

TRUMBULL PUBLIC SCHOOLS

Trumbull, Connecticut

GLOBAL INSIGHTS: A HISTORY OF REVOLUTIONS AND TERRORISM

Grades 10-12

Social Studies Department

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GLOBAL INSIGHTS
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

INTRODUCTION & PHILOSOPHY

Global Insights is an honors-level historical and ideological examination of revolutions and terrorism both past and present. As an interpretive focus the class will utilize the five critical elements of revolution theory proposed by James DeFronzo. The class will focus not only on the history of revolutions and terrorism, but also on the ideological reasons behind revolutions and terrorism and how these have evolved over time to the present day. Global Insights is offered because of the relevance of terrorism and revolution in both shaping and understanding the modern world. The international growth of terrorism in the last two decades has been arguably the most critical development in the world today. Global Insights, taught to students after their freshman year of world history, will help students make greater sense of the world in which they are growing up, and will prepare them for their future studies of United States history, civics, geography, and economics.

COURSE GOALS

The following course goals derive from the 2015 Connecticut Elementary and Secondary Social Studies Frameworks.

Dimension 1: Developing Questions and Planning Inquiry

It is expected that students will work individually and with others to:

- INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
- INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
- INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple

points of view represented in the sources, the types of sources available, and the potential uses of the sources.

Dimension 2: Applying Disciplinary Concepts and Tools

It is expected that students will work individually and with others to:

- HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- HIST 9–12.2 Analyze change and continuity in historical eras.
- HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people’s perspectives.
- HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
- HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
- HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
- ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

- CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.
- CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.
- CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
- CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

Dimension 3: Evaluating Sources and Using Evidence

It is expected that students will work individually and with others to:

- INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
- INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
- INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Dimension 4: Communicating Conclusions and Taking Informed Action

It is expected that students will work individually and with others to:

- INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
- INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).

- INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).
- INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.
- INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.
- INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
- INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

The following course goals derive from the 2010 Connecticut Core Standards.

- CCS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- CCS.ELA-Literacy.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.
- CCS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- CCS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
- CCS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCS.ELA-Literacy.RH.11-12.8	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
CCS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.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.
CCS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCS.ELA-Literacy.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

CCS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

The following standards derive from the 2016 International Society for Technology in Education Standards.

ISTE Knowledge Constructor (Standard 3) Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others.

- 3a. Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
- 3b. Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- 3c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
- 3d. Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

ISTE Innovative Designer (Standard 4) Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

- 4a. Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.
- 4d. Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems.

ISTE Creative Communicator (Standard 6) Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats, and digital media appropriate to their goals.

- 6a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

- 6b. Students create original works or responsibly repurpose or remix digital resources into new creations.
- 6c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.

ISTE Global Collaborator (Standard 7)

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- 7b. Students use collaborative technologies to work with others, including peers, experts, or community members, to examine issues and problems from multiple viewpoints.
- 7c. Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

COURSE ENDURING UNDERSTANDINGS

Students will understand that . . .

- the distinction between “freedom fighter” and “terrorist” is often a difficult distinction to make.
- certain factors tend to lead to successful revolution, and the absence of these factors tend to lead to failed revolutionary movement.
- the causes of revolution have evolved over time.
- the ideological motivations for revolution are often reflected in written documents.
- certain factors have tended to contribute to the rise of state terrorist regimes and terrorist groups throughout history.
- utopian visions contribute to the rise of state terrorism.
- attempts to justify terrorism throughout history have evolved over time.

COURSE ESSENTIAL QUESTIONS

- What is a revolution? What is a revolutionary?
- What is terrorism? What is a terrorist?
- What factors motivate people to rise up in revolution against their government?
- What factors lead to the success or failure of a revolution?
- What factors lead to the rise of totalitarian states?
- How do totalitarian states justify the use of terrorism against citizens and non-citizens?
- What motivations lead people to perform acts of terrorism?
- Can acts of terrorism ever be justified?
- Is it possible to ultimately defeat terrorist groups? Is it possible to put an end to their ideas?

COURSE KNOWLEDGE & SKILLS

Students will understand . . .

- the definitions of, and motivations for, revolution and terrorism.
- the differences between revolutions and social movements.
- early failed revolutions of the late Medieval period.
- early modern revolutions: the Dutch Revolt, the English Revolution, the Glorious Revolution, and the American Revolution.
- the ideological motivations of revolution as reflected in important historical documents.
- the causes and events of the French Revolution.
- the causes of the Reign of Terror, utopian visions, Communism, Fascism, and Nazism.
- the factors that have led to the rise of totalitarian states, and the characteristics of totalitarian states.
- the factors that have led to state terrorism.
- the causes of English rule over Ireland, early failed Irish uprisings, the failed Irish uprisings of the 18th and 19th centuries, the Easter Rising, the Irish War of Independence, the Irish Civil War, and the Troubles in Northern Ireland.
- the theological and ideological underpinnings of Islamic extremism, important leaders of the Islamic extremist movement, the history of Al-Qaeda, the events of September 11, 2001, the history of ISIS, and various theories of how to win the global war on terrorism.

Students will be able to . . .

- evaluate the motivations of revolutionaries and terrorists.
- determine the difference between a freedom fighter and a terrorist.
- analyze revolutions according to the Five Critical Factors of Revolution, and analyze totalitarian states.
- analyze primary-source documents from major revolutions.
- analyze primary-source documents written by terrorists in attempts to justify their actions.
- write essays using arguments based on a variety of both primary and secondary sources.
- construct, attack, and defend arguments in class simulation debates.
- design creative presentations to share with the class, and respond insightfully to peers' presentations.
- collaborate with other students, including when using digital resources.

COURSE SYLLABUS

Course Name

Global Insights

Level

Honors

Prerequisites

Global Civilizations

Materials Required

None

General Description of the Course

Global Insights is an Honors-level historical and ideological examination of revolutions and terrorism, both past and present. The course begins with an introduction to revolutionary study and analyzes revolutions from the Scottish Wars of Independence through the Communist Revolutions of the 20th Century. The course then analyzes the history of terrorism from the birth of state terror during the French Revolution through the rise of current terrorist groups.

Assured Assessments

Formative Assessments:

- Reading analysis questions & quizzes (Units 1, 4)
- Notes & quiz on “Revolutions” podcast episodes (Unit 2)
- Regicide Debate (Unit 3)
- Analysis of failed Irish uprising (Unit 5)
- Class discussion of articles read (Unit 6)

Summative Assessments:

- Analysis & presentation of failed Medieval peasant revolt (Unit 1)
- Second Continental Congress simulation debate (Unit 2)
- Research & presentation of major event of French Revolution (Unit 3)
- Research & presentation of 20th-century totalitarian state (Unit 4)
- Comprehensive examinations (Units 5, 6)

Core Texts

- Arblaster, Paul. *A History of the Low Countries*. 2nd ed. Houndmills, Basingstoke: Palgrave Macmillan, 2012. pp. 118-135. Print.
- Bartlett, Thomas. “The 1798 Irish Rebellion.” http://www.bbc.co.uk/history/british/empire_seapower/irish_reb_01.shtml. Web.
- BBC. “Scotland’s History: The Wars of Independence.” http://www.bbc.co.uk/scotland/history/articles/the_wars_of_independence/. Web.

- BBC. *Terror! Robespierre and the French Revolution*. https://www.youtube.com/watch?v=suZdYkZ_feM. Web.
- BCW Project. “British Civil Wars, Commonwealth and Protectorate.” <http://bcw-project.org/>. Web.
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- Duncan, Mike. “Revolutions” podcasts. Episodes 1.1-1.10, 1.16, 3.1-3.2, 3.10-3.26, 3.43. Web.
- Fordham University Modern History Sourcebook. “The Dutch Declaration of Independence, 1581.” <https://sourcebooks.fordham.edu/mod/1581dutch.asp>. Web.
- Géré, François. “Suicide Operations: Between War and Terrorism.” Chaliand, Gérard, and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016.
- Gunaratna, Rohan. “Terrorism in Southeast Asia: Threat and Response.” Chaliand, Gérard, and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016.
- HBO. *John Adams*. “Part 1: Join or Die.” <https://www.youtube.com/watch?v=25XnxZ4gxZc>. Web.
- HBO. *John Adams*. “Part 2: Independence.” <https://www.youtube.com/watch?v=I4XH8Z1YIEQ>. Web.
- HBO. *My Trip to Al-Qaeda*. <https://www.youtube.com/watch?v=wRNiegX7c2w&vl=en>. Web.
- History. *102 Minutes That Changed America*. https://www.youtube.com/watch?v=v3Dk1_ouCbw. Web.
- The Irish Story. “The Eleven Years War 1641-52: A Brief Overview.” <http://www.theirishstory.com/2014/01/10/the-eleven-years-war-a-brief-overview/#.WmXb9q6nHIV>. Web.
- The Irish Story. “The Irish Civil War: A Brief Overview.” <http://www.theirishstory.com/2012/07/02/the-irish-civil-war-a-brief-overview/#.WmXcsq6nHIV>. Web.

- The Irish Story. “The Irish War of Independence: A Brief Overview.” <http://www.theirishstory.com/2012/09/18/the-irish-war-of-independence-a-brief-overview/#.WmXckq6nHIV>. Web.
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- *Michael Collins*. Dir. Neil Jordan. Geffen, 1996. Film.
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- PBS Frontline. *The Secret History of ISIS*. <https://www.youtube.com/watch?v=fSkaXwefqF8>. Web.
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- VICE News. *The Islamic State*. <https://www.youtube.com/watch?v=AUjHb4C7b94>. Web.
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Supplemental Texts

- DeFronzo, James. *Revolutions and Revolutionary Movements*. 4th ed. Boulder: Westview, 2011. Print. Chp. 1: “Social Movements and Revolutions”; Chp. 2: “The Russian Revolutions and Eastern Europe”; Chp. 3: “Revolution in China”; Chp. 4: “The Vietnamese Revolution”; Chp. 5: “The Cuban Revolution”; Chp. 8: “Islamic Revolutionary Movements.”
- Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale UP, 2009. Print. Chp. 5: “The English Conquest of Ireland”; Chp. 11: “*Blut und Boden*: Germany and Nazi Genocide”; Chp. 13: “Soviet Terror and Agriculture”; Chp. 14: “Maoism in China: A Rural Model of Revolutionary Violence”; Chp. 15: “From the Mekong to the Nile: Genocide in Cambodia and Rwanda.”
- PBS Frontline. *Children of ISIS*. <https://www.youtube.com/watch?v=0VPiJr3qBEc>. Web.
- PBS Frontline. *Confronting ISIS*. <https://www.youtube.com/watch?v=xJwKTY2fD6s>. Web.
- PBS Frontline. *Escaping ISIS*. <https://www.youtube.com/watch?v=Z5vfmI9-WxY>. Web.
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- Rowen, Herbert H. “The Dutch Revolt: What Kind of Revolution?” *Renaissance Quarterly* 43.3 (Autumn 1990): 570-90. Print.
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UNIT 1

Introduction to the Study of Revolution and Terrorism

Unit Goals

At the completion of this unit, students will:

INQ 9–12.2	Explain points of agreement and disagreement experts have about the compelling question of the differences between a “freedom fighter” and a “terrorist.”
HIST 9–12.1	Evaluate how the successes or failures of late Medieval uprisings were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9–12.14	Analyze multiple and complex causes and effects of late Medieval uprisings and their successes or failures.
HIST 9–12.15	Distinguish between long-term causes and triggering events in developing a historical argument as to why particular uprisings failed and other uprisings succeeded.
CCS.ELA-Literacy.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources regarding early revolutionary documents such as the Declaration of Arbroath and the Act of Abjuration, connecting insights gained from specific details to an understanding of each text as a whole.
CCS.ELA-Literacy.RH.11-12.2	Determine the central ideas or information of a primary or secondary source such as the Declaration of Arbroath and the Act of Abjuration; provide an accurate summary that makes clear the relationships among the key details and ideas.
CCS.ELA-Literacy.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data, in preparing for their presentations on failed Medieval peasant revolts.

ISTE Knowledge Constructor
(Standard 3a)

Plan and employ effective research strategies to locate information and other resources for their presentations on failed Medieval peasant revolts.

ISTE Creative Communicator
(Standard 6a)

Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication for a class presentation on a failed Medieval peasant revolt.

ISTE Global Collaborator
(Standard 7c)

Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward the common goal of a class presentation on a failed Medieval peasant revolt.

Unit Essential Questions

- What is a revolution?
- What is terrorism?
- What are the five critical factors of revolution?
- What factors contribute to the success or failure of revolutionary movements?

Scope and Sequence

1. Definition of revolution
 - Differences among coup, civil war, and revolt
2. Social movements
 - Difference between a social movement and a revolution
 - Differences among liberal and conservative social movements
3. Definition of terrorism
 - Differences between freedom fighters and terrorists
 - Critical aspects of terrorism
4. Five Critical Factors of Revolution
 - Types of revolutionary violence
 - Ideal types of revolutions
 - The Five Critical Factors of Revolution
5. Analysis of failed revolutionary movements
 - Factors leading to failed revolutionary movements
 - Failed Late Medieval Peasant Revolts Project
6. The Scottish Wars of Independence and the first Declaration of Independence
 - History of the Scottish Wars of Independence
 - Factors that lead to successful revolutionary movements
 - The Declaration of Arbroath (1320)

Assured Assessments

Formative Assessment:

Students will respond to writing prompts in order to define and analyze concepts such as “revolution” and “terrorism.” Students will also read a historical analysis of the Scottish Wars of Independence from the BBC and answer questions on the reading; students will be given a reading analysis quiz based on their understanding of the Scottish Wars of Independence. Students’ performance on this quiz will be factored into the small projects/quizzes grade for the course.

Summative Assessment:

Each student will work with a partner and use Internet databases to analyze which factors led to the failure of a late Medieval peasant revolt. Students will collaborate using technology to analyze their assigned revolt according to the Five Critical Factors of Revolution and determine which of the factors were not present in the historical course of the revolt. Students will then present to the class, with appropriate technology, how these missing factors led to the failure of the revolt. The presentation will also include the historical course of the revolt. Students’ performance on this project will be factored into the major projects/tests grade for the course. Please see “Assured Student Performance Rubrics” for the full assignment and scoring rubric.

Resources

Core

- BBC. “Scotland’s History: The Wars of Independence.” http://www.bbc.co.uk/scotland/history/articles/the_wars_of_independence/. Web.
- Merari, Ariel. “Terrorism as a Strategy of Insurgency.” Chaliand, Gérard, and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016. Print.
- The National Archives of Scotland. “The Declaration of Arbroath.” http://www.bbc.co.uk/scotland/history/articles/the_wars_of_independence/. Web.

Supplemental

- DeFronzo, James. *Revolutions and Revolutionary Movements*. 4th ed. Boulder: Westview, 2011. Print. Chp. 1: “Social Movements and Revolutions.”
- Townshend, Charles. *Terrorism: A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2011. Print. Chp. 1: “The Trouble with Terrorism.”

Time Allotment

- Approximately 4 weeks

UNIT 2

Early Modern Revolutions

Unit Goals

At the completion of this unit, students will:

- | | |
|-------------------------------|--|
| HIST 9–12.4 | Analyze complex and interacting factors that influenced the perspectives of people during the early modern era and led them to rise up against their governments in revolution. |
| HIST 9–12.5 | Analyze how historical contexts shaped people’s perspectives in the early modern era. |
| HIST 9–12.14 | Analyze multiple and complex causes and effects of early modern revolutions. |
| CIV 9–12.2 | Evaluate social and political systems in the early modern era that promoted civic virtues and enacted democratic principles. |
| INQ 9–12.10 | Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses, in a simulated Second Continental Congress Debate. |
| CCS.ELA-Literacy.RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources regarding early modern revolutionary documents such as the English Bill of Rights and the Declaration of Independence, connecting insights gained from specific details to an understanding of each text as a whole. |
| CCS.ELA-Literacy.RH.11-12.2 | Determine the central ideas or information of a primary or secondary source such as the English Bill of Rights and the Declaration of Independence; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| CCS.ELA-Literacy.WHST.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in their speeches for the Second Continental Congress Simulation Debate. |

CCS.ELA-Literacy.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to early modern revolutions, building on others’ ideas and expressing their own clearly and persuasively.
CCS.ELA-Literacy.SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks, in their Second Continental Congress Simulation Debate.
ISTE Knowledge Constructor (Standard 3b)	Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources in preparing for their Second Continental Congress Simulation Debate.

Unit Essential Questions

- What common factors led to the Dutch Revolt, the English Revolutions, the Glorious Revolution, and the American Revolution?
- What ideological principles were common to the Dutch Revolt, the English Revolutions, the Glorious Revolution, and the American Revolution?
- Why is it difficult to understand the American Revolution outside of the context of the Dutch and English Revolutions that came before it?
- Is the “American” Revolution truly the third “English” Revolution?

Scope and Sequence

1. The Dutch Revolt
 - Causes of the Dutch Revolt
 - Historical course of the Dutch Revolt
 - The Act of Abjuration (1581)
2. The English Revolution
 - Causes of the English Revolution
 - Historical course of the English Revolution
3. The Glorious Revolution
 - Causes of the Glorious Revolution
 - Historical course of the Glorious Revolution
 - The English Bill of Rights (1689)

4. The American Revolution

- Causes of the American Revolution
- How the American Revolution was influenced by the English revolutions that came before it
- The Declaration of Independence (1776)

Assured Assessments

Formative Assessment:

Students will be assigned episodes of “Revolutions” podcast (Episodes 1.1-1.10, 1.16) to listen to for homework each night. As they listen to the episodes they will be assigned to take notes. When they come into class, students’ notes will be counted as a homework/classwork grade; students will then respond to writing prompts and various stimuli based on the content of the podcast episodes. Students’ performance will be factored into the small projects/quizzes grade for the course.

Summative Assessment:

Students will take part in a three-day Second Continental Congress simulation debate with a partner. Working collaborating using technology, each partnership will represent one of the thirteen original colonies, and students will be required to represent the views of their colony in a written speech and in the class debate on independence. Students’ performance in the debate will count as a small projects/quizzes grade. Please see “Assured Student Performance Rubrics” for the full assignment and scoring rubric.

Resources

Core

- Arblaster, Paul. *A History of the Low Countries*. 2nd ed. Houndmills, Basingstoke: Palgrave Macmillan, 2012. pp. 118-135. Print.
- BCW Project. “British Civil Wars, Commonwealth and Protectorate.” <http://bcw-project.org/>. Web.
- Duncan, Mike. “Revolutions” podcasts. Episodes 1.1-1.10, 1.16. Web.
- Fordham University Modern History Sourcebook. “The Dutch Declaration of Independence, 1581.” <https://sourcebooks.fordham.edu/mod/1581dutch.asp>. Web.
- HBO. *John Adams*. “Part 1: Join or Die.” <https://www.youtube.com/watch?v=25XnxZ4gxZc>. Web.
- HBO. *John Adams*. “Part 2: Independence.” <https://www.youtube.com/watch?v=I4XH8Z1YIEQ>. Web.
- National Archives. “Declaration of Independence: A Transcription.” <https://www.archives.gov/founding-docs/declaration-transcript>. Web.
- Vallance, Edward. “The Glorious Revolution.” http://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml. Web.
- Yale Law School The Avalon Project. “English Bill of Rights 1689.” http://avalon.law.yale.edu/17th_century/england.asp/. Web.

Supplemental

- Rowen, Herbert H. “The Dutch Revolt: What Kind of Revolution?” *Renaissance Quarterly* 43.3 (Autumn 1990): 570-90. Print.

Time Allotment

- Approximately 7 weeks

UNIT 3

The French Revolution and the Reign of Terror

Unit Goals

At the completion of this unit, students will:

- | | |
|-----------------------------|--|
| INQ 9–12.11 | Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given in a presentation to the class on a major event of the French Revolution. |
| INQ 9–12.6 | Gather relevant information from multiple sources representing a wide range of views while reflecting on the question of whether the French Revolution created the modern world or betrayed it. |
| HIST 9–12.3 | Use questions generated about individuals and groups to assess how the significance of the actions of the people of France (particularly Robespierre) during the French Revolution changes over time and is shaped by the historical context. |
| CIV 9–12.3 | Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights during the French Revolution and particularly during the Reign of Terror. |
| CCS.ELA-Literacy.RH.11-12.3 | Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain, when researching and writing an essay analyzing the legacy of the French Revolution. |
| CCS.ELA-Literacy.RH.11-12.6 | Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence when researching and writing an essay analyzing the legacy of the French Revolution. |
| CCS.ELA-Literacy.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a |

	question or solve a problem when researching and writing an essay analyzing the legacy of the French Revolution.
CCS.ELA-Literacy.RH.11-12.8	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information when researching and writing an essay analyzing the legacy of the French Revolution.
CCS.ELA-Literacy.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, when researching and writing an essay analyzing the legacy of the French Revolution.
CCS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience in their speeches for the Regicide Debate.
CCS.ELA-Literacy.WHST.11-12.7	Conduct short as well as more sustained research projects related to major events of the French Revolution 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.
CCS.ELA-Literacy.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations on major events of the early French Revolution to enhance understanding of findings, reasoning, and evidence and to add interest.
ISTE Knowledge Constructor (Standard 3c)	Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions in their presentations on major events of the early French Revolution.
ISTE Innovative Designer (Standard 4a)	Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving problems in preparing for their presentations on major events of the early French Revolution.

Unit Essential Questions

- Why is the French Revolution considered one of the most important events in all of human history?
- How did the early stages of the French Revolution differ from the later stages of the French Revolution?
- How is it possible that the legacy of the French Revolution is simultaneously that of advancing human rights and of the use of terrorism?
- Did the French Revolution create the modern world or betray it?

Scope and Sequence

1. Causes of the French Revolution
 - Social, religious, political, and economic factors
2. Early events of the French Revolution
 - Great Events of the French Revolution Project
 - Similarities between the early French Revolution and other revolutions studied to this point
 - The Declaration of the Rights of Man of the Citizen (1789)
3. The Reign of Terror
 - Causes of the Reign of Terror
 - How the Reign of Terror led to the creation of modern terror
 - Maximilien Robespierre as the founding father of state terror
 - How Robespierre and the Committee of Public Safety set a precedent for totalitarian regimes to come

Assured Assessments

Formative Assessment:

Students will respond to numerous writing prompts regarding the French Revolution. Students will also take part in a two-day “Regicide Debate” in which they will divide into the three major factions of the National Assembly (Feuillants, Girondins, and Jacobins). Students will then debate the fate of King Louis XVI according to the perspective of their given faction. To prepare, students will work collaboratively within their factions using technology, and will be required to prepare a written speech. They will need to demonstrate that they understand the motivation behind the execution of Louis XVI as well as the causes and major events of the French Revolution. Students’ performance will be factored into the classwork/homework grade for the course as well as the small projects/quizzes grade for the course. Please see “Assured Student Performance Rubrics” for the full assignment and scoring rubric.

Summative Assessment:

Students will be assigned to research a major event of the early French Revolution. Collaborating with a partner using technology, they will need to perform a historical analysis of their assigned event and fit their event into the larger context of the French Revolution. Students will present

their assigned topic to the class using technology and field questions from the class as well. Students' performance on this project will count as a major projects/tests grade. Please see "Assured Student Performance Rubrics" for the full assignment and scoring rubric.

Resources

Core

- BBC. *Terror! Robespierre and the French Revolution*. https://www.youtube.com/watch?v=suZdYkZ_feM. Web.
- Chaliand, Gérard and Arnaud Blin. "The Invention of Modern Terror." Gérard Chaliand and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016. Print.
- Duncan, Mike. "Revolutions" podcasts. Episodes 3.1-3.2. Web.
- Duncan, Mike. "Revolutions" podcasts. Episodes 3.10-3.26. Web.
- Merriman, John M. *A History of Modern Europe: From the Renaissance to the Present*. 2nd ed. New York: Norton, 2004. pp. 469-80, 496-507. Print.

Supplemental

- Townshend, Charles. *Terrorism: A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2011. Print. Chp. 3: "The Reign of Terror."

Time Allotment

- Approximately 6 weeks

UNIT 4

Totalitarianism and State Terrorism

Unit Goals

At the completion of this unit, students will:

GEO 9–12.4	Evaluate how political and economic decisions by totalitarian states have influenced cultural and environmental characteristics.
INQ 9–12.11	Construct explanations using sound reasoning, correct sequence, examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given in a presentation to the class on an assigned totalitarian state.
GEO 9–12.8	Evaluate the consequences of catastrophes caused by totalitarian states on global trade, politics, and human migration.
ECO 9–12.1	Analyze how incentives influenced choices and policies with a range of costs and benefits for countries that embraced the utopian visions of Communism, Fascism, and Nazism.
ECO 9–12.2	Describe the possible consequences, both intended and unintended, of the policies of totalitarian states to improve market outcomes.
CCS.ELA-Literacy.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence when preparing a presentation on an assigned totalitarian state of the 20 th century.
CCS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem when preparing a presentation on an assigned totalitarian state of the 20 th century.
CCS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches

effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation, in their presentations on totalitarian states of the 20th century.

CCS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks, in their presentations on totalitarian states of the 20th century.

CCS.ELA-Literacy.SL.11-12.5

Make strategic use of digital media (e.g., textual, graphic, audio, visual, and interactive elements) in presentations on totalitarian states of the 20th century to enhance understanding of findings, reasoning, and evidence and to add interest.

ISTE Knowledge Constructor
(Standard 3a)

Plan and employ effective research strategies to locate information and other resources for their presentations on totalitarian states of the 20th century.

ISTE Innovative Designer
(Standard 4a)

Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts, or solving problems in preparing for their presentations on totalitarian states of the 20th century.

ISTE Creative Communicator
(Standard 6b)

Create original works or responsibly repurpose or remix digital resources into new creations in their presentations on totalitarian states of the 20th century.

ISTE Global Collaborator
(Standard 7b)

Use collaborative technologies to work with others, peers, to examine issues and problems from multiple viewpoints in preparing for their presentations on totalitarian states of the 20th century.

Unit Essential Questions

- In what ways was Maximilien Robespierre the founder of state terror?
- How do utopian visions lead to state terror?

- How did the ideologies of Communism and Fascism lead to the use of state terrorism by totalitarian states in the 20th century?
- What is a totalitarian state?

Scope and Sequence

1. Definition of totalitarianism
 - Historical examples of totalitarian states
 - The six characteristics of a totalitarian state
 - How a utopian vision motivates a totalitarian state
2. Utopian visions: Communism and Fascism
 - History of Communism and proto-communist movements
 - Utopian ideology of Communism
 - History of Fascism
 - Utopian ideology of Fascism
 - Differences between fascism and National Socialism (Nazism)
 - How totalitarian states use terror and genocide
3. Totalitarian states of the 20th century
 - Totalitarian State Analysis Project
 - Comparing and contrasting totalitarian states

Assured Assessments

Formative Assessment:

Students will read selections from the *Communist Manifesto* by Karl Marx and Friedrich Engels as well as *Fascism: Doctrine and Institutions* by Benito Mussolini and answer analysis questions and respond to writing prompts on the readings. Students will also take part in a full-class discussion regarding the ideas of communism and fascism. Students' performance will be factored into the classwork/homework grade for the course.

Summative Assessment:

Students will be assigned to work collaboratively, using technology, with a group to analyze a 20th-century totalitarian state. Using online databases, they will research the revolution that ushered in the state according to the Five Critical Factors of Revolution. They will then analyze the state according to the six characteristics of a totalitarian state. Each group will present their assigned state to the class for an entire class period. This project will count as a double major projects/tests grade. Please see "Assured Student Performance Rubrics" for the full assignment and scoring rubric.

Resources

Core

- Chaliand, Gérard and Arnaud Blin. “Lenin, Stalin, and State Terrorism.” Gérard Chaliand and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016. Print.
- Duncan, Mike. “Revolutions” podcasts. Episode 3.12b. Web.
- Duncan, Mike. “Revolutions” podcasts. Episode 3.43. Web.
- Marx, Karl, and Friedrich Engels. “Selections from ‘Manifesto of the Communist Party.’” <https://hildymac.files.wordpress.com/2016/10/marx-engles-manifesto.pdf>. Web.
- Mussolini, Benito. “The Doctrine of Fascism.” <http://www.worldfuturefund.org/wffmaster/Reading/Germany/mussolini.htm>. Web.

Supplemental

- DeFronzo, James. *Revolutions and Revolutionary Movements*. 4th ed. Boulder: Westview, 2011. Print. Chp. 2: “The Russian Revolutions and Eastern Europe”; Chp. 3: “Revolution in China”; Chp. 4: “The Vietnamese Revolution”; Chp. 5: “The Cuban Revolution.”
- Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale UP, 2009. Print. Chp. 11: “*Blut und Boden*: Germany and Nazi Genocide”; Chp. 13: “Soviet Terror and Agriculture”; Chp. 14: “Maoism in China: A Rural Model of Revolutionary Violence”; Chp. 15: “From the Mekong to the Nile: Genocide in Cambodia and Rwanda.”
- Townshend, Charles. *Terrorism: A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2011. Print. Chp. 3: “The Reign of Terror.”

Time Allotment

- Approximately 4 weeks

UNIT 5

Revolution and Terrorism in Ireland

Unit Goals

At the completion of this unit, students will:

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| CIV 9–12.5 | Analyze how the people of Ireland have challenged local, state, national, and international laws throughout their history. |
| CIV 9–12.7 | Analyze historical, contemporary, and emerging means of changing society, promoting the common good, and protecting rights in Northern Ireland. |
| GEO 9–12.4 | Evaluate how political and economic decisions throughout the history of Ireland have influenced the cultural and environmental characteristics of Ireland. |
| GEO 9–12.6 | Evaluate the impact of economic activities and political decisions on human settlement patterns within and among urban, suburban, and rural regions of Ireland. |
| CCS.ELA-Literacy.RH.11-12.1 | Cite specific textual evidence to support analysis of primary and secondary sources regarding Irish historical documents such as the Proclamation of the Irish Republic and the Anglo-Irish Treaty, connecting insights gained from specific details to an understanding of each text as a whole. |
| CCS.ELA-Literacy.RH.11-12.2 | Determine the central ideas or information of a primary or secondary source such as the Irish Declaration of 1916 and the Anglo-Irish Treaty; provide an accurate summary that makes clear the relationships among the key details and ideas. |
| CCS.ELA-Literacy.WHST.11-12.1 | Write arguments focused on discipline-specific content related to revolution and terrorism in Ireland. |
| CCS.ELA-Literacy.SL.11-12.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues related to revolution and terrorism in Ireland, building on others' ideas and expressing their own clearly and persuasively. |

ISTE Knowledge Constructor
(Standard 3b)

Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources to analyze early failed Irish revolts.

