

# Unit 5: The Age of Revolution

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
N/A	N/A

## Unit 5: The Age of Revolution

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### Learning Objectives

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- Describe how Napoleon built and then lost an empire
- Describe the tenets of the Enlightenment and how it related to the changes in scientific thinking
- Discuss the changes in scientific thought since 1600
- Evaluate the success of the plans of the reactionaries to thwart the spread of liberalism in Europe
- Explain how France's class structure contributed to the French Revolution
- Explain the concept of liberalism
- Explain why the French Revolution led to war between France and its neighbors
- Identify the causes of the civil war in England and describe how this led to the formation of a constitutional monarchy
- Identify the factors that helped Enlightenment ideas spread through Europe
- Identify the political reforms the National Assembly adopted for France

### Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste

- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## **Standards**

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### **NJ Student Learning Standards for High School Social Studies**

- 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe with similar ideas in Asia and the Muslim empires of the Middle East and North Africa.
- 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.
- 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.
- 6.2.12.EconGI.3.b: Construct a claim based on evidence regarding the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

### **Career Education/ Life Skills Standards**

- 9.4.12.CI.1  
9.4.12.CT.2

### **Performing Arts Standards**

- 1.1.12 A,B  
1.5.12 A,B

### **Technological Literacy Standards**

- 9.4.12.IML.2  
9.4.12.TL.1

SOC.6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
SOC.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).
SOC.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.
SOC.6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

## **Instructional Tasks/Activities**

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- Discuss the changes that occurred during the enlightenment and complete the Enlightenment Thinkers research and assignment
- Discuss the Napoleonic Code and identify areas of gender inequality
- Discuss the Napoleonic Empire and its legacy and complete discussion questions to measure comprehension
- Examine the Declaration of the Rights of man and the Citizen and compare / contrast it to the Declaration of Independence.
- Examine the use of terror by during the French Revolution to lead into Discussion questions on Terror.
- Guided reading / outlining / notes
- Review game
- Watch AVA Video The Enlightenment and complete video questions

## **Assessment Procedure**

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz

- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ). Those DBQs include the following primary sources and an essay.

## **Resources**

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- ABC-CLIO online text book
- AVA Videos – The Enlightenment, Napoleon
- Internet research
- Teacher created notes and resources

