LESSON 1

TOPIC: “Revolutionary” Concept Formation

OVERVIEW: In the first lesson, we will set the stage for our central question, “Were the Industrial Revolution, Abolition Movement, and Suffrage Movement revolutionary?”, but looking at what it means to be revolutionary.

OBJECTIVES: (1.1) Students will learn the concept of “revolutionary” and will be able to identify examples of revolutionary events in history and the present day.

ASSESSMENT:
(Formative) For homework, students will be asked to come to class with an example of something in history or in the present that is revolutionary and why.

RESOURCES:
• Worksheets
• Name tents
• Smartboard/White board/Chalk board
• Eraser, markers/chalk

PROCEDURE:

Before Class:
• Organize desks into pairs
• Assign seats with name tents
• Print worksheets

Warm-Up: (5 minutes)
To activate prior knowledge, students will be asked to reflect in writing on the following question: “Why was the Revolutionary War called the Revolutionary War or the American Revolution?”

Introduce Lesson: (5 minutes)
Explain that today we are going to be doing a concept lesson. We must once again be historical detectives and use examples to discover a specific concept. All of the examples are examples of that concept.
• Give an examples: Pizza
• Importance: This concept is important because you are going to see it throughout this unit and throughout U.S. and World history.

Concept Formation: (40 minutes)
Part One
• Pass out worksheets (Examples & Chart)
• Start with the Internet and do the example together as a class. Tell students that we are going to break the example down to look for clues by using the chart.
• Do American Revolution example together, including chart.
• Let students work with partner to do 19th Amendment example.

**Part Two -- Similarities and Differences**
• Pass out similarities and differences worksheet
• Scaffold: Do one or two differences together and then let students work with partners
• Ask students to share differences with the class and write differences on the board
• Repeat with similarities
• Write similarities on the board

**Part Three - Draw Out Main Ideas/Critical Attributes**
• Look at similarities with the class and combine/erase and redundances.
• Draw out any similarities that should be there but are not
• Let students know that their detective work has gotten them close to the definition and that the similarities actually make up the definition of the concept.
• List critical attributes on the board (have students fill them out on their worksheet)
• Ask students to try to write a definition with the critical attributes, and if they know the concept, DON’T SAY IT; just write in on the worksheet.
• Ask for a few definitions... Write them on the board
• Choose best definition and have students write it down.

**Part Four - Name the Concept**
• Can anyone name the concept? (Write answers on the board)
• Let students debate the correct answer
• Reveal the concept!
• Reinforce why the concept is important:
  • Revolutionary events happen throughout history and shape our government, society, technology, and culture.
  • It is important to be able to recognize revolutionary events and understand the way that they change our world.
  • We will be looking at 3 events in this unit, and it is up to you to decide whether or not they are revolutionary.

**CONCEPT FORMATION DETAILS**

*Definition of “revolutionary”: (adj) involving or causing complete or dramatic far-reaching change in any facet of life including government, society, culture, or technology*

*Critical Attributes:*
1. involves dramatic or complete change
2. change is far-reaching, effecting large numbers of people or even a country
3. transforms society, culture, technology, or government
## Concept Formation Lesson: Examples

<table>
<thead>
<tr>
<th>Example of Concept</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Invention of the Internet</strong></td>
<td>The internet is a world-wide network that completely changed the way people across the planet communicate with each other. It has created new forms of socializing such as email, Facebook, and MySpace, and it has affected almost every aspect of American life.</td>
</tr>
<tr>
<td><strong>The American Revolution</strong></td>
<td>The American Revolution completely changed the way the world viewed government. It put the rights of the people first, and it established the idea that the government relies on the consent of the people. In the past, this had not been the case (think about what you know about King George III!). The war also created an entirely new country.</td>
</tr>
<tr>
<td><strong>The 19th Amendment (Women’s Right to Vote)</strong></td>
<td>The 19th Amendment to the Constitution was passed in 1920 and gave women the right to vote. This completely changed women’s roles in the United States. Now women were legally equal with men and had the right to influence government and politics. This had a far-reaching impact on society and politics.</td>
</tr>
</tbody>
</table>
# Concept Formation Lesson: Chart

<table>
<thead>
<tr>
<th>Example</th>
<th>Does the example involve dramatic change?</th>
<th>Is the change far-reaching? Does it effect large numbers of people or even an entire country?</th>
<th>Does the example transform or greatly change society, culture, technology, or government?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creation of the Internet</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Revolution</td>
<td></td>
<td></td>
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<tr>
<td>Women’s Right to Vote (19th Amendment)</td>
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</tbody>
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Name: ________________________________ Date: ________________________
Concept Formation Lesson: Chart Analysis

What differences do you see between the examples (Internet, American Revolution, Women’s Right to Vote)?

What similarities do you see among the examples?

Main Characteristics of All Examples:

1.

2.

3.

My definition:

Concept Name: