



Grade 9 - Unit 4 - Political Revolutions

Unit Focus

After exploring various revolutions in human thinking during the span of modern world history, students will shift to the concept of political revolution in unit 4. In a 21st century in which more and more nations are experiencing electoral surprises, government upheaval, and political violence, it is critical for students to explore and develop an understanding of how these modern revolutions are part of a continued debate in human history about how governments can best serve the common good. As students conduct inquiries into the reign of Louis XIV, the Enlightenment, the French and Russian Revolutions, and the forces of nationalism and totalitarianism, they will seek patterns that exist in why people choose to revolt against their governments, the complexities that exist during these revolutions, the potential outcomes, and whether or not these revolutions were "good." Throughout the unit, students will be asked to evaluate forms of government that differ from the participatory democracy in which they live, and assess whether or not there are cases in which these other forms might better serve the common good. The unit will culminate in a performance task where students will research a current, ongoing political revolution, and predict the outcome based on their learning.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
C3 Framework for Social Studies State Standards <i>Social Studies: 9</i> 920978 <i>Dimension 1. Developing Questions & PLANNING INQUIRIES</i> 920979 <i>Constructing Compelling Questions</i> 920980 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS CONSTRUCT COMPELLING QUESTIONS, AND ...</i> • D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question. 921092 <i>Dimension 4. Communicating Conclusions & Taking INFORMED ACTION</i> 921093 <i>Communicating Conclusions</i> 921094 <i>INDIVIDUALLY AND WITH OTHERS, STUDENTS USE WRITING, VISUALIZING, AND SPEAKING TO...</i> • D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. Madison Public Schools Profile of a Graduate • Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2) • Product Creation: Effectively use a medium to communicate important information. (POG.3.2)	<i>Students will be able to independently use their learning to...</i> T1 Apply historical knowledge to develop connections to other eras/situations or provide insight into a contemporary issue. T2 Pose and pursue question(s) to better understand an issue and draw conclusions or seek patterns based on a synthesis of evidence.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 The "best" form of government for a group of people depends greatly on their culture, values, and priorities U2 The causes of revolutions are complex, and often have political, social, and economic factors which impact the future success or failure of a society. U3 Historians develop a sense of empathy for people.	<i>Students will keep considering...</i> Q1 What is the purpose of government? How do we balance personal freedoms and the common good? Q2 Why do political revolutions occur? Q3 Why do political revolutions often follow similar patterns? Q4 When interpreting the past, why are alternative perspectives important?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Absolute Monarchs in Europe.	<i>Students will be skilled at...</i> S1 Gathering Evidence.

Stage 1: Desired Results - Key Understandings

K2 Enlightenment philosophies on government.
K3 French Revolution stages and effects.
K4 Nationalist movements in France, Germany
England, Eastern Europe.
K5 Russian Revolution.
K6 Contemporary movements in national democratic
and nondemocratic societies.

S2 Evaluation of Sources.
S3 Effectively articulating a perspective.
S4 Document analysis.
S5 Utilizing Persuasion Techniques.
S6 Effectively leverage technology.