

World History: The West and the World
University Preparation (CHY4U)

The French Revolution

Unit Learning Goal: Students will be able to communicate effectively the causes and outcomes of the French revolutions and identify major characters and signposts of the movement.

LESSON 1: Introduction to the French Revolution

Overview	The idea of this lesson is to gauge the student's prior knowledge of the French Revolution, as well as to introduce background information of the French Revolution. This includes the three estates, and the pre-revolution conditions of France and its economy. Most importantly, this lesson aim is to spark interest in the French Revolution with the students, and to help them understand the overall causes of the French Revolution.
Learning Goal	Students will be able to communicate effectively the inequalities endured throughout the French Revolution and establish the foundation of the events that took place in France at this time.
Curriculum Expectation	Communities: Local, National, and Global <i>Conflict and Cooperation</i> <ul style="list-style-type: none">- Analyse key factors that have led to conflict and war- Describe the key factors that have motivated people to seek peace
Materials	<ul style="list-style-type: none">- Snacks (Halloween treats, cupcakes, timbits, etc. – of your choosing, as long as it follows classroom allergy restrictions)- Construction Paper- Markers, Pencil Crayons- Tape- Chalk/White-board markers- Course textbook: <i>The West and the World</i>- Printed copies of the two primary sources, enough for all students as listed in the lesson plan (half of one, half of the other)<ul style="list-style-type: none">o Appendix 1.1, 1.2, 1.3, 1.4
Plan of Instruction	WARM UP (7 minutes): <ol style="list-style-type: none">1. Place a snack on every students desk2. Ask the students to then jot down everything they

know about the French Revolution in their notebooks, or what they think happened during the French Revolution

3. Choose five students to enjoy a treat with you, or you can enjoy the treats by yourself
4. Observe outward reactions of other students
5. Have a seated student get another snack from some place else to bring to you. They do not get to sample the treat.

DISCUSSION (10 minutes):

1. Towards the end of the 7 minutes, create a mind-map on the board and write down all of the students thoughts about the simulation
2. Provoke their wonder/thoughts. Ask them: *How did you feel when you couldn't eat the snack on your desk? Was it frustrating that only 5 of you were able to eat the snack? Were you confused why you couldn't eat the snack if it was sitting on your desk?*

MODELING (13 minutes):

1. Hand out the "Fill in the blanks worksheet" Appendix 1.1.
2. Remind students to listen carefully while you read the paragraphs out loud, as they are to fill in the correct word where the blank is on their worksheet.
3. Story telling: Read in a very animated and enthused voice the Appendix 1.2 (Answer key)
 - a. This is a way of introducing the French Revolution to the students giving a basic overview of the events that took place
 - b. The purpose behind this is to provide a basis of background knowledge and stimulate thinking

GUIDED PRACTICE (10 minutes):

1. Have students work with their neighbors (3-4 students) and compare their notes. Did they all get the same words?
2. Ask students to discuss their thoughts on the beginning simulation with the information they now have learned
3. Ask students to write down 5 words they feel encompass the information they just learned and their feelings during the warm-up simulation
4. Ask students to compare the words they've chosen to

	<p>those their neighbors have chosen</p> <p>5. Ask students to engage in a scholarly discussion about why they chose the words they chose</p> <p>INDEPENDENT ACTIVITY (20 minutes):</p> <p>1. <i>Extended Activity, instructions for students:</i> There were many grievances among the French people, which led them to revolt. The French were so frustrated with the monarchy, which is why the momentum for the French Revolution gathered steam in the late 1780s. Keeping in mind some of these reasons, observe the primary source given to you and on a piece of construction paper, write a slogan that you think captures one of the central concerns of the revolutionaries. You can decorate your poster or sign with images or flags from the French Revolution that you find in your textbook. On the back of your poster, support your slogan with evidence from your primary source and information learned in class. You may point form your support or write it in sentence form.</p> <ul style="list-style-type: none"> a. Appendix 1.3 and 1.4 are the two primary sources needed for this activity b. Hand out the primary sources evenly to the students in the classroom (half of the class gets 1 primary source, the other half gets the other primary source) <p>SHARING/DISCUSSING/TEACHING (10 minutes):</p> <ol style="list-style-type: none"> 1. Have the students share their slogans with the rest of the class. 2. Have every student go around and share their slogan, display their poster, and in one quick sentence support their slogan with background information
Assessment	<ol style="list-style-type: none"> 1. Have students display their posters around the room, name included on the poster <ul style="list-style-type: none"> a. They may use the tape provided to place it where they see fit on the classroom walls 2. These posters can be used as an assessment tool for grasping an understanding of what they took from the lesson 3. Look over the posters at the end of class or end of the day and read over their thoughts <ul style="list-style-type: none"> a. Use this to guide your understanding of what they took from the lesson

LESSON 2: Historical Significance and The Three Estates

Overview	The goal of this lesson is to introduce the thought process of historical significance through the understanding of some of the causes of the French Revolution. This includes understanding the three estates prior to the French Revolution and the Divine Rule.
Learning Goal	Students will be able to apply their previous knowledge of the French Revolution to understanding the Three Estates involved, as well as assess the historical significance evident within a primary source document. Students will then be able to share and discuss their findings.
Curriculum Expectations	<p>Social, Economic, and Political Structures</p> <p><i>Social Structures</i></p> <ul style="list-style-type: none"> - Described a variety of types of social organization and social relationships that have evolved since the sixteenth century <p>Communities: Local, National, and Global</p> <p><i>Conflict and Cooperation</i></p> <ul style="list-style-type: none"> - Analyse key factors that have led to conflict and war
Materials	<ul style="list-style-type: none"> - Computer - Projector - Chalk/White board markers - The Big Six Textbook - Printed copies of the two primary sources, enough for all students as listed in the lesson plan (half of one, half of the other) <ul style="list-style-type: none"> o Appendix 2.1 and 2.2
Plan of Instruction	<p>Warm Up (10 minutes):</p> <p>Set up the electronic equipment in classroom in order to play 2 short YouTube videos introducing the three estates within the French Revolution.</p> <p><i>Link to the YouTube clip #1:</i> http://www.youtube.com/watch?v=VqEgz-xq_2Q</p> <p><i>Link to the YouTube clip #2:</i> http://www.youtube.com/watch?v=EsMenfFprw</p> <ol style="list-style-type: none"> 1. Before playing the video, ask students to write down what they believe the three estates in France were at this time in history. Let them know they are more than welcomed to draw a picture, to jot down as many words as they can, to make a mind map or to

write in simple sentences. It is their choice. The idea is to get them thinking about the topic.

2. Ask them to put their pencils down, and play the first YouTube video clip. It is about 2 minutes long.
3. After the first video clip, play the second one. It is about 3 and half minutes long.

Discussion (10 minutes):

1. At the end of the last YouTube clip, create a mind-map on the board and write down all of the students' thoughts about the two videos.
2. Provoke their wonder/thoughts. Ask them: *How can you compare what you felt in yesterday's simulation and what you learned yesterday to those two video clips? Describe how you would feel if you were anyone within the three estates of France. How would you feel if you were a part of the first estate, the second estate or the third estate?*

Modeling (10 minutes):

1. Explain the idea of Historical Significance to the class. Refer to *The Big Six*, pages 12 – 39, and point out the four key guidelines behind historical significance.
 - a. Events, people, or developments have historical significance if they resulted in change. *Proceed to write "Change" on the board. (Information from *The Big Six*)
 - b. Events, people or developments have historical significance if they are revealing. *Proceed to write "Revealing" on the board. (Information from *The Big Six*)
 - c. Historical significance is constructed and occupies a meaningful place in a narrative. *Proceed to write "Constructed and Meaningful" on the board. (Information from *The Big Six*)
 - d. Historical significance varies over time and from group to group. *Proceed to write "Varies" on the board. (Information from *The Big Six*)
2. Ask students if they are clear with the meaning of historical significance. If so, move on to number 3. If not, clarify any questions or confusion they may have with the concept.
3. Write "King Louis the 16th" on the board in big letters. Ask students to take 5 minutes and think about Louis

the 16th's historical significance. Allow them to talk amongst their neighbors and formulate ideas as to why King Louis the 16th is or is not historically significant. Remind them to be able to support their answer and ideas.

