



***Curriculum Unit Title***

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Independence High School

This curriculum unit is recommended for:  
High school World History, High School Sociology

**Keywords:** World History, Sociology, French Revolution, Social Movements

**Teaching Standards:** See [Appendix One](#) for teaching standards addressed in this unit.

**Synopsis:** When people are asked about their opinion of World History, most people immediately think of having to memorize names and dates or people and events they see no value in whatsoever. My vast experience in the classroom has taught me that one of the very first things I must do is demonstrate to students that not only does World History have significant academic value, but that by understanding why people did things in the past they will have a better understanding of where we are now and where we are heading. One of the best ways to demonstrate to student their impact on history is to approach the topic through the guise of social movements. My students' understandings of group dynamics in the past and today's society begins with the basics. I weave the concept of group dynamics and social movements through the eight themes of World History. World History is full of instances where people have risen up - for good or ill - to change their current state of existence. Successful revolutions in World History include the English Civil War, Glorious Revolution, French Revolution, October Revolution (AKA Russian Revolution), Velvet Revolution, Nazism, Solidairnosc, Glasnost, and the Arab Spring.

*I plan to teach this unit during the coming year in to 160 students in 9th Grade World History*

*I give permission for the Institute to publish my curriculum unit and synopsis in print and online. I understand that I will be credited as the author of my work.*

## **Social Movements in World History - How People Make History**

*Tamara Babulski*

### **Introduction**

When people are asked about their opinion of World History, most people immediately think of having to memorize names and dates or people and events they see no value in. My experience in the classroom has taught me that one of the very first things I must do is demonstrate to students that not only does World History have significant academic value, but that by understanding why people did things in the past they will have a better understanding of where we are now and where we are heading. I begin the year explaining that World History is more of a study of past human behavior than anything else. As Tina Rosenberg stated in her book, *Join the Club*: "Fitting in with the group is still a basic drive."<sup>i</sup> My students are quick to discover that situations people found themselves in the past are not that different from the today. People have and continue to respond to group wants and needs. "...From...Roman's treatment of foes..., the crusades..., the German Holocaust..., mans murder and genocide have emerged as gruesome recurrent themes of intergroup relations."<sup>ii</sup>

My students' understandings of group dynamics in the past and today's society begins with the basics. One of the first lessons I give my students is on the eight themes of World History. These themes are crucial to all topics studied in class. The themes of World History are: arts and ideas, belief systems, economic systems, geography and environment, government and citizenship, migration and diffusion, science and technology, and society. Throughout all of these basic themes is a constant thread - conflict. "Intense conflict between nations, ethnic groups, and political groups has created some of the most enduring and lethal social problems humans have ever faced."<sup>iii</sup> Within this curriculum unit I will demonstrate how World History teachers can use the themes of history with their various units, constantly referring back to the common theme of conflict. Revolutions, particularly the French Revolution, is the focus of this curriculum unit. Specifically, how do successful revolutions begin as social movements. "...movements are important because they are key agents for bringing about change within societies."<sup>iv</sup>

World History is full of instances where people have risen up - for good or ill - to change the current state of existence. Successful revolutions in World History include the English Civil War, Glorious Revolution, French Revolution, October Revolution (AKA Russian Revolution), Velvet Revolution, Nazism, Solidairnosc, Glasnost, and the Arab Spring. In each instance the social movement was accepted and adopted by an individual in a position of power. "...the world we live in today has been and will continue to be shaped by revolutions and their legacies."<sup>v</sup> For every successful revolution, there are multitudes that fizzled and died - such as the Occupy Movement. Tarrow 1998:2 is

quoted "Contentious politics occurs when ordinary people, often in league with more influential citizens, join forces in confrontation with elites, authorities and opponents...When backed by dense social networks galvanized by culturally resonant, action-oriented symbols, contentious politics leads to sustained interaction with opponents. The result is a social movement."<sup>vi</sup> The Essential Standards for World History focus a great deal of attention on conflict and conflict resolution.

