**Grades 9-12 World History and Geography, Quarter 2, Revised 2015**

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| **Age of Revolution, Industrial Revolution, Unification, and Imperialism: *Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty. Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States. Students analyze patterns of global change in the era of 19th-century European imperialism. Students describe the independence struggles of the colonized regions of the world, redistribution of power, armed revolution, and cultural clashes.*** |
| **Standards** | **Student Friendly “I Can” Statements** | **Resources** |
| **Age of Revolution Standards****W.1** Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, Jean- Jacques Rousseau, Simon Bolivar, Toussaint L’Ouverture, and Thomas Jefferson. | **Age of Revolution**I can identify the causes of the Enlightenment, including emphasis on human reasoning.I can describe the intellectual contributions of the following individuals and cite textual evidence from their writings:* John Locke – *Second Treatise of Government*
* Montesquieu – *The Spirit of the Laws*
* Jean Jacque Rousseau – *The Social Contract*
* Mary Wollstonecraft - *A Vindication of the Rights of Woman*

I can use textual evidence to show how the ideas of the Enlightenment influenced democratic revolutions in England, the United States, France, and Latin America and the following individuals: | **Textbook: *Big Timelines – Concept Connector (History, back of book) pg. 784-785*****Age of Revolution Resources****Textbook: *CH 5-The Enlightenment and American Revolution - CH 6-French Revolution and Napoleon***[**SWS: documents, excerpts, lesson plans**](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FAge%20of%20Revolution&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)**Textbook: *Primary Source: English Bill of Rights, pg. 162*****Textbook: *Primary Source: John Locke, Two Treatises of Government, pg. 187***[**Leaders of the Enlightenment Lesson from**](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup661.php) [**World History for Us All**](http://worldhistoryforusall.sdsu.edu/units/six/closeup/Era06_closeup661.php)[**Enlightenment Lesson with Primary Source**](http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf) [**excerpts at the end**](http://www.learner.org/courses/amerhistory/pdf/Enlightenment_LOne.pdf)[**Simón de Bolívar:**](http://www.fordham.edu/halsall/mod/1819bolivar.asp)[**Message to the Congress of Angostura, 1819**](http://www.fordham.edu/halsall/mod/1819bolivar.asp) [***“T h e S la ve Wh o Defea ted Na po leo n”***](http://www.cccsd.org/webpages/sgoforth/files/toussaint%20l%27ouverture%20reading.pdf)  |

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| * 1. Analyze the principles of the *Magna Carta* (1215), the *English Bill of Rights* (1689), the *American Declaration of Independence* (1776), and the *French Declaration of the Rights of Man and the Citizen* (1789) citing textual evidence.
	2. Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution, economic troubles, rising middle class, government corruption and incompetence, Estates
 | * Thomas Jefferson *– Declaration of Independence*
* Simon Bolivar *– Address to the Congress*
* Toussaint L’Ouverture

I can explain how the ideas of the Magna Carta influenced subsequent government documents, including:* *The English Bill of Rights*
* *American Declaration of Independence*
* *The French Declaration of the Rights of Man and the Citizen*

I can analyze the key principles of several documents from the Enlightenment, including:* *The English Bill of Rights*
* *American Declaration of Independence*
* *The French Declaration of the Rights of Man and the Citizen*

I can describe John Locke’s Social Contract theory using examples from the *Declaration of Independence.*Using primary sources, I can determine the causes of the French Revolution, including the influence of Enlightenment ideas, influence of the American Revolution, financial troubles, and inequalities of the Three Estates, corrupt government and Estates General. | [**MTSU Primary Sources*: The Haitian Revolution***](http://library.mtsu.edu/tps/lessonplans%26ideas/Lesson_Plan--Haitian_Revolution.pdf)***\*****may want to correlate with standard W.3* [**Haiti ’s History**](http://www.teachingforchange.org/wp-content/uploads/2012/07/Haiti-History_1.pdf) [**Declaration of Independence**](http://www.archives.gov/exhibits/charters/print_friendly.html?page=declaration_transcript_content.html&amp;title=NARA%20%7C%20The%20Declaration%20of%20Independence%3A%20A%20Transcription) **Textbook: *Bolivar – CH 8***[**Lesson on the American Revolution and the**](http://hti.osu.edu/history-lesson-plans/united-states-history/american-revolution-one) [**Enlightenment**](http://hti.osu.edu/history-lesson-plans/united-states-history/american-revolution-one)[**Lesson on the Magna Carta and its influence**](http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution#sect-activities) [**on the US Constitution**](http://edsitement.neh.gov/lesson-plan/magna-carta-cornerstone-us-constitution#sect-activities)[**Declaration of Independence**](http://www.archives.gov/exhibits/charters/print_friendly.html?page=declaration_transcript_content.html&amp;title=NARA%20%7C%20The%20Declaration%20of%20Independence%3A%20A%20Transcription)**Textbook: *CH 6-French Revolution and Napoléon***[**Primary Sources for the French Revolution**](http://thecaveonline.com/APEH/frrevdocuments.html#anchorcahiers) |

