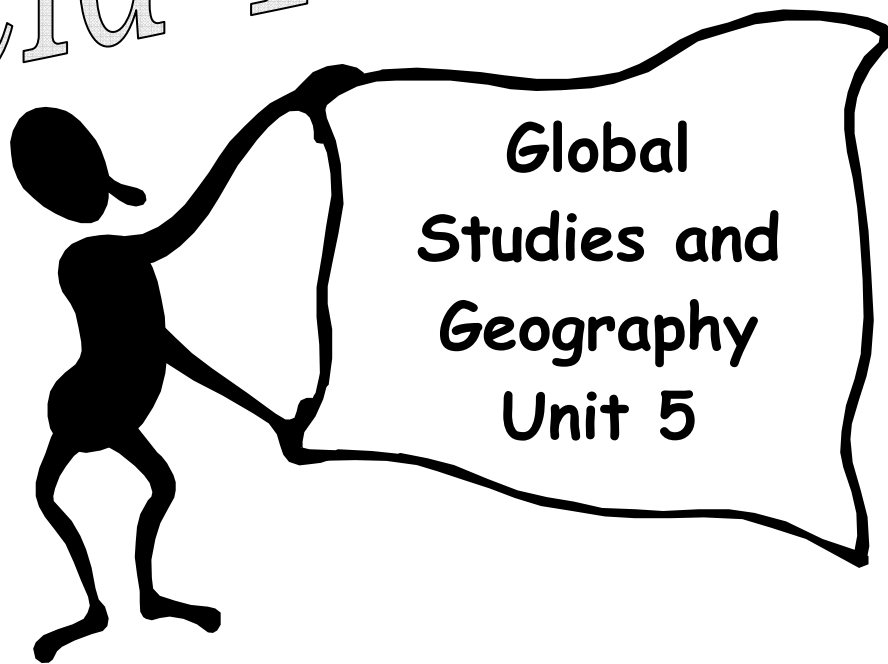


New York City Department of Education
Department of Social Studies

Field-Test Edition



An Age of Revolution, 1750-1914

How do people create societal change?

A Sample Unit of Study

Teachers contributing to this unit are:

Catherine Burch, Margaret Fay, Nicole Field, Fareedah Iris Garcia, Gayla Gilmore, Bryant Harris, Yvette James, Teresa LaSalle, Lainie Leber, Kim Mussman, Elizabeth Nowak, Christine Olson, and Eric Shed

Table of Contents

Letter from Elise Abegg, Director of Social Studies	Pages 3–4
Dear Reader	Page 5
Graphic Overview of Unit	Page 6
Unit Rationale and Student Outcomes	Pages 7–8
The Culminating Project: A Revolutionary Mural	Page 9
Connecting to the Essential Question and Culminating Project	Pages 10–12
A Sample Mini-Unit: The Mexican Revolution	Pages 13–25
Mini-Unit Assessment – Thematic Essay on the Mexican Revolutionaries	Pages 26–27
Mexican Revolution Resources	Page 28
General List of Resources for Unit 5	Page 29
Resources and Templates for Planning Additional Mini-Units	Pages 30–39



THE NEW YORK CITY DEPARTMENT OF EDUCATION

Carmen Fariña, Deputy Chancellor for Teaching and Learning

Elise Abegg, Director of Social Studies
52 Chambers Street New York, New York 10007
(212) 374-7843 eabegg@nycboe.net

Fall 2005

Dear Colleague:

We are proud to share this unit of study developed by New York City teachers. It contains tools for planning and adapting curriculum to meet the needs of your students. Since you know your students best, we encourage you to customize and extend these lessons, building on your students' strengths. Please consider it a working draft to be adapted to accommodate the needs and interests of your students. This and all our units of study have been designed with this in mind. It may also be used as a planning tool for grade-level meetings and professional development.

Clearly, many wonderful things are going on in social studies classrooms around the city, as evidenced by the units of study teachers have shared with us. We invite you to share your own units of study and project ideas with us so we may spread your ideas throughout the city.

The unit was created using the "backward planning" design process. Backward planning, inspired by the work of Grant Wiggins and Jay McTighe in their book *Understanding by Design*, begins with the desired end in mind. Lessons and activities are created to scaffold the learning for students in order to bring them to that end. Each unit of study is developed around an "essential question," which serves as an organizing thread for the unit of study.

Looking at the New York State Core Curriculum in Social Studies, one might become overwhelmed by the tremendous volume of content. Using the principles of backward planning, we make decisions about what we will teach, how and to what extent we will teach it, and why. Once we begin to think carefully about what we expect the students to learn, think, and be able to do by the end of a specific unit of study, we can plan efficiently and strategically, and make sure that the appropriate learning experiences are provided.

The first step is to brainstorm around the topic. We have included a sample brainstorming web to illustrate this process. It is not expected that everything on the web be included in the final unit. It is merely a tool to help the curriculum writers think about possibilities.

The next step is to create an essential question, a question that asks students to think beyond the literal. It should be multi-faceted and lend itself to discussion and interpretation. Some examples are: "What does it mean to be free?" or "What is the role of government?"

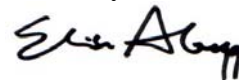
Once the essential question is created, we develop a series of focusing or guiding questions. These questions are content-specific. They help frame the unit of study and later serve as guides for lessons and activity development. Focusing questions are related to the essential question.

Then we can develop goals, objectives, and outcomes for student learning. We ask ourselves what we want the students to know, understand, do, or create. We list or assemble appropriate, multi-dimensional, and varied resources including human resources (guest speakers, experts, artists, performers), books (all genres of quality literature related to the unit of study), magazines, articles, videos, DVDs, posters, artifacts, Internet and online resources, and primary documents. We also research possible field trips to cultural institutions, museums, and community organizations, as well as appropriate neighborhood walks related to the unit.

Finally, we design a variety of assessments to meet the needs of all learners. We choose an appropriate celebration or culminating activity to assess, validate, and honor student learning and products/projects. All the lessons and activities should be designed to scaffold the learning of content and skills to bring students to the final project.

We hope that you will use this unit of study as a starting point for your own planning. Where appropriate, connect with your colleagues (arts, science, math, and literacy teachers) to enrich and extend the unit. Please feel free to share suggestions, additions, or comments.

Sincerely,

A handwritten signature in black ink that reads "Elise Abegg". The signature is written in a cursive style with a large, stylized 'E' and 'A'.

Elise Abegg
Director of Social Studies

Dear Reader,

Welcome to the Global Studies and Geography unit of study on *An Age of Revolution*. This unit has been designed for New York City teachers *by* New York City teachers and is aligned with the State social studies standards.

