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## Unit 4: Revolutions (17 Days)

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### Overview

This unit is continuation of Unit 3. Now that the students have a strong understanding of the origins of democratic thought, they are going to see how these ideas were applied to the revolutions and wars of independence at the end of the 18<sup>th</sup> century and early 19<sup>th</sup> century in the United States, France, and Latin America. The bulk of this unit surrounds a simulation where the students become the founding fathers in 1776 and write a declaration of independence based upon the British violation of its constitutional law and the main ideas of the Enlightenment. The French Revolution through an illustrated timeline. The unit ends with a look at the countries of Latin America and their bids for independence – some inspired by the American and French revolutions, others inspired by economic issues.

### Objectives

- In groups, apply Enlightenment ideas and major British documents to the situation the United States' founding fathers faced and create their own declaration of independence.
- Follow the major events of the French Revolution and compare its legacy to that of the American Revolution.
- Examine the Latin American independence movements.

### Daily Lesson Plans

#### Day 1

**Materials List:** *WS 5:1 Revolutions*

**Procedure:** Divide students into groups of 2-3. Ask student groups to develop a definition of the term revolution. After several minutes, have the groups report out to the class. Hand out *WS 5:1 Revolutions*. Review the definition of a revolution on the handout. Explain each part of the definition, focusing on the fact that revolutions are not just political. Mention the Scientific Revolution (which was briefly discussed in *CN 3:7 The Enlightenment*). Before the Scientific Revolution, it was commonly believed that the Earth was the center of universe because Aristotle had deemed it so and the Church had supported it. The work of Copernicus and later Galileo caused a massive change in the manner in which humans viewed the universe and science.

After using the Scientific Revolution as an example of a revolution, have student groups complete *WS 5:1 Revolutions*. At the end of the period, have groups report out again. Discuss their responses. Tell the class that the current unit will be closely examining political revolutions in the United States, France, and Latin America.

**Homework:** None.

## Daily Lesson Plans

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#### Day 2

**Materials List:** *CN 4:1 The American Revolution*

**Lecture Support:** For many students, this information might be a review of past United States history courses. This lecture provides important background for the upcoming simulation. The events of the American Revolution and the crafting of the Constitution are not discussed in this unit – United States History classes generally do thorough job of covering that information.

**Procedure:** Lecture using *CN 4:1 The American Revolution*..

**Homework:** SQ3R on chapter/sections on the causes of the American Revolution

#### Day 3

**Materials List:** *WS 4:2 Independence! Simulation, WS 4:3 Independence! Progression of Events, WS 4:4 Independence! Colonist Opinions, WS 4:5 Independence! Excerpt #1 – Selected Articles from the Magna Carta, WS 4:6 Independence! Excerpt #2 – Selected Articles from the Petition of Right, and WS 4:7 Independence! Excerpt #3 – Selected Articles from the English Bill of Rights*

**Procedure:** Review the homework and answer any questions about the causes of the American Revolution.

**Content Background:** The *Independence!* simulation is challenging and the students will likely need some assistance. However, it allows students to actively participate in the process that Thomas Jefferson went through when he was writing the Declaration of Independence in 1776. Here students will use their lecture notes, excerpts from three British documents, and a list of events and opinions regarding British interaction with the colonies in the years leading up to the American Revolution. Using the same format as the American Declaration of Independence, students will first write a paragraph based upon the *philosophes'* beliefs. The second section will list specific violations of British constitutional law (the British did not have a single constitution like the United States of America, but a series of documents and laws).

**Procedure:** To start the simulation, first distribute *WS 4:2 Independence! Simulation*. Go over the worksheet with students. Next divide students into groups of four to six; because of the difficulty of this activity it is best to pre-select the groups to include a range of ability levels. Have students select a leader who will delegate responsibility and be in charge of ensuring that the final product is submitted. Next distribute *WS 4:3 Independence! Progression of Events, WS 4:4 Independence! Colonist Opinions, WS 4:5 Independence! Excerpt #1 – Selected Articles from the Magna Carta, WS 4:6 Independence! Excerpt #2 – Selected Articles from the Petition of Right, and WS 4:7 Independence! Excerpt #3 – Selected Articles from the English Bill of Rights*. Take time to review *WS 4:3 Independence! Progression of Events* and *WS 4:4 Independence!*