Guided Practice (10 minutes):

1. Once the 5 minutes come to an end, facilitate a short discussion with their thoughts on Louis the 16th and his historical significance.
 - a. Write or mind-map on the board if you feel as though it is effective, if not, just create an optimizing discussion with the class—feed off of their answers to facilitate the discussion.
2. Ask students to write down 5 words they believe correlate best with why or why not they believe King Louis the 16th to be historically significant.
3. Once the 5 words are written, ask students to compare their notes with their neighbors and engage in small discussions as to why they chose the words that they did.

Independent Activity (20 minutes):

1. Hand out Appendix 2.1 to half of the class and Appendix 2.2 to the other half of the class.
2. These handouts each contain a primary source regarding the three estates of the French Revolution.
3. Students are to read their primary source document and communicate what they believe the historical significance of their document is.
4. Students are asked to do so by getting into a group of 3 or 4 who have the SAME primary source document and create a tableau outlining this historically significant aspect.
5. Ask students to write a couple of sentences with their group explaining their tableau and what they believe the historical significance of the primary document to be.
 - a. Make sure students write their descriptions on a separate sheet of paper with their names on it.

Sharing/Discussing/Teaching (15 minutes):

1. Have the students present their tableaus to the rest of the class.
2. Have the class guess what they acted out and why they agree/disagree with the historical significance.

	<ol style="list-style-type: none">3. Make sure the class participates in a fun and inclusive manner.
Assessment	<ol style="list-style-type: none">1. Collect the sheets of paper the students wrote about their tableaux.2. Use these descriptions as “Exit Tickets” to evaluate their understandings of the days lesson and assess where they stand for next class.

LESSON 3: Evidence and the Failure of the Absolute Monarchy

Overview	The goal of this lesson is to introduce the importance behind evidence, and to highlight “how do we know what we know about the past?” This lesson will discuss the failure of the absolute monarchy during the French Revolution and the switch from Estates-General to National Assembly. This lesson hopes to give students the tools to communicate their conclusions through evidence.
Learning Goal	Students will examine primary sources as evidence in order to demonstrate validity behind a historical event. They will then be able to support their knowledge thus far through compare and contrast activities.
Curriculum Expectations	Communities: Local, National, and Global <i>Conflict and Cooperation</i> <ul style="list-style-type: none">- Analyse key factors that have led to conflict and war- Describe the key factors that have motivated people to seek peace <i>Types of Communities and Their Development</i> <ul style="list-style-type: none">- Analyse the roots and nature of a variety of communities and groups founded on religious, ethnic, and/or intellectual principles
Materials	<ul style="list-style-type: none">- Chalk/White-board markers- The Big Six Textbook- The West and the World Textbook- Projector and Computer- Appendix 3.1, 3.2- Blank paper, markers and empty bin
Plan of Instruction	Warm Up (5 minutes): <ol style="list-style-type: none">1. Set up the computer and the projector. Show Appendix 3.1 and 3.2 (2 pictures) on the screen.2. Ask the students to pull out a sheet of paper and write down what they’re thoughts are when they see these pictures. <i>Where are these buildings? What do these buildings symbolize? What do you think of when you see these buildings? What is the historical significance behind these buildings? What connections can you make to yesterday’s lessons and the three estates when you see these pictures?</i> Discussion (5 minutes): <ol style="list-style-type: none">3. In the middle of the chalkboard/whiteboard, write down Evidence.

4. Mind map the students thoughts, with evidence at the center.
5. Ask students to share their thoughts and ideas with the class and map it on the board.
6. After discussing the two pictures and their meanings, ask the students why they think evidence is written at the center of their ideas.
 - a. Ask the students how these 2 pictures and the idea of evidence connects. Facilitate a small discussion on this provoked thought.

Modeling (10 minutes):

1. Explain the idea of Evidence to the class. Refer to *The Big Six*, pages 40 – 73, and point out the five key guidelines behind historical significance.
 - a. History is interpretation based on inferences made from primary sources. *Proceed to write “Interpretation” on the board. (Information from *The Big Six*)
 - b. Asking good questions about a source can turn it into evidence. *Proceed to write “Asking Questions” on the board. (Information from *The Big Six*)
 - c. Sourcing often begins before a source is read, with questions about who created it and when it was created. It involves inferring from the source of the author’s or creator’s purposes, values, and worldview, either conscious or unconscious. *Proceed to write “Who, What, Where, Why” on the board. (Information from *The Big Six*)
 - d. A source should be analyzed in relation to the context of its historical setting: the conditions and worldviews prevalent at the time in question. *Proceed to write “Context” on the board. (Information from *The Big Six*)
 - e. Inferences made from a source can never stand along. They should always be corroborated—checked against other sources. *Proceed to write “Corroborated” on the board. (Information from *The Big Six*)
2. Ask students if they are clear with the meaning of evidence and its purpose. If so, move on to number 3. If not, clarify any questions or confusion they may have with the concept.

3. Write “Absolute Monarchy” on the board in big letters. Ask students to take 5 minutes and think about Absolute Monarchy and Divine Rule, and how it relates to evidence. Allow them to talk amongst their neighbors and formulate ideas as to why there is evidence to display Absolute Monarchy and Divine Rule in the French Revolution era. Remind them to be able to support their answer and ideas.

Guided Practice (20 minutes):

1. Ask students to turn to page 160 in their textbooks. With a partner, ask students to ANIMATEDLY read pages 160, 161 and 162 (up until the constitution of 1971) to each other.
2. When students have finished reading, ask students to grab a sheet of paper from the front of the classroom and a marker (have them prepared for students to grab).
3. Ask students to right down the first word that comes to mind when they think of evidence and Absolute Monarchy/Divine Rule.
4. Ask students to draw a quick picture to help support/describe their word choice.
5. Ask students to then crumple up their sheet of paper and put it in the bin provided at the front of the classroom (provide a bin at the front of the classroom for students to throw their crumpled sheet in—act out scene from the Dead Poet’s Society to create a more enthused atmosphere—if unsure of the scene, YouTube it)

Independent Activity (20 minutes):

1. Hand out a crumpled sheet of paper from the bin to every student in the class.
2. Have them open the paper and build an opinion on whether or not they agree with the word given.
3. Have every student partner up and discuss the word/pictures they were given.
4. As they discuss with a partner, show two primary source art works on the projector (appendix 3.3. and 3.4)
5. Have every student examine the art works with their partner.
6. The students now need to get 1 more sheet of paper

	<p>for the both of them.</p> <ol style="list-style-type: none">7. They are to combine the thoughts of their peers (the words/pictures) and create a NEW word and NEW picture that identifies the significance of evidence when observing the art works shown.8. They are then to create a catchy rhyme, slogan, skit, poem, or paragraph displaying their understanding of the importance of evidence when examining the art works shown, and how these pieces of art help us interpret history and make a variety of inferences.<ol style="list-style-type: none">a. They are encouraged to use their classmates ideas (words/picture activity) to contribute to their overall thought process and preparation. <p>Sharing/Discussing/Teaching (10 minutes):</p> <ol style="list-style-type: none">1. Have the students present their thoughts to the rest of the class2. Have the students describe their understanding and support what they're saying with knowledge learned from today's lesson3. Have the students engage in discussion surrounding the activity and their overall idea of evidence within history and how important it is.
Assessment	<p>(5 minutes):</p> <ol style="list-style-type: none">1. As an exit ticket, have students develop a list of other examples of evidence throughout history. Make sure they put their name on this list and hand it in before the class is over.

