



You Say You Want a Revolution: Comparing Colonial Revolutions in the New World

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Grade Level 4
Duration 4-5 class periods

National Standards

GEOGRAPHY

Element 1: The World in Spatial Terms

1. How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

Element 2: Places and Regions

4. The physical and human characteristics of places

Element 4: Human Systems

9. The characteristics, distribution and migration of human populations on Earth's surface

13. How the forces of cooperation and conflict among people influence the division and control of Earth's surface

Element 6: The Uses of Geography

17. How to apply geography to interpret the past

AZ Standards

ELA

Reading

Informational Text

Key Ideas and Details

4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Writing

Production and Distribution of Writing

4.W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Arizona Social Science Standards

GEOGRAPHY

The use of geographic representations and tools help individuals understand their world.

4.G1.1 Use and construct maps and graphs to represent changes in the Americas over time.

Human-environment interactions are essential aspects of human life in all societies.

4.G2.1 Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.

4.G3.1 Explain how the location and use of resources affects human settlement and movement.

Global interconnections and spatial patterns are a necessary part of geographic reasoning.

4.G4.1 Explain the positive and negative effects of increasing economic interdependence on distinct groups, countries, and new settlements.

HISTORY

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas

during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration

4H2.2 Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.

Overview

During the late 18th and early 19th centuries in Europe and the New World colonies, many different revolutions were occurring. Some of the causes and outcomes of these revolutions were similar. Seeing these similarities help us to understand a common need of all people to have a say in their government.

Purpose

In this lesson students will compare the causes and outcomes of three Colonial revolutions in the New World and learn how geography plays a role in history.

Materials

- Beatles song: "Revolution"
- 3 x 5 cards
- World map
<https://geoalliance.asu.edu/sites/default/files/maps/World-at.pdf>
- Latitude and Longitude Practice and Answer Key
- France, Spain, and England: Geographic Reasons for Colonization of the New World Student Reading and Answer Key
- Student readings on the American Revolution, Haitian Revolution, and the Mexican War of Independence
- Revolution Causes Worksheet and Answer Key
- Revolution Outcomes Worksheet and Answer Key
- Colored pencils
- Large chart paper on a tripod
- World Map
- Notebook paper

- Writing Prompt for Assessment

Objectives

Students will be able to:

- Determine the latitude and longitude of England, France, and Spain and their colonies in the New World.
- Locate England, France, and Spain and their colonies in the New World on a world map.
- Describe how geographic features influenced events in the Original Thirteen Colonies.
- Describe ways in which Spain, France, and England competed for power.
- Identify the causes of these revolutions showing the similarities of these causes.
- Identify the outcomes of these revolutions showing what is similar about them.
- Write a friendly letter.

Procedures

Prerequisite Skills: Students should be able to use latitude and longitude to locate places. Students should know the format for a friendly letter. Students have been taught Strand 1, Concept 3 about exploration in the New World.

SESSION ONE

1. Begin the class by playing three verses of the song, "Revolution" by John Lennon and Paul McCartney.

<https://www.youtube.com/watch?v=BGLGzRXY5Bw>

There is a line that says “You say you want a revolution. We all want to change the world” On a 3x5 card, the students write one way they would change the world to make it a better place, and who would be responsible to make that change occur. Collect these cards. Share some of these changes.

2. Discuss the meaning of the following terms:

- caste system
- peasant
- alliance
- colonizing country
- colony
- republic
- entitled

Create a classroom definition for these terms and have student record them on a sheet of paper or classroom journal.

3. Distribute and project the World Map. Model for the students how to color and label the 13 American Colonies

http://geoalliance.asu.edu/sites/default/files/maps/Am_Colonies_Labeled.pdf

and Great Britain with one color; New Spain and Spain with another color; Africa, France, and Haiti with a third color. Using arrows with the corresponding colors show the movement of people from the colonizing country to its colonies. There should also be an arrow from Africa to Haiti showing the migration of slaves.

4. Distribute the Latitude and Longitude Practice.

Now have the students practice their ability to locate places by determining the latitude and longitude of these locations. This can be done as a whole class activity or individually.