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| General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon. [CCSS.WHST.9-10.7](http://www.corestandards.org/ELA-Literacy/WHST/9-10/7)**W.4** Draw evidence from informational texts to explain how the ideology of the French | I can identify the major contributors to the French Revolution, including Louis XVI, Marie Antoinette, and Maximilien Robespierre.I can discuss the similarities and differences between the *Declaration of the Rights of Man* and *The Declaration of Independence* using textual evidence to support my findings.I can describe the significance of the following events during the French Revolution:* The Tennis Court Oath
* Storming of the Bastille
* signing of the Declaration of the Rights of Man and of the Citizen
* execution of Louis XVI
* Reign of Terror
* the rise and fall of Napoleon

I can use informational texts to determine the effects of the French Revolution, including the end of the absolute monarchy of Louis XVI, the spread of nationalism and social reforms, and the rise of Napoleon.I can present my findings about the French Revolution in a well-structured research project and cite my sources.I can describe the significance of the following events during the time of Napoleon | [**Committee of Public Safety Lesson from**](http://sheg.stanford.edu/reign-of-terror) [**Reading Like a Historian**](http://sheg.stanford.edu/reign-of-terror)**Textbook: *Primary Source: Declaration of the Rights of Man and the Citizen, pg. 222*****Textbook: *Chapter 6***[**Napoleon v Beethoven**](http://www.dsokids.com/media/9473/Legends-and-Heroes-Napoleon-vs.-Beethoven.pdf) |

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| Revolution led France to evolve from constitutional monarchy to democratic despotism to the Napoleonic Empire. [CCSS.WHST.9-10.9](http://www.corestandards.org/ELA-Literacy/WHST/9-10/9)* 1. Describe how nationalism spread across Europe with Napoleon then repressed for a generation under the Congress of Vienna and Concert of Europe until the revolutions of 1848.

**Industrial Revolution Standards*** 1. Describe the growth of population, rural to urban migration, and growth of cities.
 | Bonaparte:* Napoleon’s coup d’état
* coronation of Napoleon
* creation of the Napoleonic Code

I can analyze the Napoleonic Code and explain its lasting impact on French law.I can give reasons for the transition in France from constitutional monarchy to democratic despotism to the Napoleonic Empire.I can explain the lasting impact of Napoleon’s Reign, including the spread of revolutionary ideas and nationalism.I can explain how nationalism helped to unite Italy and Germany, yet created difficulties for Austria-Hungary and the Ottoman Empire.I can describe how the Congress of Vienna and Concert of Europe worked to repress nationalism and maintain the status quo in EuropeI can compare and contrast the map of Europe before and after the Congress of Vienna.**The Industrial Revolution**I can describe the significance of the following events during the Industrial Revolution: | **Textbook: *Chapter 6***[**Congress of Vienna Group Project Idea**](http://www.nisk.k12.ny.us/faculty/hirota/10r/congress_vienna.htm) [**Congress of Vienna Supplement**](http://www.euro-webonline.com/world_cultures/The%20Congress%20of%20Vienna%2023%205.pdf)**Textbook: *Chapter 7 and9******CH 7 – 1750-1850; CH 9 – 1800-1914*****Industrial Revolution Resources** [**SWS: documents, excerpts, lesson plans**](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FIndustrial%20Revolution&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [**Industrial Revolution Unit Plan**](http://worldhistoryforusall.sdsu.edu/units/seven/landscape/07_landscape1.php) |

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| * 1. Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England.
	2. Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx. [CCSS.WHST.9-](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2)  [10.2](http://www.corestandards.org/ELA-Literacy/WHST/9-10/2)
	3. Evaluate multiple sources presented in diverse media or other formats describing the
 | * enclosure movement and food surplus caused by the Agricultural Revolution
* food surplus led to population growth
* people moved to cities looking for jobs
* urbanization – growth of cities

I can identify and describe the factors that allowed for Great Britain to industrialize first, including:* natural resources such as coal, iron, and rivers
* entrepreneurship
* abundance of labor
* capital to invest from the slave trade

