

# Unit F -- Revolution in Politics and Industry

Content Area: **Social Studies**  
Course(s): **Advanced Placement Modern European History**  
Time Period: **December**  
Length: **Approximately 3 Weeks**  
Status: **Published**

## Unit Overview

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This unit covers the French Revolution and the Industrial Revolution. The unit will cover the following:

- \* The ideas of liberty and equality in Europe and America
- \* The French Revolution from 1789 - 1791
- \* The estates
- \* The National Assembly
- \* The storming of the Bastille
- \* The Declaration of the Rights of Man
- \* World War and Republic France from 1791 - 1799
- \* The National Convention
- \* The execution of Louis XVI
- \* The Reign of Terror and Maximilien Robespierre
- \* The Directory
- \* The Napoleonic Era from 1799 - 1815
- \* The restoration of the monarchy
- \* Inventions during the Industrial Revolution
- \* Railroads
- \* Sexual Division of labor

## Enduring Understandings

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- Historians find the connections between events of the past and present to help understand our world.
- Historians recognize and analyze multiple points of view to explain the ideas and actions of individuals and groups.

## Essential Questions

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- Are the people, places, ideas, and events in the world becoming more alike or more different over time?
- How can looking at different perspectives help us better understand ourselves?
- How can looking at multiple points of view help us explain the ideas and actions of individuals and groups?
- How can recognizing multiple points of view help promote tolerance and understanding of diversity?
- To what extent can examining multiple perspectives help us understand conflict and promote cooperation and/or conflict resolution?
- Why should we recognize and analyze multiple points of view?
- Why should we recognize universal patterns that exist within our world?

## Standards/Indicators/Student Learning Objectives (SLOs)

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SWBAT 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.

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

SWBAT Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

SWBAT 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.

SWBAT explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

SWBAT relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

SWBAT assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

SWBAT relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

SWBAT analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources

SWBAT determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.

SWBAT explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

SWBAT explain how industrialization and urbanization affected class structure, family life, and the daily lives

of men, women, and children.

SWBAT determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.

SWBAT write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas.

SWBAT use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, Bolsheviks).

SWBAT explain the impact of industrialization on population growth, urbanization, and the environment by evaluating the quality of life in this time period.

SWBAT describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.

SWBAT analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).

SOC.6.2.12.A.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the

daily lives of men, women, and children, and the environment.

## Lesson Titles

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- Industrial Revolution Independent Assignment
- The Beginning of the French Revolution
- The Napoleonic Era
- The Reign of Terror
- Video Analysis of the French Revolution
- World War and Republic France

## 21st Century Skills and Career Ready Practices

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Analyze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2.1

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

## Inter-Disciplinary Connections

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This unit will cross-content with the following:

- Art -- Reviewing Romanticism in the French Revolution
- English -- Examine works by Burke and Wollstonecraft
- Science -- Reviewing new methods of industry
- Sociology -- Reviewing sociological impacts of political turmoil

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.1.2	Deviance and conformity
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
VPA.1.3.12.D.CS1	How individuals manipulate the elements of art and principles of design results in original portfolios that reflect choice and personal stylistic nuance.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
9-12.HS-PS1-5.1.1	students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.
9-12.HS-PS1-6.6.1	Refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.
9-12.HS-PS1-6.7.1	students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

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## **Instructional Strategies, Learning Activities, and Level of Bloom's/DOK**

- Analyzing Primary Sources on the French Revolution (Analysis/DOK 4)

- AP Test Preparation by translating multiple choice (Application/DOK 2)
- In Class Reading on Burke (Review/DOK1)
- Lecture/Discussion on French Revolution Governments (Compare and Contrast/DOK 2)
- Lecture/Discussion on Social Classes(Compare and Contrast/DOK 2)
- SWAG
- Video Analysis on the French Revolution (Analysis/DOK 4)
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from the Industrial Revolution (Synthesis/DOK 3&4)

## **Modifications**

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## **Formative Assessment**

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- Closure: Exit Card on lectures
- Anticipatory Set: Conservative vs Liberal
- Anticipatory Set: Prepare and motivate students before their test
- Anticipatory Set: Review directions for the review game
- Anticipatory Set: Review essay writing tips
- Closure: Discuss Key Terms
- Closure: Review French Revolution quiz
- Closure: Whip Around from the French Revolution lecture notes
- Closure: Whip Around from the Napoleon lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in Europe today
- Warm Up: Review French Revolution homework
- Warm Up: Review French Revolution Lecture
- Warm Up: Review key terms from the unit
- Warm Up: Review Napoleon Lecture
- Warm Up: Review Test/Quiz results

## **Summative Assessment**

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- Alternate Assessment: Student created AP Questions on the French Revolution
- Benchmark: AP Testing strategies
- Benchmark: Differences in Politics
- Marking Period Assessment: Industrial Revolution Independent Assignment

- Marking Period Assessment: Quiz on French Revolution and Napoleon
- Marking Period Assessment: Test on the French Revolution

## **Benchmark (Assessments)**

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Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)



