, and often have political, social, and economic factors which impact the future success or failure of a society. U3 Historians develop a sense of empathy for people.	Q1 What is the purpose of government? How do we balance personal freedoms and the common good? Q2 Why do political revolutions occur? Q3 Why do political revolutions often follow similar patterns? Q4 When interpreting the past, why are alternative perspectives important?	KNOWLEDGE	SKILLS	K1 Absolute Monarchs in Europe. K2 Enlightenment philosophies on government. K3 French Revolution stages and effects. K4 Nationalist movements in France, Germany England, Eastern Europe. K5 Russian Revolution. K6 Contemporary movements in national democratic and nondemocratic societies.	S1 Gathering Evidence. S2 Evaluation of Sources. S3 Effectively articulating a perspective. S4 Document analysis. S5 Utilizing Persuasion Techniques. S6 Effectively leverage technology.	
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