

# Unit B -- French Revolution

Content Area: **Social Studies**  
Course(s): **World History**  
Time Period: **October**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

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This unit will include the French Revolution. Students will learn how the American Revolution inspired the French, what happens when an established government is overthrown, and the long lasting effects the revolution had on Europe. The unit will include the following:

- \* The Estates
- \* King Louis XVI and Marie Antoinette
- \* National Assembly
- \* Rights of Man and the Citizen
- \* Overthrow of the King and Queen
- \* Guillotine
- \* Maximilien Robespierre and the Jacobins
- \* Reign of Terror
- \* Napoleon
- \* Invasion of Russia and Waterloo

## Enduring Understandings

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- Conflict resolution can involve aggression, compromise, cooperation, and change.
- Decisions concerning the allocation and use of economic resources impact individuals and groups.

## Essential Questions

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- How are economic resources distributed?
- How are governments created, structured maintained, and changed?
- How does something acquire a value?
- What effect does the economy have on society?
- Why do we have rules & laws; and what would happen if we didn't?

## Lesson Titles

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- Chapter Pre-Reading Activity
- France Before the Revolution
- The Reign of Terror
- Rise and Fall of Napoleon
- Primary Source Activity
- Battle of Waterloo
- Review Game
- SGO Activity

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

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\*Develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state (France).

\*Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).

## Standards/Indicators

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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.B.3.b	Relate the role of geography to the spread of independence movements in Latin America.

## 21st Century Skills and Career Ready Practices

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- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy

PFL.9.1.12.B.1                      Prioritize financial decisions by systematically considering alternatives and possible consequences.

PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
PFL.9.1.12.D.2	Assess the impact of inflation on economic decisions and lifestyles.
PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
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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### ELA

#### Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
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.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the

	audience's knowledge level and concerns.
LA.WHST.9-10.1.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.9-10.1.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.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.1.2	Material culture
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.3	Social movements
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK**

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### Blooms:

Students will define new vocabulary terms from the unit (Remembering).

Students will discuss how France views the death penalty today (Understanding).

Students will write a DBQ for their SGO (Applying).

Students will compare and contrast the American and French Revolution (Analyzing).

Students will defend the need for a democratic government (Evaluating).

Students will predict how they think the French Revolution will impact future countries in the upcoming units (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- DBQ
- Delsea One
- Group Review Game

- Internet
- Lecture/Discussion
- Media Center
- SWAG
- Video Analysis
- Vocabulary Exercise
- Writing Exercises

## **Modifications:**

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## **ELL Modifications**

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- Use visuals
- Be flexible with time frames and deadlines
- Delsea One
- Group students
- Provide ELL students with multiple literacy strategies
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Provide learning objective and skill objective
- Repeat, reword, clarify
- SWAG
- Tap prior knowledge

## **IEP & 504 Modifications**

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- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- Current events can be watched or read
- Delsea One
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- less questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- Projects can be submitted digitally or paper

- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet
- Read test aloud
- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- SWAG
- Test in small groups
- Use visuals

## **G&T Modifications**

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- Annotating
- Delsea One
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA/History: provide rationale for thinking
- Encourage students to make transformations- use a common task or item in a different way.
- Evaluation and creation of thesis statements
- Jigsaw
- SWAG
- Thematic learning

## **At Risk Modifications**

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- Meetings at Delsea One
  - Calls to parents
  - Verbal reminders during class tasks
  - Contact guidance counselors
  - Use comments section in gradebook for work student has missed
  - Meeting with other teachers/coaches of student to develop a plan for improvement
  - Contact administration
  - Allow extra time for completion of homework dependent upon circumstances
  - SWAG
- Delsea One
  - SWAG

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

### **Anticipatory Set:**

France today

The importance of geography/weather in battle

Views on the death penalty today

Prepare and Motivate Students Before Their Test/Quiz

### **Closure:**

Debriefing

Exit Card

Homework Assignments

Quizzes on the French Revolution, Reign of Terror, and Napoleon

Self Assessment

Linkage

## **Summative Assessment**

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- DBQ on revolutions
- Essay on the Reign of Terror
- Notebook
- Test on the French Revolution

## **Benchmark**

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Benchmark (Assessments):

Skills-based assessment

Reading responses

Writing responses

## **Alternative Assessment**

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Alternative Assessment(s):

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials**

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- Chapter Primary Sources
- Historical Maps of 1789 and 1815
- Kahoot
- Quizlet
- Revolutions DBQ
- Textbook : World History Connections To Today
- Turnitin
- YouTube

## **Technology**

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- Chromebooks
- GoGuardian



- Google Classroom
- Historical Maps from World Atlas
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com
- YouTube -- <https://www.youtube.com/watch?v=MwICSUCA4Z4>
- YouTube -- <https://www.youtube.com/watch?v=XB5fyimVXUo>
- YouTube -- <https://www.youtube.com/watch?v=Ybp-EZe7PoQ>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.