**Unit Standards:**

Content Standards

WH.H.1: Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time.

* WH.H.1.1 Identify historical narratives,

use and construct timelines, address issues and problems of the past,

formulate historical questions, and analyze historical maps

WH.H.6: Understand the Age of Revolutions and Rebellions.

* WH.H.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions
* WH.H.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations

Technology Standards

* HS.SI.1: Evaluate resources needed to solve a given problem.
* HS.SI.1.1: Evaluate resources for reliability. (Reliability can be determined by currency, credibility, authority, etc. depending on the curriculum topic).
* HS.SI.1.2: Evaluate resources for point of view, bias, values, or intent of information.
* HS.SI.1.3: Evaluate content for relevance to the assigned task.
* HS.TT.1: Use technology and other resources for assigned tasks.
* HS.TT.1.1: Use appropriate technology tools and other resources to access information (multi-database search engines, online primary resources, virtual interviews with content experts).
* HS.TT.1.2: Use appropriate technology tools and other resources to organize information (e.g. online note-taking tools, collaborative wikis).
* HS.TT.1.3: Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files).
* HS.SE.1: Analyze issues and practices of responsible behavior when using resources.
* HS.SE.1.1: Analyze ethical issues and practices related to copyright, not plagiarizing, and netiquette.
* HS.SE.1.2: Analyze safety issues and practices when using online resources (legal and criminal consequences, long-term career consequences of behavior).

Unit Goals

* Students will understand the cause and effect of revolutions in history
* Students will be able to construct a timeline concerning historical revolutions and develop an understanding of how this relates to present day.
* Upon completing the unit, through utilizing the various concepts and assessments, students will comprehend the ideas, theories as well as socioeconomic impacts and how they create, destroy and recreate systems of government.

Unit Objectives

* Students will review and illustrate their understanding of how conflict and innovation influenced economic, political and religious changes in medieval civilizations.
* Students will be able to conceptualize how conflict has shaped North Carolina and the United States.
* Students will also understand how economics, politics, religion and other social factors are interwoven in order to construct/interpret a timeline of the French Revolution, from the storming of the Bastille to the creation of the Directory; citing at least 4-5 pivotal moments.
* Students will understand the concept of cause and effect in regards to the French revolution.
* Student will be able to utilize both the concepts of cause and effect and a timeline in order to relate it to their own lives and the present day.
* Students will be able to express their opinions, based on the prior information and their own knowledge regarding economics, politics, religion and other socioeconomic factors in order to successfully determine the rationale behind revolutions.
* Students will learn how to use technology to create projects and presentations according to the rubrics and they will present to the other students.

Unit Assessments

* After reviewing religious reformation and illustrating its similarity to the concept of revolutions, students will write an one page paper based on the rubric.
* Students will take a post quiz on religious reformation, which is located in the standards lesson plan.
* Students will reach 80% proficiency on the guided notes and in-class participation.
* In essay form, students will write about how they felt about being left out of the popcorn activity. The students that were chosen to participate will write about how they felt and the reaction of others.
* Students will answer 8 out 10 quiz questions for homework after the popcorn game.
* Students will illustrate their ability to understand the concept of cause and effect and identify how it applies to their own individual lives.
* Students will construct a timeline of the French Revolution and be graded by the rubric that is handed out. Each student must identify 4 to5 pivotal moments that occurred during the French Revolution in order to illustrate their ability to comprehend the French Revolution.
* Students will use critical thinking skills in order to participate in a paideia. They must orally explain their own opinion regarding socioeconomic problems and how they influence the people of a country in order to instigate a revolution.
* Students will create and present a project based upon revolutions according to the rubric.