

Unit # 5: World History Accelerated - French Revolution

Content Area: **Social Studies**
Course(s): **Generic Course**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Unit Introduction

This unit introduces students to marquee events of the French Revolution but focuses heavily upon cause and effect. The French Revolution will be used as a case study in the European movement away from absolute governments and towards the new ideas of citizenship espoused during the Enlightenment. Fallout and reactions to the French Revolution will be used to show students the political divide between liberals and conservatives. The Age of Napoleon will further serve these investigations.

Standards

| | |
|------------------|--|
| 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. |

Common Core Standards

| | |
|-------------------------------|--|
| CCSS.ELA-Literacy.RH.9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| CCSS.ELA-Literacy.RH.9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| CCSS.ELA-Literacy.RH.9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| CCSS.ELA-Literacy.RH.9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| CCSS.ELA-Literacy.RH.9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| CCSS.ELA-Literacy.RH.9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author's claims. |
| CCSS.ELA-Literacy.WHST.9-10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. |

| | |
|--------------------------------|---|
| CCSS.ELA-Literacy.WHST.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| CCSS.ELA-Literacy.WHST.9-10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| CCSS.ELA-Literacy.WHST.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| CCSS.ELA-Literacy.WHST.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| CCSS.ELA-Literacy.WHST.9-10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Essential Questions

- How did the ideas of the Enlightenment influence the French Revolution?
- How do revolutions lead to change?
- What are positive and negative outcomes of political change?
- What is good government?
- What role does the middle class play in society?

Goals/Objectives

- Analyze social, political, and cultural change
- Analyze the impact of historical events on the modern world
- Apply problem-solving to develop solutions
- Evaluate communication of information for soundness of evidence and potential bias
- Evaluate concepts and themes through historical periods
- Examine source data to test credibility and evaluate bias
- Formulate questions from multiple perspectives, using multiple sources
- Reconcile primary and secondary source information

Content

Course Text: Beck, Black, Krieger, Naylor, Shabaka. *World History: Patterns of Interaction*. Orlando, FL: Holt McDougal, 2012.

- Concept of the political spectrum
- Congress of Vienna
- Effects of government on its citizens
- Events of the Revolution ie. Directorate, Reign of Terror, Rise of Napoleon
- L'Ancien Regime/ Three Estates
- Political, social, and economic consequences of absolutism

Skills

- Analyze charts and tables
- Analyze political cartoons
- Assessing validity of sources
- Critical thinking
- Data analysis
- Distinguish facts and opinions
- Drawing inferences
- Identify main ideas and details
- Read for content mastery
- Recognize bias

Assessment of Learning

- Debate
- Discussion/Questioning
- Graphic Assessment
- Mapping
- Primary Source Analysis
- Projects
- Quizzes
- Statistical Analysis
- Unit Test
- Writing

Instructional Strategies

- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

Differentiation

- Alternative assessments
- Choice of activities
- Guided reading
- Homework options
- Independent research and projects
- Leveled rubrics
- Modified materials
- Multiple texts
- Multi-sensory
- Pre-teach
- Re-teach
- Supplemental materials
- Supplemental teaching

Technology

- Computer Lab/Laptops

- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

| | |
|-------------------|--|
| TECH.8.1.12 | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively. |
| 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.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems. |
| TECH.8.1.12.E | Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. |
| TECH.8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. |
| TECH.8.1.12.F.CS4 | Use multiple processes and diverse perspectives to explore alternative solutions. |

21st Century Themes

- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

21st Century Skills

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

Interdisciplinary Connections

- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages