

The French Revolution



Unit Introduction

This quarter will be focused on power, who holds it and how power balances change. For this quarter, we will focus on the French Revolution. Our historical study will take us on the full journey from the beginnings of the revolution to its bloody end. In doing so, we will focus on social systems, groups of people involved, and how the balance of power can shift. Our primary skills to be used in class will be historical writing. We will train extensively on writing, supporting evidence, and editing. This is a vital skill for historians and all fields related to history.

Unit Priority Standards

- D2.Civ.3.6-8. Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- D2.Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.
- D2.Eco.12.6-8. Explain how inflation, deflation, and unemployment affect different groups.
- D4.3.6-8. Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

Unit Transfer Goals

- Able to use a variety of digital tools in order to solve complex problems, and take informed action to communicate conclusions (in a variety of forms/media) and support ideas effectively to address a particular audience and purpose.
- Analyze and evaluate how historical themes and patterns help us to better understand the present and prepare for the future.

Unit Essential Questions	
<ol style="list-style-type: none"> 1. What is a revolution? What are the factors that lead to revolution? 2. How does revolution change society? 	
Acquisition of Knowledge Skill	
<i>Students will know...</i> <ol style="list-style-type: none"> 1. Students will know the causes of the French Revolution. 2. Students will know the ideas and events that shaped the course of the French Revolution. 3. Students will know that the ideas of the Enlightenment influenced the changes that occurred during the French Revolution. 4. Students will know that the French Revolution influenced events and ideas across the world. 	<i>Students will be skilled at...I can...</i> <ol style="list-style-type: none"> 1. Map Skill: interpret maps to explain relationships between landforms, water features, climatic characteristics, and historical events. 2. Critical Thinking: reading timelines to understand England's move from Absolutism to constitutional monarchy. 3. Primary Source Analysis: examine artifacts to discover the history of a civilization; write hypotheses and support opinions with detailed evidence. 4. Note Taking Skills: determine main idea and supporting details in an organized manner.

Unit Plan

Week 1&2:	Beginnings of French Revolution
Learning Target(s):	<input type="checkbox"/> Draw conclusions about the causes and effects of the French Revolution <input type="checkbox"/> Identify how human rights were influenced by different ideas during the

	French Revolution
Acquired Knowledge:	What was the French Revolution? What were the causes of the French Revolution?
Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> • Review Term 3 Assignment • Mapping of France and Western Europe • Video on the causes of the French Rev. • Political cartoon of the Three Estates.

Week 3:	Declaration of the Rights of Man
Learning Target(s):	<input type="checkbox"/> Make meaningful connections between the United States' Declaration of Independence and France's Declaration of the Rights of Man and the Citizen. <input type="checkbox"/> Explain the factors that led to the fall of the French monarchy.
Acquired Knowledge:	What historical circumstances led to the fall of the French monarchy?
Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> • <u>20th June 1789: National Assembly swears the Tennis Court Oath</u> • Compare and contrast the Tennis Court Oath "sit-in" vs. philosophies of Mahatma Gandhi and MLK Jr. • Content Quiz

Week 4:	The Move to Radicalism and the Reign of Terror
Learning Target(s):	<input type="checkbox"/> Analyze primary sources to help understand why radicalism occurred in France.

	<input type="checkbox"/> Explain the societal changes due to radicalism and the Reign of Terror.
Acquired Knowledge:	<ul style="list-style-type: none"> What occurred during the Radical Revolution Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?
Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> The Reign of Terror: A Simulation Primary source analysis

Week 5:	The Rise of Napoleon & the Napoleonic Wars
Learning Target(s):	<input type="checkbox"/> Analyze and explain the rise of Napoleon and the Napoleonic Wars
Acquired Knowledge:	1. What occurred during the Age of Napoleon Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?
Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> Analyze and image: The Coronation of Napoleon - how did the artistic decisions of artists influence how people thought? Diagramming Napoleon's domestic vs. international policies.

Week 6:	The Fall of Napoleon and the European Reaction
Learning Target(s):	<input type="checkbox"/> Analyze and explain the fall of Napoleon and the reinstatement of the monarchy
Acquired Knowledge:	<ul style="list-style-type: none"> What occurred during the Age of Napoleon Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?

Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> • Content and skills quiz. • Napoleon exiled video - paraphrasing • Gimkit review of French Revolution
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Week 7-8:	French Revolution Projects
Learning Target(s):	<input type="checkbox"/> Utilized learned content and skills to create projects that showcase their understanding and help teach their fellow peers more about the French Revolution.
Acquired Knowledge:	<ul style="list-style-type: none"> • How did the political, economic, and social conflicts that led to the French Revolution changed the role of citizens and the structure of political systems within the country?
Skills, Activities, and Due Dates:	<ul style="list-style-type: none"> • French Revolution Projects

Assessment Details

Evidence	
I will check students' understanding throughout the unit by...	
<p>Summative</p> <ol style="list-style-type: none"> 1. Scientific Revolution and Enlightenment Thinkers: Students will create an A3 poster on an assigned Scientific Revolution or Enlightenment thinker. The poster should introduce important biographical information, the thinker's philosophy, and its relevance to the Scientific Revolution and Enlightenment. <ul style="list-style-type: none"> • Scientific Revolution and Enlightenment Thinker Project w/ Rubric • Student Exemplars: <ul style="list-style-type: none"> ○ Example 1 ○ Example 2 2. Formal summative assessment on all content covered in Term 1 and 2. Students will be given study guides and time to study in class. 	<p>Formative</p> <ul style="list-style-type: none"> • Various quizzes that check to ensure students understand essential skills for Social Studies. For example, understanding sources, reading strategies, mapping, etc. • Checkpoints will also be used throughout the quarter to ensure that students complete the desired requirements. • Answer short questions and multiple choice questions • Answer Bell Ringers with Q1 and Q2 questions • Participate in historical based debates in class • Be able to answer random questions based on the topics, oral or written • Be able to contextualize an image through critical thinking • Create their own questions and be able to answer using evidence • Demonstrate curiosity using research for projects and be able to explain their results in an understandable manner.

