

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

<b>World History - Unit Seven – Enlightenment and Revolutions</b>	
<b>Elaborated Unit Focus</b>	<p>This unit will focus on conflict and change that occurred as a result of revolution and rebellions. The individuals, groups and institutions that emerged during this time will be identified and their role/contributions examined. As people migrated due to political, social, and economic reasons, the complexity of the government also increases.</p>
<b>Connection to Connecting Theme/Enduing Understandings</b>	<ul style="list-style-type: none"> <li>• <i>The student will understand that when there is conflict between or within societies, change is the result.</i></li> <li>• <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></li> <li>• <i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i></li> </ul>
<b>GSE for Social Studies (standards and elements)</b>	<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.</p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.</p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).</p> <p>c. Explain Napoleon’s rise to power, the role of geography in his defeat, and the consequences of France’s defeat for Europe.</p>
<b>Connection to Literacy Standards for Social Studies (reading and/or writing)</b>	<p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>

	<p><b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p><b>Connection to Social Studies Matrices (information processing and/or map and globe skills)</b></p>	<p><b>Map and Globe Skills:</b></p> <ul style="list-style-type: none"> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> <li>7. use a map to explain impact of geography on historical and current events</li> <li>8. draw conclusions and make generalizations based on information from maps</li> </ul> <p><b>Information Processing Skills:</b></p> <ul style="list-style-type: none"> <li>2. organize items chronologically</li> <li>4. distinguish between fact and opinion</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>7. interpret timelines, charts, and tables</li> <li>8. identify social studies reference resources to use for a specific purpose</li> <li>11. draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> <li>16. check for consistency of information</li> </ul>



## Essential Questions and Related Supporting/Guiding Questions

<p><b>Enduring Understanding 1</b></p>	<p><i>The student will understand that when there is conflict between or within societies, change is the result.</i></p> <p><b>Essential Question:</b> How does the introduction of new ideas lead to change changes?</p> <ol style="list-style-type: none"> <li>1. How did conflict within and/or between societies bring about change/s?</li> <li>2. How did world events lead to conflict in the Age of Revolutions?</li> <li>3. Why were the writings of the Enlightenment a challenge to the political, social, and religious leaders of the time?</li> </ol>
<p><b>Enduring Understanding 2</b></p>	<p><i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></p> <p><b>Essential Question:</b> What were the writers of the enlightenment trying to achieve?</p> <ol style="list-style-type: none"> <li>1. What were some consequences of the Enlightenment writings?</li> <li>2. How did the actions of various rulers bring about change?</li> <li>3. How did the revolution in France change the face of European politics?</li> </ol>
<p><b>Enduring Understanding 3</b></p>	<p><i>The student will understand that while change occurs over time, there is continuity to the basic structure of that society.</i></p> <p><b>Essential Question:</b> How can a society have both great change and also continuity?</p> <ol style="list-style-type: none"> <li>1. How was trade affected by the change in government brought about by the Age of Revolutions?</li> <li>2. How did the Christian churches deal with changing ideas of the time?</li> <li>3. How did the basic structure of society remain the same through the turmoil of the Enlightenment and Age of Revolutions?</li> </ol>

## Sample Instructional Activities/Assessments

### Four Reads

**What is it?**

A guided four-step reading process for primary documents that trains students to read a primary document like a historian. Use this guided process several times until students acquire the habit of reading and thinking like a historian.

**Rationale**

When historians read primary documents, they read at many different levels. They simultaneously pay attention to argument, purpose, context, content and credibility. Too often students will read a primary document as if it is a textbook. Students need to learn that reading a primary document is a different reading process and involves understanding the main point, but also contextualizing and asking skeptical questions about that point. Breaking the “reading” process into different steps helps students learn this.

**Description**

This is a teacher-led process that depends on transparency and discussion. In each step, the teacher clearly explains the purpose of that step, and uses questions to model how historians read primary documents. By doing so, the teacher shows students how to engage in the complex reading and thinking process that historians employ.

**Reading #1: Reading for Origins and Context**

Students should only read the top of the document (where usually title, author, place, and date are provided) and the bottom of the document (where there may be additional information, in bibliographic notes, about the title, author, place, and date). Mark up the sourcing information on the document. Circle it. Do not read the main body of the document at this point.

**Reading #2: Reading for meaning**

Students should read through the main body of the primary document. The purpose here is to get the main idea. If there are difficult or confusing sections, skip over them. Underline the sentence or phrase that best captures the author’s main idea.

**Reading #3: Reading for Argument**

Students should read through the main body of the primary document again. Students should underline any support (assertions, evidence, or examples) for the argument. As well, students should write in the margins next to the underlined support. Students should note whether they consider the support to be strong. Is it logical and believable? Does it contradict other evidence that the students have read?