LESSON 4: Storming of Bastille and the Declaration, and Continuity and Change

Overview	This lesson will help pull together everything in the last three lessons through understanding the Storming of Bastille. This level will gauge their understanding of primary source art works, and tie together any confusion they may have thus far. This lesson aims to give students the opportunity to grasp the concept of change and continuity, as well as allow them the opportunity to communicate what they have learned.
Learning Goal	Students will be able to effectively communicate their understanding of what led to the Storming of Bastille through the understanding of change and continuity in historical thinking. Students will explore various primary sources to help validate their understandings.
Curriculum Expectations	Change and Continuity <i>Change in History</i> <ul style="list-style-type: none">- Identify forces that have facilitated the process of change- Assess the variety, intensity, and breadth of change that has taken place from the sixteenth century to present <i>Continuity in History</i> <ul style="list-style-type: none">- Describe key factors that contribute to maintaining the flow of historical continuity
Materials	<ul style="list-style-type: none">- The Big Six- -The West and the World- Chalk/White board markers- Projector and computer- Appendix 4.1, 4.2 and 4.3- Cue-Cards- Tape
Plan of Instruction	Warm Up (5 minutes): Set up the electronic equipment in classroom in order to play 1 short video introducing the Storming of Bastille within the French Revolution. <i>Link to the Video:</i> http://www.awesomestories.com/assets/storming-the-bastille 1. Before playing the video, ask students to write down

what they believe the Storming of Bastille signified in France at this time in history. Let them know they are more than welcomed to draw a picture, to jot down as many words as they can, to make a mind map or to write in simple sentences. It is their choice. The idea is to get them thinking about the topic.

2. Ask them to put their pencils down, and play the first YouTube video clip. It is about 3 minutes long.

Discussion (10 minutes):

1. In the middle of the chalkboard/whiteboard, write down Continuity and Change.
2. Mind map the students thoughts, with Continuity and Change at the center.
3. Ask students to share their thoughts and ideas with the class and map it on the board.
4. After discussing the video presented, ask the students why they think continuity and change is written at the center of their ideas.
 - a. Ask the students how this video connects to the past three days of lessons. *What do they believe led to the Storming of Bastille? What have they learned that they can incorporate into our discussion? **It is important to facilitate the classrooms discussion based on their answers and the level of understanding they are at. If they are very interested in this discussion, take the time to provoke their thinking and create an open and fun discussion environment***

Modeling (10 minutes):

1. Explain the idea of Continuity and Change to the class. Refer to *The Big Six*, pages 74 – 101, and point out the four key guidelines behind historical significance.
 - a. Continuity and change are interwoven: both can exist together. Chronologies—the sequencing of events can be a good starting point. *Proceed to write “Interwoven” on the board. (Information from *The Big Six*)
 - f. Change is a process, with varying paces and patterns. Turning points are moments when the process of change shifts in direction or pace. *Proceed to write “Process” on the

board. (Information from The Big Six)

- g. Progress and decline are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another. **Proceed to write "Progress and Decline" on the board. (Information from The Big Six)*
- h. Periodization helps us organize our thinking about continuity and change. It is a process of interpretation, by which we decide which events or developments constitute a period of history. **Proceed to write "Periodization" on the board. (Information from The Big Six)*

2. Ask students if they are clear with the meaning of continuity and change, and its purpose. If so, move on to number 3. If not, clarify any questions or confusion they may have with the concept.

3. Write "Storming of Bastille" on the board in big letters. Ask students to take 5 minutes and think about the storming of Bastille, and how it relates to continuity and change. Allow them to talk amongst their neighbors and formulate ideas. Remind them to be able to support their answer and ideas.

Guided Practice (20 minutes):

1. Read Appendix 4.1 to the class. Be VERY animated. Engage the students with eye contact and make noises with your feet or hands while reading. Make this reading very interactive.
2. Now ask students to partner up and **animatedly** read to one another the subheading "The French Revolution and the Question of Rights" on page 164 – page 167 in their text books, *The West and the World*.

Independent Activity (15 minutes):

1. Hand out one cue-card to everyone in the class
2. Have them write down what they see as continuity and change in one of the two primary sourced art works shown on the projector (Show Appendix 4.2 and Appendix 4.3 on the projector, the web address is given in the appendix).
3. Ask them to pair up and create a discussion surrounding what evidence they believe is clear in these art works.

	<ol style="list-style-type: none"> 4. Ask them to then discuss the historical significance of these artworks. 5. Lastly, ask them to discuss the continuity and change present in today's art works and the last three lessons. 6. Have the students write down all of their thoughts on a sheet of paper with their names on it. <p>Sharing/Discussing/Teaching (15 minutes):</p> <ol style="list-style-type: none"> 1. Have students one by one present their thoughts that were written on their cue card. Once presented, ask them to tape the cue card on a free spot on the wall. 2. Have a small discussion concluding everybody's thoughts on the last four lessons. Probe what they have learned.
Assessment	<ol style="list-style-type: none"> 1. Collect the sheets of paper where they discussed evidence, historical significance and change and continuity as their assessment for the class. Get an idea of what they have taken away from the last 4 lessons and what will be needed to review the next lesson. Use this sheet as an exit ticket.

LESSON 5: Cause and Consequence

Overview	In this lesson students will discover who the major radical players are in the French Revolution. They will learn who the Jacobin and Girondins are and what they believe in. Students should be able to recognize a difference between the two radical groups. They will also be able to recognize major players in these radical groups. Students will have a chance to question the cause and consequences of specific events in the French Revolution.
Learning Goal	Students will discover knowledge about the Jacobins and Girondins and their effect on the French Revolution. Students will be able to demonstrate their understanding of the French Revolution and of Cause and Consequences by identifying major Cause and Consequence pairs.
Curriculum Expectation	<p>Change and Continuity</p> <p><i>Change in History</i></p> <p>– identify forces that have facilitated the process of change</p> <p><i>Continuity in History</i></p> <p>-describe key factors that contribute to maintaining the flow of historical continuity</p> <p>– explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis</p> <p>Methods of Historical Inquiry and Communication</p> <p><i>Interpretation and Analysis</i></p> <p>– analyze information, employing concepts and theories appropriate to historical inquiry</p>
Materials	<ul style="list-style-type: none"> - Appendix 5.1 - Projector - Paper and crayons - Course textbook: <i>The West and the World</i>
Plan of Instruction	<p>DISCUSSION Recall (5 minutes):</p> <p>1. Popcorn discussion of recently learned themes, characters and events.</p> <p>Some prompt Questions: What are the three estates? Who makes up these estates? What estate to peasants belong? What are the Cahier de deleances? What kind of grievances to people express? What does bourgeois mean?</p>

	<p>MODELING (20 minutes): <i>New Lesson and Information</i> There is a shared prezi online that can be accessed at: http://prezi.com/3knqnoeifi6l/?utm_campaign=share&utm_medium=copy</p> <p>The teacher can follow along with a transcript of the presentation, which can be found in the appendix under Appendix 5.1</p> <p>WARM UP (5 minutes): Get the juices flowing by giving students everyday cause and consequence pairs like if you are late for school- you get a detention. Have the students come up with a few of their own.</p> <p>INDEPENDENT ACTIVITY (10 minutes): Students are to determine at least 5 cause and consequence pairs about the French Revolution</p> <p>GUIDED PRACTICE (20 minutes):</p> <ul style="list-style-type: none"> c. Students are to work in a group and choose one cause and consequence pair. Students will either do a tableau or a skit encompassing a C&C of the French Revolution d. Student groups may draw a picture instead <p>SHARING/DISCUSSING/TEACHING (15 minutes):</p> <ul style="list-style-type: none"> 3. Students will perform their skit or tableau to the class or show their picture 4. The rest of the class is to determine what the Cause is and what the consequence that is being performed. <p>*Primary Sources are found in the Prezi presentation. There are five paintings</p> <ul style="list-style-type: none"> 5.2 The inside of a Jacobin Club, Anonymous Print, from Decaux. 5.3 Louis XVI at the Tour du Temple Jean Francois Garneray 5.4 Jacques-Louis David - La Mort de Marat 5.5 Portrait of Maximilien de Robespierre-1790 5.6 L'ultime adieu des Girondins le 31 Octobre 1793, by Paul Delaroche
Assessment	<ul style="list-style-type: none"> 1. Determine how well students understand cause and consequence by the effectiveness of their short skits and written answers. 2. "What stuck with you today?" This exit slip will be on post-it paper that can be stuck on door or area near the exit.