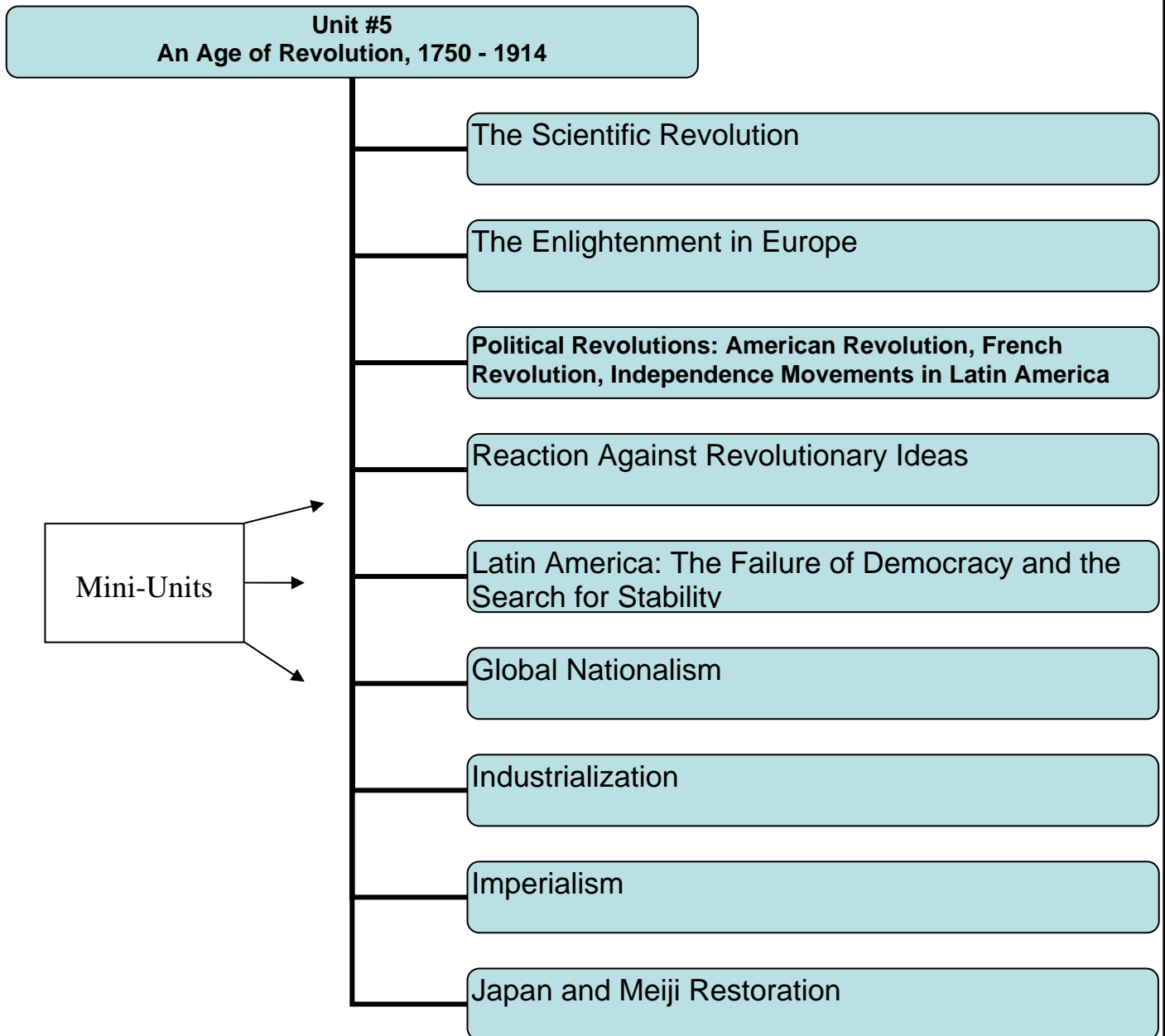
New York State Department of Education divides the world's history into eight large units. Each unit acts as an umbrella for the several mini-units inside of it. In order to help the students grasp all of the content, we have created an Essential Question that ties together all of the mini-units. This way, students are able to see the bigger picture and connect more easily with the content. Furthermore, the unit culminates in a project that is directly tied to the Essential Question and provides students with a means to demonstrate their knowledge. Balanced with this project-based assessment, there should be Regents-style exams at the end of each mini-unit to help prepare the students for their state assessments.

Inside this packet you will find an overarching Essential Question; some focusing questions; a culminating project; a chart connecting the mini-unit topic to the Essential Question and culminating assessment; a list of resources; a complete mini-unit; and blank mini-unit planning templates. We intentionally completed only one mini-unit to illustrate our brainstorming process, how the mini-unit connects to the Essential Question, and how the lessons are scaffolded towards the culminating project. We hope that during your grade-level meetings and/or your extended professional development sessions you will meet with other grade-level teachers to customize and enrich the lessons within and beyond the unit by creating your own meaningful mini-units.

Social studies is an essential foundation for our students to be informed and active participants in our communities. Each of us must do our part to help students understand the complexities of our world, and why we need to be involved citizens. With your help, this unit of study will help students gain essential skills and strategies as they immerse themselves in researching content while finding meaningful ways to show their understanding.

Graphic Overview of the Unit

Essential Question: How do people create societal change?



Unit's Culminating Project: A Revolutionary Mural

Unit Overview / Rationale

Essential Question: How do people create societal change?

The goal of this unit is for students to understand how people create societal change. Students will explore how people's revolutionary thoughts can spur economic, social, and political change around the world. Furthermore, students will understand the causes and effects of revolutions, and how they are interconnected.

Beginning with the Scientific Revolution in Europe, with its emphasis on observation, experimentation, investigation, and speculation, students learn how this change in philosophy represented a new approach to problem solving and thus became synonymous with modern thought throughout the world. Continuing with this theme of revolutionary thought, students explore the theories from the Age of Enlightenment. In doing so, they see how this period brought about new assumptions regarding power, authority, governance, and law. These new social and political ideologies manifested themselves first in America, and then in France and Latin America; signifying a turning point in global history.

Through various case studies, students will be given multiple perspectives from which to comprehend the forces that brought about these economic and political revolutions as well as their long term effects. Students will also investigate the political, social, and economic counter-forces that limited the scope of democratic revolutions, producing reactions in both Europe and America. By analyzing the impact of nationalism, students can see how it was both a unifying and divisive force in Europe and the rest of the world.

Furthermore, students will understand how the Agrarian and Industrial Revolution led to radical change. By investigating the social and political ramifications of the changes in industry with at least two case studies, they are able to debate the positive and negative effects of the Industrial Revolution on society. Moreover, students will see Marx and Engels' proposed economic system as a direct response to the challenges of capitalism. Another important connection that students will investigate is the relationship between industrialization and imperialism. They will recognize how colonization by European nations, and later by the United States, led to the Industrial Revolution, as well as political and social change in all parts of the world. Students will also become aware of the vestiges of imperialism that confront nations

today. Lastly, students will explore the Meiji's unique and rapid transformation that catapulted Japan from a feudal shogunate to a modern world power.

The unit concludes with students creating an annotated mural that addresses the Essential Question through a case study and comparison of two revolutions.

The student outcomes from this unit are as follows:

Skills Outcomes:

1. Comprehension skills.
2. Research and writing skills.
3. Interpersonal and group relation skills.
4. Sequencing and chronology skills.
5. Map skills.
6. Graph and image skills.
7. Presentation skills.

Content Outcomes:

1. Revolutions can be one or all of the following: social, economic, and/or political.
2. Similarities and differences among the revolutions.
3. How various revolutions affect people.
4. The forces that cause a revolution.
5. The American, French, and Latin American Revolutions were based on the Enlightenment and were turning points in global history.
6. The causes and effects of industrialization and imperialism.
7. The role of nationalism as both a unifying and divisive force.
8. The Meiji Empire's rapid transformation into an imperial and modern state.

The Culminating Project: A Revolutionary Mural

While each mini-unit will close with a Regents-based assessment, the following is a suggestion for a culminating project for the end of Unit Five. This culminating project challenges students to create annotated murals that examine the unit's Essential Question: ***How do people create societal change?***

Component #1: Independent work

Each student will create a poster from the perspective of the people involved in one of the revolutions presented in this unit of study. The poster should include:

- A focus on one revolution discussed from the unit.
- A variety of elements—maps, timelines, symbols, illustrations, and quotations—to address the causes and effects of the revolution presented.

Component #2: Collaborating with a partner

Working with a classmate who chose a different revolution, each pair of students will create a second poster illustrating the interaction/connection/difference between the two revolutions. The poster should compare:

- The causes and outcomes of the revolutions.
- The roles of the revolutionaries in the revolutions.

Creating a three-panel mural

Each pair of students will now combine their posters into one, three-panel mural.

Revolution 1 / Student A	Comparing and contrasting/illustrating the two revolutions	Revolution 2 / Student B
--------------------------	--	--------------------------

Component #3: Written synopsis

Each pair will create a written synopsis that describes the following:

- The two revolutions depicted.
- The objects used and/or represented, and their symbolism.
- The elements (shape, form, etc.) that were used to communicate meaning in the mural.

Component #4: Presentation

Each pair will give a brief presentation to their classmates (or to another class, parents, dignitaries) in which they explain the mural, its content and form. Classmates are responsible for giving constructive feedback about the historical content of each pair's mural.

Unit 5: An Age of Revolution 1750-1914

Essential Question: How do people create societal change?

The following are chart shows how the mini-unit topic is connected to the essential question, the focusing questions, and the culminating project. The last column was intentional left blank with the hope that your team will complete it as you design your own mini-units. We modeled the completion for the Failure of Democracy section.

