The Glorious Revolution

## Goals & Objectives

Students will learn about the about the causes, events of, and outcomes of the Glorious Revolution. Students will learn that the term “revolution” can have multiple definitions. Students will summarize the causes and outcomes of the Glorious Revolution.

## California State Content and Common Core Standards

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

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.

Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

### Lesson Introduction

Students will do a quickwrite about what they think of when they hear the word “Revolution.” They can write anything such as what a revolution is or what revolutions they know about. The students will then share what they wrote in groups.

### Vocabulary

Since students will most likely not understand the way the English/British political system worked they will be given a list of terms relating to this. Before the lecture but after the lesson introduction the students will try and guess the definitions based on previous knowledge about other political systems. After sharing some of the students guesses the correct definitions will be given.

Key Terms:

Stuart Dynasty

Parliament

Acts of Parliament

Declaration of Indulgence

Stadtholder

Anglicanism

Nonconformist Protestant

Magna Carta

English Bill of Rights

### Content Delivery

The teacher will give a lecture on the Glorious Revolution. The lecture will include the causes, events of, and outcomes of the Glorious Revolution as well as including the documents resulting from and influencing the revolution. Guided notes will accompany the lecture.

### Student Engagement

During the lecture students will complete guided notes in order to keep the information organized and to remember the most important information. The notes also include comprehension questions such as naming the members of the Stuart Dynasty involved in the revolution as well as critical thinking questions such as assessing the pros and cons of the revolution.

### Lesson Closure

Students will revisit their quickwrite about what they think of with the word revolution now that they have experienced the course of a relatively bloodless revolution that was mostly achieved by the aristocracy. They will then share if their thoughts have changed in their groups.

### Assessment

Formative- During the lecture the teacher will periodically ask both comprehension and critical thinking questions. The students will answer in their guided notes and share answers in groups while the teacher moves around the room.

Summative-The teacher will examine the students’ answers to the revisit of the quickwrite to see if they have understood how “revolution” can have multiple meanings.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

To accommodate for these students the guided notes and the key terms are given to scaffold their learning. Along with the guided notes and key terms they will be provided with a timeline of the Glorious Revolution in order to make it easier to follow along and to be given a visual representation of the information. Finally, the presentation contains a documentary that presents the Glorious Revolution in a visual way.

## Lesson Resources

[Summary of the Glorious Revolution by the BBC](http://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml)

[Encyclopedia Britannica-The Glorious Revolution](http://www.britannica.com/EBchecked/topic/547105/Glorious-Revolution)

[Transcript of the Magna Carta](http://www.constitution.org/eng/magnacar.htm)

[The Magna Carta in the National Archives](http://www.archives.gov/exhibits/featured_documents/magna_carta/)

[Transcript of the English Bill of Rights](http://www.constitution.org/eng/eng_bor.htm)