**Reading #4: Reading Like a Historian**

In this final reading, students should look back at the sourcing information (reading #1) and then read through the main body of the primary document one last time. In this reading, students should write in the margins as they read to answer key questions. Given the author of the document, what bias or perspective might be expressed? How does that shape our understanding of the argument? Given the date of the document, what is the document responding to or in dialogue with? Given the place and audience of the document, how is the argument shaped to be effective? Students should further write in the margins about the larger meaning of the document. Would the argument in the document have convinced its audience? Who might have disagreed or had a different perspective? What facts did the author leave out and why? What questions are unanswered by the document?

**Activity Source:** Faithfull, Bayard. "Teaching History.org, Home of the National History Education Clearinghouse." Four Reads: Learning to Read Primary Documents | Teachinghistory.org. N.p., n.d. Web. 06 May 2017. <<http://teachinghistory.org/teaching-materials/teaching-guides/25690>>.

<p><b>Primary sources for students to read:</b></p> <p>Hertz, Solange Strong. "Robert Bellarmine: Letter on Galileo's Theories, 1615." Internet History Sourcebooks. N.p., n.d. Web. 06 May 2017. &lt;<a href="http://sourcebooks.fordham.edu/Halsall/mod/1615bellarmine-letter.asp">http://sourcebooks.fordham.edu/Halsall/mod/1615bellarmine-letter.asp</a>&gt;.</p> <p>"The Crime of Galileo: Indictment and Abjuration of 1633." Internet History Sourcebooks. Fordham University, n.d. Web. 06 May 2017. &lt;<a href="http://sourcebooks.fordham.edu/Halsall/mod/1630galileo.asp">http://sourcebooks.fordham.edu/Halsall/mod/1630galileo.asp</a>&gt;.</p> <p>Voltaire. "Letters on Newton from the Letters on the English or Lettres Philosophiques, C. 1778." Internet History Sourcebooks. N.p., n.d. Web. 06 May 2017. &lt;<a href="http://sourcebooks.fordham.edu/mod/1778voltaire-newton.asp">http://sourcebooks.fordham.edu/mod/1778voltaire-newton.asp</a>&gt;.</p> <p>Copernicus, Nicolas. "Nicolas Copernicus: From The Revolutions of the Heavenly Bodies, 1543." Internet History Sourcebooks. Fordham University, n.d. Web. 06 May 2017. &lt;<a href="http://sourcebooks.fordham.edu/Halsall/mod/1543copernicus2.asp">http://sourcebooks.fordham.edu/Halsall/mod/1543copernicus2.asp</a>&gt;.</p>	
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<p><b>Literacy Standards Social Studies Matrices Enduring Understanding(s)</b></p>	<p><b>Literacy Standards:</b></p> <p><b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p><b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p><b>L9-10RHSS5:</b> Analyze how a text uses structure to emphasize key points or advance an explanation or analysis</p> <p><b>L9-10RHSS8:</b> Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p><b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p><b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>Social Studies Matrices:</b></p> <p><b>Information Processing Skills:</b></p> <p>4. distinguish between fact and opinion</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p> <p>16. check for consistency of information</p> <p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>• <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></li> </ul>

## National Archives - Document Analysis Worksheets

Document analysis is the first step in working with primary sources. Teach your students to think through primary source documents for contextual understanding and to extract information to make informed judgments.

Use these worksheets — for photos, written documents, artifacts, posters, maps, cartoons, videos, and sound recordings — to teach your students the process of document analysis.

### Follow this progression:

1. The first few times you ask students to work with primary sources, and whenever you have not worked with primary sources recently, model careful document analysis using the worksheets. Point out that the steps are the same each time, for every type of primary source:
  - a. **Meet the document.**
  - b. **Observe its parts.**
  - c. **Try to make sense of it.**
  - d. **Use it as historical evidence.**
2. Once students have become familiar with using the worksheets, direct them to analyze documents as a class or in groups without the worksheets, vocalizing the four steps as they go.
3. Eventually, students will internalize the procedure and be able to go through these four steps on their own every time they encounter a primary source document. Remind students to practice this same careful analysis with every primary source they see.

**Activity Source:** "Document Analysis Worksheets." National Archives and Records Administration. National Archives and Records Administration, n.d. Web. 06 May 2017. <<https://www.archives.gov/education/lessons/worksheets>>.

### Primary sources for students to use:

- Voltaire. "On John Locke from Letters on the English or Lettres Philosophiques, C. 1778." Internet History Sourcebooks. Fordham University, n.d. Web. 06 May 2017. <<http://sourcebooks.fordham.edu/mod/1778voltaire-locke.asp>>.