Through this unit I have written lessons that explore herd mentality. "Herd mentality...describes how people are influenced by their peers... have been prevalent descriptors for human behavior since people began to form tribes..."<sup>vii</sup> This concept helps explain how people get swept up in the revolution fervor and do things they might not normally do. "Much of human life is spent in group contexts."<sup>viii</sup> Students are very familiar with group mentality. They may not be familiar with the lexicon 'group mentality', but they do understand various types of groups such as cliques, gangs, mobs, and teams. By approaching World History through social movements and the group mentality, students will not only have a deeper understanding of why events occurred but they will also comprehend why society accepts or dismisses social movements.

### **Rationale**

"Democracy, authoritarianism, dictatorship, apartheid, Nazism, capitalism, socialism, communism, and many others like these are human creations."<sup>ix</sup> The historical concept of conflict is sometimes one of the easiest, or the hardest, concepts for students to understand. By weaving the eight themes of World History through the filter of conflict into all topics, students begin to see how everything is connected. A unit that has a concentration on conflict is the unit on revolutions. Revolutions bring out the best and worst of humans. "A revolution is not just a political event, for revolutions occur in all areas...Revolutions represent a long process - from the initial innovation to the dramatic revolutionary period, through the long post-revolutionary adjustment."<sup>x</sup> Conformity, leadership, stereotyping, discrimination, and inter-group conflicts are all focal points of the unit. Through the scope of this unit students will have an easier time understanding the process and consequences of revolutions when the concept is connected to a concept teenagers are very familiar with - social groups.

Through this unit on revolutions I will be able to connect modern-day events, such as the Arab Spring, to what happened in the revolutions in America and France. In the French Revolution, for example, under the leadership of Maximilien Robespierre, conformity was a must. The wealthy elite of the Second Estate were stereotyped as uncaring and power-hungry. The peasants of the Third Estate were stereotyped as backwards and ignorant. Conflicts within, and between, social groups tore the country apart. "In France,...distrust became a dominant force that led to infighting and ultimately the famous "Reign of Terror" where many revolutionaries were killed in McCarthy-like search for enemies."<sup>xi</sup> A similar situation happened in the colonies during the American

revolution. People in the colonies were torn between loyalty to the crown and those that wanted their independence from what they perceived as unjust rule. Throughout history people have constantly sought out change. "...the world we live in today has been and will continue to be shaped by revolutions and their legacies."<sup>xii</sup>

This unit, as one example, is key to my aim to prove that World History is not stagnate, but an ever changing concept. "...movements are important because they are key agents for bringing about change within societies."<sup>xiii</sup> On a 90-minute block class schedule the unit on revolutions is slated to last for two weeks; however, I maintain that the central concept of the unit - how people change society - can be applied to any topic in World History. I want my students to understand that "...the course of human history and development...has been influenced and shaped by peoples' acquired [Human Factor] characteristics...We are then at the mercy of our own ideas, ideologies, and creation or invention."<sup>xiv</sup>

### **Objectives/Background**

World History is a semester-long class of eighteen weeks. The eighteen weeks are broken up into nine week long quarters that are further divided by topics. Quarter One concentrates on the pre-1500 world, with snapshot studies on topics such as ancient civilizations of Mesopotamia and Egypt, classical civilizations of Greece and Rome to the influence of the Middle Ages. Quarter Two concentrates on the Twentieth and Twenty-first Centuries. From beginning to end, World History in North Carolina covers over 10,000 years in eighteen weeks. One of the key elements of World History is for students to receive a foundation of key civilizations, movements, and accomplishments that will aid them in their study of Civics and Economics, the Social Studies course they will take in their tenth grade year. As a result of this, it is imperative to create not only a common thread to tie World History together, but to also show how World History relates to Civics and Economics and United States History. That common thread is social movement. "Societies are not static or stable. They flow. And social movements are key currents to this flow."<sup>xv</sup> By the end of the semester each student will be able to explain not only how historical events are connected, but also how conflict has played a crucial role in those connections. "Groups, it is argued, populate the public sphere. And, as such, groups are well placed to raise the alarm when problems or issues emerge which require the attention of the state."<sup>xvi</sup>

