Course Title –  Modern European History

Implement start year – 2016-2017

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Unit # 4, topic –  French Revolution and Napoleon, Conflicts of the 19th century

Transfer Goal –
Students will be able to independently use their learning to analyze how political and social revolution as well as conflict resolution can shape society and politics within a nation as well as on an international level.

Stage 1 – Desired Results

Established Goals
2009 NJCCC Standard(s), Strand(s)/CPI #
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

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

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. 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

21st Century Themes
(www.21stcenturyskills.org)

_x__ Global Awareness
_x__ Financial, Economic, Business and Entrepreneurial Literacy
_x__ Civic Literacy
__ Health Literacy
__ Environmental Literacy

21st Century Skills
Learning and Innovation Skills:
_x__ Creativity and Innovation
_x__ Critical Thinking and Problem Solving
_x__ Communication and Collaboration

Information, Media and Technology Skills:
_x__ Information Literacy
_x__ Media Literacy
_x__ ICT (Information, Communications and
**Enduring Understandings:**
Students will understand that . . .

**EU 1**
The principles of the French Revolution sparked many parts of Eastern Europe to demand reform, which ultimately had a permanent influence on the economics, politics, geographical boundaries and social stratification of the region.

**EU 2**
Napoleon used a variety of methods to maintain absolute political control in France but also offered certain freedoms in the Code Napoleon which would spread throughout much of Europe resulting in nationalism and resistance to his rule.

**EU 3**
The Congress of Vienna was a reaction to the liberalism of the French Revolution and set the stage for the struggle between conservatism and liberalism during the 19th century.

**EU 4**
The artists, writers, and musicians of the Romantic movement reflected and influenced change in the 19th century.

**Essential Questions:**

**EU 1**
- What factors within a country are the most important in leading to revolution?
- Did the American Revolution and the Age of Enlightenment spark the revolutions of Europe?
- Did tensions that existed between the nobility and bourgeoisie lead to changes in social structures and revolution in France?
- Is the use of terror ever justified?

**EU 2**
- Was Napoleon both “a child of the revolution” and “the last of the enlightened despots”?
- Were the ideals of the French Revolution lost during the reign of Napoleon?
- Did Napoleon stabilize French politics?

**EU 3**
- Did the French Revolution challenge the power structure and international relations within Europe?
- What is the best way to maintain peace and balance of power between nations?
- Were the goals of the peace settlement at the Congress of Vienna carried out effectively?
- Did the Congress of Vienna’s goal of balance of power shape the modern world?
<table>
<thead>
<tr>
<th>Knowledge:</th>
<th>Skills:</th>
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<tbody>
<tr>
<td><strong>Students will know . . .</strong></td>
<td><strong>Students will be able to . . .</strong></td>
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<tr>
<td><strong>EU 1</strong></td>
<td>• Did the writers, artists, and musicians of the Romantic movement revolt against the age of classicism and the French Revolution?</td>
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<tr>
<td>• The causes of the French Revolution</td>
<td>• Did the writers and musicians of the 19th century truly reflect the emotions and feelings of the society of Europe?</td>
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<td>• The ideas in the <em>Declaration of the Rights of Man and Citizen</em></td>
<td>• Which of the musicians of the Romantic era was most influential in the development of music today?</td>
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<td>• The causes of the creation of national parties in France</td>
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<td>• The make-up of and powers created in the various constitutions of France during this period</td>
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<td>• The background and achievements of Maximilien Robespierre</td>
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<td>• The events surrounding the rise and fall of “The Terror”</td>
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<td>• The impact of the French Revolution on social structure within and outside of France</td>
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<td><strong>EU 2</strong></td>
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<td>• Napoleon’s background and rise to power</td>
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<td>• Napoleon’s Concordat of 1801 that united the religious divisions within France</td>
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<td>• Napoleon’s domestic reforms including the Napoleonic Code</td>
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<td>• The major battles and turning points of the Napoleonic Wars</td>
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<td>• The consequences of the Napoleonic Wars</td>
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<td>• The major legacies of Napoleon</td>
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• Examples of intervention to uphold the Concert of Europe (Crimean War, Carlsbad Decrees, etc.)
• The success and failures of the Holy Alliance
• Principle ideas of liberalism
• Comparisons of classical liberalism with modern “American” liberalism
• The basic tenets of laissez-faire economics
• The connection between liberalism and middle class