### Document Analysis Worksheet: Written document

<[https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)>

- Locke, John. "Two Treatises of Government, 1690." Internet History Sourcebooks. Fordham University, n.d. Web. 07 May 2017. <<https://sourcebooks.fordham.edu/mod/1690locke-sel.asp>>.

### Document Analysis Worksheet: Written document

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- Voltaire. "Letters on the English or Lettres Philosophiques, C. 1778." Internet History Sourcebooks. Fordham University, n.d. Web. 07 May 2017. <[http://sourcebooks.fordham.edu/Halsall/mod/1778voltaire-lettres.asp#Letter IX](http://sourcebooks.fordham.edu/Halsall/mod/1778voltaire-lettres.asp#Letter_IX)>. *NOTE: there are multiple letters. Select one or two for students to read, for example Letter IX: On the Government.*

### Document Analysis Worksheet: Written document

<[https://www.archives.gov/education/lessons/worksheets/written\\_document\\_analysis\\_worksheet.pdf](https://www.archives.gov/education/lessons/worksheets/written_document_analysis_worksheet.pdf)>

- Rousseau, Jean Jacques. "A Discourse Upon The Origin and The Foundation of The Inequality among Mankind." Internet History Sourcebooks. Fordham University, n.d. Web. 07 May 2017. <<http://sourcebooks.fordham.edu/Halsall/mod/1782rousseau-inequal.asp>>.

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## Power Notes

### Background

Power Notes is a strategy that teaches students an efficient form of organizing information from assigned text. This technique provides students a systematic way to look for relationships within material they are reading. Power Notes help visually display the differences between main ideas and supportive information in outline form. Main ideas or categories are assigned a power 1 rating. Details and examples are assigned power 2s, 3s, or 4s.

### Benefits

Power Notes offer an easy to follow activity for categorizing information. This procedure helps students prioritize information and separate main ideas from supportive details. Power Notes gives students an opportunity to organize ideas and evaluate their writing. Power Notes can be integrated into a number of activities to help students perceive how information is related. Note: Power Notes is similar to outlining but is much simpler for students because key features are assigned numbers and it is not necessary that two be the same in order to create an entry.

### Create the strategy

The teacher should begin by discussing the assigned topic or text. Teachers then describe the purpose of the strategy and introduce the concept of powers with a simple example familiar to the students.

### Power 1 Animals

- Power 2 Dog
  - Power 3 Cocker Spaniel
  - Power 3 Dachshund
- Power 2 Cat
  - Power 3 Siamese
  - Power 3 Calico

Point out how the powers relate to each other: power 2's offer examples or elaboration of power 1's, power 3's provide examples or elaboration of power 2's, and so on. Guided practice of the strategy with detailed feedback from the teacher should be provided. The teacher should model using Power Notes with the assigned text and describe how the powers relate to each other.

### Use the strategy

1. Teachers should provide students with the Power 1 category or main idea. **Note:** As student become familiar with this strategy, teachers may have students determine this information from the text.
2. Students should begin by reading the assigned text keeping in mind the Power 1 category.
3. Students should then categorize information and record examples of the chosen category or topic as Power 2's.
4. Students can further elaborate each point and expand their writing by adding power 3 and Power 4 details.
5. Students can discuss their completed Power Notes with the class for review.
6. Power Notes can then be revised to expand learning.

Power Notes are written using the following format:

Power 1 = Main Idea of the information.

Power 2 = Detail or supportive information for Power 1 above.

Power 3 = Detail or supportive information for Power 2 above.

Power 4 = Detail or supportive information for Power 3 above.

**Strategy Source:** "Classroom Strategies: Power Notes." AdLit.org. N.p., n.d. Web. 08 May 2017.

<<http://www.adlit.org/strategies/22370/>>. *NOTE: A graphic organizer for this strategy can be downloaded from:*  
<http://www.adlit.org/pdfs/strategy-library/powernotes.pdf>



<p><b>Secondary text for students to read:</b> Vallance, Edward. "The Glorious Revolution." BBC News. BBC, n.d. Web. 08 May 2017. &lt;<a href="http://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml">http://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml</a>&gt;.</p> <p>"The Haitian Revolution." Saylor.org, n.d. Web. &lt;<a href="https://www.saylor.org/site/wp-content/uploads/2013/02/HIST303-4.1-The-Haitian-Revolution-FINAL-3.pdf">https://www.saylor.org/site/wp-content/uploads/2013/02/HIST303-4.1-The-Haitian-Revolution-FINAL-3.pdf</a>&gt;.</p> <p>"Causes of the French Revolution." History Crunch - History Resource for 21st Century Teachers and Learners! N.p., n.d. Web. 08 May 2017. &lt;<a href="http://www.historycrunch.com/causes-of-the-french-revolution.html">http://www.historycrunch.com/causes-of-the-french-revolution.html</a>&gt;.</p>	
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## Culminating Unit Performance Task

