Lesson: Revolutions Review and Social Justice Inquiry

COURSE: ODE MODERN WORLD HISTORY Course Theme: This course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.

GRADE LEVEL: 9

Content focus & standards:
ODE HISTORICAL THINKING AND SKILLS Students apply skills by utilizing a variety of resources to construct theses and support or refute contentions made by others. Alternative explanations of historical events are analyzed and questions of historical inevitability are explored.

CONTENT STATEMENTS:
3. Historians develop theses and use evidence to support or refute positions.
4. Historians analyze cause, effect, sequence, and correlation in historical events, including multiple causation and long- and short-term causal relations.

ODE Content Standards:
TOPIC: AGE OF REVOLUTIONS (1750-1914) The Age of Revolutions was a period of two world-encompassing and interrelated developments: the democratic revolution and the industrial revolution. Both had political, economic and social consequences on a global scale.


Purpose: This lesson provides an opportunity to tie current events into the classroom while reviewing at the end of our revolutions unit, and allows for student choice. This lesson also ties back to themes I study with my students throughout the year of freedom and justice.

DURATION: two 45 minute class periods

INSTRUCTIONAL RESOURCES/EQUIPMENT REQUIRED: discussion worksheet, electronic devices for research purposes / day 2 activity

HANDOUTS/READINGS: discussion worksheet day 1, protest inquiry worksheet

PROCEDURES/STEPS TO THE LESSON:

Day one:

Background info: At the beginning of our revolutions unit I have students participate in a silent discussion with their small groups and answer the following questions: what is justice? What is freedom? – we are referencing back to our definitions and this discussion that I have up in my room as a reminder throughout this unit. We have now discussed all revolutions for this unit and I am using this to wrap up our unit and also give students time to look at recent protest movements they may be interested in.

1. In small group discuss the following questions, one group member should record your answers: How do our definitions of justice and freedom relate to the revolutions we discussed? What similarities and differences are there between the revolutions we studied? what can citizens do when they feel their freedoms are being violated or they witness or experience injustices? List answers on worksheet. – 10 minutes
2. Come back together and discuss as a class – 10 minutes
3. Introduce students to the inquiry activity we will start today, finish tomorrow
4. Inquiry activity: (I reserve department Chromebooks / ask students to bring in their own devices if they have them for this activity) – 20 minutes to research day 1
   Pick a recent (last 5 years) protest. Then research and answer the following questions on your own.
   a. Reminder of reputable resources for research purposes (I love and use NewseumEd lessons/resources at the beginning of the year with students and reinforce throughout)
   b. Questions for students to answer (see worksheet, I use as Google assignment for day 2)

1. Who was involved in the protest?
2. What is the purpose of the protest?
3. When did the protest occur?
4. Why does this protest matter?
5. Can you find examples of people protesting for the same cause in different countries? If you could, list countries where you found similar protests. Were you surprised people were protesting in other countries? OR if you did not find connections outside of the original protest to other countries, why do you think people were not protesting elsewhere?

   c. copy and paste (or record) the resource with related information below

Day Two

1. Allow students time to finish researching/their responses 10-15 minutes
   Remainder of class:
2. Have students share about the protests they researched
3. Additional group discussion questions – What similarities and differences are there between the protest movements your group researched what similarities and differences are there between protests now and the revolutions we studied?
4. If time discuss as a class or start with this question in class tomorrow before beginning our review day

Worksheets below:

Day 1 (page 3)– discussion sheet I use half slips and recollect them at the end of class

Day 2 – (page 4) again, I upload this as a Google assignment but you could certainly use/modify it as a more traditional worksheet
Directions: discuss and record your answers to the questions below. Group: ______

1. How do our definitions of justice and freedom relate to the revolutions we discussed?

2. What similarities and differences are there between the revolutions we studied?
   
similarities: differences:

3. What can citizens do when they feel their freedoms are being violated or they witness or experience injustices?
Name:

Directions: Pick a recent (last 5 years) protest. Then research and answer the following questions on your own. As you research, make sure to copy and paste the resource at the bottom of your document.

1. Who was involved in the protest?

2. What is the purpose of the protest?

3. When did the protest occur?

4. Why does this protest matter?

5. Can you find examples of people protesting for the same cause in different countries? If you could, list countries where you found similar protests. Were you surprised people were protesting in other countries? OR if you did not find connections outside of the original protest to other countries, why do you think people were not protesting elsewhere?

copy and paste resource(s) below: