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

Students learn the patterns of spatial organization of revolutions and common causes and outcomes of these revolutions.

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**Concept 6: Age of Revolution**

- PO 3. Compare the causes of the American Revolution to other revolutions around the world.
- PO 4. Compare the outcomes of the American Revolution to those of other revolutions around the world.

**ELA Common Core Standards**

**Reading**

- **Informational Text**
- **Key Ideas and Details**
  - 5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
  - 5.RI.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **Integration of Knowledge and Ideas**
  - 5.RI.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Writing**

- **Text Types and Purposes**
  - 5.W.2 Write informative explanatory texts to examine a topic and convey ideas and information clearly.
    - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding
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
- Map of the World for each student and an overhead of this map for the teacher
- Latitude and Longitude Practice for the Three Revolutions and Answer Key
- Student Reading: France, Spain, and England: Geographic Reasons for Colonization of the New World
- Key to Questions 1 and 2 Student Reading France, Spain, and England: Geographic Reasons for Colonization of the New World
- 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

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.

Procedures
Prerequisite Skills: Students should know how 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. Anticipatory Set:
The teacher will play three verses of the song, “Revolution” by John Lennon and Paul McCartney.

comprehension.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented.

- World Map
- Notebook paper
- Writing Prompt for Assessment
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 words:
   - caste system
   - peasant
   - alliance
   - colonizing country
   - colony
   - republic
   - entitled

3. Use a transparency of the World Map and model for the students how to color and label the 13 American Colonies 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.

Now have the students practice their location skills by determining the latitude and longitude of these locations.

SESSION TWO
1. 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 5th 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 also considered a geographic concept.

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

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

SESSION THREE
1. Sit the class into large groups of six. Divide each group of six into pairs. Give one pair a copy of the student reading on the American Revolution and a worksheet of the Revolution Causes Worksheet. 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.

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.

Assessment
1. 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.

2. The Causes and Outcomes Worksheets can be graded for completeness.

3. 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.

4. 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.

3. Using the writing prompt, each student will pick one of three revolutions and write a friendly letter according to the criteria in the prompt. The letter will be graded using the six traits rubric for ideas and voice. The friendly letter can be done as homework or in Session 5.

**Extensions**

1. 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.

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

3. 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

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www.k12west.mrdonn.org/colonialmexico