

# Lesson 3

**Grade & Class:**

Grade 10 World History (CP)

**Unit:**

The French Revolution & The Age of Napoleon

**Lesson:**

The People vs Napoleon Bonaparte - A Mock Trial

**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 Standard Reference:**

**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.

**CCSS.ELA-Literacy.SL.9-10.3** - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

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

- SWBAT **understand** the key ideals of the French Revolution.
- SWBAT **understand** the characteristics of autocracy and democracy.
- SWBAT **understand** the ideas and actions of Napoleon Bonaparte while leader of France.
- SWBAT **evaluate** the ideas and actions of Napoleon Bonaparte as leader of France based on an **understanding** of autocracy and democracy and the ideals of the French Revolution.
- SWBAT **apply** their understanding of key ideals of the French Revolution, the characteristics of autocracy and democracy, and Napoleon's ideas and actions to **examine** evidence presented in a mock trial scenario in order **determine** if defendant is guilty or not guilty.

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## Academic Language / Vocabulary

Analyze, evaluate, evidence, exhibit, bias, autocracy, plebiscite

## Required Materials / Equipment

- Printouts of Mock Trial Script
- Printouts of Jury Observation Worksheet
- Printed place cards identifying the roles played by students in the mock trial.
- Powerpoint with the images of the following paintings:
  - David's *Napoleon Crossing the Alps*
  - Ingres' *Emperor Napoleon 1*
  - Goya's *The Third of May, 1808*
- Smartboard

## Other Preparation

- **Day prior to lesson:** Teacher will ask for student volunteers to fill mock trial roles (judge, bailiff, attorneys, witnesses, etc.) and provide each volunteer a copy of the trial script.
- **Day of lesson:** Before the start of class, teacher will reconfigure the classroom seating arrangement so that it approximates that of a courtroom. As students enter the classroom, explain why it has been rearranged (to avoid confusion and delay) and ensure that students are seated correctly based on their role.

## Motivation / "Do Now"

### Teacher does:

1. Display the paintings David's *Napoleon Crossing the Alps*, Ingres' *Emperor Napoleon 1* and instructions for the "Do Now" on the smartboard.
2. After students write their "Do Now" response ask them to turn and share their thoughts with their shoulder partner.
3. Ask several partner-pairs to share their "Do Now" responses with the whole class (each partner will share the others response in order to ensure accountability).

### Students do:

1. Respond to "Do Now" question: *Write down one way in which each of the two paintings portrays a particular view of Napoleon Bonaparte.*
2. Verbally share "Do Now" response with shoulder partner.
3. Verbally share their partner's "Do Now" response with the whole class, and vice versa.

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Lesson Activities	
<b>Teacher does:</b>	<b>Students do:</b>
<ol style="list-style-type: none"><li>1. Briefly walk students through the trial process and introduce each student who is playing a role in the mock trial—explain their courtroom purpose/responsibility, and, if playing the role of a historical figure, who they are.</li><li>2. Explain to remaining students who aren't playing a specific role that they will serve as members of the jury. They are charged with paying close attention to the arguments made and evidence presented (using Jury Observation Worksheet to keep track) and rendering a verdict based on this information.</li><li>3. Pass out <i>Mock Trial Script</i> and <i>Jury Observation Worksheet</i> to student jurors.</li><li>4. Once the trial begins, be prepared to help students with the pronunciation of some of the French names and explain any legal terminology they may be unfamiliar with.</li><li>5. Circulate around the classroom to ensure that student jurors remain focused and on task.</li><li>6. Monitor the time as the trial progresses to ensure that proceedings move quickly enough to allow sufficient time for presentation of arguments/evidence, jury deliberation, final decision, and closure.</li></ol>	<ol style="list-style-type: none"><li>1. When indicated to do so by the teacher, students will conduct the mock trial according to the provided script.</li><li>2. <i>It is much more fun for the class if role-playing students use their best French accents!</i></li><li>3. Students serving as jurors must closely follow the arguments made and evidence presented (keeping track on their <i>Jury Observation Worksheet</i>) and use this information, in conjunction with their prior knowledge, as the basis for their vote on the verdict during deliberation.</li><li>4. At the end of the trial, students will pass forward their completed <i>Jury Observation Worksheets</i>.</li></ol>
Differentiation	
Accommodations for English Language Learners: Provide mock trial script in advance. Provide glossary of legal terms used in the mock trial.	
Assessment	
<p><i>Jury Observation Worksheets</i> will be used assess students ability to apply their understanding of the ideals of the French Revolution, the characteristics of autocracy and democracy, and Napoleon's ideas and actions to an examination of the arguments and evidence presented in order reach a verdict. Role-playing students should be informally assessed throughout the trial to gauge their understanding of the political, social, and historical information embedded in their dialog.</p>	

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### Closure

Following the trial, close the class with a debrief. Ask what were the major issues in the trial, where were both parties' strengths and drawbacks. Even though this was scripted, did Napoleon Bonaparte get a fair trial? Where any of the witnesses biased, and if so, why? Ask the students if they can explain why views on Napoleon's legacy continue to be split. In addition, ask the students who had non-jury roles about their reactions to playing attorneys, witnesses, bailiff and the judge.

### Next Lesson

This is the last lesson in Unit 3. Study guide was sent to all classes via *Remind app*. We will review for Unit 3 Test on Friday (bring textbook to class) and Monday (Jeopardy). Any late work will be due by end of day Monday. Unit Test is on next Tuesday.