	<p>Write down two other cause and consequences. One about the French Revolution and one about something other than the French Revolution. This allows you to gage whether the students understand Cause and Consequence or the French Revolution.</p>
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LESSON 6: Historical Perspectives

Overview	In this lesson students will unveil the French Revolution through a different lens. Students will create a character so that they may interpret the primary sources in a personal way. This allows the students to unpack further meaning and to recognize the importance of perspective and primary sources.
Learning Goal	By investigating primary sources through a new lens students will be able to recognize the importance of primary sources and be able to discuss them in a new light.
Curriculum Expectation	<p>Methods of Historical Inquiry and Communication</p> <p><i>Interpretation and Analysis</i></p> <ul style="list-style-type: none"> -analyze historical events and issues from the perspectives of different participants in those events and issues -draw conclusions based on supporting evidence effective analysis of information, and awareness of diverse historical interpretations
	<ul style="list-style-type: none"> - Sound system to play Salon music - Projector - Computer with internet - Appendix 6.1, 6.2, 6.3, 6.4, 6.5, 6.6 - Course textbook: <i>The West and the World</i>
Plan of Instruction	<p>WARM UP/ Hook (10 minutes):</p> <ol style="list-style-type: none"> 1. While students are arriving the song <i>Haí Lulí</i>, to set the mood. 2. Students are asked to create a character of a French Revolutionary. Create a name and job. 3. The “Menu” (6.6) is either printed out and placed on students desks or written on the board. The Menu is a way to guide the lesson whilst still keeping within the theme <p>The music is to set the tone of the class, it is a way to mimic a French Salon. By having the students create an identity it allows them to view history through a different perspective and to enter fully into the lesson. These little additions really create a enthusiasm and interest for the lesson.</p>

DISCUSSION Recall (5 minutes):

3. Bring the students back to attention through a Popcorn discussion of recently learned themes, characters and events.
Some prompt questions: What are some Enlightenment ideals? Who is not considered a citizen? How did Catholics view the Revolution?

MODELING (15 minutes):

New lesson and information

There is a shared prezi online that can be accessed at:

http://prezi.com/inrdel7xl7ij/the-salon/?utm_campaign=share&utm_medium=copy

The teacher can follow along with a transcript of the presentation, which can be found in the appendix under Appendix 6.1

GUIDED PRACTICE (20 minutes):

6. Have students split into small groups
7. Have the students elect a scribe for the group to keep track of their ideas
8. Distribute primary sources to student groups, these can be found in the appendix. 6.2,6.3,6.4,6.5
9. Have the students read their primary source keeping in mind questions from the Menu Appendix 6.6
10. Students engage with primary resources
11. Students discuss the questions on the menu in small groups

SHARING/DISCUSSING/TEACHING (15 minutes):

1. A presenter from each group discusses their findings
2. Discuss the differences that arise with changing perspectives
5. Have students prompt other groups into a discussion with their source.

INDEPENDENT ACTIVITY (10 minutes):

Exit Slip: "What stuck with you today?" This exit slip will be on post-it paper that can be stuck on door or area near the exit

1. Students will write down how changing their perspective changed their feelings toward the document and something they learned from their

	primary source.
Assessment	<ol style="list-style-type: none"><li data-bbox="683 233 1382 380">1. Be aware of the student participation and answers in the salon discussion. Determine the strengths and weaknesses by listening and discussing with the students.<li data-bbox="683 380 1382 579">2. "What stuck with you today?" Students have to questions in their exit slip today. This will allow the teacher to see what historical facts stuck but also how the students understand perspective as well.

LESSON 7: The Ethical Dimension

Overview	<p>This lesson begins with a couple of clips from movies. These clips are to spark discussion about the different standards of living at the time. These clips allow the students to see what it would look like. The class then switches gears to a storytelling and discussion segment. Students will learn about the Reign of Terror and the ethical implications. By using a storytelling method it allows the students to grasp information in a different way and to immerse themselves into the story. Students will also have the chance to look at primary source paintings and implore their knowledge about the terror.</p>
Learning Goal	<p>Students will communicate their understanding of past knowledge through a fun game and will be able to apply their understanding of the Reign of Terror on a worksheet.</p>
Curriculum Expectation	<p>Citizenship and Heritage</p> <p><i>Ideas and Cultures of the Non-Western World</i></p> <ul style="list-style-type: none"> – explain how European imperialism affected values, practices, and traditions in the non-Western world <p><i>Citizenship and Human Rights</i></p> <ul style="list-style-type: none"> – describe a variety of forms of human servitude – assess the factors that have hindered the advancement of human rights – describe the methods and impact of individuals, groups, and international organizations that have facilitated the advancement of human rights and/or social justice
	<ul style="list-style-type: none"> - Appendix 7.1, 7.2, 7.3 - Dice - Course textbook: <i>The West and the World</i>
Plan of Instruction	<p>DISCUSSION Recall (5minutes):</p> <p>1. Popcorn discussion of recently learned themes, characters and events. Some prompt questions: What are the Bread Riots? What is the Tennis Court Oath? What is the National Assembly?</p> <p>WARM UP (20 minutes): Watch Marie Antoinette By Sofia Coppola 55 minutes-60 minutes- discuss</p>

In this clip we see the opulent lifestyle of the royal family.

Watch Tale of Two cities video-discuss

<http://www.youtube.com/watch?v=2pO2DnAMzos>

4minutes-5 minutes-discuss.

Allow the students the chance to listen and see the famous first few lines of the story. Have them discuss “the best of times, it was the worst of times” What does this mean? Can you describe this? How do we morally feel about the vast difference between peoples standards of living?

1:13-1:20 Clip of the Storming of the Bastille. Is this a realistic image of this attack?

MODELING (15 minutes):

Today you will impart information through discussion and lecturing with your students.

Talking Points:

- Introduce the Reign of Terror to the students.
- Explain how the Revolution has grown
- What is the Terror
- How does it come to be
- Who is the pushing character behind the Terror
- Who is against it
- Who is dying
- How many people have
- When does this all happen
- Why are they doing this
- How do you ethically feel about the terror
- How do the revolutionist morally feel about it

The Reign of Terror is an extremely interesting time in the French Revolution. I believe you can make this subject come alive for your students through some story telling techniques. This switches from the regular powerpoint and prezi classes.

GUIDED PRACTICE (10 minutes):

Allow the students time to interpret the painting and write down the answers on this worksheet. This allows them to know visually see the Reign of Terror.

Appendix 7.1, 7.2, 7.3

INDEPENDENT ACTIVITY (10 minutes):

Have the students engage with their notes and textbook by

	<p>having them write down terms from the unit on a cue card. Example terms: Versailles, Estate- General, Enlightenment, Louis XVI, Tennis Court Oath</p> <p>SHARING (10 minutes):</p> <p>Round 1: Have students move into partners or small groups. Students must define the word without saying the term on the card. The partner is to guess the term.</p> <p>Round 2: Students are to mime out the term for their partners.</p> <p>Exit Slip(5 minutes)</p> <ol style="list-style-type: none"> 1. Roll the dice- create an exit slip by what number comes up on your dice 1- Who was not considered a citizen on the Declaration? 2- Doodle your thoughts on the lecture 3- What term did you have difficulty defining and what is the definition 4- What is the Terror? 5- Write 10 words that describe what you learned today 6- What did you learn yesterday?
Assessment	<ol style="list-style-type: none"> 1. While students are playing the “Cue Card” game circulate and observe how the students are progressing. This activity allows you to see which terms the students have a firm grasp on, that they are effectively putting it into their own words. It also allows you to determine which words your students are struggling with. 2. “Role the Dice” This exit slip allows student to engage with what they learned in different ways. This is a good tool to switch it up from the regular exit slips and minimizes copying.