ISTE Creative Communicator
(Standard 6c)

Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations in their presentations on early failed Irish revolts.

Unit Essential Questions

- What factors led to the English conquest and rule of Ireland?
- Why did all Irish rebellions fail for the 400 years between Silken Thomas (1534) and the Easter Rising (1916)?
- What factors led to the success of the Irish Wars of Independence?
- Why did the Irish turn to terrorism in Northern Ireland during the Troubles?

Scope and Sequence

1. The geography of Ireland
2. The English Conquest of Ireland
3. Early Irish Rebellions
 - Silken Thomas Rebellion, the Desmond Rebellions, the Nine Years' War
4. Irish rebellions of the 17th century
 - The Irish Rebellion of 1641 and the Jacobite Wars
5. Irish uprisings of the 18th and 19th centuries
 - 1798, 1803, and 1848
6. The Easter Rising and the Irish Wars of Independence
 - The Anglo-Irish Treaty
7. The Irish Civil War
8. The troubles (1968-1998)
 - Major terrorist attacks (PIRA)
 - The Internment Struggle
 - The Good Friday Agreement
 - Northern Ireland today

Assured Assessments

Formative Assessment:

Students will respond in writing to short prompts regarding the English conquest and subjugation of Ireland, and will analyze and write responses to prompts regarding primary sources such as the Proclamation of the Irish Republic and the Anglo-Irish Treaty. They will also analyze early failed Irish uprisings and write answers to analysis questions regarding why each of the uprisings

failed according to the Five Critical Factors of Revolution. Students will then take part in a two-day “Anglo-Irish Treaty Debate” in which they will divide into the two major factions of the Dáil Éireann (Pro-Treaty vs. Anti-Treaty). To prepare, students will work collaboratively using technology, and will be required to prepare a written speech. They will need to demonstrate that they understand the motivation behind support for and opposition to the Anglo-Irish Treaty. Students’ performance will be factored into the classwork/homework grade for the course as well as the small projects/quizzes grade for the course. Please see “Assured Student Performance Rubrics” for the full assignment and scoring rubric.

Summative Assessment:

At the end of this unit students will take a comprehensive examination covering all material from the unit. The exam will cover content from the English conquest of Ireland until the Omagh bombing of 1998, and will require a demonstration of understanding through written responses as well as answers to multiple-choice and matching questions. Students’ performance will count as a major projects/tests grade.

Resources

Core

- Bartlett, Thomas. “The 1798 Irish Rebellion.” http://www.bbc.co.uk/history/british/empire_seapower/irish_reb_01.shtml. Web.
- BCW Project. “The Irish Uprising, 1641.” <http://bcw-project.org/church-and-state/confederate-ireland/the-irish-uprising>. Web.
- Chaliand, Gérard and Arnaud Blin. “The Golden Age of Terrorism.” Gérard Chaliand and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016. Print.
- The Irish Story. “The Eleven Years War 1641-52: A Brief Overview.” <http://www.theirishstory.com/2014/01/10/the-eleven-years-war-a-brief-overview/#.WmXb9q6nHIV>. Web.
- The Irish Story. “The Irish Civil War: A Brief Overview.” <http://www.theirishstory.com/2012/07/02/the-irish-civil-war-a-brief-overview/#.WmXcsq6nHIV>. Web.
- The Irish Story. “The Irish War of Independence: A Brief Overview.” <http://www.theirishstory.com/2012/09/18/the-irish-war-of-independence-a-brief-overview/#.WmXckq6nHIV>. Web.
- *Michael Collins*. Dir. Neil Jordan. Geffen, 1996. Film.

Supplemental

- Kiernan, Ben. *Blood and Soil: A World History of Genocide and Extermination from Sparta to Darfur*. New Haven: Yale UP, 2009. Print. Chp. 5: “The English Conquest of Ireland.”
- Townshend, Charles. *Terrorism: A Very Short Introduction*. 2nd ed. Oxford: Oxford UP, 2011. Print. Chp. 5: “Nationalism and Terror.”

Time Allotment

- Approximately 5 weeks

UNIT 6

Islamic Extremism and Terrorism

Unit Goals

At the completion of this unit, students will:

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| HIST 9–12.1 | Evaluate how the development of the Islamic extremist movement was shaped by unique circumstances of time and place as well as broader historical contexts. |
| HIST 9–12.4 | Analyze complex and interacting factors that influenced the perspectives of Islamic extremists during different historical eras. |
| HIST 9–12.5 | Analyze how historical contexts shaped and continue to shape the perspectives of Islamic extremist organizations. |
| HIST 9–12.14 | Analyze multiple and complex causes and effects of events in the past as related to the rise of Islamic terrorist groups. |
| GEO 9–12.4 | Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of the Middle East, particularly Saudi Arabia, Iraq, and Syria. |
| INQ 9–12.15 | Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global Islamic terrorism; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address this problem over time and place. |
| INQ 9–12.16 | Assess options for individual and collective action to address the local, regional, and global problems posed by Islamic extremism and engage in self-reflection, strategy identification, and complex causal reasoning. |
| CCS.ELA-Literacy.RH.11-12.6 | Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence when preparing for class discussions on Islamic extremism and the Model United Nations Simulation Debate. |

CCS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem when preparing for class discussions on Islamic extremism and the Model United Nations Simulation Debate.
CCS.ELA-Literacy.RH.11-12.8	Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information when preparing for class discussions on Islamic extremism and the Model United Nations Simulation Debate.
CCS.ELA-Literacy.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, when preparing for class discussions on Islamic extremism and the Model United Nations Simulation Debate.
CCS.ELA-Literacy.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research related to Islamic extremism and terrorism.
ISTE Knowledge Constructor (Standard 3d)	Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions, in preparing for a Model United Nations simulation debate regarding the formulation of a policy to deal with the Islamic State.
ISTE Innovative Designer (Standard 4d)	Exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended problems in preparing for a Model United Nations simulation debate regarding the formulation of a policy to deal with the Islamic State.

Unit Essential Questions

- What are the theological and ideological reasons for the rise of modern Islamic extremist and terrorist groups?
- What is the history of Al-Qaeda?
- Why was the United States the target of the September 11, 2001, attacks?
- How has Al-Qaeda changed after 9/11?
- What factors led to the rise of the Islamic State of Iraq and Syria?

- What led to the split between Al-Qaeda and ISIS?
- What is the goal of ISIS?

Scope and Sequence

1. The theological and ideological roots of Islamic extremism
 - Hanbalism, Salafism, Wahhabism, and Qutbism
2. Rise of Al-Qaeda
 - Soviet-Afghan War
 - Early history of Al-Qaeda
 - Life of Osama bin Laden
 - Bin Laden’s 1998 fatwa
 - Early Al-Qaeda terrorist attacks
3. Attacks of September 11, 2001
4. Al-Qaeda after 9/11
 - United States invasions of Afghanistan and Iraq
 - Hunt for bin Laden
5. Al-Qaeda affiliates
6. Islamic State of Iraq and Syria (ISIS)
 - Early history of ISI
 - Life of Abu Musab al-Zarqawi
 - Situation in Iraq and Syria
 - Life of Abu Bakr al-Baghdadi
 - Break from Al-Qaeda
 - ISIS today

Assured Assessments

Formative Assessment:

Students will read relevant articles such as Berman’s “The Philosopher of Islamic Terror” and Wood’s “What ISIS Really Wants” and then participate in a graded full-class discussion. Students will also write reflective and analytical pieces regarding the ideas presented in the articles. Students’ performance will be factored into the classwork/homework grade for the course.

Summative Assessment:

At the end of this unit students will take a comprehensive examination covering all material from the unit. The exam will cover content from the theological/ideological roots of Islamic extremism until the present fight against the Islamic State of Iraq and Syria (ISIS), and will require a demonstration of understanding through written responses as well as answers to multiple-choice and matching questions. Students’ performance will count as a major projects/tests grade.

Resources

Core

- Berman, Paul. "The Philosopher of Islamic Terror." *The New York Times Magazine* March 23, 2003. <http://www.nytimes.com/2003/03/23/magazine/the-philosopher-of-islamic-terror.html/> Web.
- Blin, Arnaud. "The United States Confronting Terrorism." Chaliand, Gérard, and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016.
- Géré, François. "Suicide Operations: Between War and Terrorism." Chaliand, Gérard, and Arnaud Blin, Eds. *The History of Terrorism: From Antiquity to ISIS*, updated edition. Oakland, CA: U of California P, 2016.
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Time Allotment

- Approximately 7 weeks

COURSE CREDIT

One credit in social studies
One class period daily for a full year

PREREQUISITES

Global Civilizations.

