

World History Curriculum Bundle #8

Title		Suggested Dates
Revolutions		February 1 – 19, 2010 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> Revolutions to more evenly and fairly distribute political power had different effects and consequences at different times and places. 	<ul style="list-style-type: none"> How did Enlightenment thinking lead the revolutionary change around the world? What makes a revolution revolutionary? How were the revolutions similar and different? How were the effects of the revolutions similar and different?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)				
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1A identify the major eras in world history and describe their defining characteristics;</p>	<p>Political Revolutions</p>					
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">English Revolution - 17th century</td> <td style="width: 25%;">Divine right of kings; limited parliamentary rule</td> <td style="width: 20%;">Glorious Revolution</td> <td style="width: 40%;">English Bill of Rights - limited monarchy; parliamentary supremacy</td> </tr> </table>	English Revolution - 17 th century	Divine right of kings; limited parliamentary rule	Glorious Revolution	English Bill of Rights - limited monarchy; parliamentary supremacy	
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	American Revolution- 18th century	America under British control; grievance; no taxation without representation; forced quartering of soldiers; no due process; abuses of elected officials; taxation of colonist without representation in parliament	Declara-tion of Independ-ence	America becomes independent nation under Constitution and Bill of Rights	
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods; and</p>	French Revolution- 18th century	Absolute monarch who was weak; domination of French society by the 1 st and 2 nd Estates; Enlightenment Ideas	Weakness of French monarchy; Storming of the Bastille	Limited Monarchy; Reign of Terror; Republic-anism; Napoleon	<ul style="list-style-type: none"> • 1500-1800 B.C.E- Absolute Monarchs, Enlightenment and Scientific Revolution (Queen Elizabeth, Louis XIV, Peter the Great, Frederick the Great, Catherine the Great, Maria Theresa, Philip II of Spain, Copernicus, Galileo, Montesquieu, Newton, Voltaire, Diderot, Locke, Hobbes, Thomas Jefferson, Samuel Adams, Johannes Kepler, Mary Wollstonecraft, Jean-Jacques Rousseau) • Political Revolutions (English Civil War, American Revolution, French Revolution, Haitian Revolution, Russian Revolution, Chinese Revolution, Latin American Revolutions, Mexican Revolution)
<p>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p>WH.1D explain the significance of the following dates: 1066, 1215, 1492, 1789, 1914-1918, and 1939-1945</p>	1789	Beginning of French Revolution and the spread of democratic ideals			
<p>WH.2 History. The student understands how the present relates to the past. The student is expected to:</p> <p>WH.2A identify elements in a contemporary situation that parallel a historical situation; and</p>					

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<p>WH.8 History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:</p> <p>WH.8A identify causes and evaluate effects of major political revolutions since the 17th century, including the English, American, French, and Russian revolutions;</p>	Major political revolution since the 17th century				
	Identify Causes		Evaluate Effects		
	English Revolution	<ul style="list-style-type: none"> • Charles I wished to rule as absolute monarch and tried to rule England without Parliament • Puritans objected to Catholic influences in the Anglican Church 	<ul style="list-style-type: none"> • Charles I is executed • First constitution written • English Bill of Rights written and supremacy of Parliament acknowledged • Constitutional monarchy • Development of a cabinet 		
	American Revolution	<ul style="list-style-type: none"> • No taxation without representation • Parliamentary supremacy v. colonial legislatures • Influence of Enlightenment ideas 	<ul style="list-style-type: none"> • America wins revolutionary war • The Articles of Confederation are written and later a Constitution and Bill of Rights is written • Democratic-Republic created 		
French Revolution	<ul style="list-style-type: none"> • Weak monarchy • Large debt • 3rd Estate (poor and middle class) have fewer privileges and have to pay all taxes • Influence of Enlightenment ideas • Influenced by the success of the American Revolution 	<ul style="list-style-type: none"> • Constitutional monarchy for a time • Reign of Terror • Dictatorship of Napoleon • France loss of global power 			
<p>WH.8 History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:</p> <p>WH.8B summarize the ideas from the English, American, French, and Russian revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism;</p>	Major Political Revolution since the 17th century				
	Separation of Powers	Popular Sovereignty	Constitution -alism	Democracy	

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	English Revolution	Developed a stronger Parliament (Legislative Branch)	Citizens would participate through the Parliament	Constitutional monarchy under Cromwell II First constitution in Europe	It gave people more power within the government	
	American Revolution	Supported 3 branches of government	Popular vote for landowning men	Wrote the Articles of Confederation and the US Constitution	Basis of their new government	
	French Revolution	Fought for more equality within the legislative branch	Reform the Estates General so that they have more equal power and representation	Declaration of the Rights of Man	Constantly fighting for all citizens to have more say in the government but was never fulfilled	
	Russian Revolution	A weak legislative branch	Peasant class attempted but never achieved it	Never written	Never achieved	
<p>WH.8 History. The student understands causes and effects of major political revolutions since the 17th century. The student is expected to:</p> <p>WH.8C evaluate how the American Revolution differed from the French and Russian revolutions, including its long-term impact on political developments around the world; and</p>	<ul style="list-style-type: none"> • American Revolution – based on Enlightenment ideas; caused by mercantilist policies; resulted in a new style of government-democratic republic 					
	Revolution	Difference	Long-term impact on political developments around the world			
	French Revolution	No new style of government- in the end it was still an autocracy	Developed into a weak European country			