Mini-Unit Topic	Connecting to the Essential Question	Possible Focusing Questions	Connecting to the Culminating Project
The Scientific Revolution	This time period represented a new approach to problem solving. This new way of thinking was revolutionary in that it rejected traditional authority. The philosophies and inventions made by Individuals like Issac Newton, Galileo Galilei, Nicolas Copernicus, and Rene Descartes dramatically changed society.	<p>What role did science and technology play in the changes that took place in Europe from 1450 to 1770?</p> <p>How did Newton, Galileo, Copernicus, and Descartes change society?</p> <p>To what extent was the Scientific Revolution a rejection of traditional authority? How can this tension be seen today?</p>	
The Enlightenment in Europe	The great thinkers from this time period (Locke, Voltaire, Rousseau, Descartes) directly impacted the political landscape. Their writings and thoughts led to a new social and political system in Europe and throughout the world.	<p>How is the Scientific Revolution related to the Enlightenment?</p> <p>Why was the Enlightenment considered a revolution in thought?</p> <p>How did Locke, Voltaire, Rousseau, and Descartes dramatically change the political landscape?</p>	
Political Revolutions: American Revolution, French Revolution, Independence Movements in Latin America	The American and French Revolutions, and the Latin American independence movements were turning points in global history. Thomas Paine, Edmund Burke, and Simon Bolivar played pivotal roles in creating these changes.	<p>To what extent are the stages of the America, French and Latin American Revolutions similar? Dissimilar?</p> <p>Why was Simon Bolivar seen as pivotal for change in Latin America?</p>	
Reaction Against Revolutionary Ideas	Klemens von Metternich called for the Congress of Vienna in order to keep the balance of power in Europe by impeding such revolutionary ideas. His reactive views and influence impeded the	What reactions against revolutionary ideas occurred in Europe, Russia, and Latin America?	

	establishment of democratic states in Europe. Another kind of backlash took place among the colonies against Napoleon's rule. Many no longer felt loyalty to France once Napoleon took over.	Why did Metternich want to turn back the clock? Was he successful?	
Latin America: The Failure of Democracy and the Search for Stability	Using Mexico as a case study, leaders like Porfirio Diaz, Francisco "Pancho" Villa, and Emiliano Zapata demanded and created change in Mexico. It was due to their words and actions that the economic and social landscape of Mexico was changed.	<p>Why were the Mexicans dissatisfied with their government?</p> <p>Were the Mexican revolutionaries successful?</p> <p>How did the Mexican Revolution influence the artwork in early 20th century Mexico?</p> <p>How can art portray the essence of a Mexican leader?</p> <p>Were these men successful in creating a more just society in Mexico?</p>	Students will be analyzing Mexican revolutionary art work. They will also have to make a poster that visually represents a Mexican leader/revolutionary.
Global Nationalism	During this time nationalistic leaders come to the forefront demanding unity and self-determination. Camillo Cavour, Otto Von Bismarck, and Giuseppe Mazzini are three men who inspired nationalist movements both unifying and dividing countries.	<p>What role did nationalism play in Europe, Eastern Europe, Asia, Africa, and Latin America?</p> <p>How did Camillo Cavour, Otto Von Bismarck, and Giuseppe Mazzini inspire nationalist movements? Were these men successful in achieving their goals?</p>	
Industrialization	The Agrarian and Industrial Revolution lead to radical change. This revolution was brought on by one invention that led to another and another. People like Eli Whitney, Charles Townshend, Jethro Tull, and Robert Fulton were a few of the people who helped to change the production of goods. The change in farming and production led to migrations of peoples. The Industrial Revolution led to a social conscience calling for a change in economic systems. Karl Marx, Friedrich Engels, Thomas Malthus, and Adam Smith all responded to the new social and economic world. Their writings greatly impacted the modern world.	<p>How did the Industrial Revolution dramatically change society?</p> <p>In what ways did the abuses of the Industrial Revolution lead to such competing ideologies as liberalism, conservatism, socialism, and communism?</p>	
Imperialism	Leaders from industrial nations, church missionaries, and writers are some ways you can show how people justified imperialist behavior.	How are industrialization and imperialism related?	

	Native leaders also stood up and resisted the imperial powers as can be seen by Cecil Rhodes and Sun Yixian.	How is imperialism justified? In the long run has imperialism done more good or harm?	
Japan and Meiji Restoration	The quick and efficient modernization of Japan is a tribute to the leadership and foresight of Emperor Meiji. The economic, social, and political changes that he instituted westernized the country and enabled Japan to become a leading power in the world today.	Why did the Industrial Revolution occur in Japan before other Asian and African nations? How did Emperor Meiji become an imperialist power? How has Japanese imperialism of the past influenced Japan's relations with her Asian neighbors today?	

A Sample Mini-Unit

Latin America: The Failure of Democracy and the Search for Stability

The Mexican Revolution—A Case Study

Overview:

Latin American revolutions provide an entry point for an exploration of nationalistic and revolutionary changes of the 20th century. Since it would be impossible to cover all of the Latin American revolutions in an in-depth manner, students can gain a deeper understanding of historical change in a particular society by using the Mexican Revolution as a case study. In addition, by connecting this mini-unit study to the Essential Question students can get a sense of their own potential for power and change. As you will see, our lessons connect to the unit's Essential Question and scaffold towards the unit's culminating project as well as the mini-unit's Regents-style assessments.

Title of Unit:

Age of Revolutions

Brainstorm of Teaching Possibilities

Unit Essential Question:

How do people create societal change?

Math

- When discussing reasons why a peasants would revolt, bring in the concept of taxes.
- Make a pie charts of who owns the land.
- Chart economic inequalities.

Diversity/Democracy/Civics

- Students can compare and contrast Mexico's and another country's achievements of democratic ideals.
- Discuss why a democratic society was so important to Mexicans.

Science/Technology

- Compare the weapons/methods of fighting.

Language Arts

- Read a narrative of a person living during the Mexican Revolution.
- Some texts to use: *The Wind that Swept Mexico*; *Womack's Zapata and the Mexican Revolution*; *The Underdogs*.
- Have students write a position paper choosing the perspective of one revolutionary leader.

History/Primary Resources/Artifacts

- Photographs from the Mexican Revolution.
- Jose Posada's cartoons on the Mexican Revolution.

Important People:

Porfirio Diaz, Emiliano Zapata, Pancho Villa, etc.

Important Events: Diaz "wins" 1910 elections; Diaz resigns; Years of Hunger; Constitution of 1917; ongoing Zapatista movement.



Physical Education/Health

- Look at the diet of the Mexican peasants, further emphasizing the have-nots and the need to revolt.
- Spanish Fluenza, 1918, kills thousands.

Dance/Music/Drama

- Have groups take on the identities of the different groups in Mexico during this period and debate their perspectives/solutions.
- Listen to the music from Mexico and analyze the message.
- Compare the message of modern day rap to Mexican revolutionary music.

Visual Arts

- Have students make a timeline of the major events in this long revolution; affix a photo to each event.
- Use images/ photographs of the Mexican Revolution.
- Have students create a mural. 14

Mexican Revolution Mini-Unit

Essential Question
How do people create societal change?

Focusing Questions

- Why were the Mexicans dissatisfied with their government?
- Were the Mexican revolutionaries successful?
- How did the Mexican Revolution influence the artwork in early 20th century Mexico?
- How can art portray the essence of a Mexican leader?
- Were these men successful in creating a more just society in Mexico?

Student Outcomes

Content	Process	Skills
<ul style="list-style-type: none"> • Why revolutions happen: Mexican Revolution specifically (political, economic, social causes). • Impact of economic and political distribution on individual power in Mexico. • How individuals effect change (example of individuals who influenced revolution). • Effects of the Mexican Rev. 	<ul style="list-style-type: none"> • Analyze documents: Plan of Ayala, Constitution of 1917, Communique from the Lacondon jungle (Zapatistas). • Analyze images: photos and art of the Mexican revolution; revolutionary propaganda; murals of Los Tres Grandes (Rivera, Orozco, Siqueiros). • Use the Internet to research Mexican revolutionaries. • Create a poster that illustrates a revolutionary leader. 	<ul style="list-style-type: none"> • Evaluate the significance of primary and secondary sources. • Analyze a work of art as historical artifact (visual literacy). • Compare and contrast two pieces of art. • Analyze documents. • Practice library and Internet research skills. • Make connections between the experiences of Latin American countries. • Practice presentation skills.
<ul style="list-style-type: none"> • Mini-unit Assessment: Thematic essay on the nationalist leaders of the Mexican Revolution. • Unit Assessment: Revolutionary mural. 		

