05 The French Revolution

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **1 week**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
6.3.12.CivicsPD.1	Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
6.3.12.HistorySE.1	Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

Enduring Understandings

1. Culture, religion and history can determine the ideological leanings of a region.
2. Decisions and actions of one region have worldwide implications.
3. Intellectual, scientific and technological advances can lead to revolution.
4. Individualism is a driving force behind change.
5. Technological advances can lead to abuses of power.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluate

Essential Questions

1. How did the ideas of the Enlightenment philosophers influence the desire for revolution?
2. How did societal divisions, abuse of political power, and economic issues lead to feelings of discontent and ultimately revolution?
3. How did the events of the American Revolution and France's participation in it, inspire a revolution in France?
4. Why did the French Revolution fail to achieve a successful democratic government the way the American Revolution did?
5. How did Napoleon use the Enlightenment ideas to gain and maintain power throughout Europe? And despite his decline how has his rule left a lasting impact on the French Governmental structure?

Knowledge and Skills

The political, economic and social causes and effects of the French Revolution.

Study several examples of those who identify as gay during this time period and society's outlook.

The legacy of the French Revolution.

How the rule of Napoleon reflect the ideas of the Enlightenment, and thus encouraged and promoted the spread of his Empire throughout Europe.

How the Haitian Revolution was a reflection of what occurred in the 13 colonies and what will be followed by France.

Transfer Goals

In the long run, students will be able to independently connect how philosophies can be translated into actions.

Students will be able to independently develop alternative ways of conflict resolution.

Resources

The French Revolution

DOCUMENTS:

- Grievances of Carcassonne (1789)
- Tennis Court Oath (1789)
- 'Fall of the Bastille' (1789)
- 'Declaration of the Rights and Man and of the Citizen' (1789)

- Maximilien Robespierre on terror (February, 5 1794)
- Jacques Louis David 'The Coronation of Napoleon' (1807)

TEXTBOOK

- World History: Patterns of Civilization

SUPPLEMENTAL TEXT

- Perry M. Rogers- 'Aspects of Western Civilization'
- John P. McKay 'Sources for Western Society, Since 1300'
- Katharine J. Lualdi 'Sources of The Making of the West, Volume II: Since 1500: Peoples and Cultures'

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

DIGITAL & ONLINE

- Napoleon 'Soldier. Emperor. Lover. Statesman'- PBS Film
- Napoleon- Biography.com https://www.biography.com/video/napoleon-mini-biography-126126659873
- Neoclassicism and The French Revolution https://www.oxfordartonline.com/page/neo-classicism-and-the-french-revolution/neoclassicism-and-the-french-revolution
- Fordham University Sourcebook: French Revolution: https://sourcebooks.fordham.edu/mod/modsbook13.asp
- Kahn Academy French Revolution-https://www.khanacademy.org/humanities/world-history/1600s-1800s/french-revolution-tutorial/v/french-revolution-part-1

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit