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|  **Stage 1 Desired Results** |
| Established Goals:**California Common Core Standards:** 10.1, 10.2, 10.3, 10.4A, 10.4B, 10.4C, 10.4D**Thai Standards:** SO4:2.2, SO4:2.3, SO4:2.4**MUIDS Standards:**10.1a, 10.1b, 10.1c, 10.2a, 10.2b, 10.2c, 10.2d, 10.2e, 10.3a, 10.3b, 10.3c, 10.3d, 10.3e, 10.3f, 10.3g, 10.4a, 10.4b, 10.4c, 10.4d, **Literacy Standards:**R2, R3, R5, W1, W5  |  ***Transfer*** |
| Students will be able to generate their learning to… Changes in perspective during the enlightenment in Europe brought about social and political changes that still shape our world today.  |
| ***Essential Understandings*** |
| * Students will be able to explain howperspectives on social class change during the 18th and 19th centuries due to a variety of social, political, cultural, and economic causes.
* Students will be able to articulate how technological, social, and political innovation can affect the lives of people.
* Students will be able to analyze the process by which social, political, and technological upheaval bring about changes in society.
* Students will be able to evaluate the impact of European imperialism on the global economy, on social structures in colonized societies, and on how the contemporary world has emerged.
* Students will develop an understanding of the roots of the modern global economic system and how present international relationships have emerged through historical processes.
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| ***Acquisition*** |
| *Students will know …** The French Revolution changed the way people lived and worked.
* The Enlightenment led to new social movements
* The competing interests in the development of a new nation and constitution
* The challenges in addressing those competing interests
* The dangers of violent upheaval of the status quo
* The difficulty in establishing an egalitarian system
* The industrial revolution changed the way people lived and worked.
* Industrialization led to new social movements
* During the 1830’s and 1840’s liberals and nationalists rebelled against the conservative order in Europe
* The relationships between industrialization and economic prosperity
* International rivalries set the stage for war
* During the 19th century many Latin American countries gained their political independence but were still economically dependent on Western powers
* That as the late Qing dynasty declined, Western Nations increased their economic involvement with China
* That Western intervention opened Japan to trade, and the interaction between Japan and Western nations led to a modern industrial Japanese society
* The social impact of colonialism and slavery in The Americas
 | *Students will be skilled at…** Making connections between economic changes and social class
* Vocabulary skills: how to use a dictionary and a thesaurus
* How to identify signal words
* How to apply language frames
* Using visual literacy to explain maps
* Analyzing vocabulary and ideas within the context of different topics
* Identifying the causes and effects of multiple revolutions throughout the 18th and 19th centuries
* Reading and interpreting political cartoons
* Making connections between economic changes and social class
* Vocabulary skills: how to use a dictionary and a thesaurus
* How to identify signal words
* How to apply language frames
* Using visual literacy to explain maps
* Analyzing vocabulary and ideas within the context of different topics
* Identifying the causes and effects of the Industrial Revolution in Great Britain
* Understanding the revolutionary outburst in the 1830’s and 40’s
* Reading and interpreting political cartoons
* Summarize the ways in which the Industrial Revolution heightened interest in scientific research.
* Vocabulary skills: how to use a dictionary and a thesaurus
* Identifying signal words
* Applying language frames
* Using visual literacy to explain maps
* Analyzing vocabulary and ideas within the context of different topics
* Comparing and contrasting the ways in which Latin American countries gained their independence
* Reading and analyzing primary sources to understand the open door policy
* Drawing conclusions between geography and the external pressures from the west that led to decline of the Qing Dynasty
* Making generalizations about economic growth in Latin America
* Drawing conclusions about the influence of the French and American Revolutions on Latin America
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| ESLR(s): Which Expected School-wide Learning Results is taught and assessed in the unit? |
| ESLR(s): **1. Strategic Learners**: a) set personal and academic goals, b) identify what we need to know and make plans to learn, c) manage time well, d) use a variety of resources to learn; **2. Innovative Thinkers**: b) summarize, analyze, interpret, and evaluate information, e) create original work; and **3. Articulate Communicators**: b) Speak and respond appropriately to the social and academic context. |
|   **Stage 2 – Evidence** |
|  **Evaluative Criteria** | **Assessment Evidence** |
| * Composition of the charter (grammar/spelling)
* Accuracy/interpretation of material and its application on the charter (objective, advertising tool used, visual description, drawing, slogan);
* Speaking/presentation rubric used for each presentation of the charter (graded by both peers and teacher)
 | PERFORMANCE TASK(S): * Students will research a political revolution of their choice, and evaluate a variety of sources that they find independently. Evaluations will be based on a structured evaluation process scaffolded and structured by the teacher.
* Students will create a comic strip, dramatizing a particular event within the political revolution they chose, and using information gathered from the multiple sources they evaluated previously.
* Students will engage in a cross-curricular project between their English and History classes wherein they will script, film, and produce an historically accurate dramatization of a person (fictitious or real) living through the imperial/industrial period.
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| * 6+1 Writing rubric to be uses for all written assignments; and
* Behavior rubric will be used for all class discussions/group work.
* Reflective journal kept by each student throughout project.
 | OTHER EVIDENCE* Unit Assessment on content (chronology, map skills, cause and effect, interpreting graphs, important event)
* As a group, research and write a brief description of the interests of a particular social group for the creation of a constitution
* Interactive notebook (organization, neatness, completeness, effort, use of graphic organizers)
* Ongoing Assessment:
	+ Classroom observation
	+ Peer assessment in critical friends group
	+ Group work and pair work
	+ reflective journal
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| **Stage 3- Learning Plan** |
| *Summary of Key Learning Events***Learning Activities**: * Identify the causes and effects of the French Revolution (groups, class discussion)
* Understand the revolutions (teacher lecture, class discussion)
* Reading and interpreting political cartoons (groups of 3, class discussion)
* Distinguish how the French Revolution changed the way people lived and worked. (groups of 3, class discussion)
* Explain how French Revolution led to new social movements (pair share, large group discussions)

**Monitor Comprehension:**Teacher in-class observation:* Think, Pair, Share activities conducted weekly regarding the essential question
* Students will complete a daily journal question that will focus on content/concept comprehension regarding class pre-reading.
* Use of in-class question and answer period
* Teacher out-of-class observation:
* Use of on-line interactive classroom, Edmodo
* Student Self-Assessment of Comprehension
* Peer Assessment of Comprehension

check-in between peer ‘critical friend groups’ to identify comprehension issues.***Unit Vocabulary (Focus on relationships and understanding the definition)*** *Laissez-Faire, Saloons, Estates, Taille, Consumer, Bourgeoisie, Sans-culottes, domestic trade, international trade, percent, nationalism, principle of intervention, Capital, Entrepreneur, Cottage Industry, Puddling, Industrial Capitalism, Socialism, Multinational Empire, Emancipation, Abolitionism, Mestizo, Creole, Cash Crop, Assembly Line, Mass Production, Racism, Exploit, Indirect Rule, Direct Rule, Protectorate, Colonialism, Dollar Diplomacy, Subsidies, Commodities.* |
|  **Post Unit Reflection(s)** |
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