I can use textual evidence to form a definition of capitalism as described by Adam Smith in *The Wealth of Nations* and explain why mercantilism was replaced by capitalism.I can write an informative piece analyzing reasons for the emergence of new economic ideas in response to capitalism during the Industrial Revolution, including utopianism, social democracy, socialism, and communism.I can compare and contrast capitalism, socialism, and communism, including the formation, basic ideas, and type of supporters of each one.I can use examples from multiple sources to demonstrate the shift from Classicism to | Excerpts from Charles Darwin’s *Origin of Species.*Excerpts from Thomas Malthus’ *“Essays on Principle of Population”* [**Quotes fr om John Stuart Mill’s “On Liberty ”**](http://www.goodreads.com/work/quotes/2387235-on-liberty) Excerpts from Louis Blanc’s *Organization of Work.*Excerpts from Karl Marx’s and Frederick Engel’s,*Communist Manifesto*.[**Excerpt from Adam Smith’s *“Wealth o f***](http://www.hartford-hwp.com/archives/25/035.html)  [***Na tio n s”***](http://www.hartford-hwp.com/archives/25/035.html)[**Lesson Comparing Economic Systems with**](http://www.econedlink.org/lessons/index.php?lid=322&amp;type=student) [**Modern Countries**](http://www.econedlink.org/lessons/index.php?lid=322&amp;type=student)[**Romanticism Lesson Plans**](http://www.readwritethink.org/classroom-resources/lesson-plans/exploration-romanticism-through-poetry-1142.html?tab=1&amp;tabs) |

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| emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe. [CCSS.SL.9-10.2](http://www.corestandards.org/ELA-Literacy/SL/9-10/2)* 1. Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison.
	2. Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working conditions, and the
 | Romanticism in Europe, including various works of art and the poetry of William Blake and William Wordsworth.I can evaluate the work of Charles Dickens as a tool for social criticism during the Industrial Revolution.I can describe the importance of steam power, electricity, the railroad, interchangeable parts, and the assembly line to the creation and success of an industrialized economy.I can list major inventions and their inventors, including:* James Watt - *steam engine*
* Eli Whitney - *cotton gin*
* Henry Bessemer - *process for making steel*
* Louis Pasteur - *discovery of bacteria*
* Samuel Morse - *telegraph and Morse Code*
* Alexander Graham Bell – *telephone*
* Thomas Edison - *light bulb*

I can explain the impact, including the economic, social, cultural, and demographic changes, of these inventions on society.I can use primary sources to analyze the evolution or work and labor, including* demise of the slave trade and the efforts of William Wilberforce
 | [**Excerpts from three Charles Dickens Novels**](http://primohistory.com/Charles%20Dickens%20Excerpts.pdf) [**Excerpts from Charles Dickens Hard Times**](http://products.ilrn-support.com/wawc2c01c/content/wciv2/readings/wciv2readingsdickens.html)[**BYOT*: Industrial Revolution Infomercial***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans%28topost%29/WHSS/10_WorldHistory_1st9wks_IndustrialRevolutionInfomercial.pdf)*Excerpts from the abolitionist writings and speeches of William Wilberforce.* |

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| effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform.* 1. Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. [CCSS.SL.9-10.1](http://www.corestandards.org/ELA-Literacy/SL/9-10/1)

**Unification and Imperialism Standards*** 1. Summarize the causes, course, and consequences of unification in Italy and Germany including the role of Giuseppe Garibaldi and Otto von Bismarck.
 | * problems from harsh working conditions
* effect of immigration
* mining and manufacturing
* division of labor
* the labor union movement
* social and political reform

I can discuss some of the outcomes of the Industrial Revolution, including:* population increased
* increased life expectancy
* growth of the middle class
* general rise in the standard of living
* urbanization & pollution
* Improved transportation *(i.e. railroads)*
* growth of leisure
* women’s suffrage
* increased public education