Prior to this particular unit on revolutions I assign an outside reading for my students. My students have a choice of reading *Les Miserables* by Victor Hugo or *The Three Musketeers* by Alexandre Dumas. *Les Miserables* takes place during the French Revolution and *The Three Musketeers* takes place about 100 years before the revolution. Both of these classic novels are appropriate for high school Freshman to read, in fact they are on many school systems recommended reading lists. I chose these particular books because I use information within the novels in the revolution unit. *The Three Musketeers*

helps explain absolute monarchies and what France was like before the revolution tore the country apart. Information within *Les Miserables* is used to explain exactly what happened during the revolution. I scaffold these texts for my regular level students by giving them reading guides to help them understand what they read. These two texts will give students different views of France because "...the course of human history and development...has been influenced and shaped by peoples' acquired [Human Factor] characteristics."<sup>xvii</sup> The two novels are interwoven within the unit and are used as a large part of the culminating project of the unit. Prior to this unit my students are also introduced to the concept of close reading. A detailed description of this concept is explained further in "Strategies". The unit on the French Revolution is divided into six parts.

### Part One

Students discuss and reflect on what a revolution is. As Michael D. Richards states in Revolutions in World History: "World History is filled with coups, revolts, and rebellions."<sup>xviii</sup> I begin by walking my students through the creation of a "working definition" of what a revolution is. A sample of this chart is found in "Teacher Resources". My students write detailed descriptors and then use those descriptors to create their own detailed definition of a revolution. This working definition is the basis for the entire unit. After students have created and shared their detailed definitions, I then spend time explaining the basic cycle of revolutions. I explain that revolutions start out with some basic changes, but then radicals assume power and make drastic changes. Some of these changes are adopted; however, the radicals soon lose influence and the revolutions recedes back to a more moderate phase. At this point in the lesson I make sure students understand that not all revolutions succeed. Some, such as the Occupy Movement, fizzle and die. Mark N. Katz stated it best in his book Revolutions: "Revolutionary movements have one principal goal: to overthrow regimes they oppose and seize power themselves. Most do not succeed at this extremely difficult task."<sup>xix</sup>

### Part Two

Once students have their working definitions and an idea of the cycle of revolutions, I then guide my students into a discussion of pre-revolutionary society in France. I give my students excerpts from The Three Musketeers to analyze. My goal is for my students to use this close read to help them understand not only why pre-revolutionary France was organized the way it was, but also why it eventually imploded. At this point in the lesson my students begin 'traditional notes' by writing down the three social classes, Estates, in French society. These notes include who was in each social class, what professions they had, how much responsibility they had in the French government, and ultimately what their burden was in funding the government.

These notes lead to a discussion of what it means to be in a group, and if a group can influence what they do. At this juncture in the unit I give my students a definition of 'social group'. "A social group has been defined as two or more people who interact with one another, share similar characteristics and collectively have a sense of unity...Characteristics shared by members of a group may include interests, values, representations, ethnic or social background, and kinship ties."<sup>xx</sup> As a class we brainstorm examples of social groups and how they influence people. I tie the definition together with pre-revolution French society by asking my students about what could cause people to rebel against their government and if a social group can influence that decision. As Darren R. Haplin stated in *Groups, Representation, and Democracy*: "...groups are important with respect to their provision of positive advocacy to formal political institutions. They can provide collective resistance to oppression."<sup>xxi</sup> A major social group of the French Revolution that is examined in class is the National Assembly and their Tennis Court Oath.

### Part Three

Before a detailed discussion of the French Revolution can take place I remind my students that the French Revolution was not a solitary event, but that it was influenced by many different factors that extend prior to the American revolution. "While the American Revolution is considered to be the start of democratic revolution, the intellectual birthplace...occurred, ironically, in England over one hundred years prior to the Declaration of Independence."<sup>xxii</sup> Once that fact is established my students examine the French Revolution itself, particularly the Reign of Terror. I refer back to their working definition of a revolution and the cycle of revolutions discussed earlier to help them understand what happened during the radical phase of the French Revolution. I also show clips from *The Scarlett Pimpernel* so that they can see what happened during the most violent phase of the French Revolution. In conjunction with the video clips, my students will conduct a close read of excerpts from *Les Miserables*. Once they have an understanding of what happened during the Reign of Terror I show clips from the Arab Spring to compare past and present social movements.

