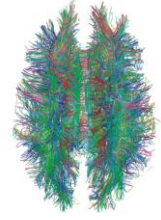




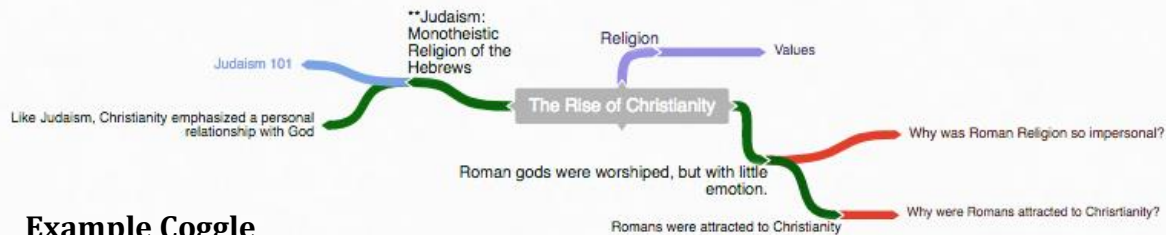
# Diagramming History

World History: Patterns of Interaction  
Module 22: An Age of Democracy and Progress  
Lesson 1: "Democratic Reform and Activism"  
(Page 860)



## 1. Start with the main topic of your diagram.

### a. "The Rise of Christianity"



## Instructions

Either using a pencil and poster paper or an online diagramming program like Coggle, create an interactive set of notes for this reading. Students will be divided into groups of 3.

Each Member of the group will be responsible for one part of Lesson 1. Insert these questions, along with answers where it is appropriate in your Coggle. Some of these questions require thought and are not just obvious in the reading.

### 1. Britain Enacts Reforms (Person 1)

- What was the major difference between the Reform Bill of 1832 and the Chartist Movement?
- Why was the House of Commons a misleading name during the early 1800's?

### 2. Women Get the Vote (Person 2)

- Why did the idea of woman suffrage seem radical in the Victorian era?
- How might militant tactics have hurt the cause of woman suffrage?

### 3. France and Democracy (Person 3)

- How would you characterize the groups who opposed the Third Republic?
- Why was there an increase in immigration by Eastern European Jews to the United States in the late 19<sup>th</sup> century?

When your group is finished, each person will present their part of the Coggle and questions that you came up with, will be discussed within your group. Each Group will share out their Coggle to the other groups.

**Free Online Diagramming Program Link To Coggle:** <https://coggle.it/login>

**Resource:** [How to use Coggle Video](#)

## 2. Use the following colors to distinguish different parts of your diagram.

Notes

**Instruction:** As you read through the information, write notes –diagraming them as you see the relationship to the main topic.

Questions

**Instruction:** Answer the critical thinking questions above. As you read through the information, write questions that may develop in your mind that can be used during discussion.

Concepts

**Instruction:** As you read through the information, try to identify Social Studies Concepts that you feel are related to the information. Each main topic should have a Concept linked to it.

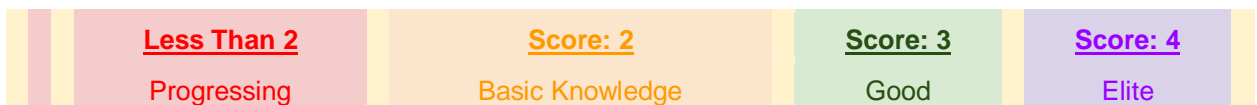
**Link To Social Studies Concepts:** <https://www.historysimulation.com/concept-based-learning.html>

Links To Outside information

**Instruction:** As you develop your diagram, when you come to information or topics you feel need more information or are just curious about- search out a link to add to your diagram. Chances are your readers will also be curious as well. Each Main topic should have a couple outside links within it.

# Grading

## 0-4 Rating



When we finish the Coggle, each group will share their Coggle with another group to be evaluated. Groups will also evaluate their own work as well.

**Organization:** Notes are organized in a way that allows the viewer to understand relationships to other notes, chronological order or denotes the visual organization of Topics and Subtopics. Information is not in random order.

**Concepts:** Concepts are located with the Notes they correspond to. Remember: Concepts are broad topics that are adaptable to many topics and not specific.

**Questions:** are located in relation to the information they correspond with.

**Links:** Coggle includes links to sites that explain further the topic or subtopics.

These materials were prepared by Harms LLC and have neither been developed, reviewed, nor endorsed by Houghton Mifflin Harcourt Publishing Company, publisher of the original *WORLD HISTORY: Patterns of Interaction* work on which this material is based.