ASSURED STUDENT PERFORMANCE RUBRICS

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Social and Civic Expectations Rubric
- “Analyzing Failed Revolutionary Movements: Popular Revolt in the Late Middle Ages”
- “Independence Debate: Second Continental Congress Simulation”
- “Regicide Debate: National Convention Simulation”
- “Liberté, égalité, fraternité: Major Events of the French Revolution”
- “‘The Specter of Robespierre’: Totalitarianism: Communism, Fascism, Revolution, and State Terror”
- “Analyzing Failed Revolutionary Movements II: Failed Irish Uprisings (1569-1885)”
- “Anglo-Irish Debate: Dáil Éireann Simulation”

SAMPLE EXAMINATIONS

- Sample Midterm Examination
- Sample Final Examination
- Sample Final Examination

SCHOOL-WIDE RUBRICS

Rubric 1: Read Effectively

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> Clearly identifying the purpose of the text Providing initial reaction richly supported by text Providing a perceptive interpretation 	Demonstrates understanding of text by: <ul style="list-style-type: none"> Identifying the fundamental purpose of the text Providing initial reaction supported by text Providing a clear/straightforward interpretation of the text 	Demonstrates general understanding of text by: <ul style="list-style-type: none"> Partially identifying the purpose of the text Providing initial reaction somewhat supported by text Providing a superficial interpretation of the text 	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> Not identifying the purpose of the text Providing initial reaction not supported by text Providing an interpretation not supported by the text
Interpret X_____	Demonstrates exceptional interpretation of text by: <ul style="list-style-type: none"> Extensively reshaping, reflecting, revising, and/or deepening initial understanding Constructing insightful and perceptive ideas about the text. Actively raising critical questions and exploring multiple interpretations of the text 	Demonstrates ability to interpret text by: <ul style="list-style-type: none"> Reshaping, reflecting, revising, and/or deepening initial understanding Summarizing main ideas of text Actively interpreting text by raising questions and looking for answers in text 	Demonstrates general ability to interpret text by: <ul style="list-style-type: none"> Guided reflection and/or revision of initial understanding Summarizing some of the main ideas of text Guided interpretation of text by locating answers to given questions in text 	Demonstrates limited ability to interpret text as evidenced by: <ul style="list-style-type: none"> Struggle to implement guided reflection and/or revision of initial understanding Struggle to summarize any main ideas of text Struggle to answer questions by locating responses in text
Connect X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates specific connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Demonstrates general connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world 	Struggles to make connections <ul style="list-style-type: none"> text-to-text text-to-self text-to-world
Evaluate X_____	Demonstrates insightful evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to create a conclusion supported by the text Perceptive judgments about the quality of the text Synthesis of text Expression of a personal opinion 	Demonstrates an evaluation of text by one or more of the following: <ul style="list-style-type: none"> Critical analysis to form a conclusion from the text Thoughtful judgments about the quality of the text Evaluation of text to express personal opinion(s) 	Demonstrates a general evaluation of text by one or more of the following: <ul style="list-style-type: none"> Formulation of a superficial conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s) 	Demonstrates a struggle to evaluate the text by one or more of the following: <ul style="list-style-type: none"> Formulation of a conclusion from the text Assessment of the quality of the text Use of text to express personal opinion(s)

Rubric 2: Write Effectively

Category/ Weight	Exemplary 4 Student work:	Goal 3 Student work:	Working Toward Goal 2 Student work:	Needs Support 1-0 Student work:
Purpose X_____	<ul style="list-style-type: none"> Establishes and maintains a clear purpose Demonstrates an insightful understanding of audience and task 	<ul style="list-style-type: none"> Establishes and maintains a purpose Demonstrates an accurate awareness of audience and task 	<ul style="list-style-type: none"> Establishes a purpose Demonstrates an awareness of audience and task 	<ul style="list-style-type: none"> Does not establish a clear purpose Demonstrates limited/no awareness of audience and task
Organization X_____	<ul style="list-style-type: none"> Reflects sophisticated organization throughout Demonstrates logical progression of ideas Maintains a clear focus Utilizes effective transitions 	<ul style="list-style-type: none"> Reflects organization throughout Demonstrates logical progression of ideas Maintains a focus Utilizes transitions 	<ul style="list-style-type: none"> Reflects some organization throughout Demonstrates logical progression of ideas at times Maintains a vague focus May utilize some ineffective transitions 	<ul style="list-style-type: none"> Reflects little/no organization Lacks logical progression of ideas Maintains little/no focus Utilizes ineffective or no transitions
Content X_____	<ul style="list-style-type: none"> Is accurate, explicit, and vivid Exhibits ideas that are highly developed and enhanced by specific details and examples 	<ul style="list-style-type: none"> Is accurate and relevant Exhibits ideas that are developed and supported by details and examples 	<ul style="list-style-type: none"> May contain some inaccuracies Exhibits ideas that are partially supported by details and examples 	<ul style="list-style-type: none"> Is inaccurate and unclear Exhibits limited/no ideas supported by specific details and examples
Use of Language X_____	<ul style="list-style-type: none"> Demonstrates excellent use of language Demonstrates a highly effective use of standard writing that enhances communication Contains few or no errors. Errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates competent use of language Demonstrates effective use of standard writing conventions Contains few errors. Most errors do not detract from meaning 	<ul style="list-style-type: none"> Demonstrates use of language Demonstrates use of standard writing conventions Contains errors that detract from meaning 	<ul style="list-style-type: none"> Demonstrates limited competency in use of language Demonstrates limited use of standard writing conventions Contains errors that make it difficult to determine meaning

Rubric 4: Social and Civic Expectations

Category/ Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Responsibility for Self X_____	<ul style="list-style-type: none"> Highly self-directed Consistently displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Self-directed Displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Occasionally self-directed At times displays ethical conduct in the classroom and on campus 	<ul style="list-style-type: none"> Rarely self-directed Seldom displays ethical conduct in the classroom and on campus
Respects Others X_____	<ul style="list-style-type: none"> Sensitive and considerate to others 	<ul style="list-style-type: none"> Considerate to others 	<ul style="list-style-type: none"> At times considerate to others 	<ul style="list-style-type: none"> Insensitive to others
Practices Interpersonal Skills X_____	<ul style="list-style-type: none"> Champions discussions to resolve differences through active listening and offers opinions without prompting in a positive and rational manner 	<ul style="list-style-type: none"> Actively discusses avenues to resolve differences when appropriate, and offers encouraging opinions when prompted 	<ul style="list-style-type: none"> At times, appears indifferent to others, does not seek avenues to resolve differences, and is inflexible in his or her own opinions 	<ul style="list-style-type: none"> Demonstrates intolerance and lacks social interaction skills
Cultural Understanding X_____	<ul style="list-style-type: none"> Demonstrates a high level of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates an appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates little appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives 	<ul style="list-style-type: none"> Demonstrates a lack of appreciation of cultural understanding and respect for the uniqueness of others, their practices and perspectives

Analyzing Failed Revolutionary Movements: Popular Revolt in the Late Middle Ages

According to James DeFronzo, if one or more of the Five Critical Factors of Revolution do not exist during a revolutionary movement the revolution will ultimately fail.

As a group (of 2-3, I can't have more than 12 groups) you will be analyzing a Popular Revolt that took place during the Late Middle Ages in Europe.

You will be analyzing your assigned revolt according to the Five Critical Factors of Revolution and determining which of the Five Critical Factors were **not** present during the revolt and how their absence ultimately explains the failure of the revolt.

Your group will be working together to create a seven-slide (minimum, **not** including your works cited slide) visually appealing presentation in order to share with the class what you found. For this you can use Google Slides or Prezi.

Your presentation must include an analysis of your assigned revolt according to the Five Critical Factors of Revolution. Explain which factors were present (if any) and which factors were not present and how their absence may explain the failure of the revolt.

You must also give the historical context/background of your revolt/uprising and explain the general course of the rebellion itself and how it came to an end.

Finally you will give an overall explanation as to why your group believes the revolt failed in the end.

The Popular Revolts you may choose from are as follows:

1. The Second Barons' War (1264–1267) England
2. The Ivaylo Rebellion (1277-1280) Bulgaria
3. The Peasant Revolt in Flanders (1323–1328) Flanders
4. The St. George's Night Uprising (1343-1345) Estonia
5. The Jacquerie (1356-1358) France
6. The Peasant's Revolt in England (1381) England
7. Jack Cade Revolt (1450) England
8. The Cornish Rebellion (1497) Cornwall
9. Friulian Revolt (1511) Friuli
10. The German Peasant's War (1524-1525) Holy Roman Empire
11. Croatian–Slovene peasant revolt (1573) Croatia and Slovenia
12. Swiss Peasant War (1653) Switzerland

This project will be worth a **major projects/tests** grade.

How You Will Be Graded:

- Historical Background/Context of the Revolt
 - **(20 points)**

- Historical Course of the Revolt
 - **(20 points)**

- Analysis of the Revolt According to the Five Critical Factors of Revolution and Why It Failed
 - **(40 points)***
 - **Note:** it may not be possible to cover all of the factors, but discuss as many as you can find information for; you will not lose points for not covering all of them if you cannot find information

- Quality of Power Point/Prezi **(10 points)**
 - Does it look good? Organized? Helps deliver information?

- Quality of Presentation **(10 points)**
 - Did everyone speak? Was it interesting?

Category	Excellent	Good	Fair	Poor
H. Context	20-18	17-14	13-10	9-0
H. Course	20-18	17-14	13-10	9-0
Analysis	40-30	30-20	20-10	10-0
P.P./Prezi	10-8	7-6	5-4	3-0
Presentation	10-8	7-6	5-4	3-0

*** Make sure your last slide is a list of websites (or books) you used to complete the project.**



Independence Debate

Second Continental Congress Simulation

Small Projects/Quizzes Grade



Resolution: *Resolved, that these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved*

Our classroom will be transformed into the Pennsylvania Statehouse in July of 1776.

You and a partner will be assigned to represent the delegates from one colony and will participate in Continental Style debate for two days on the issue of independence.

Depending on your colony's position, you will either be for the resolution or against the resolution above.

You will need to prepare an opening speech (3 minutes) and research arguments regarding your position. You will also need to reference information related to your specific colony and how independence may impact your colony. Remember you represent your **colony** in this debate!

You will have two (+) days to prepare in class using Chrome Books.

You are required to hand in a paper copy of the following **after** the second day of debate:

1. Your opening **speech**
2. Your **notes** used for arguments during debate

Be prepared to:

1. Give an opening statement (3 minutes)
 - ❖ *Briefly* state your colony's position on the issue and why
2. Argue for or against independence during the course of the debate
 - ❖ You will be required to state historical arguments for your position
3. Be civil in both sessions of debate
 - ❖ A lack of civility will result in significant point loss

Rules of Continental Style Debate (Modified Parliamentary Style)

- ❖ Your group will lose points if it shows a lack of civility during the debate
- ❖ The debate will begin with a delegate from Virginia (acting as Richard Henry Lee) proposing the resolution
- ❖ Each colony will have an opportunity to share its three-minute opening statement
- ❖ After opening statements are completed a more free debate will ensue
- ❖ Only delegates standing may speak
- ❖ You must address Mr. Hancock (Teacher) as "Mr. President"
- ❖ If you wish to speak you must quietly stand and wait for Mr. Hancock to grant you permission to speak
- ❖ If two delegates of opposing sides of the debate are standing up at the same time they may go "back and forth," but each delegate must wait for the other delegate to finish speaking (or wait for Mr. Hancock to stop the other delegate) before beginning speaking
- ❖ You may *heckle* within reason while another delegate is speaking
 - A heckle is a brief, witty, and pertinent remark, at any stage in the proceedings
 - Heckles are used to poke fun at **the claims** of your opponents
 - Heckling should never be allowed to escalate into a shouting match
- ❖ You may encourage your allies in the Congress as they speak
 - A well placed "*Here! Here!*" can sometimes be effective in filling in pauses
 - You may congratulate ally delegates after their speeches by tapping on your desk if they give a rousing speech
 - But avoid being excessively noisy or distracting
- ❖ The debate will conclude on Tuesday with each colony casting its final vote for or against independence
- ❖ If the debate is inconclusive by the end of class on Tuesday it will continue into Wednesday; this is up to the discretion of President Hancock
- ❖ This will give you an opportunity to be honest and decide which side did a superior job in the debate

Independence Debate Rubric

Second Continental Congress Simulation

Small Projects/Quizzes Grade



Resolution: *Resolved, that these United Colonies are, and of right ought to be, free and independent States, that they are absolved from all allegiance to the British Crown, and that all political connection between them and the State of Great Britain is, and ought to be, totally dissolved*

Category	Excellent	Good	Fair	Poor
Participation	40-35	35-30	25-20	20-0
Written Speech	30-25	25-20	20-15	15-0
Civility	20-15	15-10	10-5	5-0
Eloquence	10-8	8-6	6-4	4-0

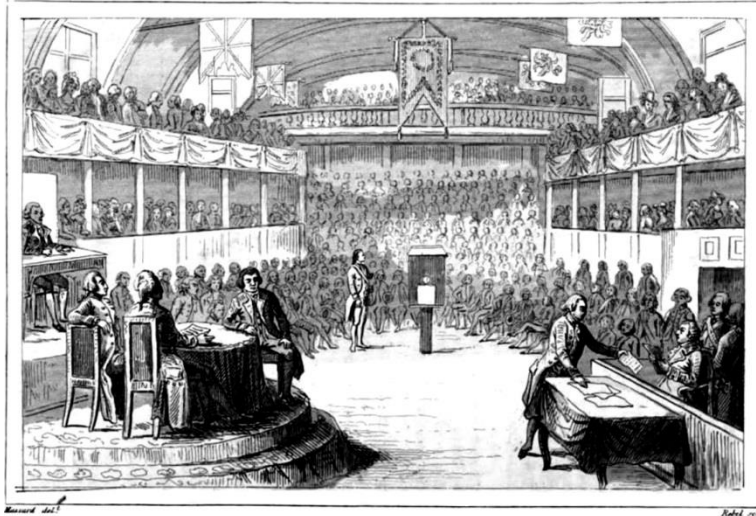
Number of Times the Student Meaningfully Participated in the Debate: _____

Comments Regarding Student's Speech:

Grade: _____

Regicide Debate

National Convention Simulation
Small Projects/Quizzes Grade



Interrogatoire de Louis le dernier

Charge: "Louis, the French Nation accuses you of having committed a multitude of crimes to establish your tyranny, in destroying her freedom."

Our classroom will be transformed into the National Convention in December of 1792.

You and your group will be assigned to represent a faction from one political group and will participate in Convention Style debate to determine if Louis XVI should be executed or not.

Each faction will have a different perspective on the charges against Louis XVI and what should happen to him. See below.

Each faction will need a **5-10 minute** opening speech. You may choose which members of your faction will give the opening speech. Then the floor will be open for debate.

The Factions:

- ❖ **Jacobins:** Louis XVI is guilty and must die . . . now!
- ❖ **Girondins:** Louis XVI is guilty but there should be an *appel au peuple!*
- ❖ **Feuillants:** Louis XVI is innocent! Also, one of you will be Louis XVI. You will act as a **Feuillants** during preparation and then sit in a chair in front of the classroom during the debate as Louis XVI. Louis XVI will receive the same grade as the Feuillants faction.

You will have one (+) day to prepare in class using Chrome Books.

You are required to hand in a paper copy of the following **after** the second day of debate:

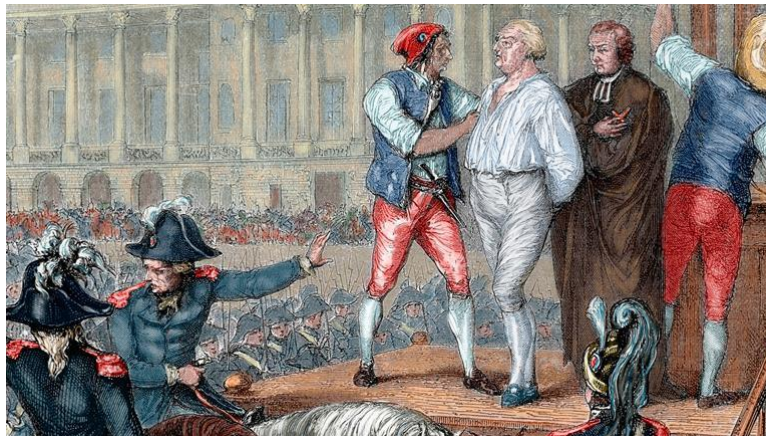
1. Your faction's opening **speech**
2. Your **notes** used for arguments during debate

Your faction must be prepared to:

1. Give an opening speech (5-10 minutes)
 - ❖ State your faction's position on the fate of Louis XVI and why
2. Argue for your position on the fate of Louis XVI during the course of the debate
 - ❖ You will be required to state historical arguments for your position
 - ❖ Louis XVI may be questioned by each faction on the witness stand
3. Be civil in both sessions of debate
 - ❖ A lack of civility will result in significant point loss

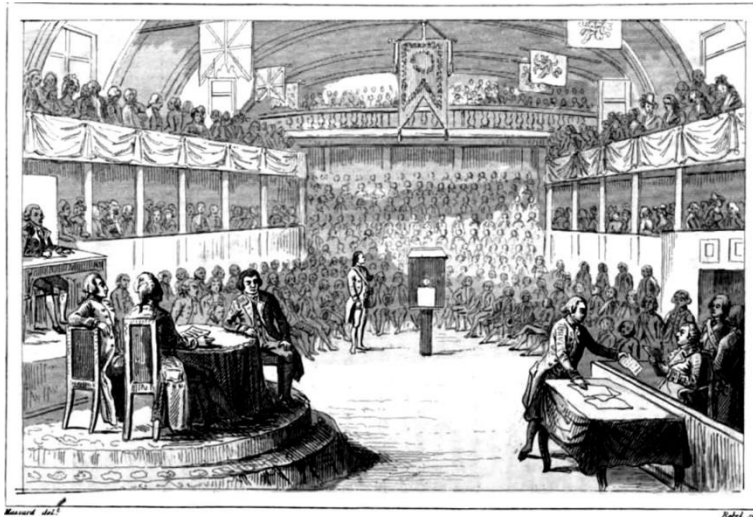
Rules of National Assembly Style Debate (Modified Parliamentary Style)

- ❖ Your group will lose points if it shows a lack of civility during the debate
- ❖ Each faction will have an opportunity to share its five-minute opening statement
- ❖ After opening statements are completed a more free debate will ensue
- ❖ Only delegates standing may speak
- ❖ If you wish to speak you must quietly stand and wait for Citizen Bertrand Barère to grant you permission to speak
- ❖ If two delegates of opposing sides of the debate are standing up at the same time they may go "back and forth," but each delegate must wait for the other delegate to finish speaking (or wait for Citizen Barère to stop the other delegate) before beginning speaking
- ❖ The debate will conclude on Thursday with each delegate voting on the fate of Louis
- ❖ If the debate is inconclusive by the end of class on Thursday it will continue into Friday; this is up to the discretion of Citizen Barère
- ❖ This will give you an opportunity to be honest and decide which side did a superior job in the debate



Regicide Debate

National Convention Simulation
Small Projects/Quizzes Grade



Interrogatoire de Louis le dernier

Charge: "Louis, the French Nation accuses you of having committed a multitude of crimes to establish your tyranny, in destroying her freedom."

Category	Excellent	Good	Fair	Poor
Participation	40-35	35-30	25-20	20-0
Written Speech	30-25	25-20	20-15	15-0
Civility	20-15	15-10	10-5	5-0
Eloquence	10-8	8-6	6-4	4-0

Number of Times the Student Meaningfully Participated in the Debate: _____

Comments Regarding Student's Speech:

Grade: _____

Liberté, égalité, fraternité:

Major Events of the French Revolution

Major Projects/Tests Grade

“It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way.”

–Charles Dickens, *A Tale of Two Cities*

Each of you will be responsible to research one of the major events of the French Revolution spanning from 1789 until January of 1793 . . .

The events will be as follows in chronological order:

1. **The Calling of the Estates General and the Formation of the National Assembly**
❖ REVOLUTIONS podcast: 3.9 & 3.10
2. **The Storming of the Bastille**
❖ REVOLUTIONS podcast: 3.11
3. **The Great Fear and the Night of August the 4th**
❖ REVOLUTIONS podcast: 3.12 & 3.13
4. **The Women’s March on Versailles and the Royal Family’s Move to Paris**
❖ REVOLUTIONS podcast: 3.14
5. **The Rise of the Jacobins and the Civil Constitution of the Clergy**
❖ REVOLUTIONS podcast: 3.15 & 3.16
6. **The Fête de la Fédération**
❖ REVOLUTIONS podcast: 3.16
7. **The Flight to Varennes**
❖ REVOLUTIONS podcast: 3.18
8. **The Champ de Mars Massacre**
❖ REVOLUTIONS podcast: 3.19
9. **The French Constitution of 1791 and the Declaration of the Rights of Man and of the Citizen**
❖ REVOLUTIONS podcast: 3.13, 3.13a, and 3.20
10. **The Insurrection of August the 10th and the Abolition of the Monarchy**
❖ REVOLUTIONS podcast: 3.23
11. **The September Massacres**
❖ REVOLUTIONS podcast: 3.24 & 3.25
12. **The War of the First Coalition (1792–1793 only)**
❖ REVOLUTIONS podcast: 3.22 & 3.27
13. **The Execution of Louis XVI**
❖ REVOLUTIONS podcast: 3.26

Each presentation must be around **12*** minutes long (10-15 *max*). In your presentation you will need to speak at length about your assigned topic accompanied by a *well-done* and *interesting* Power Point presentation or Prezi. It is not about MASS of content, but CLARITY.