SESSION TWO

1. Have students return to yesterday’s definition of colonizing country and colony. Then brainstorm and list reasons why a country would want to establish colonies. For example: more land, wealth, natural resources, military advantage over a rival, or increase in status/power among nations. (Since this concept is new to 4th grade students, you may need to help with some of them or briefly explain some. They are similar to reasons for exploration, with which they will be familiar.) Point out that the geography of the colony was very important in many of these reasons. The physical location of a colony could give the colonizing country a military advantage over an enemy or rival and the natural resources of a colony could give the colonizing country great wealth or resources needed for its people or industries back home

2. Brainstorm the reasons that people would move from the colonizing country to a colony. For example: free land; attraction of wealth; religious

freedom, bring religious conversion; increase in status/power; and forced labor. Emphasize that the reasons for human migration are considered a geographic concept.

3. Turn a piece of 8.5 x 11 paper sideways (landscape page setup) and fold in fourths. Label each column Colonizing Country, Colony, Geographic Reason for Colonizing, and Reason for Moving.

4. Hand out the France, Spain, and England: Geographic Reasons for Colonization of the New World Student Reading. Read aloud together and complete the graphic organizer.

SESSION THREE

1. Divide the class into groups of six. Distribute the Revolution Causes Worksheet to each student. Then divide each group of six into pairs. Give one pair in the group of six a copy of the student reading on the American Revolution. Give another pair the student reading on the Haitian Revolution and a worksheet of the Revolution Causes Worksheet. Give the final pair the student reading on the Mexican War of Independence and a worksheet of the Revolution Causes Worksheet. Each pair will read about the revolution assigned to them and fill in at least four causes of that revolution. Then the pair will pass the student reading on the revolution assigned to them to the pair on the right, accept the new student reading from the pair on their left, and read about the next revolution and fill out at least four causes. One more pass to the right, and the pair will read about the last revolution and fill out at least four causes of that revolution.

2. The group of six will discuss and write the similar causes of these three revolutions at the bottom of the worksheet.

3. The class will share it causes and similarities. Record the causes of each revolution and any similar causes on chart paper or whiteboard.

SESSION FOUR

1. Repeat the group process from Session 3. Only this time each pair of students will be given a copy of the Revolution Outcomes Worksheet and a copy of one of the three student readings on the revolutions. The student will re-read about the revolution and fill out three outcomes for each revolution and three similarities. Then they will trade as before until the outcomes and similarities of all three revolutions are identified.

2. The class will share it outcomes and similarities. Record the outcomes of each revolution and any similar outcomes on chart paper.

3. Assign the Writing Prompt for Assessment.

Assessment

Geography

The map will be graded for accuracy in labeling the colonizing country and the colonies with the correct colors and locations. Latitude and Longitude Practice for the Three Revolutions worksheet can be graded for accuracy. A score of 80% or higher will be considered mastery.

Geography, History and ELA

The Causes and Outcomes Worksheets can be graded for completeness.

The graphic organizer based on the Student Reading: France, Spain, and England: Geographic Reasons for Colonization of the New World can be graded for completeness.

Questions 1 and 2 from the Student Reading: France, Spain, and England: Geographic Reasons for Colonization of the New World contain 4 parts. Mastery would be considered answering correctly at least 3 of the 4 questions.

Using the writing prompt, each student will write a friendly letter according to the criteria in the prompt. The letter will be graded using the six traits rubric for Ideas/Content and Voice. The friendly letter can be done as homework or in Session 5.

Extensions

Use the 3 x 5 cards with ideas of how the students would change the world to make it a better place as the prompt for a writing assignment. Explain in detail one way the world could be changed to make it a better place, who would be responsible for that change, and how this change would occur.

Make a large bulletin board similar to the map the students produced with facts about each revolution attached near the new countries.

Find artwork that was produced around the time of these revolutions to display and give a greater visual understanding. For example: In 1938, artist, Jacob Lawrence created a series of paintings about the life of Toussaint L'Ouverture, a leader in the Haitian Revolution.

Sources

[http://www.lyrics007.com/The Beatles Lyrics/Revolution Lyrics.html](http://www.lyrics007.com/The_Beatles_Lyrics/Revolution_Lyrics.html)

Wikipedia

<https://www.wikipedia.org/>