LESSON 8: Conclusion

Overview	In this class students will have a chance to recall past knowledge and concepts learned throughout the chapter. Students will have the chance to compare and contrast between different historical thinking concepts. Students will also have the chance to discuss and identify knowledge.
Learning Goal	Students will be able to apply the knowledge they have learned in a safe environment. Through the game of jeopardy student will be able to identify and illustrate their understanding of key events and concepts in the French Revolution.
Curriculum Expectation	<p>Change and Continuity</p> <p><i>Change in History</i> – identify forces that have facilitated the process of change</p> <p><i>Continuity in History</i> -describe key factors that contribute to maintaining the flow of historical continuity – explain how and why an understanding of cause-and-effect relationships is an essential tool for historical analysis</p> <p>Methods of Historical Inquiry and Communication</p> <p><i>Interpretation and Analysis</i> – analyze information, employing concepts and theories appropriate to historical inquiry -analyze historical events and issues from the perspectives of different participants in those events and issues -draw conclusions based on supporting evidence, effective analysis of information, and awareness of diverse historical interpretations</p> <p>Citizenship and Heritage</p> <p><i>Ideas and Cultures of the Non-Western World</i> – explain how European imperialism affected values, practices, and traditions in the non-Western world</p>

	<p><i>Citizenship and Human Rights</i></p> <ul style="list-style-type: none"> – describe a variety of forms of human servitude – assess the factors that have hindered the advancement of human rights – describe the methods and impact of individuals, groups, and international organizations that have facilitated the advancement of human rights and/or social justice
<p>Materials</p>	<ul style="list-style-type: none"> - Appendix 8.1, 8.2, 8.3 - Chalkboard to write down the categories for jeopardy - Course textbook: <i>The West and the World</i>
<p>Plan of Instruction</p>	<p>INDEPENDENT ACTIVITY (10 minutes):</p> <ol style="list-style-type: none"> 1. As the “Six Historical Concepts” have been used for each of the classes students are to reflect upon them. 2. Individually students are to write down key words or phrases to describe each of the historical concepts 3. Individually students are to write down key examples for each concept <p>Warm up 15 minutes</p> <ol style="list-style-type: none"> 1. Students are to split into 6 groups 2. 6 Big sheets of paper will passed around with a historical concept written in the center 3. Students are to discuss their s ideas they came up with and mind-map on the paper. 4. Pass the paper to the next group- mind-map the new concept. 5. Students are encouraged to stem off each other’s ideas <p>MODELING (10 minutes):</p> <ol style="list-style-type: none"> 1. Discuss with the class the findings on the concept maps. Help flush out ideas and give more examples. <p>GUIDED PRACTICE (30 minutes):</p> <ol style="list-style-type: none"> 1. In their groups have the students pick team names for a game of French Revolution Jeopardy – find in the BLM8.1 2. Set the rules of the game before you start. 3. One person from the group answers the question in the allotted time. 4. If they answer wrong or run out of time then the question can be stolen from another group

	<p>*Students can get extremely excited while playing so think of a few classroom management ideas before beginning, like waiting for silence before asking a question.</p> <p>SHARING/DISCUSSING/TEACHING (Throughout class) Students are to work together as a team and determine the best possible answer as a group.</p> <p>Exit Slip (10 minutes) 1. "What stuck with you today?" This exit slip will be on post-it paper that can be stuck on door or area near the exit. The question today is: Two trivia questions that stumped you and the answers.</p>
<p>Assessment</p>	<p>1. Be aware and write down which students are answering the questions to Jeopardy. Use this to guide your understanding of where the students are in their understanding. This is a good culminating activity at the end of a chapter, rather than a large summative assessment. As the students are still building their understanding of the whole unit this activity is a great way to check in.</p> <p>2. "What stuck with You today?"</p> <p style="text-align: center;">*This 8 lessons does not contain a full summative assignment as the unit is not all covered yet. Instead a cumulative assessment in the form of jeopardy is used to grasp where the students are. At the end of the full unit a summative timeline assessment should be used. Students are to pick 6 historically significant events in this period. They may either use timeline generators online or they may create a text book, story book or play.</p>

APPENDIX 1

Appendix 1.1 – Student’s worksheet

Source: <http://www.history.com/images/media/interactives/frenchrevSG.pdf>

The French Revolution – Fill in the Blank

At the seat of the French monarchy in _____, an alliance between _____ and _____ was created as King Louis XVI married Marie Antoinette. The king had inherited a financial crisis as France had sent millions of dollars and resources overseas to support the _____. Poverty and malnourishment devastated the nation as the population in France continued to increase. Unrest was brewing as King Louis XVI called a meeting of the Estates-General to be held in May of _____. Meanwhile, a brilliant orator who will later become a leader of the French Revolution named _____ sharpened his debating and political skills.

There were three major social groups in France, referred to as “estates.” The three estates were the nobility, the clergy, and the common people known as the _____. This estate comprised over 95% of the French population. A political and philosophical awakening spearheaded by thinkers such as Voltaire and Rousseau inspired the members of the Third Estate. This transformation, known as _____, created rising expectations among the French people at the same time that malnourishment and harsh taxes turned them against an inept crown. Politically inspired, the Third Estate demanded popular representation, forming a political body known as _____. They demanded that France become a Constitutional Monarchy in which the Third Estate would be more fairly represented politically.

After declaring their wishes to reorganize the French government in the “Tennis Court Oaths,” the Third Estate was met with violent repression. Though he recognized the need to compromise politically, Louis XVI soon started a campaign to re-establish

power and put an end to the Revolution. The king's repression incensed the French people, and hundreds of protestors stormed the _____ on July 14, _____. Later that summer, the National Assembly outlined a basic human rights platform in a document written by the Marquis de Lafayette entitled _____. Furious at the monarchy, a group of Parisian women marched to Versailles and demanded that the king and queen return to Paris.

The Revolution continued over the next few years, as the king ordered repressive measures against protestors and as factions emerged among the Third Estate. In 1791, Louis XVI and Marie Antoinette attempted to flee Paris but were recaptured and, in _____, Louis XVI was executed by _____. Robespierre, who had been a major leader in the Revolution, responded to the chaos in France by handing over power to the _____ with the goal of returning order. This attempt spiraled out of control as thousands of people suspected to be traitors of the Revolution were executed by guillotine. This chapter of the Revolution is known as the _____.

Toward the end of the Revolution, in _____, Robespierre himself was put to death by guillotine and a more moderate group assumed a leadership role. Overall, the Revolution had transformed France. The era of divine right was over, the monarchy had been eliminated, and basic standards of human rights were established. The next phase of French history started shortly thereafter, as _____ took over through a coup in 1799 to become Emperor of France.

Appendix 1.2 – Teacher’s Key

Source: <http://www.history.com/images/media/interactives/frenchrevSG.pdf>

The French Revolution – Fill in the Blank

At the seat of the French monarchy in **Versailles**, an alliance between **France** and **Australia** was created as King Louis XVI married Marie Antoinette. The king had inherited a financial crisis as France had sent millions of dollars and resources overseas to support the **American Revolution**. Poverty and malnourishment devastated the nation as the population in France continued to increase. Unrest was brewing as King Louis XVI called a meeting of the Estates-General to be held in May of **1789**. Meanwhile, a brilliant orator who will later become a leader of the French Revolution named **Robespierre** sharpened his debating and political skills.