French Revolution Memes are STRONGLY encouraged at the end your presentation, but not required. 😊

In your preparation you must listen to the REVOLUTIONS podcast episode that is on your topic and take detailed notes on it. This will form the FOUNDATION of the content of your presentation.

How You Will Be Graded:

- Context: How your assigned topic fits into the broader context of the French Revolution
 - **20 points**
- Story Telling: how well do you do telling the story? Did you make it interesting?
 - **20 points**
- Content: how exhaustive and thorough was the content you presented to the class?
 - **40 points**
- Quality of Power Point/Prezi (**10 points**)
 - Does it look good? Organized? Helps deliver information?
- Pronunciation/Public Speaking (**10 points**)
 - Did you pronounce the French names correctly?
 - How well did you do speaking? Were you engaging?

Category	Excellent	Good	Fair	Poor
Context	20-18	17-14	13-10	9-0
Story Telling	20-18	17-14	13-10	9-0
Content	40-30	30-20	20-10	10-0
P.P./Prezi	10-8	7-6	5-4	3-0
Pronunciation	10-8	7-6	5-4	3-0

*** Make sure your last slide is a list of websites (or books) you used to complete the project.**

“*The Specter of Robespierre*”

Totalitarianism: Communism, Fascism, Revolution, and State Terror Major Projects/Tests Grade

“History is replete with evidence that state terror has direct causal connections to totalitarianism, whenever it is coupled with the ideology of radical social and individual transformation.”

-*The History of Terrorism*, 111

Requirements of Project

1. A group
2. Presentation: Power Point, Prezi, or Video You Create (shared with me)*
 - Presentations will be **45 minutes**
 - You must have a well-designed presentation with a plethora of relevant pictures
3. Good use of class time
 - There will be multiple “progress checks” that will be counted as homework grades
4. A Works Cited Page (URLS only, make sure the links work)*

Topics to choose from (only one group can do each one, group numbers in italics). ALL topics must be covered by each class.



Communist Russia (4) *The History of Terrorism* [9] *Blood and Soil* [13]

1. The Bolshevik Revolution
2. Soviet State Terror

Communist China (4) *Blood and Soil* [14]

3. The Chinese Communist Revolution
4. Chinese State Terror

Communist Cuba (2)

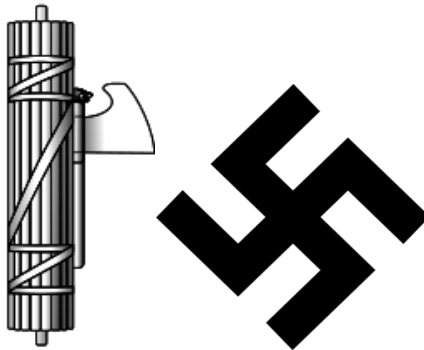
5. The Cuban Revolution and Cuban State Terror

Communist Cambodia (3) *Blood and Soil* [15]

6. The Cambodian Revolution and Cambodian State Terror (*Khmers rouges*)

Communist North Korea (3)

7. The Communist Revolution in Korea and North Korean State Terror

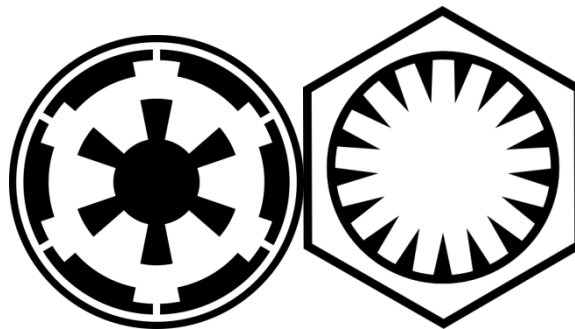


Fascist Italy (3)

8. The Fascist Takeover of Italy and Italian State Terror

Nazi Germany (4) *Blood and Soil* [11]

9. The Nazi Takeover of Germany
10. Nazi State Terror



A Galaxy Far, Far Away... (3)

11. The Galactic Empire and the First Order

Requirements

Obviously each of these topics is incredibly complex and you could spend months learning about each of them, but these are the bare minimum requirements of what you must cover in your presentations.

Organize your presentation into the following chapters:

1. **Chapter I: Revolution**
 - a. Major **Causes** of the Revolution
 - b. General **Course** of the Revolution
 - c. The Most Significant **Events** and **Leaders** of the Revolution

2. **Chapter II: The Totalitarian State**
 - a. Significant **Leaders** of the Totalitarian Regime
 - b. The use of **Propaganda** by the Regime
 - c. How the Totalitarian State was **Organized**
 - d. The **Utopian Vision** of the Regime

3. **Chapter III: Maintaining and Enforcing Power**
 - a. How the Totalitarian **Maintained** and **Enforced** Power (see notes from class)*
 - b. Who were the **“Counter-Revolutionaries” (Victims)?**

4. **Chapter IV: The Terror**
 - a. How the Regime **Performed** State Terror
 - b. Significant **Events** of State Terror
 - c. The ultimate **Results** of the Revolution and State Terror

Rubric

Chapter I: Revolution

Category	Excellent	Good	Fair	Poor
Causes	10-8	7-6	5-4	3-0
Course	10-8	7-6	5-4	3-0
Events/Leaders	10-8	7-6	5-4	3-0

Chapter II: The Totalitarian State

Category	Excellent	Good	Fair	Poor
Leaders	10-8	7-6	5-4	3-0
Propaganda	10-8	7-6	5-4	3-0
Organization	10-8	7-6	5-4	3-0
Utopian Vision	10-8	7-6	5-4	3-0

Chapter III: Maintaining and Enforcing Power

Category	Excellent	Good	Fair	Poor
Maintain/Enforce	10-8	7-6	5-4	3-0
Victims	10-8	7-6	5-4	3-0

Chapter IV: The Terror

Category	Excellent	Good	Fair	Poor
Performance	10-8	7-6	5-4	3-0
Events	10-8	7-6	5-4	3-0
Ultimate Results	10-8	7-6	5-4	3-0

Overall

Category	Excellent	Good	Fair	Poor
Presentation	40-30	29-20	19-10	9-0
P.P. / Prezi	30-25	24-20	19-10	10-0
Works Cited	10-8	7-6	5-4	3-0

Total: _____

Possible Total: 200 points

- 100-point test grade
- 100-point project grade
- Homework grades (at least four progress checks)*

Analyzing Failed Revolutionary Movements II

Failed Irish Uprisings (1569-1885)

According to James DeFronzo, if one or more of the Five Critical Factors of Revolution do not exist during a revolutionary movement the revolution will ultimately fail.

As a group (of 3, I can't have more than 9 groups) you will be analyzing a failed Irish Uprising that took place in Ireland from 1569-1885.

You will be analyzing your assigned revolt according to the Five Critical Factors of Revolution and determining which of the Five Critical Factors were **not** present during the revolt and how their absence ultimately explains the failure of the uprising.

Your group will be working together to create a five-slide (minimum, **not** including your works cited slide) visually appealing presentation in order to share with the class what you found. For this you can use Google Slides or Prezi.

Your presentation must include an analysis of your assigned revolt according to the Five Critical Factors of Revolution. Explain what factors were present (if any) and which factors were not present and how their absence may explain the failure of the revolt.

You must also give the historical context/background of your revolt/uprising and explain the general course of the rebellion itself and how it came to an end.

Finally you will give an overall explanation as to why your group believes the revolt failed in the end.

The Popular Revolts you may choose from are as follows:

1. The Desmond Rebellions
2. The Nine Years War
3. The Irish Rebellion of 1641
4. The Williamite Wars in Ireland
5. The Irish Rebellion of 1798
6. The Irish Rebellion of 1803
7. The Young Irelander Rebellion of 1848
8. The Fenian Raids
9. The Fenian Rising and Dynamite Campaign

This project will be worth a classwork/homework grade.

How You Will Be Graded:

- Historical Background/Context of the Uprising
 - **(20 points)**

- Historical Course of the Uprising
 - **(20 points)**

- Analysis of the Uprising According to the Five Critical Factors of Revolution and Why It Failed
 - **(40 points)***
 - **Note:** it may not be possible to cover all of the factors, but discuss as many as you can find information for; you will not lose points for not covering all of them if you cannot find information

- Quality of Power Point/Prezi **(10 points)**
 - Does it look good? Organized? Helps deliver information?

- Quality of Presentation **(10 points)**
 - Did everyone speak? Was it interesting?

Category	Excellent	Good	Fair	Poor
H. Context	20-18	17-14	13-10	9-0
H. Course	20-18	17-14	13-10	9-0
Analysis	40-30	30-20	20-10	10-0
P.P./Prezi	10-8	7-6	5-4	3-0
Presentation	10-8	7-6	5-4	3-0

*** Make sure your last slide is a list of websites (or books) you used to complete the project.**

Anglo-Irish Debate

Dáil Éireann Simulation
Small Projects/Quizzes Grade



Resolution: *Resolved, that Dáil Eireann approves of the Treaty between Great Britain and Ireland, signed in London on December 6th, 1921.*

On **Wednesday, March 28, and Thursday, March 29**, C-38 will be transformed into the Mansion House in December of 1921. The debate *may* go into **Friday, March 30** if the final vote is not called by the end of class on Thursday.

You and your group will be assigned to represent the TDs (*Teachtaí Dála*) or “Assembly Delegates” from one party and will participate in Parliamentary Style debate for two days to determine whether or not Ireland should approve the Treaty with Great Britain.