Lesson #1

Focusing Question: Why were the Mexicans dissatisfied with their government?

Objectives:

1. Students will understand the economic and political causes of the Mexican Revolution.
2. Students will learn how to analyze a document.
3. Students will see the importance of the Plan of San Luis.
4. Students will be introduced to Porfirio Diaz and Francisco Madero.

Procedure:

1. Begin with a discussion of the Economic Inequalities in pre-revolutionary Mexico. Ideally some of this information should have been in the previous night's reading, so you are eliciting student responses.
2. Have the students do a quick-write answering the following question: If you were a Mexican peasant in 1910, what about your situation would you find most unjust and why?
3. Have students turn and talk to their neighbor sharing their response.
4. Explain to the students that their feelings of inequity and injustice were similar to the people of Mexico. Because of these negative sentiments, President Porfirio Diaz (a dictator of Mexico for 30 years) was losing control of the country and agreed to hold a Presidential election in 1910. However, Francisco Madero, the Presidential challenger, was imprisoned on Diaz' orders. Madero was able to escape to the United States and write a document calling for the overthrow of the Mexican government. **This document is called the Plan of San Luis.**
5. The students will be analyzing the document using the literacy technique called SOAPS. Place an excerpt of the Plan of San Luis on the attached placemat template.
 - a. To begin this method you must first explain the acronym to the students.
 - i. *S = Speaker* – who was doing the speaking in the document. This could be an artist, photographer, speech maker, etc. Students should identify and describe who this person was.
 - ii. *O = Occasion* – This refers to the historical context. In other words what was going on during this time?
 - iii. *A = Audience* – Who specifically was supposed to hear/see this document?
 - iv. *P = Purpose* – What is the point of this document?
 - v. *S = Subject* – If you could give this document your own title what would it be?
 - b. Have the students turn their desks so that they are in groups of three.
 - c. Have them each read the document on their own. While they are reading have them circle the words they don't understand, and then answer the SOAPS questions.
 - d. After seven minutes, have the students give their paper to the person on their left. Writing on their peer's paper, they define the circled words, and add to the SOAPS.
 - e. After four minutes, have the students give their paper to the person on their left. Writing on their peer's paper, they need to continue to define the circled words and add their own SOAPS responses.
 - f. After four minutes papers are moved to the left again, this time coming back to the original author. Students review the comments and answer the question on the bottom.
 - g. A volunteer student goes to the board writing SOAPS, the question, and a vocabulary box. The multiple answers are elicited by the teacher and are posted on the board by the student volunteer.

Summation:

Have the students answer the focusing question with an illustration.

Speaker

Occasion

Audience

Purpose

Subject

Place the excerpt of
the Plan of San Luis here.

Question: Why was this document considered the start of the Mexican Revolution?

Lesson #2

Focusing Question: Were the Mexican revolutionaries successful?

Objectives:

1. Students will gain an understanding of the major players in the Mexican Revolution.
2. Students will research and evaluate one revolutionary Mexican leader
3. Students will improve their Internet research skills.

Materials:

1. Computers with Internet connection.
2. Guiding research worksheet.

Procedure:

1. Provide the students with an overview of the Mexican Revolution. Some things you might want to discuss with them are:
 - Madero officially began the revolution by crossing from the United States to the border town of Piedras Negras, Coahuila (use map to show crossing).
 - Pancho Villa led rebel armies in the north.
 - Emiliano Zapata helped Madero from the south.
 - Villa's capture of Ciudad Juarez (near the Texas border) prompted President Diaz to resign and flee to France.
2. Explain to students that they will each be researching one of the following Mexican leaders:
 - Porfirio Diaz
 - Francisco Madero
 - Pancho Villa
 - Emiliano Zapata

You can allow the students to choose their revolutionary or you can randomly assign them.

Explain to the students that today they will be using the Internet to research their leader. They can use the attached worksheet as a guide to assist them.

3. Independent research: the following worksheet might be helpful in guiding students in their research.

Summation:

In the last ten minutes of class have the students turn off their computers and on the back of their worksheet write a response to the following question: *Do you consider your leader/revolutionary successful? Explain.* Have the students share out their responses and turn in their papers.

Teachers Note: If you do not have access to the computer lab you can work with your librarian.

Name of Mexican Leader / Revolutionary _____

Background Information

Born (where/when):

Social Class:

Job:

Education:

Family:

Political Views

According to your revolutionary, what were the main problems that Mexico was facing?

What changes needed to happen for your revolutionary to be successful?

What action was your character willing to take?

Successes / Challenges

What groups/people supported your revolutionary? Why? *(Name at least two groups and explain why.)*

What were some challenges your revolutionary faced?

Was your revolutionary successful in creating societal change? Explain

Lesson #3

Focusing Question: How did the Mexican Revolution influence the artwork in early 20th century Mexico?

Objectives:

1. Students will learn how to analyze artwork
2. Students will understand how the revolution influenced Mexican art.
3. Students will learn/see various techniques used in art.
4. Students will compare and contrast the artists' works.
5. Students will evaluate the artists' messages and political beliefs.

Materials:

1. Three copies of the Artwork Analysis Worksheet for each student.
2. One copy per student of the attached Venn diagram.
3. One overhead and five photocopies of each of the following paintings: Rivera's "Dream of a Sunday Afternoon in Alameda Park," Orozco's "Father Hidalgo," and Siqueiros's "Echo of a Scream."

Procedure:

1. Begin with a discussion that reviews the past two days. Students should understand the history of political struggles in Mexico and the main personalities involved. Discussion should center not only around Mexicans' desire for independence, but also the injustices to which they were subjected on a daily basis by the Spaniards, and later by the oppressive dictatorship of Porfirio Diaz. Encourage the students to talk about the reasons that the Mexican people wanted to participate in the War of Independence.
2. Share results of the previous day's research. Discuss the revolutionaries and their roles. List events associated with each and have a student record them on the board as they are being discussed.
3. Explain to the students that today they will be looking at the artists' perspective and insights on the Mexican Revolution, and the influence that they had.
4. Model how to analyze artwork using Diego Rivera's "Dream of a Sunday Afternoon in Alameda Park." This can be found at <http://www.mexicoart.it/Ita/dream.htm>. Explain that this painting was directly inspired by the revolution. Give the students a guiding worksheet and lead them through the analysis of the painting.
5. Give each student two copies of the guiding painting analysis worksheet. Place students in groups.
6. Provide each group with one blown-up copy of the following images:
 - a. Orozco's "Father Hidalgo" (found at <http://www.inside-mexico.com/laentrevista2.htm>).
 - b. Siqueiros's "Echo of a Scream" (found at <http://www.wfu.edu/academics/history/StudentWork/fysprojects/kmason/scream.htm>).
7. Have students work together to analyze the images using the guided worksheets.
8. Using a Venn diagram have the students choose two pieces (Rivera's, Orozco's, or Siqueiros's) and have them compare and contrast the artists' styles and messages.

Summation:

Have the groups share out their Venn diagrams. Then have the students write a response to the following question: Which piece of art work makes the greatest impression on you and why?

