

Unit B -- French Revolution

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

Unit Overview

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
- * Directory
- * Napoleon
- * Invasion of Russia and Waterloo
- * Impact of the Revolution

Enduring Understandings

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

Essential Questions

- 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

- 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)

*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.D.3.a | Explain how individuals and groups promoted revolutionary actions and brought about change during this time period. |
| SOC.6.2.12.CS3 | Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global |

resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

21st Century Skills and Career Ready Practices

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

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| PFL.9.1.12.C.1 | Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions. |
| PFL.9.1.12.D.8 | Explain how government and independent financial services and products are used to achieve personal financial goals. |
| PFL.9.1.12.F.1 | Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities. |
| PFL.9.1.12.F.6 | Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives. |
| 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

ELA

Sociology

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| 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.9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| 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.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 |

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| | 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.9-12.2.1.1 | Nonmaterial culture, including norms and values |
| SOC.9-12.2.1.2 | Material culture |
| SOC.9-12.2.2.1 | Ethnocentrism |
| SOC.9-12.3.3.2 | 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 |

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

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).

SWAG

Meetings at Delsea One

- Analyzing Primary Sources
- Compare and Contrast
- DBQ
- Group Review Game
- Internet
- Lecture/Discussion
- Media Center
- SGO
- Video Analysis
- Vocabulary Exercise
- Writing Exercises

Modifications:

ELL Modifications

- SWAG
 - Meetings at Delsea One
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- Be flexible with time frames and deadlines
 - 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
 - Tap prior knowledge
 - Use graphic organizer
 - Use manipulatives where possible
 - Use visuals

IEP & 504 Modifications

- SWAG
- Meetings at Delsea One

- 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
- higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
- 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.
- modeling and showing lots of examples
- 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
- 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)
- Test in small groups
- Use visuals

G&T Modifications

- SWAG
- Meetings at Delsea One
- Annotating
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- 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
- Thematic learning

At Risk Modifications

- 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

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment

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

Alternative Assessments

Performance tasks
Project-based assignments
Problem-based assignments
Presentations
Reflective pieces
Concept maps
Case-based scenarios
Portfolios

Summative Assessment

- DBQ on revolution
- Essay on Napoleon's Reign
- Notebook
- Test on the French Revolution

Resources & Materials

- Chapter Primary Sources
- Historical Maps of 1789 and 1815
- Kahoot
- Quizlet
- Revolutions DBQ
- Textbook -- "World History : The Modern Era"
- Turnitin
- YouTube

Technology

- Chromebooks
- GoGuardian
- Google Classroom
- Historical Maps from World Atlas
- Kahoot.com

- Quizlet.com
- Smartboard
- Turnitin.com
- YouTube -- <https://www.youtube.com/watch?v=MwlCSUCA4Z4>
- YouTube -- <https://www.youtube.com/watch?v=XB5fyimVXUo>
- YouTube -- <https://www.youtube.com/watch?v=Ybp-EZe7PoQ>

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| 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.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. |