

**GRADE:** 10

**AUTHORS:** FLHS Social Studies Dept.

**UNIT TITLE/FOCUS:** Changing Ideas of People and Government

**UNIT LENGTH:** 3-4 weeks

**Essential Question:**

Does government rule the people or people rule the government?

**Enduring Understanding:** *Students understand that...*

1. The relationship between government and people.
2. Ways ideas influence change.
3. Actions taken to initiate change.

**Guiding Questions: (content, process, metacognitive)**

**Content:**

1. Why was absolutism so common in Europe during the 17th century? (9.9e)
2. How did the Enlightenment inspire revolutions? (10.2a)
3. How did the Enlightenment help to spark the American Revolution? (10.2c)
4. Was the French Revolution inevitable? (10.2c)
5. Did the Reign of Terror go too far? (10.2c)
6. Was Napoleon an enlightened despot? (10.2b)
7. Why did the Haitian Revolution shock the world? (10.2c)
8. Why is Simon Bolivar considered the liberator of South America? (10.2c)

**Process:**

1. What are the key words that helped you determine the perspective of the writer? (RH 9-10.6)
2. How does the background of the author help us better understand the written ideas? (RH 9-10.6)
3. Why is comparing and contrasting primary sources necessary to understand perspective? (RH 9-10.9), (RH 9-10.2)
4. Can primary sources be inaccurate? (RH 9-10.2)
5. Why are primary sources important? (RH 9-10.2)
6. How might a secondary source be less accurate than a primary source? (RH 9-10.2)

**Metacognitive:**

1. How did a debate help you or hurt you in developing your own perspective?
2. How is your writing able to express your perspective, compared to your debate?

**Standards:****Reading:****RH 9-10**

- 1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9** Compare and contrast treatments of the same topic in several primary and secondary sources.

**Speaking and Listening:****SL 9-10:**

- 1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
  - 1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  - 3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
  - 4.** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**Writing:**

**WHST 9-10:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- 1b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- 1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- 1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- 1e** Provide a concluding statement or section that follows from and supports the argument presented.
- 8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Content**

9.9e The Enlightenment challenged views of political authority and how power and authority were conceptualized.

10.2a Enlightenment thinkers developed political philosophies based on natural laws which included the concepts of the social contract, consent of the governed, and the rights of the citizen.

10.2b Individuals used Enlightenment ideas to challenge traditional beliefs and secure people’s rights in reform movements such as women's’ rights and abolition. Some leaders may be considered enlightened despots.

10.2c Individuals and groups drew upon the Enlightenment to spread rebellions and call for revolutions in France and the Americas.

**Vocabulary**

**Tier Two: absolutism, natural laws, natural rights, estates, Royalists, conservatives, liberals, radicals, plebiscite, coup d'état, blockade, guerillas, patriotism, nationalism**

**Tier Three: Divine Right, Enlightenment, Enlightened Despot, John Locke, Thomas Hobbes, Jean Jacques Rousseau, Rene Descartes, Voltaire, Baron de Montesquieu, checks and balances, Old Regime, Estates General, National Assembly, Louis XVI, Tennis Court Oath, National Assembly, French Revolution, Declaration of the Rights of Man, Robespierre, Reign of Terror, guillotine, Napoleonic Code, Continental System, Battle of Trafalgar, Battle of Waterloo, Balance of Power politics, Invasion of Russia, scorched-Earth policy, Toussaint L'Ouverture, Simon Bolivar, Jose de San Martin**

**ASSESSMENTS**

<p><b>Authentic Performance Task(s):</b></p>	<p><b>Alignment to NYS Common Core Standards: (assessed)</b></p>
<p>Students will write an argumentative paper that answers the question (Does government rule the people or people rule the government?). In their paper, students will...</p>	<p>WHST 9-10:</p>
<ul style="list-style-type: none"> <li>● Introduce a precise claim.</li> <li>● Develop a claim and counterclaim fairly, supplied with</li> </ul>	<p>.1 .8 .9</p>

evidence. ● Cite text to support argument.	
<p><b>Other Assessments (Diagnostic, Formative, Summative):</b> Classroom debate in which students argue...</p> <ul style="list-style-type: none"> <li>● Produce a written argument that is clear and coherent for use in a verbal debate. (Formative)</li> <li>● Gather relevant information about absolute and enlightenment perspectives from multiple sources, inter-grade information into text and speech. (Formative)</li> <li>● Cite specific textual evidence to support analysis of primary and secondary sources for use in written and verbal argument.</li> </ul> <p>Summative: Multiple Choice and Performance Task</p>	<p>WHST 9-10.4 .8 RH 9-10.1</p>

## TEACHING AND LEARNING PLAN

<p><b>Teaching and Learning Activities:</b> <i>Activities and tasks, Linked to guiding questions and standards, Describe what the students will do and why...</i> Students will...</p> <ol style="list-style-type: none"> <li>1. Using quotes from primary source documents, students will categorize monarchy and enlightenment ideas. (9.9e, RH 9-10.2, RH 9-10.6, WHST 9-10.1, 1a, 1b)</li> <li>2. Compare and contrast the ideas of Enlightenment philosophers using a graphic organizer. (10.2a), (RH 9-10.9)</li> <li>3. Examine how the ideas of Enlightenment philosophers influenced the American Revolution by comparing quotes from Enlightenment philosophers and founders of American democracy through writing a short comparative essay using citations. (10.2c) (WHST.9-10.1)</li> <li>4. Write memos telling top officials what to do under a specific situation of the French Revolution (10.2c, WHST 9-10.1)</li> <li>5. Read primary sources from the Reign of Terror during the French Revolution in order to determine the causes of it by citing textual evidence and writing a newspaper article. (10.2c, RH 9-10.1)</li> <li>6. Analyze the policies of Napoleon in order to evaluate if he should be considered an enlightened despot by writing a well-developed claim paragraph with supporting evidence (10.2b, WHST 9-10.1a)</li> <li>7. Read a variety of primary and secondary sources on the Haitian Revolution in order to generate a written response to the question: “Why did the Haitian Revolution shock the world?” (10.2c, RH 9-10.6)</li> </ol>
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8. Analyze the lyrics of “Simon Bolivar” by answering accompanying questions in order to understand his legacy in South America (10.2c, RH 9-10.3)

**Differentiation Strategies:**

1. Teacher will provide a vocabulary sheet and graphic organizer.
2. Teacher will demonstrate activity using a “think aloud” and model first example.
3. Teacher will have students complete a cause (French philosophers) and effect (American) graphic organizer prior to writing activity.
4. Provide tiered writing prompts for each situation.
5. Teacher will model citing evidence from the documents using a “think aloud”
6. Teacher will provide an outline where students can record “claims” and “supporting evidence” prior to writing activity.
7. Teacher will complete a close reading of the sources with particular emphasis on addressing vocabulary, guiding questions, and annotating the text. Teacher will model and check for student understanding.
8. Students will complete this activity using a think-pair-share.

**Resources and Technologies Needed:**

Text: Declaration of the Rights of Man  
Leviathan- Thomas Hobbes

Film: Jacques Louis David Documentary

Images: Maps (era specific)  
Jacques Louis David paintings

Music: “Simon Bolivar” by Inti Illmani