### Part Four

The Directory and the Rise of Napoleon are the focus of this part of the unit. I refer back to phase three of revolutions and their working definitions to examine how revolutions are resolved, or not. I also readdress our class discussion on peoples' influences in groups, and groups' influences on people. I pose the following question as a writing prompt: "Why were people willing to follow Napoleon?" I want my students to understand that "...citizens' recognition of the need to move from one less desirable socio-economic situation to a more desirable one."<sup>xxiii</sup> My students examine the rise, influence, and ultimate fall of Napoleon in this part of the unit. We examine why Napoleon's rise and fall is not a revolution, but instead is a slow return to normalcy. I use the strategy

Think-Pair-Share with this part of the unit. Think-Pair-Share is described in detail in the Strategies portion of this unit.

#### Part Five

After my students have examined all aspects of the French Revolution I assign them an assessment to gauge their understanding of not only what a revolution is, what the French Revolution was, and how groups play a crucial role in what occurs in social movements. Their assessment is non-traditional in that I do not give my students a paper test and a bubble sheet and ask them to spit back information to me. Rather, I want to see their reasoning skills at work. I assign them what I call a CD-cover project. Students design a CD cover. This graphic must depict a crucial element of a revolution. Inside the CD cover students write a list of twelve song titles. Each song title describes a specific aspect of the French Revolution. My students then must choose one of the song titles and write the lyrics to describe a key component of the revolution or a key person within the revolution itself. I require my honor students to write lyrics to two songs. My students have the option of using current soundtracks to help them create lyrics and song titles.

#### Part Six

Part Six is unique in that it does not have to be attached to this unit on the French Revolution - it can stand alone as a quarter or semester project. For this project students need a box, a shoe box is perfect. The purpose of the project is to see both the impersonal and personal side of a social movement. I create a list of fifty social movements and revolutions that I then assign to my students through a lottery system. Each event is given a number. Students then draw a number to see what event they will be in charge of. For this project I identify the top, sides, and inside of the box. The top of the box is to be covered with scenes of the social movement or revolution assigned. The four sides of the box are covered with key vocabulary and people associated with social movements and the particular event they have. Each student must include their own working definition of a revolution. By following this process the outside of the box becomes the 'textbook explanation' of their event. Inside the box students have a personal view of the social movement or revolution. This personal view includes any items that help describe how people felt, acted, witnessed, and participated in the social movement or revolution.

### **Strategies**

#### Think-Pair-Share

In Think-Pair-Share students are in small cooperative groups. The students are grouped heterogeneously to secure the widest input of collected information. Think-Pair-Share works best in groupings of five students. I recommend that you, the teacher, assign the

groups to ensure that students are divided up in such a way as to ensure the greatest chance of academic language being spoken, and not gossip. Heterogeneous grouping is best; however, if the class has a high percentage of limited English proficient (LEP) students, then homogenous grouping is recommended in order to take full advantage of peer mentoring. In this strategy students are given a topic to contemplate. They will then pair up and share their thoughts and answers.

### Socratic Seminar

Socratic Seminar is a whole-class discussion of a specific topic. In this strategy, the teacher introduces a topic, gives the students a visual reference, and guides them through a discussion of self-discovery within the topic. "The Socratic method of teaching is based on Socrates' theory that it is more important to enable students to think for themselves than to merely fill their heads with the "right" answers. Therefore, he regularly engages his pupils in dialogues by responding to their questions with questions, instead of answers. This process encourages divergent thinking rather than convergent."<sup>xxiv</sup> This method of class discussion is uncomfortable to some student, so the teacher will need to spend time, prior to the lesson, coaching students through the Socratic process. An example of Socratic Seminar is giving the students a reading a day in advance of a class discussion on the same topic.

### Close Read

An important component of any history class is being able to read like an historian. The easiest way to accomplish this is to conduct a close read. "To do a close reading, you choose a specific passage and analyze it in fine detail, as if with a magnifying glass. You then comment on points of style and on your reactions as a reader."<sup>xxv</sup> As with Socratic Seminar, it is crucial to coach students through doing a close read, and practice it a few times before they venture on their own. An excellent practice of a close read can be found on YouTube. In this video a group of students conduct a close read of a passage from Dr. Seuss's "Oh! The Places You Will Go." When I introduce this particular strategy to my students I use this video and a copy of the book. I have my students watch the video and discuss what they saw. I then break the class in to groups (similar to Think-Pair-Share) to conduct a close read of a passage from the book. Once my students are comfortable with this we move on to primary sources from the textbook.