**Unification and Imperialism**I can explain the events that led to the unification of Italy and the role of Italian nationalists, including Count Cavour, Garibaldi, and the Red Shirts.I can explain the events that led to the unification of Germany and the actions of Otto van Bismarck, including “blood and iron” and *realpolitik*.I can annotate a map to show the major geographic and political features of Italian | [**Lesson Plan on Working Conditions in**](http://sheg.stanford.edu/factory-life) [**Factories from Reading Like a Historian**](http://sheg.stanford.edu/factory-life)[**BYOT*: Protestant Reformation Newspaper***](http://teachers2.wcs.edu/co/intech/Integrated%20Technology%20Best%20Practice%20Lessons/2012-13BYOT_TeacherLeaderLessonPlans%28topost%29/WHSS/10_WorldHistory_1st9wks_ProtestantReformationNewspaper.pdf)**Unification and Imperialism Resources Textbook: *UNIFICATION – CH 10-***[**SWS: documents, excerpts, lesson plans,**](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FUnification%20and%20Imperialism&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d) [**photos**](http://teachers2.wcs.edu/co/worldhistory/default.aspx?RootFolder=%2Fco%2Fworldhistory%2FShared%20Documents%2FUnification%20and%20Imperialism&amp;FolderCTID=0x0120004B84DFB02AAA134DB755447A5B1C9BFD&amp;View=%7b41962E56-6BB3-4E95-BF0E-02CA324E4E32%7d)[**Documents for Italian Unification**](http://www.fordham.edu/Halsall/mod/1861italianunif.asp)[**Documents for German Unification**](http://www.fordham.edu/halsall/mod/germanunification.asp) [**Otto v on Bismarc k’s *“Blo od & I ro n ”* Speech**](http://www.famous-speeches-and-speech-topics.info/famous-short-speeches/otto-von-bismarck-speech-blood-and-iron.htm) |

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| * 1. Cite strong and thorough textual evidence to support analysis of the causes of 19th century European imperialism, the role of Social Darwinism, the desire for increased political power, and the search for natural resources and new markets as prelude to the Berlin Conference. [CCSS.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1)
	2. Describe the Berlin Conference and the rise of modern colonialism in the 19th century and describe the impact of colonization on indigenous populations by such nations as England, France, Germany, Italy, Spain, and the United States.
	3. Analyze the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs.
	4. Compare the progression of imperialistic claims on the African continent using historical maps.
 | and German Unification.I can cite textual evidence to support my conclusions about the causes of imperialism, including:* Social Darwinism
* humanitarian and religious goals
* desire for increased political power economic need for resources and markets

I can explain how Africa was partitioned between the various European nations at the Berlin Conference and the impact colonization had on the indigenous peoples, including* decline in population
* increased nationalism

I can analyze the impact of political, social, and economic changes occurring in Japan under Meiji.I can explain Japan’s growing role in international affairs, including imperial conquest.I can use and compare historical maps to describe the progression of imperial claims on the African continent.I can describe the struggles of different colonized regions in Africa to remain independent, including | **Textbook: *IMPERIALISM – CH 12 and 13 – CH 12-The New Imperialism, CH 13-New Global Patterns, CH 15 (sect 1) Latin Am/Mexican Revolution*****Textbook: *Africa – CH 12***[***“The White Man’s Burden”* by Rudyard Kipling**](http://www.fordham.edu/halsall/mod/kipling.asp) [**Lesson on *“White Ma n’s Bu rd en ”* from PBS.org**](http://www.pbs.org/thestoryofindia/teachers/lessons/6/)[**Art, Commentary and Evidence: Analysis of**](http://herb.ashp.cuny.edu/items/show/1502)[***"The White Man's Burden"***](http://herb.ashp.cuny.edu/items/show/1502)[**Excerpt from Joseph Conrad’s Heart of**](http://www.historyteacher.net/HistoryThroughFilm/FilmReadings/ExcerptsFromJosephConrad-HeartOfDarkness.pdf)[**Darkness**](http://www.historyteacher.net/HistoryThroughFilm/FilmReadings/ExcerptsFromJosephConrad-HeartOfDarkness.pdf)**Textbook: *Japan – CH 13***[**Berlin Conference Simulation Activity**](http://modernworldhistory.org/unit-6/item/21-lesson-2-berlin-conference-simulation.html) [**Impact of Imperialism DBQ**](http://www.edteck.com/dbq/dbquest/quest10.htm)[**Meiji Restoration information with discussion**](http://www.columbia.edu/itc/eacp/japanworks/special/japan_1750_meiji.htm) [**questions from Columbia University**](http://www.columbia.edu/itc/eacp/japanworks/special/japan_1750_meiji.htm)[**Meiji Restoration Lesson**](http://ncta.osu.edu/lessons/japan/history/Benken-Japan.pdf) |

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| * 1. Explain the growing influence of the West in China, the Boxer Rebellion, Sun Yat- sen, and the Xinhai Revolution.
	2. Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion.
	3. Describe American imperialism in the Philippines and the Philippine-American War led by Emilio Aguinaldo.
	4. Cite evidence from text to describe the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico stemming from the desire for land reform and democratic participation. [CCSS.RH.9-10.1](http://www.corestandards.org/ELA-Literacy/RH/9-10/1)
 | * Zulu wars
* Ashanti wars
* Ethiopia’s struggle to stay independent