Artwork Analysis Worksheet

Name of Artist _____

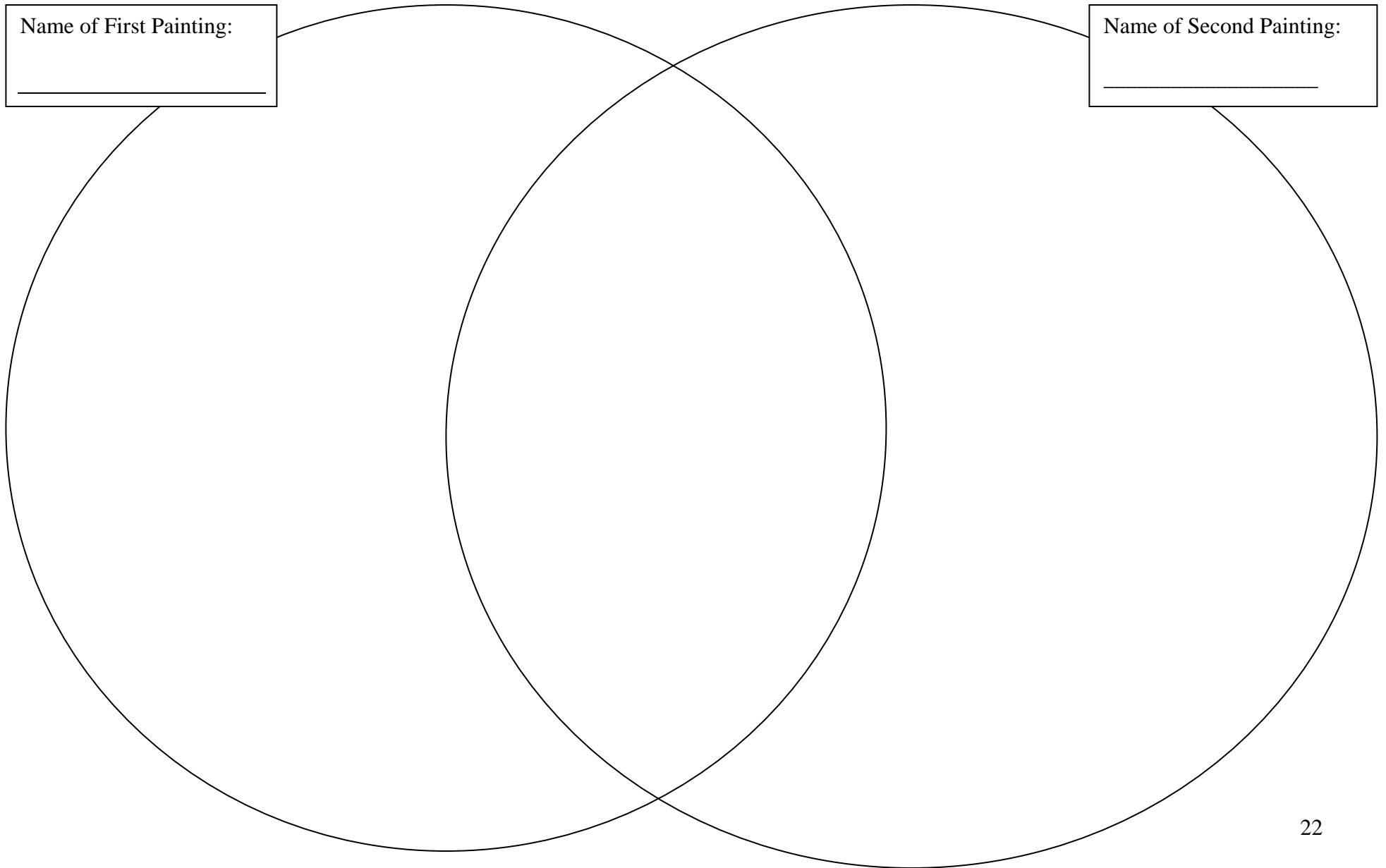
Name of Painting: _____

1. What are the main colors used in the painting?
2. Why do you think these colors were chosen?
3. What symbols were used in the painting?
4. Choose one symbol and discuss its purpose.
5. Describe the artist's style.
6. Cite and describe one example from the artist's work that you would consider representative of her/his style.
7. What message is the artist trying to convey?
8. What do you think the political beliefs of this artist were?
9. Which revolutionary person / leader do you think this artist would support?
10. Please describe any additional noticeable qualities of this artwork.

Comparing and Contrasting Two Pieces of Art

Name of First Painting:

Name of Second Painting:



Lesson #4

Focusing Question: How can art portray the essence of a Mexican leader?

Objectives:

1. Students will apply their knowledge of the leaders they researched and the artwork they analyzed, and they will create their own piece of artwork.
2. Students will gain a deeper understanding of the leader they researched
3. Students will gain an appreciation for the power of art.

Materials:

1. Poster paper, one per group.
2. Guiding brainstorm worksheet.
3. Materials for students to use to make their poster (markers, magazines, colored pencils, construction paper, magazines, newspapers, tape, glue, etc.).

Procedure:

1. Explain to students that they will be working in groups today to create a poster illustrating the revolutionary leader they researched in class. They will be presenting their work tomorrow.
2. Remind students about the artwork they analyzed yesterday. Discuss the symbols and styles the artist used to convey their messages.
3. Brainstorm a list of techniques students can use: symbolism, color, words/phrases, etc.
4. Students should be grouped according to the person they researched. For instance one group will be Villa; the second group will be Madero; the third, Diaz etc.
5. In their groups, students will:
 - a. Compile their research from the previous day.
 - b. Brainstorm ways to represent the essence of their leader. The following brainstorm worksheet will help the students with this process.
 - c. Create a poster.

Summation

Have students write 1-2 paragraphs explaining how their artwork illustrates their leader.

Brainstorm Worksheet

Name of Mexican Leader/Revolutionary _____

Important background information	The symbol or image that can represent this is...
Our leader thinks the biggest problem facing Mexico is....	The symbol or image that can represent this is...
The one thing our leader wants to fix in Mexico is...	The symbol or image that can represent this is...
The actions that our leader is associated with are....	The symbol or image that can represent this is...
The groups who supported our leader are....	The symbol or image that can represent this is...
The major challenge our revolutionary faced is...	The symbol or image that can represent this is...
Our leader was (not) successful in creating societal change because.....	The symbol or image that can represent this is...

Lesson #5

Focusing Question: Were these men successful in creating a more just society in Mexico?

Objectives:

1. Students will learn about all five leaders during the Mexican Revolution.
2. Students will gain presentation, communication, and listening skills.
3. Students will evaluate the effects of the Mexican Revolution.

Procedure:

1. Remind students they are going to be presenting their poster and written synopsis of their poster. Also explain that students will be assigned an essay for homework, which will require knowledge on all of the leaders, so they need to take notes on their peers' presentations
2. Students get into groups and are given five minutes to put the finishing touches on their presentation
3. Each group presents. Depending on group size and your classroom environment, you might want some group members to read their written synopses.
4. There should be a discussion and question period after each presentation.

Summation:

After all the presentations, lead students in a discussion evaluating the extent to which the Mexican Revolution was successful in achieving its goals. The students should also assess how successful the revolutionaries were in creating a more just society.

Mini-Unit Assessment: A Thematic Essay Question on the Mexican Revolution

Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Support your response with relevant facts, examples, and details. Include additional outside information.

Historical Context:

Latin American revolutions are a great entry point to explore nationalistic and revolutionary change in the 20th century. Individuals have also played huge roles in leading nationalistic movements that affect people and nations, particularly leaders in the Mexican Revolution.

Task:

Choose *two* nationalist leaders from the Mexican Revolution, and for *each* one:

- Identify the region where that individual led a nationalist movement.
- Describe the historical background leading up to that nationalist movement.
- Discuss how the actions of the specific nationalist leader influenced the region in which the movement took place.
- Evaluate the extent to which this leader implemented his/her goals.

Teacher's Note: Writing a five-paragraph essay is a skill that must be taught. If your students need help with demonstrating their knowledge in this format, add another lesson to the mini-unit that teaches this skill.

THEMATIC ESSAY

GENERIC SCORING RUBRIC

Score of 5: (A)

- Shows a thorough understanding of the theme or problem.
- Addresses all aspects of the task.
- Shows an ability to analyze, evaluate, compare, and/or contrast issues and events.
- Richly supports the theme or problem with relevant facts, examples, and details.
- Is a well-developed essay, consistently demonstrating a logical and clear plan of organization.
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task, and concludes with a summation of the theme or problem.

Score of 4: (B)

- Shows a good understanding of the theme or problem.
- Addresses all aspects of the task.
- Shows an ability to analyze, evaluate, compare, and/or contrast issues and events.
- Includes relevant facts, examples, and details, but may not support all aspects of the theme or problem evenly.
- Is a well-developed essay, demonstrating a logical and clear plan of organization.
- Introduces the theme or problem by establishing a framework that is beyond a simple restatement of the task, and concludes with a summation of the theme or problem.

Score of 3: (C)

- Shows a satisfactory understanding of the theme or problem.
- Addresses most aspects of the task or addresses all aspects in a limited way.
- Shows an ability to analyze or evaluate issues and events, but not in any depth.
- Includes some facts, examples, and details.
- Is a satisfactorily developed essay, demonstrating a general plan of organization.
- Introduces the theme or problem by repeating the task, and concludes by repeating the theme or problem.

