

South Dakota Social Studies Unpacked Standards Template

<b>Anchor Standard:</b>	H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources	
<b>Grade Level/Band Standard:</b>	9-12.H.2.2 Evaluate how historical events and developments of the French Revolution and Napoleonic Era were shaped by unique circumstances of time and place as well as broader historical contexts.	
<b>Student Friendly Language:</b>	I can explain how specific events and developments of the French Revolution and Napoleonic Eras are the result of time and context. I can determine what circumstances led to these specific events and developments.	
<b>What prior knowledge do students need to have to be successful on this standard?</b>		
<ul style="list-style-type: none"> <li>• Viewpoints and written works of the Philosophers of the Enlightenment</li> <li>• Causes and Effects of the American Revolution</li> </ul>		
<b>Students Will Know (Factual Knowledge)....</b>	<b>Students will Understand (Historical Inquiry)....</b>	<b>Students Will be Able to Do (Performance Based)</b>
<ul style="list-style-type: none"> <li>• Causes of the French Revolution</li> <li>• The Reign of Terror</li> <li>• The Rise of Napoleon</li> <li>• The Timeline of the Napoleonic War</li> <li>• The Fall of Napoleon</li> <li>• Significant Individuals</li> </ul>	<ul style="list-style-type: none"> <li>• Many diverse factors led to the revolution in France and the rise of Napoleon</li> <li>• Unique circumstances contributed to the nature of how the revolution developed</li> <li>• Compared to other revolutions there are points of connection and disconnection</li> </ul>	<ul style="list-style-type: none"> <li>• Connect the French Revolution to the other Revolutions in an era.</li> <li>• Explain various events and their chronology</li> <li>• Analyze how and why new developments emerged throughout an era</li> <li>• Investigate specific cause and effect patterns that reflect the unique nature of revolutions</li> </ul>
<b>Vocabulary (Key Terms Used by Teachers and Students)</b>	<b>What are possible misconceptions students may have with respect to this standard?</b>	

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<ul style="list-style-type: none"> <li>● Tallie</li> <li>● The Three Estates</li> <li>● The Estates General</li> <li>● Tennis Court Oath</li> <li>● Declaration of the Rights of Man</li> <li>● Reign of Terror</li> <li>● Guillotine</li> <li>● The Committee of Public Safety</li> <li>● The Directory</li> <li>● Consul</li> <li>● Napoleonic Code</li> <li>● Elba</li> <li>● Waterloo</li> <li>● St. Helena</li> </ul>	<ul style="list-style-type: none"> <li>● America’s Revolution is how other Revolutions occurred</li> <li>● The American Revolution influenced World History more than the French Revolution.</li> <li>● Napoleon's height and how propaganda changed the view of the man.</li> </ul>	
<b><i>OSEUS Connection</i></b>		
<b>Essential Understanding:</b>	<b>Descriptive Connection Between Social Studies and OSEU:</b>	
N/A	<ul style="list-style-type: none"> <li>● N/A</li> </ul>	
<b><i>Vertical Alignment</i></b>		
<p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</li> <li>● 6.H.4.3 Explain how events and ideas in ancient civilizations influence humans today</li> </ul>	<p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Discuss how unique circumstances led to the influential events of the French Revolution and Napoleonic Era.</li> </ul>	<p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.H.3.5 Assess the causes, events, and impacts of the Cold War on domestic and international affairs in American history. (Courses: Modern, Comprehensive)</li> <li>● 9-12.H.5.4 Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive)</li> </ul>

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### ***C3 Framework Relevant Skills and Applications***

#### **Constructing Compelling Questions:**

- D1.2.9-12. Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.

#### **Determining Helpful Resources:**

- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

#### **Evaluating Sources and Using Evidence:**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

#### **Developing Claims and Using Evidence:**

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

#### **Communicating Conclusions:**

- D4.1.9-12. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counter claims and evidentiary weaknesses.
- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.4.9-12. Critique the use of claims and evidence in arguments for credibility.

#### **Taking Informed Action:**

- D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

### ***Example strategies to reach depth and intention of the standard***

- Creating a Timeline
- 3-Way Venn diagram of the Three Estates
- Bio on the notable people of the French Revolution and Napoleonic Era

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***Possible Civic Engagement Activities***

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

<b>Activity:</b>	<b>Description on How to Use the Activity and How it Meets the Grade Level:</b>
<ul style="list-style-type: none"><li>● Compare/Contrast</li></ul>	<ul style="list-style-type: none"><li>● Have the Students use a method (T-Chart, Web Diagram, Venn Diagram) to show the similarities and differences between protests throughout history. In addition, reflect on what possible outcomes could be expected through history.</li><li>● Have students research a civil protest and explain the significance and changes, if any, the protest brought forth.</li></ul>