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<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world history; and</p>	<ul style="list-style-type: none"> • American Revolution • French Revolution • English Civil War 			
<p>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</p> <p>WH.11B pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p>	<ul style="list-style-type: none"> • Napoleonic expansion of Europe 			
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15A explain the impact of parliamentary and constitutional</p>	<p>Parliamentary System</p>	<p>Constitutional System</p>		
	<p>(1215) Magna Carta – Limited the power of the King John of England and guaranteed certain rights to Barons later these rights were applied to all people</p>	<p>(1787) U.S. Constitution – A set of laws that set up first democratic government in the United States that guaranteed rights to citizens in the Bill of Rights</p>		
	<p>(1688) English Bill of Rights – Limited royal power and stated that the monarch could not make decisions without approval of Parliament</p>			
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15B define and give examples of different political systems, past and present;</p>	<p>DEMOCRACY – State ruled by the people</p> <ul style="list-style-type: none"> • Athens • Republic – Rome • Constitutional System – United States <p>Parliamentary System – Canada</p>			
<p>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</p> <p>WH.15C explain the impact of American political ideas on significant world political developments; and</p>	<p>American Political Ideas</p> <ul style="list-style-type: none"> • Self-determination • Unalienable rights • Democracy 	<p><i>The French Revolution(1789) – inspired peasants and workers to fight for a new social order and government based on equality</i></p>	<p><i>The Breakup of the Soviet Union (1980s) – Gorbachev’s policy known as glasnost (openness) and the idea of perestroika(economic restructuring) led to the democratization of Russia, the Russian</i></p>	

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			<p style="color: red;">Republics, and eastern Europe</p>	
<p>WH.16 Government. The student understands the process by which democratic-republican government evolved. The student is expected to:</p> <p>WH.16B identify the impact of political and legal ideas contained in significant historic documents, including Hammurabi’s Code, Justinian’s Code of Laws, Magna Carta, John Locke’s Two Treatises of Government, and the Declaration of Independence.</p>	<ul style="list-style-type: none"> • Magna Carta (1215) – First document written that limited the power of the king and guaranteed certain rights for barons. • John Locke’s Two Treatises of Government (1690) – Enlightenment thinker who believed that human beings had the natural ability to govern themselves and that all people are born with unalienable rights- life, liberty and property. • Declaration of Independence (1776) – A document that declared the United States independent from England. It listed the colonies’ grievances, and it was based on English law. • Limited government – Everyone, including all authority figures, must obey the laws. Constitutions, statements of rights, or other laws define the limits of those in power so they cannot take advantage of their elected, appointed, or inherited positions. • Republicanism – a philosophy of limited government with elected representatives serving at the will of the people • Checks and Balances – The President can veto legislation passed by Congress, but Congress can override the veto. The Senate confirms major appointments made by the President, and the courts may declare acts passed by Congress as unconstitutional. • Federalism – Is the distribution of power between a federal government and the state within a nation • Separation of Powers – The branches include the Legislative Branch, known as Congress, and consisting of the House of Representatives and the Senate, the Executive Branch, headed by the President, and the Judicial Branch, headed by the Supreme Court. The Legislative Branch is charged with the creation of laws. The powers of the Legislative Branch are outlined in Article I of the U.S. Constitution. 			

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<p>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>WH.17A evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies; and</p>					
<p>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</p> <p>WH.17B describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.</p>					
<p>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p> <p>WH.18A trace the historical development of the rule of law and rights and responsibilities, beginning in the ancient world and continuing to the beginning of the first modern constitutional republics;</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;"> <p>Magna Carta (1215)</p> <p>First law to limit the power of the king and guarantee some rights of citizens</p> </td> <td style="padding: 5px;"> <p>English Bill of Rights (1688)</p> <p>It set clear limits of the king's power and developed a cabinet and prime minister to govern</p> </td> <td style="padding: 5px;"> <p>The Articles of Confederation (1781)</p> <p>A loose confederation with a legislative branch that made laws by representatives</p> </td> </tr> </table>	<p>Magna Carta (1215)</p> <p>First law to limit the power of the king and guarantee some rights of citizens</p>	<p>English Bill of Rights (1688)</p> <p>It set clear limits of the king's power and developed a cabinet and prime minister to govern</p>	<p>The Articles of Confederation (1781)</p> <p>A loose confederation with a legislative branch that made laws by representatives</p>	
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<p>WH.18 Citizenship. The student understands the historical development of significant legal and political concepts, including ideas about rights, republicanism, constitutionalism, and democracy. The student is expected to:</p> <p>WH.18B summarize the worldwide influence of ideas concerning rights and responsibilities that originated from Greco-Roman and Judeo-Christian ideals in Western civilization such as</p>	<ul style="list-style-type: none"> • Greco-Roman democratic-republican government as added to United States Constitution and French Republic 				

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<p>equality before the law;</p>		
<p>WH.19 Culture. The student understands the history and relevance of major religious and philosophical traditions. The student is expected to:</p> <p>WH.19B identify examples of religious influence in historic and contemporary world events.</p>	<ul style="list-style-type: none"> • Secularism established in the United States • Contrast to France and England who maintained religion in their politics 	
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures;</p>		
<p>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</p> <p>WH.20B analyze examples of how art, architecture, literature, music, and drama reflect the history of cultures in which they are produced; and</p>		
<p>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures; and</p>	<ul style="list-style-type: none"> • Participation of women in American and French Revolution. 	
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		

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<p>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p> <p>WH.25C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions;</p>	<ul style="list-style-type: none"> • Sequence of occurrences before the American Revolution that cause the colonists to revolt 	
<p>WH.27 Social Studies Skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p> <p>WH.27A use a problem-solving process to identify a problem, gather information, list and consider option, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution</p>	<ul style="list-style-type: none"> • Have the students split up into three groups to decide how to settle the disputes of the Estates General during the French Revolution. 	