The Factions:

- ❖ Pro-Treaty
- ❖ Anti-Treaty

Each faction will need a **5-10 minute** opening speech. You may choose which members of your faction will give the opening speech. Then the floor will be open for debate.

You will have two (+) days to prepare in class using Chrome Books.

Members of your party are required to share with me the following **after** the second day of debate:

1. Your opening **speech**
2. Your **notes** used for arguments during debate

Your faction must be prepared to:

1. Give an opening speech (5-10 minutes)
 - ❖ State your party’s position on the Anglo-Irish Treaty and why

2. Argue for your position on the Anglo-Irish Treaty during the course of the debate
 - ❖ You will be required to state historical arguments for your position
3. Be civil in both sessions of debate
 - ❖ A lack of civility will result in significant point loss

Rules of Irish Parliamentary Style Debate

- ❖ Your group will lose points if it shows a lack of civility during the debate
- ❖ Each faction will have an opportunity to share its 5-10-minute opening statement
- ❖ After opening statements are completed a more free debate will ensue
- ❖ Only delegates standing may speak
- ❖ You must address Dr. Eoin MacNeill (Mr. Artese) as “Mr. Speaker”
- ❖ If you wish to speak you must quietly stand and wait for the speaker to grant you permission to speak
- ❖ If two delegates of opposing sides of the debate are standing up at the same time they may go “back and forth,” but each delegate must wait for the other delegate to finish speaking (or wait for the speaker to stop the other delegate) before beginning speaking
- ❖ You may *heckle* within reason while another delegate is speaking
 - A heckle is a brief, witty, and pertinent remark, at any stage in the proceedings
 - Heckles are used to poke fun at **the claims** of your opponents
 - Heckling should never be allowed to escalate into a shouting match
- ❖ You may encourage your allies in the Parliament as they speak
 - A well placed “*Here! Here!*” can sometimes be effective in filling in pauses
 - You may congratulate ally delegates after their speeches by tapping on your desk, or even opponent allies if they give a rousing speech
 - But avoid being excessively noisy or distracting
- ❖ The debate will conclude on Thursday with each TD casting his/her final vote for or against the Anglo-Irish Treaty
- ❖ If the debate is inconclusive by the end of class on Thursday it will continue into Friday; this is up to the discretion of the speaker
- ❖ This will give you an opportunity to be honest and decide which side did a superior job in the debate

Anglo-Irish Debate Rubric

Dáil Éireann Simulation
Small Projects/Quizzes Grade



Resolution: Resolved, that Dáil Eireann approves of the Treaty between Great Britain and Ireland, signed in London on December 6th, 1921.

Category	Excellent	Good	Fair	Poor
Participation	40-35	35-30	25-20	20-0
Written Speech	30-25	25-20	20-15	15-0
Civility	20-15	15-10	10-5	5-0
Eloquence	10-8	8-6	6-4	4-0

Number of Times the Student Meaningfully Participated in the Debate: _____

Comments Regarding Student's Speech:

Grade: _____

Global Insights Midterm Examination

“Citizens, did you want a revolution without revolution?”

-Maximilien Robespierre

“Had his [Robespierre’s] revolution created the modern world, or betrayed it?”

(*Terror! Robespierre and the French Revolution*, BBC).

“The Age of Enlightenment had bequeathed humanity the idea of popular sovereignty, and it was in the name of that sovereignty that the Revolution claimed to defend it through the deployment of state terror, in which the end justified the means, including extreme violence . . . Total war, totalitarianism, and terrorism were born at the same time as liberty, human rights, and democracy. It would seem difficult to reconcile these two apparently contradictory extremes (*The History of Terrorism*, 94, 98).

Essential Question:

“Did the French Revolution *create* the modern world or *betray* it?”

Questions to consider and address:

- ❖ What were the **positive** and **negative** results of the French Revolution?
- ❖ What made the French Revolution **different** from the other revolutions that we have studied so far this year? At what **point** in the revolution did it become different?
- ❖ How did the French Revolution’s later stages set the precedent for Utopian State **Terror** Regimes for years to come?
- ❖ Was the Revolution worth the **price** based on its results?
- ❖ Overall, did the French Revolution **create** the modern world or **betray** it?

Write a five-paragraph (minimum) essay to answer this question. In your essay you must quote from 4 of the sources outlined below.

Open Everything: You may use your notes, the outline of the Revolution, content you remember from presentations or documentaries, *The History of Terrorism*, the two John Merriman readings (on the causes of the French Revolution and the Reign of Terror), selections from Robespierre speeches, the Peter Kropotkin and the Simon Schama readings.

- ❖ You will have **three** days in class to prepare
 - On some of these days you will be given content to read and annotate
- ❖ The exam will be given during the regularly-scheduled examination block

“By sealing our work with our blood, we may see at least the bright dawn of universal happiness . . .”

- Maximilien Robespierre

Global Insights Final Examination

The Question of the Islamic State: UN Simulation Debate and Presentation



We began our journey into the world of Islamic Extremism and Terrorism over a month ago. You know more about their ideology and theology than most. You also know more about the rise of Al-Qaeda, ISIS, and their Affiliates than most. Now it is time to construct an effective policy to deal with the situation.

Objective

Formulate and propose a policy to deal with ISIS from the perspective of your assigned country. To do this you will need to support your ideas with information from your class notes, articles we have read in class, documentaries we have watched in class, a documentary you will watch parts of on your own (*Confront ISIS* by FRONTLINE), and (mostly) independent research by your group concerning the views of your assigned country.

- ❖ In Stage **One** you will represent your assigned country in a simulated two-day session of the United Nations. You will participate in debate and propose policies based on the perspective of your assigned country.
- ❖ In Stage **Two** you will propose a finalized policy to the class from the perspective of your assigned country. This will be done using a Google Slides presentation. Each group will do this using maps, statistics, infographics, pictures, etc. to support its proposals. The presentation should be roughly 5 (+) minutes but may go longer than that. Each group member must speak during the presentation.

Questions to Consider: Should ground troops be deployed? Why or why not? If not through using ground troops, how can ISIS be stopped in Syria and Iraq? How should each country be involved? What should be done about the ISIS leadership? Can the movement of Islamic extremism be slowed or stopped globally? Is it even possible? Why or why not? What is the proper balance between keeping citizens of each country safe from ISIS maintaining rights that each country?

The countries/groups that will be represented are as follows:

1. Iraq
2. Syria
3. Turkey
4. Saudi Arabia
5. Jordan
6. Russia
7. U.S.A.
8. France
9. The United Kingdom
10. Germany
11. Iran
12. Israel

We will assemble for a “United Nations General Assembly” style debate. Each group may have representatives stand to state their position, and if another group has something to say they may stand quietly until they are recognized by the President. See rules below.

The point of the debate is an opportunity to question the policies of other groups and continue to enforce the policies of your group.

Rules of United Nations General Assembly Style Debate Proceedings

Roll Call

The President will announce each country's name. After delegates hear their country, they should answer “present.”

Setting the Agenda

The President will set the agenda. Once the motion has been made, delegates who desire to do so will state their positions on the motion. These speeches should alternate between those in favor and those opposed. Once these speeches have been given, debate will begin.

Debate Rules:

- ❖ When a member desires to address the Assembly, the member shall rise and respectfully address the President. Upon being recognized, the member may speak, and shall be confined to the question under consideration and avoid personal reflections.
- ❖ When two or more members rise at the same time and ask for recognition, the President shall designate the member who is entitled to the floor.
- ❖ With the unanimous consent of the House a member may make a statement not exceeding three minutes in length concerning a subject or matter not pending before the Assembly for consideration
- ❖ A member who has the floor may not be interrupted, unless another member rises and is recognized by the President.
- ❖ A member may yield the floor for questions related to the subject before the Assembly.

Close of Debate and Voting Procedures

Once the speakers are exhausted, the committee will move to voting at the discretion of the President. Once a motion to close debate has been approved, the committee moves into voting procedure. The Assembly will then vote on the resolutions. Once all of the resolutions are voted on, the committee moves to the next topic on the agenda. S.D.G.

Global Insights Final Examination Rubric

The Question of the Islamic State: UN Simulation Debate and Presentation



We began our journey into the world of Islamic Extremism and Terrorism over a month ago. You know more about their ideology and theology than most. You also know more about the rise of Al-Qaeda, ISIS, and their Affiliates than most. Now it is time to construct an effective policy to deal with the situation.

Category	Excellent	Good	Fair	Poor
Participation	40-35	35-30	25-20	20-0
Written Speech	30-25	25-20	20-15	15-0
Civility	20-15	15-10	10-5	5-0
Eloquence	10-8	8-6	6-4	4-0

Number of Times the Student Meaningfully Participated in the Debate: _____

Comments Regarding Student's Speech:

Grade: _____

Global Insights Final Examination

You must complete both essay questions in class.

Essay Question #1

1. Explain the development of Islamic extremism theologically, ideologically, and historically from the life of Muhammad until the rise of ISIS. Be sure to highlight important people in your answer and the role that each individual played, such as Sayyid Qutb and Osama Bin Laden (although be sure to mention more than just these two).

Category	Excellent	Good	Fair	Poor
Completeness	5	4-3	2	1-0
History/Content	10-9	8-7	6-5	4-0
Understanding	5	4-3	2	1-0
Writing/Syntax	5	4-3	2	1-0

Essay Question #2

2. After reading the *TIME Magazine* article (“The ISIS Trap”) and considering everything you have learned about Islamic Extremism (especially from the *Atlantic* article, “What ISIS Really Wants”), what do you think the U.S. policy toward ISIS should be? Should ground troops be deployed? Why or why not? How can ISIS be stopped in Syria and Iraq? How can AQAP be stopped in Yemen? How can the movement of Islamic extremism be slowed or stopped globally? Is it even possible? Why or why not?

Category	Excellent	Good	Fair	Poor
Ideas/Thought	5	4-3	2	1-0
Completeness	5	4-3	2	1-0
History/Content	5	4-3	2	1-0
Evaluation	5	4-3	2	1-0
Writing/Syntax	5	4-3	2	1-0

Total: _____ /50

Total x2 = _____