There were three major social groups in France, referred to as “estates.” The three estates were the nobility, the clergy, and the common people known as the **third estate**. This estate comprised over 95% of the French population. A political and philosophical awakening spearheaded by thinkers such as Voltaire and Rousseau inspired the members of the Third Estate. This transformation, known as **The Enlightenment**, created rising expectations among the French people at the same time that malnourishment and harsh taxes turned them against an inept crown. Politically inspired, the Third Estate demanded popular representation, forming a political body known as **The National Assembly**. They demanded that France become a Constitutional Monarchy in which the Third Estate would be more fairly represented politically.

After declaring their wishes to reorganize the French government in the “Tennis Court Oaths,” the Third Estate was met with violent repression. Though he recognized the need to compromise politically, Louis XVI soon started a campaign to re-establish power and put an end to the Revolution. The king’s repression incensed the French people, and hundreds of protestors stormed the **Bastille** on July 14, **1789**. Later that

summer, the National Assembly outlined a basic human rights platform in a document written by the Marquis de Lafayette entitled **Declaration of the Rights of Man of the Citizen**. Furious at the monarchy, a group of Parisian women marched to Versailles and demanded that the king and queen return to Paris.

The Revolution continued over the next few years, as the king ordered repressive measures against protestors and as factions emerged among the Third Estate. In 1791, Louis XVI and Marie Antoinette attempted to flee Paris but were recaptured and, in **1793**, Louis XVI was executed by **means of the guillotine**. Robespierre, who had been a major leader in the Revolution, responded to the chaos in France by handing over power to **the Convention** with the goal of returning order. This attempt spiraled out of control as thousands of people suspected to be traitors of the Revolution were executed by guillotine. This chapter of the Revolution is known as the **Reign of Terror**.

Toward the end of the Revolution, in **1794**, Robespierre himself was put to death by guillotine and a more moderate group assumed a leadership role. Overall, the Revolution had transformed France. The era of divine right was over, the monarchy had been eliminated, and basic standards of human rights were established. The next phase of French history started shortly thereafter, as **Napoleon Bonaparte** took over through a coup in 1799 to become Emperor of France.

Appendix 1.3 – Primary Source #1

Source: <http://chnm.gmu.edu/revolution/d/38/>

“Louis as Pig”



Appendix 1.4 – Primary Source #2

Source: <http://chnm.gmu.edu/revolution/d/39/>

“Marie Antoinette as Serpent”



APPENDIX 2

Appendix 2.1 – Primary Source #1

Source: <http://www.fordham.edu/halsall/mod/sieyes.asp>

Emmanuel Joseph Sieyes: "What is the Third Estate? [Excerpts]"

[Public Functions]

Public functions may be classified equally well, in the present state of affairs, under four recognized heads; the sword, the robe, the church and the administration. It would be superfluous to take them up one by one, for the purpose of showing that everywhere the Third Estate attends to nineteen-twentieths of them, with this distinction; that it is laden with all that which is really painful, with all the burdens which the privileged classes refuse to carry. Do we give the Third Estate credit for this? That this might come about, it would be necessary that the Third Estate should refuse to fill these places, or that it should be less ready to exercise their functions. The facts are well known. Meanwhile they have dared to impose a prohibition upon the order of the Third Estate. They have said to it: "Whatever may be your services, whatever may be your abilities, you shall go thus far; you may not pass beyond!" Certain rare exceptions, properly regarded, are but a mockery, and the terms which are indulged in on such occasions, one insult the more.

If this exclusion is a social crime against the Third Estate; if it is a veritable act of hostility, could it perhaps be said that it is useful to the public weal? Alas! who is ignorant of the effects of monopoly? If it discourages those whom it rejects, is it not well known that it tends to render less able those whom it favors? Is it not understood that every employment from which free competition is removed, becomes dear and less effective?

In setting aside any function whatsoever to serve as an appanage for a distinct class among citizens, is it not to be observed that it is no longer the man alone who does the work that it is necessary to reward, but all the unemployed members of that same caste, and also the entire families of those who are employed as well as those who are not? Is it not to be remarked that since the government has become the patrimony of a particular class, it has been distended beyond all measure; places have been created not on account of the necessities of the governed, but in the interests of the governing, etc., etc.? Has not attention been called to the fact that this order of things, which is basely and--I even presume to say--bestly respectable with us, when we find it in reading the History of Ancient Egypt or the accounts of Voyages to the Indies, is despicable, monstrous, destructive of all industry, the enemy of social progress; above all degrading to the human race in general, and particularly intolerable to Europeans, etc., etc.? But I

must leave these considerations, which, if they increase the importance of the subject and throw light upon it, perhaps, along with the new light, slacken our progress.

It suffices here to have made it clear that the pretended utility of a privileged order for the public service is nothing more than a chimera; that with it all that which is burdensome in this service is performed by the Third Estate; that without it the superior places would be infinitely better filled; that they naturally ought to be the lot and the recompense of ability and recognized services, and that if privileged persons have come to usurp all the lucrative and honorable posts, it is a hateful injustice to the rank and file of citizens and at the same a treason to the public.

Who then shall dare to say that the Third Estate has not within itself all that is necessary for the formation of a complete nation? It is the strong and robust man who has one arm still shackled. If the privileged order should be abolished, the nation would be nothing less, but something more. Therefore, what is the Third Estate? Everything; but an everything shackled and oppressed. What would it be without the privileged order? Everything, but an everything free and flourishing. Nothing can succeed without it, everything would be infinitely better without the others.

It is not sufficient to show that privileged persons, far from being useful to the nation, cannot but enfeeble and injure it; it is necessary to prove further that the noble order does not enter at all into the social organization; that it may indeed be a burden upon the nation, but that it cannot of itself constitute a nation.

In the first place, it is not possible in the number of all the elementary parts of a nation to find a place for the caste of nobles. I know that there are individuals in great number whom infirmities, incapacity, incurable laziness, or the weight of bad habits render strangers to the labors of society. The exception and the abuse are everywhere found beside the rule. But it will be admitted that the less there are of these abuses, the better it will be for the State. The worst possible arrangement of all would be where not alone isolated individuals, but a whole class of citizens should take pride in remaining motionless in the midst of the general movement, and should consume the best part of the product without bearing any part in its production. Such a class is surely estranged to the nation by its indolence.

The noble order is not less estranged from the generality of us by its civil and political prerogatives.

What is a nation? A body of associates, living under a common law, and represented by the same legislature, etc.

Is it not evident that the noble order has privileges and expenditures which it dares to call its rights, but which are apart from the rights of the great body of citizens? It departs there from the common law. So its civil rights make of it an isolated people in the midst of the great nation. This is truly imperium in imperia.

In regard to its political rights, these also it exercises apart. It has its special representatives, which are not charged with securing the interests of the people. The body of its deputies sit apart; and when it is assembled in the same hall with the deputies of simple citizens, it is none the less true that its representation is essentially distinct and separate: it is a stranger to the nation, in the first place, by its origin, since its commission is not derived from the people; then by its object, which consists of defending not the general, but the particular interest.

The Third Estate embraces then all that which belongs to the nation; and all that which is not the Third Estate, cannot be regarded as being of the nation.

What is the Third Estate?

It is the whole.