I can explain the growing influence of the west in China, including* the spheres of influence
* unequal treaties
* the defeat of the Boxer Rebellion

I can explain the role of Sun Yat-sen and the Xinhai Revolution (1911) in the creation of the Republic of China.I can explain the causes of the Sepoy Rebellion and the transfer of government to Great Britain from the East India Company.I can describe American imperialism in the Philippines and the causes and outcomes of the Philippines-American War, including the role of Emilio Aguinaldo.I can cite evidence from historical texts to explain the causes of the Mexican Revolution, including desire for land reforms and democratic participation.I can explain the role of the following individuals in the Mexican Revolution:* Emiliano Zapata
 | **Textbook: *China – CH 12***[**Map of European Possessions in Africa**](http://wwnorton.com/college/history/ralph/resource/impafr.htm)[**Interactive Map of European Imperialism over**](http://highered.mcgraw-hill.com/sites/0072957549/student_view0/chapter39/interactive_map_quiz.html) [**time**](http://highered.mcgraw-hill.com/sites/0072957549/student_view0/chapter39/interactive_map_quiz.html)[**Imperialism in China: Interactive Map**](http://civclients.com/nehint/china/imperial.html)[**Imperialism and the Open Door Policy in**](http://edsitement.neh.gov/lesson-plan/lesson-4-imperialism-and-open-door#sect-thelesson)[**China: Lesson Plan**](http://edsitement.neh.gov/lesson-plan/lesson-4-imperialism-and-open-door#sect-thelesson)[**Imperialism in China WEBQUEST**](http://www.coedu.usf.edu/main/departments/seced/webq/social%20studies/history/jberringer/webquest.htm)[**Lesson on imperialism in China and Japan**](http://filebox.vt.edu/users/ateller/portfolio/intasc1/imperialism_china.pdf) **Textbook: *India CH 12*****Textbook: *US/Philippines CH 13***[**The Matter of the Philippines Lesson**](http://edsitement.neh.gov/lesson-plan/birth-american-empire-lesson-3-matter-philippines#sect-activities)[**Analysis of "Showing the Light to the Filipinos"**](http://herb.ashp.cuny.edu/items/show/1667) [**Lesson**](http://herb.ashp.cuny.edu/items/show/1667)[**Imperialism Cartoons Lesson**](http://herb.ashp.cuny.edu/items/show/1774)[**Debate: Should the U.S. Annex the**](http://herb.ashp.cuny.edu/items/show/1480) [**Philippines?**](http://herb.ashp.cuny.edu/items/show/1480)**Textbook: *Mexican Independence, CH 13; Mexican Revolution CH 15, Section 1*** |

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|  | * Francisco Madero
* Francisco “Pancho” Villa
* Venustiano Carranza
 | [**Resources for teaching about the Mexican**](http://academics.utep.edu/Default.aspx?tabid=62602) [**Revolution**](http://academics.utep.edu/Default.aspx?tabid=62602)[**Lesson on the Leaders of the Mexican**](http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-leaders/) [**Revolution**](http://www.pbs.org/itvs/storm-that-swept-mexico/classroom/revolutionary-leaders/)[**The Storm that Swept Mexico: Revolutionary**](http://tn.pbslearningmedia.org/resource/da0747a0-f918-4d1b-92f6-a043902bbf71/the-storm-that-swept-mexico-revolutionary-leaders/) [**Leaders Lesson Plan from PBS.org**](http://tn.pbslearningmedia.org/resource/da0747a0-f918-4d1b-92f6-a043902bbf71/the-storm-that-swept-mexico-revolutionary-leaders/) |
| ***HONORS ADDENDUM******Note for Teachers of Honors: Do not teach this Honors Addendum at the end of the quarter. Embed the Honors Addendum within the regular Scope and Sequence.***[CCSS.RH.9-10.10](http://www.corestandards.org/ELA-Literacy/RH/9-10/10) Read and comprehend history texts in the grades 9-10 complexity band independently and proficiently.[CCSS.WHST.9-10.10](http://www.corestandards.org/ELA-Literacy/WHST/9-10/10) Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific task purposes and audiences. | I can read and comprehend history age- appropriate texts independently and proficiently.I can write routinely over extended time frames and shorter time frames for a range of discipline-specific task purposes and audiences. | **Suggested Texts:***Hard Times* by Charles Dickens**Suggested Writing Assignments:*** research paper on the French Revolution

[**Napoleon v Beethoven**](http://www.dsokids.com/media/9473/Legends-and-Heroes-Napoleon-vs.-Beethoven.pdf) |