





**Grade: 10 Subject: World History Unit: Revolutionary Leaders Expedition Time: 30 days**

**Instructional Goals:** TLW research specific revolutionary leaders from the 20<sup>th</sup> century, assessing their ideas and achievements by comparing them to Jesus’ Sermon on the Mount (Matthew 5-7) and Sermon on the Plain (Luke 6).  
 TLW analyze the tactics of the revolutionary leaders whose ideas and actions matched most closely with Jesus’ teachings.

TLW implement similar tactics to meet local needs in a *revolutionary* way.

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1	<b>Researching and Categorizing Revolutionary Leaders</b>	4 days	<b>Research; Discussion</b> -Students are split into groups. Each student researches three of the above revolutionary leaders for three days. (There will be some overlap, so that more than one student per group researches each leader.) Students research these leaders out of class as well. Resources must be cited using MLA Format.	<i>Classroom Instruction that Works</i> , Marzano, et al. -Categorizing <i>World History</i> , McDougal Littell	Categories and Paragraph Explanations -Category Rubric Works Cited in MLA Format -Works Cited Rubric	For homework, students will be reading the Sermon on the Mount (Matthew 5-7) and the Sermon on the Plain (Luke 6). These teachings of Jesus will be used to assess the beliefs and actions of each of the revolutionary leaders that are studied, as well as the consequences of their beliefs and actions.
2	TLW analyze change and continuity within a historical time period. (D)					
3	TLW understand how the following themes and developments help to define eras in world history: challenges to democracy and human rights (1945-Present). (D)					
4	TLW analyze how individuals and movements have shaped world history (1450-present). (M)					
4.1	TLW evaluate the validity, reliability, and credibility of sources when researching an issue or event. (D)					
4.1.1	TLW create strategies to avoid plagiarism and respect intellectual property when developing a paper or presentation. (D)					
4.1.2						
4.2						
4.2.1						
4.2.2						
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5.2						
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5.4.2						



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1 2 3 4 6 7	Studying the “Sermon on the Mount” and the “Sermon on the Plain”  TLW analyze two of Jesus’ “sermons,” attempting to summarize the main ideas through note-taking.*  TLW evaluate one’s own viewpoint and the viewpoints of others in the context of a discussion. (D)	4 days	<b>Reading and Response; Peer Sharing; Discussion</b> -Students spend three days studying different aspects of the Sermon on the Mount and the Sermon on the Plain, reading through notes from different study Bibles, Bible studies and reference books. Students take notes on what they learn (in informal outline style) and share with their peers at specified times. -Students participate in a teacher-guided, class discussion (with rules similar to a Socratic Seminar) relating to these “sermons.”	ESV and NIV Study Bibles  NASB Exhaustive Concordance with Hebrew and Greek Dictionaries  IVP New Testament Commentary Series  NT Wright’s Matthew for Everyone  The Sermon on the Mount Bible Study, by John Stott  <i>Classroom Instruction that Works</i> , Marzano, et al. -Note-taking	Note-taking Skills -Note-taking rubric  Class Discussion -Socratic Seminar	



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1	Assessing the Revolutionary Leaders	1 day	<b>Reading and Response (Comparisons); Discussion</b> -In the same groups as above, students decide both 1) which two categories of leaders align most closely with Jesus’ teachings in the sermons, including a one-paragraph explanation explaining why and 2) which specific leaders align most closely with His teachings, with a one-paragraph explanation explaining why.	<i>World History</i> , McDougal Littell Matthew 5-7 Luke 6	Group Work -Group Work Rubric Assessment of Revolutionary Leaders	<b>BI:</b> Students use the Sermon on the Mount and the Sermon on the Plain to assess how closely the revolutionary leaders’ lives reflect Jesus’ teachings from these sermons.
2						
3	TLW analyze and interpret historical materials from a variety of perspectives in world history (1450-present). (D)					
4						
6	TLW evaluate the precision of a position on an issue or event. (D)					
7	TLW evaluate one’s own viewpoint and the viewpoints of others in the context of a discussion. (D)					
5.1.1	TLW analyze consequences of positions on an issue or event. (D)					



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1	Brainstorming a <i>Revolutionary</i> Plan	3 days	<b>Reading and Response (Comparing and Contrasting); Brainstorming; Peer Sharing; Discussion</b> -In groups, students examine the revolutionaries whom they chose as the leaders most closely reflecting Jesus’ teachings in the two sermons, analyzing the tactics they used in order to bring about change, as well as the consequences of their actions. -Students examine the needs of the local community, brainstorming in order to create a list of all the needs they can think of, and then funneling the list down to about five of the most important needs. -Individually, students brainstorm how they could help the community in a <i>revolutionary</i> way, using tactics that are of the same style—though, of course, not exactly the same—as the tactics used by the class’ chosen revolutionary leaders. Students then share with a peer, followed by a time of group sharing. Each group will choose one method in which the class could help the community in a revolutionary way. They will create an action plan intended for a specific local audience and present their ideas to the entire class. The class will vote (by secret ballot) on the action they would like to take.	<i>World History</i> , McDougal Littell  Research gathered on revolutionary leaders.	Group Work -Group Work Rubric  Analyses of Revolutionary Leaders’ Lives  Homework: Brainstorming different needs of the local community  List of Needs of the Local Community  Group-created Action Plans	
2						
3	4.2.1 TLW analyze how individuals and movements have shaped world history (1450-present). (M)					
4						
5						
6						
8	4.4.1 TLW analyze how an understanding of world history can help us prevent problems today. (D)					
	5.4.1 TLW evaluate multiple reasons or factors to develop a position paper or presentation. (D)					



