

French Revolution and Napoleon: a content-based unit aligned with the National Standards for the Teaching of French; California World Language Standards

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Unit Objective:

Given numerous historical, literary, and musical documents from and about the French Revolution and Napoleon's reign to which students have been exposed, students will generate a student-created museum in French and also a personal project representing a musical, cinematic, or literary interpretation of the perspectives and actions of the French from 1787-1815 and their continuing effects on contemporary French society.

National Standards:

1. Communication (interpersonal, interpretive, presentational).
2. Cultures (products, practices, and perspectives)
3. Connections (make connections between French and other disciplines (history, art, language arts, music) and acquire information and viewpoints only available to speakers of French)
4. Comparisons (between French and English and between French culture and American culture)
5. Communities (use French both within and beyond the school setting; show evidence of becoming life-long learners.)

California World Language Content Standards:

Content: 3.0, 3.1 b, 3.1 j, 2.1 j, 1.1 j, 4.1 j

Communication: 3.0, 3.1, 3.2, 3.3

Cultures: 1.1, 2.1

Structures: 2.0, 3.1

Settings: 3.0, 2.1, 3.1

Lesson Plans

Days 1-4 Objective: After conducting research on several aspects of WWII France, students will generate a poster session presentation for their peers (in French) in which they share info about their assigned topic.

Setting the stage: Students will be in the middle of reading the novel *The Count of Monte Cristo*, which starts right before Napoleon's 100 days. This will serve as the *point de départ* for our unit. Students will brainstorm what they already know about France from 1787-1815.

Day 1.

After receiving the rubric below, students will begin their work. In groups, they will research one of the topics below to answer the questions provided. The teacher will provide some resources. Students will seek out additional information in the library (using both print and electronic media). They will present their answers in a poster session: each group prepares a large poster in which they graphically organize the information they have acquired. On the assigned day, the posters are set up at "stations" around the room. Two students stay with the poster to present their information. The other students circulate from station to station listening to the

presentation, taking notes, and asking clarifying questions. All material is in the target language. Once they have visited each station, the students switch roles, with the presenters now circulating from station to station as the other students present. The teacher should circulate with both groups of students to facilitate grading. For larger classes, the topics can be broken down to make more than four groups. Remind students to note full bibliographic information while researching. You may want to provide index cards for this purpose.

Research topics:

- Quels sont les événements (politiques, économiques, et sociales) les plus importants de la Révolution et de la règne de Napoléon ? Créez une liste ici des 20 événements les plus importants de 1787 à 1815. Mettez la liste en ordre chronologique. **Puis, sur votre blogue, mettez cette même liste en ordre d'importance (selon vous) et expliquez vos choix.**
- Quelles sont les raisons politiques, économiques, sociales, et culturelles pour la Révolution ?
- Quels étaient les effets de la Révolution sur les autres monarchies d'Europe ?
- Comment est-ce que la Révolution a définitivement changé la France ? Citez plusieurs exemples.
- Quels étaient les effets de la Révolution et de la Terreur sur l'Europe ?
- Quelles étaient les raisons (politiques, économiques, et sociales) qui le rendait possible pour Napoléon d'assumer le pouvoir ?
- Quels étaient les dix plus grands succès de Napoléon pendant son Empire ? Faites une liste en ordre d'importance et expliquez vos choix.
- Quels événements ont mené à la chute de Napoléon ? Faites une liste par ordre d'importance.
- Quels aspects de la règne de Napoléon existent toujours en France contemporaine ? C'est-à-dire comment est-ce que Napoléon a influencé la France d'aujourd'hui ?
- Tracez le développement des idées de la liberté et des droits humains au cours de la Révolution, la Terreur, et la règne de Napoléon. Notez les exemples où la liberté et les droits humains s'amélioraient (comparé aux époques précédentes) et aussi des contre-exemples.

Days 2-3: same objective as day one. Continue research (unless they are researching at home).

Day 4: same objective as day one. Students present poster sessions in gallery walk format.

Procedure: Posters are set up around the room, spaced as far apart as possible. Two students remain with their poster, the other two students will be the “audience”. With their note-taking pages, they will go from poster to poster while the students who remained present the information. Students should be encouraged to ask questions to clarify information in the presentations. When they have visited all of the posters (you may want to have a signal to change posters every 3 or 4 minutes), then the pairs switch and the cycle repeats.

As the teacher, you go around the full cycle twice so that you can grade each poster session as well as all of the presenters (you may want to collect the rubrics back from the students for this purpose to save paper).

Assign reading of the speech (see Day 5) for homework to ensure students are ready for the Socratic Seminar.

Days 5 Objective: Given an authentic speech from the Revolution, students will participate in a Socratic Seminar to discuss the speeches' primary themes.

I chose a speech by Robespierre on the necessity of sentencing Louis XVI to death.

Day 6-8 Objective: Given additional speeches and documents, students will demonstrate understanding of diverse viewpoints presented and debated during the time period.

speeches are from the revolution. Documents include the Declaration of Rights of Man and Citizen, as well as other documents from the Revolution and from Napoleon's reign.

Days 9 Objective: Given the song, *La Marseillaise*, students will explain its significance at the time of its composition and its ongoing significance in France.

Days 10 Objective: Given authentic visuals (paintings from Jacques Louis David), students will describe which historical events of the period are depicted in the paintings and analyze the choice of style (neo-classicism) as a commentary on Napoleon's reign.

Day 11 (-15; flexible) Objective: Given numerous historical, literary, and musical documents from and about the French Revolution and Napoleon's reign to which students have been exposed, students will generate a student-created museum in French and also a personal project representing a musical, cinematic, or literary interpretation of the perspectives and actions of the French from 1787-1815 and their continuing effects on contemporary French society.