Score of 2: (D)

- Shows limited understanding of the theme or problem.
- Attempts to address the task.
- Develops a faulty analysis or evaluation of issues and events.
- Includes few facts, examples, and details, and may include information that is inaccurate.
- Is a poorly organized essay, lacking focus.
- Fails to introduce or summarize the theme or problem.

Score of 1: (See Me)

- Shows very limited understanding of the theme or problem.
- Lacks an analysis or evaluation of the issues and events.
- Includes little or no accurate or relevant facts, examples, or details.
- Attempts to complete the task, but demonstrates a major weakness in organization.
- Fails to introduce or summarize the theme or problem.

Score of 0: Fails to address the task, is illegible, or is a blank paper

Curriculum Mini-Unit Resources: Mexico

Teacher Background References	Students' Literature	Classroom Materials	Web Sites & Technology Supports	Field Trips & Field Work
<p><i>Mapping the Big Picture</i> Heidi Hayes Jacobs</p> <p><i>Interdisciplinary Curriculum: Design & Implementation</i> Heidi Hayes Jacobs http://www.curriculumdesigners.com</p> <p><i>Understanding by Design</i> Grant Wiggins and Jay McTighe</p> <p><i>Doing History</i> Linda Levstik and Keith Barton</p>	<p>LITERATURE: <i>The Underdogs</i> by Mariano Azuela</p> <p>Excerpts from <i>The Years With Laura Diaz</i> by Carlos Fuentes; we recommend pages 51–58 (second half of chapter Vera Cruz, 1910).</p> <p><i>The Carreta</i> by B. Traven</p> <p>NON-FICTION: BOOKS: Teacher and Student Resources</p> <p><i>Many Faces of Mexico</i> by Resource Center of the Americas *Excellent teacher and student resource book; available from Teaching for Change.</p> <p><i>Dangerous Memories</i> by Chicago Religious Task Force on Central America *Excellent teacher and student resource book; primary and secondary sources focusing on resistance; available from amazon.com at low prices, used.</p> <p><i>Modern Latin America</i> by History Alive *This resource has many accessible lesson plans and resources for classroom use.</p> <p><i>The Wind That Swept Mexico</i> by Anita Brenner and George Leighton *This book contains photographs that tell the story of the Mexican Revolution in an engaging and dramatic way; it also has photographs of many people involved in the revolution.</p> <p><i>Latin America: A Concise Interpretative History</i> by E. Bradford Burns and Julie A. Chalip *This teacher resources book provides a thorough but concise history of the history of Latin America; it contains primary source documents as well.</p> <p><i>Latin America: Conflict and Creation</i> edited by E. Bradford Burns *This compilation of primary sources if helpful for the rich collection of primary sources, including poetry.</p> <p><i>Black and Brown</i> by Gerald Horne</p>	<p>MUSIC: Mexican <i>corridos</i>: Amazon.com sells a four-CD collection of Mexican <i>corridos</i> about the Mexican Revolution; there are also other smaller collections.</p> <p>FILMS: <i>Viva Zapata!</i> Starring Marlon Brando.</p> <p><i>Pancho Villa</i> with Antonio Banderas</p> <p><i>A Place Called Chiapas</i>. Dir. Nettie Wood. 1998. 89 minutes. Documentary on the Zapatista uprising in Chiapas, Mexico; many of the issues of this uprising have direct links to the issues of the Revolution.</p> <p>ART: Paintings of Mexican muralists: Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. <i>Mexican Muralists</i>, by Desmond Ruchert, is a comprehensive book about the revolution and the muralists, including images of their paintings.</p>	<p>ART AND PHOTOS: Arizona State University Art Museum (http://asuartmuseum.asu.edu) Offers images from their collection of 20th century Latin American art, with a concentration on Mexican and Cuban art.</p> <p>Latin American Resource Center of Tulane University (http://stonecenter.tulane.edu/html/MexicanMuralist.htm) Good site for photos, artwork, and biographies of Diego Rivera, José Clemente Orozco, and David Alfaro Siqueiros. Includes links.</p> <p>El Museo del Barrio (www.elmuseo.org) Describes current and past exhibitions. Includes information on the museum, and educator workshops and class visits.</p> <p>DOCUMENTS: Our Lady of the Lake University library guide on the Mexican Revolution offers good links to documents related to the Mexican revolution: http://lib.ollusa.edu/netguides/mexico/mexrev.html#list2</p> <p>Historical Text Archives includes primary source documents: http://historicaltextarchive.com/sections.php?op=listarticles&secid=21</p> <p>University of San Diego Web site “Border Revolution” focuses on U.S. involvement in the Mexican Revolution. Includes photographs: http://history.sandiego.edu/gen/projects/border/page01.html</p>	<p>Murals around NY, such as in el Barrio, East Harlem, Lower East Side, etc.</p> <p>African Burial Ground Memorial Murals</p>

General List of Resources for Unit Five

Specific Content	Resources
The Scientific Revolution	Instructional Resources: <i>World History In Caricature & Cartoon: The Age of Revolution</i> , Mindsparks; <i>Science Technology and the Enlightenment</i> ; Mindsparks. Web site: http://web.clas.ufl.edu/users/rhatch/pages/03-Sci-Rev/SCI-REV-Teaching/03sr-overview-periodization.htm
The Enlightenment in Europe	Cultural Resources: Frick Collection, Metropolitan Museum of Art. Instructional Resources: <i>World History In Caricature & Cartoon: The Age of Revolution</i> , Mindsparks.
Political Revolutions: American Revolution, French Revolution, Independence Movements in Latin America	Cultural Resources: El Museo Del Barrio, Americas Society, The Museum of the Moving Image (have them do an instructional viewing of <i>Les Miserables</i>). Instructional Resources: <i>Les Miserables</i> ; Videocassette; Burbank, CA: Columbia Tri-Star, 1998. <i>World History In Caricature & Cartoon: The Age of Revolution</i> , Mindsparks. <i>The French Revolution</i> (W2C-40244), Mindsparks. <i>A Tale of Two Cities & The French Revolution</i> , Mindsparks. Web sites: "French Revolution;" <i>Internet Modern History Sourcebook</i> ; 6 March, 2002; http://www.fordham.edu/halsall/mod/modsbook13.html . <i>Liberty, Equality, Fraternity: Exploring the French Revolution</i> ; 6 March, 2002; http://chnm.gmu.edu/revolution/ . <i>A Tale of Two Revolutions</i> ; Robert A. Peterson; Ed. 6, March 2002; http://www.self.gov.org/freeman/8908pete.htm
Reaction Against Revolutionary Ideas	
Latin America: The Failure of Democracy and the Search for Stability	See Resources for Mexican Revolution.
Global Nationalism	
Responses to Industrialization	Cultural Resources: Whitney Museum of Art. Instructional Resources: <i>Masterpiece Theatre: Hard Times</i> . Videocassette. Indianapolis, IN: PBS Video, 1994. <i>The Global Impact of the Industrial Revolution</i> , Mindsparks. Web sites: "Industrial Revolution;" <i>Internet Modern History Sourcebook</i> ; 30 Jan., 1999; 6 March, 2002; http://www.fordham.edu/halsall/mod/modsbook14.html .
Imperialism	Instructional Resources: JackDaws: Imperialism. Web sites: Halsall, Paul; <i>Internet African History Sourcebook</i> ; 26 Feb., 2001; 6 March, 2002; http://www.fordham.edu/halsall/africa/africasbook.html .
Japan and Meiji	Cultural Resources: Asia Society. Web sites: "Meiji Period (1868–1912);" <i>Japan-Guide.com</i> ; 6 March, 2002; http://www.japan-guide.com/e/e641.html .