### Debate/Discussion

A debate or discussion is an excellent way to ensure that every person in the class participates in the topic being presented in that each student is required to speak up and contribute to the topic at hand. A debate, or student-focused discussion is an excellent strategy to use when summarizing and finishing a topic. "Participation adds interest - It's hard to maintain students' focus and attention when all they hear is the professor talking.



It helps to hear another voice as well as another point of view."<sup>xxvi</sup> Debates and discussions give students the chance to enhance their own learning experience. I encourage debated and student-led discussions with my Honors level students. Many students need to be coached first on how to participate in a discussion, but once they understand it, the teacher can step back and watch students take charge of their own learning.

### Whole Group Discussion

I find that whole-group discussion works best with classes that are not comfortable with individuals eliciting answers. "Discussion focuses on interactions. Participants are allowed to express their knowledge, understandings, and opinions on a topic. It is a student-centered strategy in which teachers assume the role of facilitator, and students become interactive participants. Student participation promotes active learning and greater student accountability because students must share their knowledge."<sup>xxvii</sup> While debates and student-led discussions work best with Honors students, whole group discussions work best with regular level students.

### *Learning Centers*

Learning Centers are known by many names. You may have called them stations or rotations. Whatever you call them they are a great way to review material you have covered. Horace Mann states it best, "They are best used after the class has been exposed to the main lesson and showed some knowledge of its ingredients. Typically, the centers provide more layers to the learning and deeper understanding of the material."<sup>xxviii</sup> Learning Centers are a great way to reach every student because you can cater the different centers to different learning modalities. I have found that rotation between stations really only works best with Honors level students and those who are truly vested in the learning process. For those students that are not high achievers, they can have the option of coming to you to pick up information for the next topic they explore. In class I call this 'self-paced work'.

### **Resources**

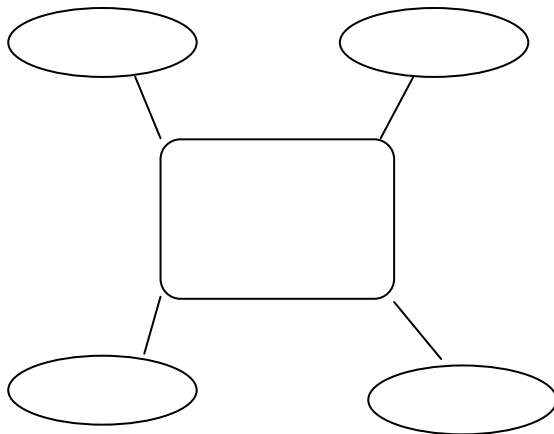
#### Warm-Up/Ticket-Out Sheet

The Warm-Up/Ticket-Out Sheet is a fabulous way to begin and end each classroom session. I use the War-Up as a way to prepare my students for what will be discussed in class that day. The Ticket-Out is an opportunity for review of the day's lesson and an opportunity for students to get clarification on anything they did not quite grasp in class. I collect the Warm-Up/Ticket-Out Sheet daily as an informal assessment.

Day of the Week	Warm-Up	Ticket-Out
Monday	Students write their answers to a question posed by the teacher.	Students have the opportunity to reflect and ask questions here
Tuesday		
Wednesday		
Thursday		
Friday		