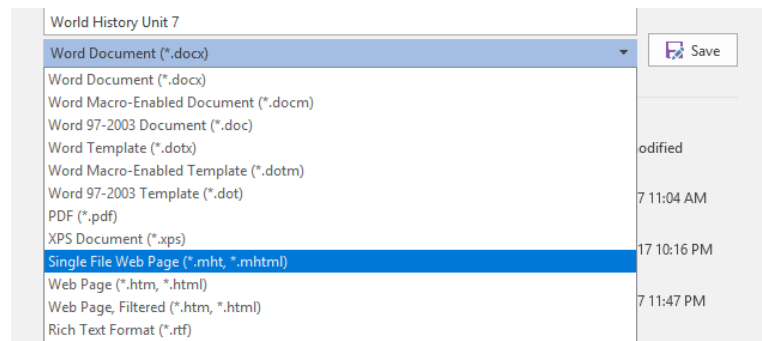
### Webpage

After reading the texts used in this unit and additional research resources, create the content for a webpage that explains the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau and how those ideas influenced the Age of Revolutions. Support your discussion with evidence from your research. **(Informational or Explanatory/Synthesis)**

- Please include a list of keywords for your website content that would make it easier for a search engine such as Google to find your website. (Ten to fifteen words)
- Remember that when people are reading webpages they don't want to read a novel. Keep paragraphs of information short and to the point.
- Be sure to include subtitles for different parts of the website.
- Include images/charts/maps on your website but not too many as these take time to load on a website and you want your website to be user friendly. Take care when selecting your images.
- Remember to hyperlink as many of your sources as possible and always cite your sources for information.
- Make sure you answer the question – Why should you care? Your introduction on the website should tell readers what they are going to learn from the content of your site.
- Use imagery in your writing and paint a picture for your readers. Internet users have a short attention span and you need to capture their imagination.
- Remember to keep your reading level low. Avoid complex sentences or technical vocabulary you want to make your web content accessible to as many people as possible.
- Be sure to edit your work.

Note for teacher:

You are not asking students to actually create a webpage as this might exclude some students who do not have the resources or skills to create a webpage. It should be suggested to students that they use an appropriate word processing program such as Microsoft Word. This will allow them to set out their content like a webpage without needing to have the skills or resources to actually create and host a webpage. If you would like the experience of reading a webpage have the students save their work as a single file web page which will create a webpage for their document and can be opened in Microsoft Explorer (doesn't work with all web browsers).



<p><b>GSE Standards and Elements</b></p>	<p><b>SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.</b></p> <p>b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.</p> <p><b>SSWH14 Analyze the Age of Revolutions.</b></p> <p>b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).</p>
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<p><b>Literacy Standards</b> <b>Social Studies</b> <b>Matrices</b> <b>Enduring</b> <b>Understanding(s)</b></p>	<p><b>Literacy Standards:</b>  <b>L9-10RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.  <b>L9-10RHSS2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.  <b>L9-10RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.  <b>L9-10RHSS10:</b> By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.  <b>L9-10WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  <b>L9-10WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>L9-10WHST5:</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b>L9-10WHST6:</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.  <b>L9-10WHST7:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  <b>L9-10WHST8:</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <b>L9-10WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.  <b>L9-10WHST10:</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.  <b>Social Studies Matrices: Map and Globe Skills:</b>          6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps          7. use a map to explain impact of geography on historical and current events          8. draw conclusions and make generalizations based on information from maps  <b>Information Processing Skills:</b>          2. organize items chronologically          4. distinguish between fact and opinion          5. identify main idea, detail, sequence of events, and cause and effect in a social studies context          6. identify and use primary and secondary sources          7. interpret timelines, charts, and tables          8. identify social studies reference resources to use for a specific purpose          11. draw conclusions and make generalizations          15. determine adequacy and/or relevancy of information          16. check for consistency of information  <b>Enduring Understandings:</b>  <i>when there is conflict between or within societies, change is the result.</i>  <i>the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i>  <i>while change occurs over time, there is continuity to the basic structure of that society.</i></p>
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World History Frameworks for the Georgia Standards of Excellence in Social Studies

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately, but with a weak or uneven focus.		Addresses prompt appropriately and maintains a clear, steady focus.		Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.		Establishes a controlling idea with a general purpose.		Establishes a controlling idea with a clear purpose maintained throughout the response.		Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/ Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.		Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.		Presents appropriate details to support the focus and controlling idea.		Presents appropriate and sufficient details to support the focus and controlling idea.		Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure		Maintains an appropriate organizational structure to address the specific requirements of the prompt.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.