EU 4
• Definition of classicism and how it compares to Romanticism
• Romanticism’s basic tenets
• Sturm and Drang and how it relates to the emotional intensity illustrated in Romantic writing and paintings
• Famous Romantic literary works of Wordsworth, Coleridge, Scott, Shelley, Hugo, etc
• Famous Romantic paintings by artists such as Eugene Delacroix and Joseph M. W. Turner.
• Romantic composers such as Chopin, Beethoven, and Liszt

• Debate the pros and cons that resulted from the Congress of Vienna (EU 1, EU 2, EU 3)
• Argue the positive and negative aspects of laissez-faire and compare how it is different from a highly regulated economy (EU 1, EU 3)
• Describe the events from the American Revolution and discuss how it eventually lead to global changes (EU 1)

Stage 2 – Assessment Evidence

Recommended Performance Tasks: Each unit must have at least 1 Performance Task. Consider the GRASPS form.

EU 1, EU 2, EU 3
Students will take on the role of members of the United Nations. Students will analyze a current civil, political conflict (war) or social revolution that is taking place in the world today. After analyzing the conflict students must determine on how the United Nations should intervene in order to end the conflict in the format of a proposal. The proposal on how to end the conflict/revolution must answer the following questions: 1) How did the conflict/revolution begin? 2) What are the basic “sides” of the conflict? 3) How is this conflict impacting neighboring countries 4) What would the United Nations have to do to stop the actual conflict? 5) After ending hostilities what would the United Nations have to do politically and economically to ensure that the conflict would not occur again? 6) How would the solution positively benefit the people who live in the country?

EU 4
Students will take on the role of a record producer trying to create a compilation album of the “greatest” music that a nation has ever produced. They will also analyze the art of that same nation to include on the album “art.” Students will compare an art or music genre from today. Students will need to assess how this art or music reflects the cultural groups and issues of a particular country. Students must focus on visuals and lyrics to analyze
what events or movements the art/music is reflecting upon. Finally, students can assess how well an outsider could come to understand the issues of a generation through the study of this music or art.

**Other Recommended Evidence:** Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Unit and chapter tests
- Pop and unit quizzes
- DBQ and objective essays
- Class Discussion

### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of **A** = Acquiring basic knowledge and skills, **M** = Making meaning and/or a **T** = Transfer.

- Teacher lecture and instruction on Romanticism, the French Revolution and Napoleon (A)
- Analyze political cartoons of the French Revolution era (M)
- Watch and discuss clips of *The French Revolution*, a History Channel documentary (A,M)
- Students will watch and discuss appropriate episodes of *Crash Course* (A,M)
- Illustrate a storyboard of the French Revolution (A,M)
- Students will create a graphic organizer of the different phases of the French Revolution (A)
- Create a document of the “Rights of Students” at your high school (T)
- Debate the use of fear/violence in the “Terror” to that of the United States’ use of torture in recent years to combat terrorism (T)
- Create a graphic organizer that compares the *Declaration of the Rights of Man* to the *US Bill of Rights* (A,M)
- Create a map that chronicles the battles and expansion of France during the reign of Napoleon (A)
- Create a flowchart that shows Napoleon’s rise to power (A)
- Take on the role of a person influenced by Napoleon’s domestic and foreign policies in 1815 and debate whether Napoleon was a hero or a tyrant (M)
- Create a Venn Diagram that compares liberalism vs. conservatism (A, M)
- Create a map of Europe that shows political boundary changes from 1800-1850 (A)
- Create a timeline of events impacted by the Congress of Vienna/Concert of Europe (A,M)
- Debate the pros and cons of laissez-faire policies and compare/contrast it to a highly regulated economy (M)
- Hold a mock simulation of the Congress of Vienna where each group will represent a country at the Congress in Vienna and negotiate with diplomats from other countries to bring a new stability to war torn Europe (M)
- Write a newspaper article that encourages change and challenges a modern law or political ideology (T)
• Create a musical presentation that shows how musicians of the Romantic period have influenced current day musical artists (M, T)
• Create a museum exhibit that highlights popular pieces of art, literature, and music of the Romantic Era (M)
• Create and deliver a PowerPoint presentation on a major Romantic musician, author or artist (A)