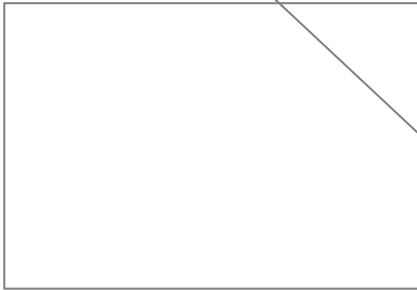
Resources for Planning Mini-Units

Title of Unit:
Age of Revolutions

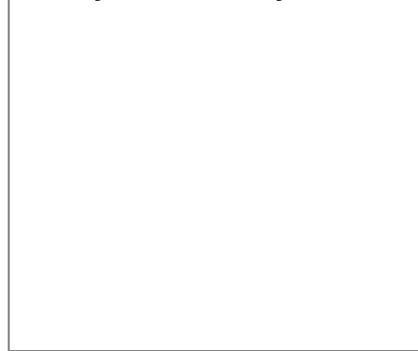
Brainstorm of Teaching Possibilities

Unit Essential Question:
How do people create societal change?

Math



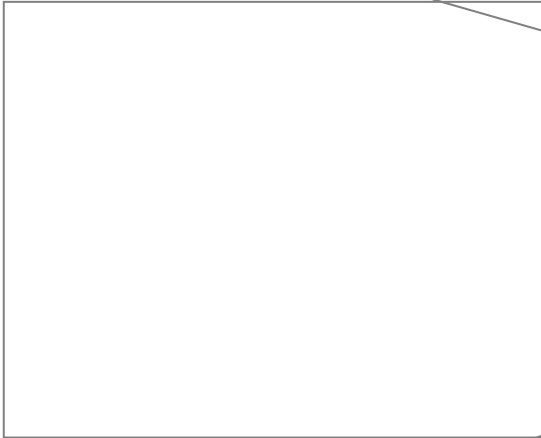
Diversity/Democracy/Civics



Science/Technology



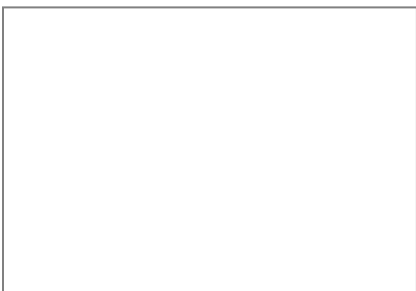
Language Arts



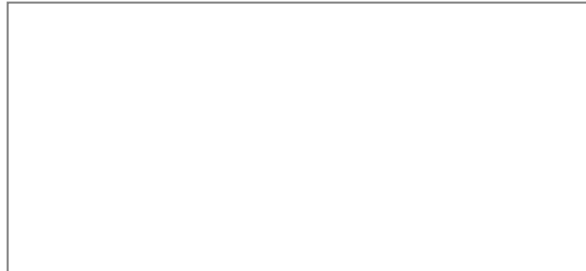
History/Primary Resources/Artifacts

<ul style="list-style-type: none">•••
Important People:
Important Events:

Physical Education/Health



Dance/Music/Drama



Visual Arts



Learning and Performance Standards

NEW YORK STATE SOCIAL STUDIES LEARNING STANDARDS	NYC NEW PERFORMANCE STANDARDS IN ELA	Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below.
<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> History of the United States and New York State</p> <p><input type="checkbox"/> World History</p> <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Economics</p> <p><input type="checkbox"/> Civics, Citizenship, and Government</p> <hr/> <p>What <i>specific</i> social studies content will this unit focus on?</p> <p>Social and Political Revolutions from 1750–1914</p>	<p><i>Circle the one(s) that apply to this specific unit and add specifics below.</i></p> <p><input type="checkbox"/> E-1: Reading</p> <p><input type="checkbox"/> E-2: Writing</p> <p><input type="checkbox"/> E-3: Speaking, Listening, and Viewing</p> <p><input type="checkbox"/> E-4: Conventions, Grammar, and Usage of the English Language</p> <p><input type="checkbox"/> E-5: Literature</p> <p><input type="checkbox"/> E-6: Public Document</p> <p><input type="checkbox"/> E-7: Functional Documents</p> <hr/> <p>What <i>specific</i> literacy skills will this unit focus on?</p> <p>Reading non-fiction, note-taking, and essay writing</p>	<p><input type="checkbox"/> Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, and oral and written presentations.</p> <p><input type="checkbox"/> Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.</p> <p><input type="checkbox"/> Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.</p> <p><input type="checkbox"/> Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.</p> <p><input type="checkbox"/> Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.</p> <p><input type="checkbox"/> Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.</p> <p><input type="checkbox"/> Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries, and journals.</p> <p><input type="checkbox"/> Gather and interpret information from reference books, magazines, textbooks, Web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources such as charts, graphs, maps, and diagrams.</p> <p><input type="checkbox"/> Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.</p> <p><input type="checkbox"/> Select and use strategies that have been taught for note-taking, organizing, and categorizing information.</p> <p><input type="checkbox"/> Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.</p> <hr style="border-top: 1px dashed black;"/> <p>What <i>specific</i> social studies strategies will this unit focus on?</p>

Mini-Unit Topic: _____

Essential Question
How do people create societal change?

Focusing Questions

Student Outcomes		
Content	Process	Skills
•		•
<ul style="list-style-type: none">• Mini-unit Assessment:• Unit Assessment:		

Activity Grid

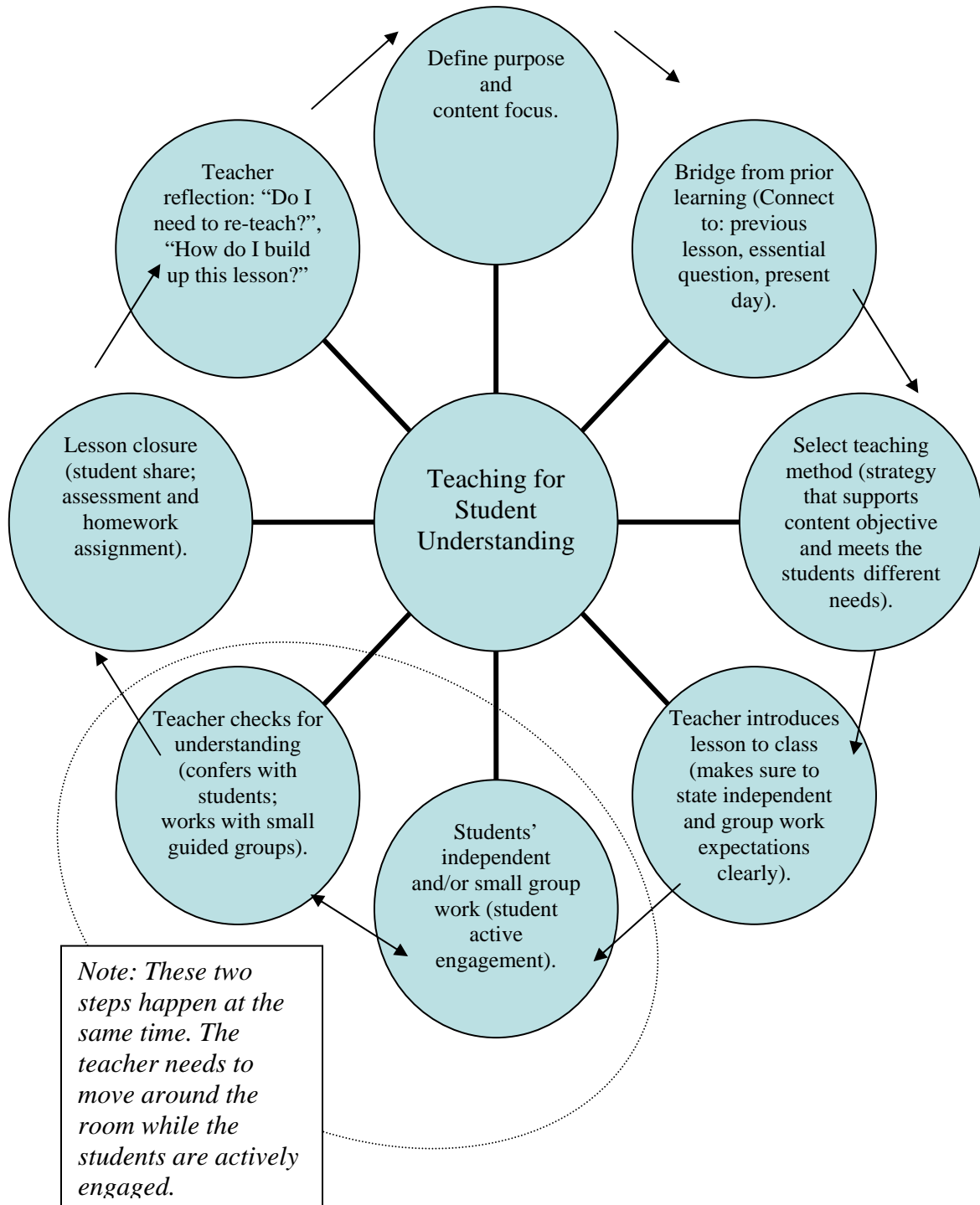
Title of Unit: Age of Revolutions

Topic of Mini-Unit: _____

Essential Question: How do people create societal change?

