

# Lesson 2 Plan

**Grade & Class:**

Grade 10 World History (CP)

**Unit:**

The French Revolution & The Age of Napoleon

**Lesson:**

The Napoleonic Code, Using Art as Historical Evidence

**Central Focus**

Examine Napoleon Bonaparte's ideas and actions during his rise to power and rule over France, compare his democratic reforms with his autocratic rule, and determine if he did more to preserve or destroy the legacy of the French Revolution.

**Standards****California Content and Performance Standards Reference:**

**HSS.WH.10.2** - Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

**HSS.WH.10.2.1** - Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America

**HSS.WH.10.2.4** - Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

**ELA Standards Reference:**

**CCSS.ELA-Literacy.RH.9-10.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-Literacy.SL.9-10.2** - Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**Objective(s)****Terminal Objective(s) / Demonstration of High Order Thinking Skills:**

- SWBAT **understand** the key ideals of the French Revolution.
- SWBAT **understand** the importance of the Napoleonic Code to post-revolutionary France and its lasting impact on modern legal systems.
- SWBAT **understand** how conquest can be a vehicle for the spread of ideas.
- SWBAT **understand** the role of art as historical evidence
- SWBAT **analyze** visual sources to **identify** message, intent, and bias.
- SWBAT **evaluate** a visual source to **determine** its value as historical evidence.

# Lesson 2 Plan

## Academic Language / Vocabulary

Analyze, evaluate, evidence, patron, propaganda, bias

## Required Materials / Equipment

- The Age of Napoleon Powerpoint presentation
- Printouts of *Analyzing the Art & Artists of Revolution* packet
- Powerpoint with the images of the following paintings:
  - David's *Napoleon Bonaparte, First Consul, Crossing the Alps at Great St. Bernard Pass*
  - Delaroche's *Bonaparte Crossing the Alps*
  - Goya's *The Third of May 1808*
  - Picasso's *Guernica*
- Smartboard

## Other Preparation

- NA

## Motivation / Warm-up

### Teacher does:

1. Display instructions for warm-up activity on the smartboard.
2. Discuss the dilemma Napoleon faced, then have students write WWYD response.
3. After students write their warm-up response, ask them to turn and share their response with their shoulder partner.
4. Ask several partner-pairs to share their warm-up responses with the whole class (each partner will share the others response in order to ensure accountability).

### Key Question(s):

***As Emperor, Napoleon must have an heir to secure his power. Unable to have children with his wife who he loves he must make a choice. What would you do?***

### Students do:

1. Write response to warm-up question.
2. Verbally share their warm-up response with shoulder partner.
3. Verbally share their partner's warm-up response with the whole class, and vice versa.

## Lesson Activities

### Teacher does:

### Key Question(s):

### Students do:

## Lesson 2 Plan

Direct Instruction on the Napoleonic Code:

- *What is the Napoleonic Code*
- *Preserved some Revolutionary reforms, eliminated others*
- *Placed interests of the state above those of individual citizens*
- *French Citizens readily accepted sweeping legal reforms*
- *Spread throughout Europe by Napoleon's conquests*
- *Napoleon's civil code is his most enduring legacy*

Art as Historical Evidence

1. Pass out *Analyzing the Art & Artists of Revolution* packet.
2. Discuss the role of art as historical evidence.
3. On the smartboard, display David's *Napoleon Bonaparte, First Consul, Crossing the Alps at Great St. Bernard Pass* and Goya's *Third of May*.
4. Tell students that using the two images displayed and the information in the packet, they are to write responses to the accompanying questions (see Student Artifacts).
5. On the smartboard, display both David's and Delaroche's paintings of Napoleon crossing the Alps and engage in whole class discussion about how the same event can be depicted so differently and what those differences can tell us.
6. Display Goya's *Third of May* and Picasso's *Guernica*, engage whole class in discussion about how paintings may be able to convey a message that photographs cannot.

***Why is a unified legal code so important to society?***

***Why would French Citizens so readily accept such sweeping legal reforms?***

***Is art a type of historical evidence?***

***What can differing visual depictions of the same historical event or personality tell us about the artists viewpoint and intent and the historical context in which they were created?***

***While photography has often been considered more reliable historical evidence than paintings, how might a painting be able to convey a message that a photo cannot?***

1. Students record pertinent facts presented using fill-in notes, and ask questions as necessary.
2. Students engage in partner and whole class discussions of Key Questions when asked by teacher.
3. Students work individually to write responses to questions in handout.
4. Students engage in whole class discussions regarding the role of art as historical evidence.

### Differentiation

Accommodations for English Language Learners: Seated together for mutual support. More frequent checks for understanding (discrete and personal). Encouraged to use school-supplied iPads to make academic content more accessible.

## Lesson 2 Plan

### Assessment

Students understanding of the role of art as historical evidence and the how the two paintings we focused on where can be used to help us better understand Napoleon and the impact his military campaigns had on conquered nations/peoples will be assessed based on their written responses to questions in the *Analyzing Art & Artists of Revolution* packet.

### Closure

Discuss what other famous works of art can could be used as historical evidence to help us understand the times in which they were created.