Laarman Lesson Plan

Subject: World History Unit: Revolutions!

Unit Objectives:

1. Students will analyze the causes, methods, and effects of various revolutions and struggles for independence around the world. (Standard SS.Hist1: Wisconsin students will use historical evidence for determining cause and effect)
2. Students will use their study of history as a catalyst for personal reflection on the question of what’s worth fighting for and how one should fight.

Date: 1/27/25 Topic: The Haitian Revolution

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| Materials | Handouts From Choices Program Day 5 |
| Learning Plan | 1. Recap what the real people decided, and what happened as a result 2. Emphasize that to successfully complete the upcoming project, you will need decide on how you define freedom 3. Complete the Day 5 activity from the Choices Program |

Date: 1/28/25 Topic: Revolutions in South America

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| Learning Plan | 1. Begin the movie “The Liberator” on Tubi.    1. As students watch, write down what questions come up |

Date: 1/29/25 Topic: Revolutions in South America

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| Learning Plan | 1. Students share the questions they came up with 2. Put students into groups to research answers to some of the top questions 3. Some questions to consider:    1. How did Bolivar end up with such a large estate?    2. How were people categorized in South America at the time? (Creoles, mestizos, *peninsulares*, etc.)    3. Who was the General?    4. How did the fighting begin?    5. What was Bolivar’s motive for joining? 4. Student groups share what they discovered 5. Continue the movie |

Date: 1/30/25 Topic: Revolutions in South America

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| Learning Plan | 1. Continue “The Liberator” |

Date: 1/31/25 Topic: Revolutions in South America

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| Materials | “Know, Grow, Show” forms |
| Learning Plan | 1. Complete “The Liberator” 2. Some things to point out:    1. After Paris, Bolivar went to Rome and stopped in America on his way back    2. Bolivar twice went to Haiti and secured support from the Haitian government.    3. The British banker, who played an important role in the movie, was fictitious. 3. Pose the question: What purpose was the movie trying to fulfill? What impact is it trying to have on audiences? 4. Does this movie (and many historical movies) tell us more about the history it is depicting, or our current aspirations?    1. Give some background on what was happening in Venezuela in 2013 5. Students complete “Know, Grow, Show” forms |