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2	<b>Planning for <i>Revolutionary</i> Action(s)</b>	5 days	<b>Discussion; Hands-on Activity</b> -Once they have chosen the action(s) they are going to take, students have time to plan how to implement their plan to do something revolutionary in the local community. Students discuss their plans as a class, finalizing exactly what they hope to do and who the specific target audience is. The class is arranged in a circle, and the teacher guides the discussion. -Students divide themselves into four groups and delegate responsibilities. The teacher guides and offers advice. 1) Leadership Team: Takes charge of the overall planning concerning what the class is going to do in the community. 2) Aesthetic Team: Creates and perfects a visual presentation (artwork, posters, PowerPoint, video, pamphlet, etc.) for the target audience. 3) Spoken Word Team: Prepares and perfects an oral presentation for the target audience. 4) Presentation Team: Available for taking care of minor details and organizational issues, and plans the specifics of the Expedition Night presentation. -Each group has unique responsibilities, but the groups will have to work together to create a unified plan. The students begin to flesh out their action plan.	Research gathered on revolutionary leaders. Students’ action plans	Class Discussion -Socratic Seminar Rubric Leadership -Leadership Rubric -Peer and Teacher Assessments Visuals -Visual Rubrics -Peer and Teacher Assessments Oral Presentations -Presentation Rubrics -Peer and Teacher Assessments Organization -Organization Rubric -Peer and Teacher Assessments	The hope of this expedition is to guide the students while leaving them the freedom to choose their course of action. Whether they succeed or fail should be in their hands. We, as teachers, have to be brave enough to allow for the possibility of failure even though, to some, it might reflect poorly on our leadership in the classroom.
3						
4	4.4.1 TLW analyze how an understanding of world history can help us prevent problems today. (D)					
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2 3 4 5 6 8	<p><b>Practicing for the Revolutionary Action(s)</b></p> <p>TLW evaluate multiple reasons or factors to develop a position paper or presentation. (D)</p> <p>TLW refine his or her contribution to the class’ action plan through repetitive practice.*</p>	4 days	<p><b>Discussion; Hands-on Activity; Drill and Practice</b></p> <p>-Students perfect their plan, finalizing drafts of visuals or oral presentations, practicing what they are going to say or do over and over again, tying up unfinished details, or any other additional preparations that need to be taken care of. (Each group has specifically assigned practice tasks, so that no one is sitting around doing nothing.)</p> <p>The teacher is available as a guide, as an expert opinion, or to offer feedback.</p>	<p>Research gathered on revolutionary leaders.</p> <p>Students’ action plans</p>	<p>Leadership Team</p> <p>-Leadership Rubric</p> <p>-Peer and Teacher Assessments</p> <p>Aesthetic Team</p> <p>-Visual Rubrics</p> <p>-Peer and Teacher Assessments</p> <p>Spoken Word Team</p> <p>-Presentation Rubrics</p> <p>-Peer and Teacher Assessments</p> <p>Presentation Team</p> <p>-Organization Rubric</p> <p>-Expedition Preparation Rubric</p> <p>-Peer and Teacher Assessments</p> <p>Revolutionary Actions</p> <p>-Revolutionary Actions Rubric</p>	<p>Whatever action(s) the students take will probably take place off campus, perhaps even outside of school hours.</p> <p>If the students plan something during school hours, the next section of this unit may need to be modified in order to make that possible. If they plan something outside of school, and need more time after this section to complete their plans, they will have to finish those plans outside of class, but will still be graded on the results.</p>



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2 3 4 5 6 8	<p>Preparing for Expedition Night</p> <p>TLW evaluate multiple reasons or factors to develop a position paper or presentation. (D)</p> <p>TLW refine his or her contribution to the class’ Expedition Night presentation through repetitive practice.*</p>	5 days	<p><b>Hands-on Activity; Discussion; Presentation; Drill and Practice</b></p> <p>-Students switch gears, as the Presentation Team takes the lead and guides the class through their preparations for Expedition Night. The Presentation Team will also serve as the emcees or narrators of the presentation on Expedition Night. The original presentations will have to be altered, because there is now a different target audience. The Aesthetic Team is responsible for altering the products they’ve created to fit into Expedition Night, as well as creating further physical products (or decorations). The Spoken Word Team is responsible for altering the original oral presentations to make them fit into Expedition Night. The Leadership Team is responsible for inviting people from the original target audience to Expedition Night (and reminding them about it), plus planning a 5-minute drama to reinforce what the Spoken Word Team speaks about.</p> <p>-Students practice to perfection, practicing over and over again every aspect of the Expedition Night presentation.</p>	<p>Research gathered on revolutionary leaders.</p> <p>Students’ action plans</p>	<p>Presentation Team:            -Leadership Rubric</p> <p>Aesthetic Team            -Visual Rubric</p> <p>Spoken Word Team            -Presentation Rubric</p> <p>Leadership Team            -Effective Communication Rubric            -Drama Rubric</p> <p>Expedition Night            Presentation            -Presentation Rubric</p>	



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3 4 6	<p><b>Post-Expedition Reflections</b></p> <p>TLW reflect on the expedition and what he or she learned from the planning process and execution of the action plan.*</p> <p>TLW offer suggestions for improving this expedition in the future.*</p>	2 days	<p><b>Reflective Journal Writing</b></p> <p>-Students spend one day reflecting on their revolutionary action(s) and their Expedition Night presentation. They give themselves and each group a grade according to a rubric.</p> <p>-The next day, students reflect on what they learned from the Revolutionary Leaders Expedition, which activities helped them learn the most, and improvements that could be made to the expedition to help teachers and students in the future.</p>		<p>Revolutionary Actions -Revolutionary Actions Rubric</p> <p>Expedition Night -Presentation Rubric</p>	