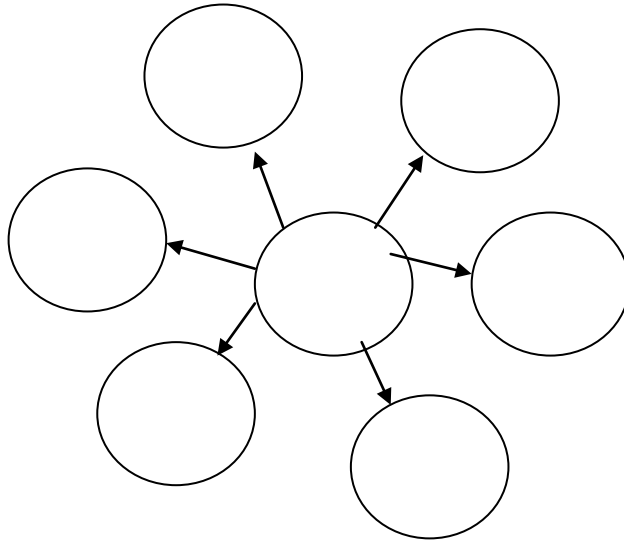
### Concept Maps

Concept maps are an easy way to cover a large topic in a short amount of time. Quite often I will use a concept map as a preview and summary of the main topic of a unit. I will begin the unit with a concept map of the main idea. Throughout the unit I take that main idea apart into its sub-topics for examination, then I will reassemble the main idea back to the whole idea my students experienced with the concept map. Below is one example of how a concept map might be structured. The main idea is written in the center and sub-topics surround it.



### Working Definition

I use Working Definitions to help my students understand a broad topic such as 'revolution' or 'war'. I write the definition in the center. Surrounding the definition are six boxes, each with a basic question - who, what, when, why, where, and how. As a class my students create descriptors for each clarifying question. Once they have their descriptors, students create their own personalized definition of the key topic. Below is an example of how I structure a working definition for my students. As you can see a working definition is a stylized concept map.



## Classroom Activities

### Working Definition

For Part One of the lesson I lead my students through the creation of a working definition of "Revolution". As has been described in "Resources" a working definition allows students to have ownership of their own learning. "Working definition is needed when a word will be used with a specific meaning, which may either be one of several common usages of the word, or be different from all of them."<sup>xxix</sup> I have found that creating a working definition can take anywhere from ten to twenty minutes, depending on the academic level of the class.

### Notes and Discussion

Part Two of the Curriculum Unit contains two activities that some students dislike - notes and class discussions. From the beginning of the semester I encourage my students to write their notes Cornell-style. "The Cornell method provides a systematic format for condensing and organizing notes. The student divides the paper into two columns: the note-taking column (usually on the right) is twice the size of the questions/key word column (on the left). The student should leave five to seven lines, or about two inches, at the bottom of the page."<sup>xxx</sup> I explain to my students that the left side of the page is for the key concept we are discussing and writing notes about, and the right side of the page is for them to write down details about the key concept. The ultimate goal of Cornell Notes is to help the students not only organize their thoughts and notes, but to help them become more successful academically by making studying easier.

### Flipped Classroom

Having a Flipped Classroom is becoming increasingly common throughout the country. "It's an "inverted" teaching structure in which instructional content is delivered outside

class, and engagement with the content – skill development and practice, projects and the like – is done in class, under teacher guidance and in collaboration with peers." <sup>xxxii</sup> I use the online textbook as my flip. I assign a section of the book for my students to look at, complete with any videos or interactive activities. As a class we will then look at this information and expound upon it in class.

### Close Read

A Close Read is a literacy strategy that has students interpret sections of a text. As with any other activity used in the classroom, it is important to walk students through the steps so they know how to use the concept. For this curriculum unit my students conduct a close read of two passages: one from Les Miserables and one from The Three Musketeers. The two passages I choose are determined by a multiple of factors. First, I consider the academic reading level of my students. For example, I give my honors students a more challenging read than my regular level students. Second, I consider exactly what I want my students to achieve from the close read. My ultimate goal determines if my reading selections are more character or content specific. It has been my experience that a more content specific selection works best with regular level students.

### CD-Cover Project

The CD-Cover project is used as a formal assessment of the unit on Revolutions. The rubric for this project is found in Resources for Teachers. For the CD-Cover Project students complete three tasks. First, my students design an album cover for their CD that is an accurate depiction of an important event or key person within the unit. I require my students to give me their ideas for final approval before they proceed. Second, my students create a list of song titles for their CD. Each song title is a description of an important event or person within the unit. I allow students to use current song titles, but they must include the event they are describing in parentheses after the title. The titles cannot contain the name of the event or person, but must be an accurate description. An example I give my students is "Another One Bites the Dust" for the Reign of Terror. The third task required of my students is to create their own lyrics to one of the songs on their CD. I do give extra points for anyone willing to perform their song in class. I am constantly amazed at the lure of performing karaoke in class.

### Box Project

The Box Project is a formal assessment that I assign as a quarter, or semester, project. The rubric for this project is found in Resources for Teachers. The purpose of the Box Project is for the students to go beyond a textbook description of an event. Through the Box Project, students are able to step out of their insular world and experience what it must have been like to go through a particular event. For example, a student assigned the

Armenian Massacre of 1915 would decorate the outside of the box to reflect what was seen around the world, what might have been published in newspapers or magazines. For the inside of the box, students come up with artifacts to describe what happened to the people of Armenia, a personal view of the event.

### Resources for Teachers

#### CD-Cover Project

This is a rubric I use with this project. I give my students this rubric when I assign this project because I want my students to understand exactly what I expect of them. Through this rubric I am able to differentiate assessment so that grades reflect both what I expect and what the student is capable of doing.

<b>Project Part</b>	<b>Not Completed (1)</b>	<b>Does not meet expectations (2)</b>	<b>Meets expectations (3)</b>	<b>Exceeds Expectations (4)</b>
<u>CD-Cover</u> - designed and produced by the student (not copy and paste)				
<u>10 - 12 song titles.</u> (Each title reflects a key person or event)				
<u>Song Lyrics</u> (lyrics to at least one song; accurately reflects an event)				

#### Box Project

This is the rubric I use when I assign this project. I give my students this rubric when I assign this project because I want my students to understand exactly what I expect of them. Through this rubric I am able to differentiate assessment so that grades reflect both what I expect and what the student is capable of doing.

<b>Project Part</b>	<b>Not Competed (1)</b>	<b>Does not meet expectations (2)</b>	<b>Meets expectations (3)</b>	<b>Exceeds Expectations (4)</b>
<u>Outside of box:</u> - key terms - key people - pictures of the event				
<u>Cause and Effect relationship :</u> defined and described(outside of box)				
<u>Inside of box:</u> - pictures of events impact - artifacts that describe the event				

Holt World History: Human Legacy, North Carolina Edition.

This is the textbook used by the Charlotte-Mecklenburg School System. A plus for this textbook is the on-line version that is available for students. The on-line version of this textbook includes videos, interactive maps, study aides, and section quizzes that can be either assigned to the students, or that they students themselves can use to help them study World History.

Brain Pop

Brain Pop is an educational site full of vignettes and activities that are excellent tools to use when introducing a topic in class. Brain Pop is also aligned with the Essential Standards and the Common Core so I know my students are getting the information they need. My regular level students really enjoy the vignettes. I use them as discussion starters.

Wikipedia

Wikipedia is a great go to source for clarifying information on just about anything. Quite often the best part of Wikipedia are the sources listed in the footnotes at the end of the article. Those sources can open your classroom to all kinds of wonderful sources for you

and your students to read to better understand a topic. As a word of caution, I always advise teachers to carefully read the article before opening it up for students to view.

Social Psychology of Social Problems. The Intergroup Context.

Agnieszka Golec de Zavala and Aleksandra Cichocka edited this great text. This book goes into great detail about In-Group and Out-Group concepts. A rudimentary understanding of Sociology would be very helpful before delving into this text.

Les Miserables and The Three Musketeers

Les Miserables by Victor Hugo and The Three Musketeers by Alexandre Dumas are classics for not only the historical aspects, but for the sociological aspects as well. These two classics offer insight into how social movements and the herd mentality can change the course of history.

Making Sense of Social Movements

Nick Crossley's book is the book to read to understand the why, how, and when of social movements. I recommend that every Social Studies teacher read this book to further understand why governments and people operate as they do. This is an invaluable read.

YouTube

I use YouTube primarily for the excellent documentaries by History Channel, Discover and National Geographic. "World History Crash Course" by Tom Greene is excellent for Honors level students. World History Crash Course is perfect for AP students as well. My regular level students have a difficult time following the video in that they quite often have a hard time following along at the rapid pace of the video. For the French Revolution specifically there is a fabulous History Channel documentary on the French Revolution. When I discuss the rise of the World War Two dictators I show a National Geographic documentary on Kim Jong Il to help them understand the herd mentality cultivated by dictators to maintain control.