What is the focusing question?	<u>Specific activity</u>	What resources will you need? Books? Web sites? Primary documents? Art materials?	What <i>specific</i> content will be covered?	What <i>specific</i> literacy skills will this activity focus on? <i>What specific strategies will this activity focus on?</i> What critical thinking skills are being used?	How will you integrate the ELA standards (reading, writing, speaking, listening, and viewing)? How might you integrate mathematics, science, and the arts?	Is this an independent, small group, or whole class activity? Please indicate.	How will you differentiate this activity to meet a range of learners?	How will the students exhibit their understanding of this activity? How will this lead to the culminating project?

Lesson Plan Cycle



Sample Lesson Plan Design

Lesson Focus: _____ **Class:** _____ **Date:** _____

Materials Needed:

Bridge: (How will you connect this lesson to students' prior learning? What is the purpose for this lesson?)

Mini-lesson:

Independent, Pair, and/or Small Group work:

Share:

Assessments:

Next Instructional Steps:

Checking For Understanding: An Ongoing Process

Checking for students' understanding of important ideas and concepts helps instructors gauge what students are getting and what they need to work on more. It also provides useful feedback to help you plan better ways to meet your students' needs. Instructors who check for understanding usually feel more connected to their students' learning and have a better sense of what to expect from their students' writing. Below are some suggested strategies for checking students' understanding.

Oral

- 1) Questioning (refer to Bloom's Taxonomy, pages 37-38).
- 2) Group/individual presentations.
- 3) Group/choral response.
- 4) Explain to a neighbor.
- 5) Think/pair/share.

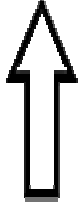
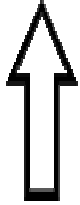
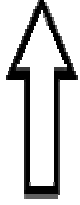
Written




- 1) Quick-write.
- 2) Reflection.
- 3) Graphic organizers.
- 4) Note-taking.

Tactile, Kinesthetic

- 1) Signaling: thumbs up/down/sideways.
- 2) Role play.
- 3) Act out.
- 4) Create.
- 5) Draw.
- 6) Build.

Bloom's Taxonomy as Applied to Social Studies and Student Projects

<i>Level of Taxonomy</i>	<i>Definition</i>	<i>Teacher Roles</i>	<i>Student Roles</i>	<i>Process Verbs</i>				<i>Projects/Products</i> <small>(Note: Student projects can vary according to the level of engagement and innovation.)</small>	
Evaluation 	<i>Judging the value of ideas, materials, and methods by developing and applying standards and criteria.</i>	Clarifies Accepts Harmonizes Guides	Judges Disputes Develops Actively participates	judge rate validate predict assess score revise infer referee determine	evaluate compare defend select measure choose conclude deduce debate justify	appraise value probe argue decide estimate criticize rank/rate award support	reject use criteria recommend discriminate prioritize tell why explain rule on determine prove dispute	<ul style="list-style-type: none"> - Investigate a topic and/or issue. - Produce opinion polls and projections. - Produce a survey, make a prediction and explain rationale. - Draw an editorial cartoon that provides a specific point of view on a select topic. - Make recommendations based on data. 	<ul style="list-style-type: none"> - Produce a report that addresses a concern and/or topic. - Write an editorial and/or op-ed. - Critique a book and offer a review. - Defend an issue and/or action taken. - Create a PowerPoint with point-of-view. - Create an Exhibition - Decide and explain a new policy.
Synthesis 	<i>Putting together constituent elements or parts to form a whole requiring original, creative thinking.</i>	Reflects Extends Analyzes Evaluates	Discusses Generalizes Relates Compares Contrasts Abstracts Actively participates	compose assemble manage pretend arrange organize invent generalize systematize show compile	propose construct plan revise collect prepare develop originate imagine generate	formulate set up design blend create produce hypothesize predict concoct infer act	improve reorganize role play predict combine write suppose forecast modify devise	<ul style="list-style-type: none"> - Create a film. - Create a story/play or design/blueprint of a problem/solution. - Create a game/song. - Role play w/ point of view. - Produce an iMovie/video. - Create a newspaper. - Create a PSA. - Build a PowerPoint presentation. 	<ul style="list-style-type: none"> - Create a poem that depicts point-of-view. - Invent a machine. - Participate in mock debates. - Political cartoon. - Create a collage. - Create a media production. - Photo essay with digital camera/slide show. - Make predictions based upon data trends.
Analysis 	<i>Breaking information down into its constituent elements.</i>	Probes Guides Evaluates Acts as a resource Questions Organizes Dissects	Discusses Uncovers Lists Actively participates	distinguish question research appraise experiment inspect examine probe separate inquire	calculate solve sequence interpret compare inventory scrutinize discover survey detect	test analyze discriminate diagram contrast relate dissect categorize point out classify	organize differentiate deduce group order sort sift investigate arrange	<ul style="list-style-type: none"> - Diagram an issue. - Investigate an issue. - Classify data/graph. - Categorize info. - Illustration. - Inventory. - Create/analyze spreadsheets/charts/tables and compare (Excel). 	<ul style="list-style-type: none"> - Create a plan of action. - Survey an issue. - Create and compare a database; sort data. - Investigate an issue. - Write an abstract of a book or document. - Compare gestures/songs/dances.

Level of Taxonomy	Definition	Teacher Roles	Student Roles	Process Verbs				Projects/Products <i>(Note: Student projects can vary according to the level of engagement and innovation.)</i>	
Application 	<i>Using methods, concepts, principles, and theories in new situations.</i>	Shows Facilitates Observes Evaluates Organizes Questions	Solves problems Demonstrates use of knowledge Constructs Actively participates	teach manipulate exhibit illustrate calculate sketch interpret prepare make choose	apply adapt relate operate interview paint change record utilize identify	employ show solve schedule collect demonstrate dramatize construct build collaborate	translate produce compute experiment practice use sequence list model select	<ul style="list-style-type: none"> - Make a prediction. - Create a scrapbook. - Label pictures. - Show illustration. - Dramatize a scene. - Produce historic sculpture. - Sequence a new timeline. - Interview new participants. - Build a scale model. - Sequence events. 	<ul style="list-style-type: none"> - Make jigsaw/ word puzzle. - Dramatize a process/action/job. - Write a diary entry. - Construct a diorama. - Illustrate poster. - Prepare a diagram. - Teach a lesson. - Produce a journal. - Prepare a map. - Make a presentation. - Record/collect data.
Comprehension 	<i>Understanding information given.</i>	Demonstrate Listens Questions Compares Contrasts Examines	Explains Translates Demonstrates Interprets Actively participates	restate paraphrase discuss locate retell research convert translate	describe report recognize review observe locate outline account for	explain tell express summarize list identify illustrate	give main idea give examples of expand upon annotate demonstrate	<ul style="list-style-type: none"> - Re-tell story. - Summarize a passage. - List events/dates. - Give main idea. - Explanation. - Dramatize/show and tell. - Illustrate/draw. 	<ul style="list-style-type: none"> - Provide an example. - Define in own words. - Take a test. - Identify/label on maps. - Non-fiction passage. - Expand upon an idea.
Knowledge 	<i>Recall or recognition of specific information.</i>	Directs Tells Shows Examines Questions Evaluates	Responds Absorbs Remembers Recognizes Memorizes Takes passive role	define name record match select underline tell re-tell	repeat label recall locate group recite choose repeat	list memorize relate show quote distinguish copy/paste	give example reproduce describe cite sort spell find	<ul style="list-style-type: none"> - Take a quiz. - Write a definition. - List facts. - Complete worksheet. - Copy from chart/overhead. - Copy from book/Internet. 	<ul style="list-style-type: none"> - Label items. - List items. - Take a test. - Name titles. - Spell words. - Copy diagram. - Copy timeline. - Memorize dates/events.

