Unit 06: The French Revolution and Napoleon

Content Area: **Social Studies**
Course(s): **AP European History**
Time Period: **Semester 1**
Length: **3 weeks**
Status: **Published**

Standards

	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
	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).
	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
	Civics, Government, and Human Rights: Participation and Deliberation
	Civic participation and deliberation are essential characteristics of productive citizenship.
	Civics, Government, and Human Rights: Human and Civil Rights
	Governments around the world support universal human rights to varying degrees.

Enduring Understandings

1. Students will be able to apply Briton's "Anatomy of a Revolution" to the various Revolutions in Europe.

2. Students will be able to analyze and explain the influence of the American Revolution on the revolutionary movements in Europe during the 18th century.

3. Students will be able to identify and explain how the Enlightenment established a revolutionary environment in Europe during the 18th century.

- 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 evaluated.

Essential Questions

1. How did the spread of the Enlightenment influence a revolutionary movement in France in the 18th Century?

2. In what ways did the American Revolution influence the French Revolutionary movement?

3. How did the social and political structures of France cause unrest among the French population during the 18th Century?

4. How is Cane Briton's "Anatomy of a Revolution" reflected in the French Revolution?

Knowledge and Skills

Stage 1 of the Revolution:

Objective: How did the Enlightenment and the American Revolution contribute to the discontent that already existed in France on the eve of the Revolution?

- The American Revolution
  - Roots of a Revolution
  - Enlightenment to Revolution
  - Locke to Jefferson
- The Cahiers
- The French Social Structure
  - Estate System
  - Economic System
  - Estates General
  - Tennis Court Oath
  - Storming of the Bastille
  - The Great Fear
- The Declaration of Rights
- Openness of being gay in French society
- The Constitution of 1791

Stage 2 of the Revolution

Objective: Who benefitted from the first stage of the Revolution and who didn't? How did the failures of the 1st Stage lead to the 2nd stage?

- Creation of Limited Monarchy
- Execution of Louis XIV
- The Committee of Public Safety
- Robespierre
- Thermidorian Reaction
- The Directory

Stage 3 of the Revolution

Objective: Was Napoleon a hero or a product of destiny?

- Napoleon
- Emperor Napoleon
- Napoleonic Code
- Napoleonic Wars
    - Trafalgar
    - Invasion of Russia
    - Battle of Nations
    - Waterloo

Transfer Goals

- Students will be able to independently apply Cane Briton's "Anatomy of a Revolution" to explain the French Revolution.
- Students will be able to independently analyze how the Enlightenment influenced the revolutionary movements in Europe.

Resources

This unit is aligned to Hunt The Making of the West - Chapters 19 & 20

Sources of Western Tradition 5th Edition

- *The Declaration of Independence*
- *The Cahiers*
- *The Declaration of the Rights of Man*
- *The Constitution of 1791*
- *Robespierre "Republic of Virtue"*
- *Robespierre "Justification of the Use of Terror"*

- *Smithsonian* Article "Marie Antoinette"
- Robespierre - *On the Principles of Political Morality*

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

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

Upfront Magazine

Pear Deck

Albert i.o.

WH Databases, AI (Gemini, Copilot, Magicshoolai), Pear Deck

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

Excerpts from The Napoleonic Code

Crash Course

https://www.youtube.com/watch?v=5fJl_ZX91l0

History Channel Documentary on French Revolution

Assessments

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

Modifications

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