### **Resources for Students**

Les Miserables and The Three Musketeers

Les Miserables by Victor Hugo and The Three Musketeers by Alexandre Dumas are classics for not only the historical aspects, but for the sociological aspects as well. These two classics do an excellent job of letting students see how life was like at these disparate times of France's history. I encourage students to complete a comparison of these two

books to understand the cause-effect relationship of social movements, the herd mentality and revolutions.

### Brain Pop

Brain Pop is an educational site full of vignettes and activities that are excellent tools to use when introducing a topic in class. Brain Pop is also aligned with the Essential Standards and the Common Core so I know my students are getting the information they need. I have found that Brain Pop works best with my regular level students. Brain Pop can easily be adopted by your school so that every teacher can access the videos and activities that span all subjects.

### Holt World History: Human Legacy, North Carolina Edition.

This is the textbook used by the Charlotte-Mecklenburg School System. A plus for this textbook is the on-line version that is available for students. The on-line version of this textbook includes videos, interactive maps, study aides, and section quizzes that can be either assigned to the students, or that they students themselves can use to help them study World History.



## Appendix One - Essential Standards

The Essential Standards for World History focus a great deal of attention on conflict and conflict resolution. The following is a list of the World History Essential Standards related to this particular curriculum unit:

WH.H.1.2: .1,.2,.3 *Use historical comprehension to reconstruct the literal meaning of a passage; differentiate between historical fact and historical interpretations; and analyze visual, literary and musical sources.* This essential standard coincides with the close reading activity described in this curriculum unit. In addition, I use this standard to coincide with the assigned readings of Les Miserables and The Three Musketeers.

WH.H.1.3: .1,.2,.3,.4,.5 *Use historical analysis and interpretation to identify issues and problems in the past; consider multiple perspectives of various people in the past; analyze cause-and-effect relationships and multiple causations; evaluate competing historical narratives and debate among historians; evaluate the influence of the past on contemporary issues.* This essential standard coincides with the focus of this curriculum unit - the impact of social movements on history.

WH.H.6.2: *Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations.* This essential standard coincides with the subject of this unit - the French Revolution.

WH.H.7.3: *Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war.* This essential standard coincides with this curriculum unit's focus on the American Revolution, French Revolution, and ties to the Arab Spring.

WH.H.7.4: *Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements.* This essential standard ties the sociological concept of the herd mentality to political revolutions around the world.

WH.H.8.1: *Evaluate global wars in terms of how they challenged political power structures and gave rise to new balances of power.* This essential standard ties the sociological concept of the herd mentality to the social movements that led to World Wars One and Two.

WH.H. 8.2: *Explain how international crisis has impacted international politics.* This essential standard allows for a connection between the French Revolution and the Arab Spring, particularly how nations around the world responded to these two incidences.

WH.H. 8.3: *Analyze how "new" balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth*

century. This essential standard connects the sociological concepts described in this unit with the Arab Spring. This essential standard is the doorway through which I am able to connect the past to the present.

*WH.H. 8.6: Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic, and social life in Africa, Asia, Latin America, Europe, the Soviet Union, and the United States.* This essential standard connects Sociology to World History. Through this essential standard I am able to connect social movements to political movements.

*WH.H. 8.7: Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries.* This essential standard gives me the opportunity to connect social movements and political movements across time.

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Through this unit I have written lessons that explore herd mentality. "Herd mentality...describes how people are influenced by their peers... have been prevalent descriptors for human behavior since people began to form tribes..."<sup>xxxiii</sup> This concept helps explain how people get swept up in the revolution fervor and do things they might not normally do. "Much of human life is spent in group contexts."<sup>xxxiv</sup> Students are very familiar with group mentality. They may not be familiar with the lexicon 'group mentality', but they do understand various types of groups such as cliques, gangs, mobs, and teams. By approaching World History through social movements and the group mentality, students will not only have a deeper understanding of why events occurred but they will also comprehend why society accepts or dismisses social movements.

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