Appendix 2.2 – Primary Source #2

Source: <http://thefrenchrevolutionps.weebly.com/art.html>

Political Cartoon – The Three Estates



APPENDIX 3

Appendix 3.1 – The Palace of Versailles

Source: <http://thefrenchrevolutionps.weebly.com/architecture.html>



Appendix 3.2 – Petit Trianon

Source: <http://thefrenchrevolutionps.weebly.com/architecture.html>



Appendix 3.3 – The Execution of Louis XVI

Source: <http://thefrenchrevolutionps.weebly.com/art.html>



Appendix 3.4 – Marie Antoinette awaiting Execution

Source: <http://thefrenchrevolutionps.weebly.com/art.html>



APPENDIX 4

Appendix 4.1 – Story Telling Sheet of the Storming of Bastille

Source: <http://www.socialstudiesforkids.com/articles/holidays/bastilleday.htm>

The Storming of Bastille – Read Aloud

The French Independence Day is Bastille Day, July 14. It's called that because it celebrates the storming of the Bastille, a famous prison, during the French Revolution, in 1789. With the taking of this prison, the movement to replace a two-person government with a representative government began.

France at that time was ruled by King Louis XVI and his queen, Marie Antoinette. It was an absolute monarchy, meaning that whatever the king and queen wanted, they got. It didn't matter whether the people were starving in the streets, so long as the royal banquet tables were full.

And it wasn't just the king and queen, either, who got to enjoy royal desserts. Rich people and others that the king and queen liked were invited to dine at the royal table or stay at the royal residence. And all the time, the mobs starved in the streets. Marie Antoinette is said to have exclaimed, to a question of what the starving people should eat, "Let 'em eat cake."

Cake, of course, might taste good, but it wouldn't keep people healthy, at least not in the long run.

So France had the very rich (symbolized by the king and queen) and the very poor (symbolized by the street mobs). Caught in the middle were the middle class, some of whom sided with royalty and others of whom sided with the poor.

These middle class people who sided with the poor soon found it very difficult to criticize the king's handling of the growing unrest. The more they spoke out, the more they tended to get thrown in prison. (It was a crime, after all, to criticize one's king or queen.)

And what prison did these people get thrown into? Why, the Bastille, of course. It was one of the more famous prisons (but by no means the only one). At one time, it had a sizable number of political prisoners, including the great writer Voltaire, who were

there for no other reason than that they had spoken out against the government.

It also happened that the Bastille had a good number of guns and other weapons. This was the real reason for the storming of the Bastille. The mob had finally had enough of the king's ignoring their pleas and the queen's empty promises. And on July 14, they attacked the prison.

The mob seized the weapons they were looking for and released the prisoners inside. Ironically, only 7 prisoners were inside at the time. But the Revolution had begun.

Before its end, the Revolution and the Reign of Terror would claim hundreds of lives, including those of the king and queen. France would never be the same.

Appendix 4.2 – Primary Source #1

Source: <http://thefrenchrevolutionps.weebly.com/art.html>



Appendix 4.3 – Primary Source #2

Source: <http://thefrenchrevolutionps.weebly.com/art.html>



Appendix 5.1 Transcript for Prezi

Introducing the Jacobins and the Girondins

Legislative Assembly

- Legislature of France during the French Revolution
- political debate and revolutionary law-making
- Members: Bourgeoisie (Wealthy middle class in 3rd Estate) that favored a constitutional monarchy, the new Jacobins group and the Girondins

Jacobins and Girondins

- New "political" parties
- united in aims
- Revolutionary groups

The Girondins

- In accordance with the ideals of the Enlightenment
- new order ought to be universal, not just France

The Jacobins

- Named after monastery where they met
- Discontent with the 'halfway' nature of the Revolution
- Turn the constitutional monarchy into a republic
- Concerned with social reform

War

- looks like the emigres were planning to overthrow the Revolution
- In April 1792, declare war against enemies of the Revolution
- If the Revolutionists lost- they would lose everything

The Arrest

- King Louis XVI arrested August 13, 1792
- Demand that a convention be established to write new constitution
- Main Principle: all people are equal

Memorable Jacobins

- Georges Danton
- Maximilien Robespierre
- Jean Paul Marat

Robespierre

- Lawyer and Politician
- Advocated against the death penalty
- abolition of slavery
- equal rights
- Arrested and executed- July 1794

Marat

- Radical journalist and politician
- Fierce and uncompromising towards leaders and institutions
- basic human rights for all
- assassinated by Girondist sympathizer Charlotte Corday
- Martyr

Cause and Consequences

Long-term causes

- Also known as underlying causes
- Causes which can stem back many years

Short-term causes

- Also known as immediate causes
- Causes which happen close to the moment the change or action happens

Consequences

- The result or outcome of something occurring earlier

Independent activity

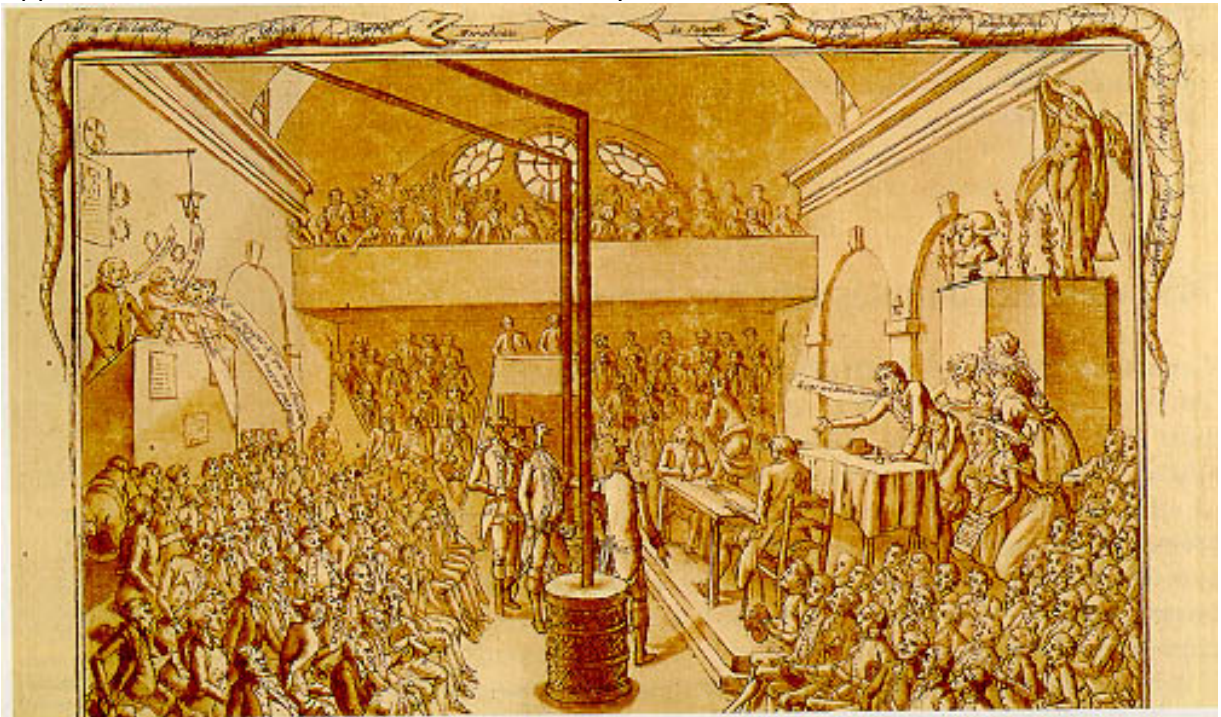
Find Five cause and consequence pairs in the French Revolution

Group work

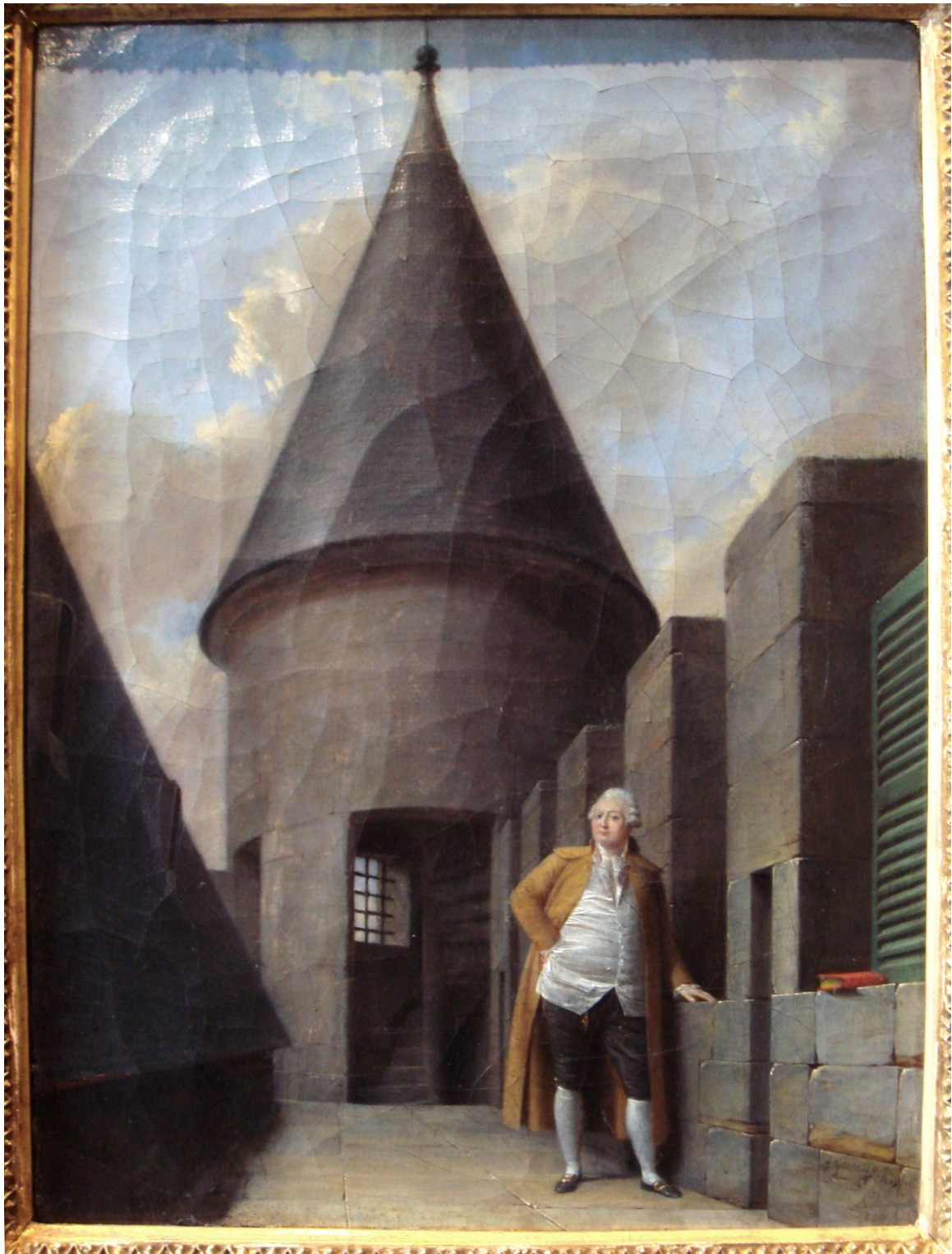
Choose one Cause and Consequence pair of the French Revolution

Draw or create a skit to show the class

Appendix 5.2 The inside of a Jacobin Club, Anonymous Print, from Decaux.



Appendix 5.3 Louis XVI at the Tour du Temple Jean Francois Garneray



Appendix 5.4 Jacques-Louis David - La Mort de Marat



Appendix 5.5 Portrait of Maximilien de Robespierre-1790



Appendix 5.6 L'ultime adieu des Girondins le 31 Octobre 1793, by Paul Delaroche



Appendix 6.1

Salon Prezi Transcript

The presentation can be found at

http://prezi.com/inrdel7xl7ij/thesalon/?utm_campaign=share&utm_medium=copy

Transcript

The Salon

Salons

- A salon is a social gathering of people, usually in a private residence, to share ideas and artistic expression.
- often comprised of cultural elites meetings to amuse and educate each other.
- have existed from about the 1580s to the modern day and played a central role in both the renaissance and the Age of Enlightenment.

Salons of Revolutionary France

- Played an integral role in the cultural and intellectual development
- Women played important and visible role
- Centered around the idea that humans could be rational and control their world through science and knowledge

Salon Code

- Admitted on basis of accomplishments
- Task of hostess was to direct conversation
- Were egalitarian: many strata of society were in theory allowed to meet in equality- brought nobles and and elite bourgeois together

Gender roles of the enlightenment: Feminine sensibility balancing masculine reason

Conclusion

- Provided a unique outlet for discussion of ideas for both women and the bourgeois
- Cultural, intellectual and scientific development

Salon

Appendix 6.2 Primary Source

CITIZENS! TO ARMS! TO ARMS!

The Levée en Masse, August 23, 1793

1. From this moment until that in which the enemy shall have been driven from the soil of the Republic, all Frenchmen are in permanent requisition for the service of the armies. The young men shall go to battle; the married men shall forge arms and transport provisions; the women shall make tents and clothing and shall serve in the hospitals; the children shall turn old linen into lint; the aged shall betake themselves to the public places in order to arouse the courage of the warriors and preach the hatred of kings and the unity of the Republic.
2. The national buildings shall be converted into barracks, the public places into workshops for arms, the soil of the cellars shall be washed in order to extract there from the saltpeter.
3. The arms of the regulation caliber shall be reserved exclusively for those who shall march against the enemy; the service of the interior shall be performed with hunting pieces and side arms.
4. The saddle horses are put into requisition to complete the cavalry corps, the draft horses, other than those employed in agriculture, shall convey the artillery and the provisions.
5. The Committee of Public Safety is charged to take all necessary measures to set up without delay an extraordinary manufacture of arms of every sort which corresponds with the ardor and energy of the French people. It is, accordingly, authorized to form all the establishments, factories, workshops, and mills which shall be deemed necessary for

the carrying on of these works, as well as to put in requisition, within the entire extent of the Republic, the artists and workingmen who can contribute to their success.

6. The representatives of the people sent out for the execution of the present law shall have the same authority in their respective districts, acting in concert with the Committee of Public Safety; they are invested with the unlimited powers assigned to the representatives of the people to the armies.

7. Nobody can get himself replaced in the service for which he shall have been requisitioned. The public functionaries shall remain at their posts.

Appendix 6.3 Primary Source

The king is no more!

Citizens! The following is the Indictment of King Louis XVI.

December 11, 1792

Louis, the French people accuses you of having committed a multitude of crimes in order to establish your tyranny by destroying its liberty.

1. On 20 June, 1789, you attacked the sovereignty of the people by suspending the assemblies of its representatives and by driving them by violence from the place of their sessions. . . .

2. On 23 June you wished to dictate laws to the nation; you surrounded its representatives with troops; you presented them with two royal declarations, subversive of every liberty, and you ordered them to separate. Your declarations and the minutes of the Assembly establish these outrages undeniably.

3. You caused an army to march against the citizens of Paris; your satellites caused their blood to flow, and you withdrew this army only when the capture of the Bastille and the general insurrection apprised you that the people were victorious. . . .

6. For a long time you contemplated flight; . . . but on 21 June [1791] you made your escape with a false passport; you left a declaration against those same constitutional articles; you ordered the ministers not to sign any documents emanating from the National Assembly, and you forbade the Minister of Justice to deliver the Seals of State. The people's money was wasted in achieving the success of this treason. . .

7. On 14 September you apparently accepted the Constitution; your speeches announced a desire to maintain it, and you worked to overthrow it before it even was achieved.

15. Your brothers, enemies of the state, have rallied the émigrés under their colors; they have raised regiments, borrowed money, and contracted alliances in your name; you disavowed them only when you were quite certain that you could not harm their plans. .

..

30. You tried to bribe, with considerable sums, several members of the Constituent and Legislative Assemblies.

31. You allowed the French nation to be disgraced in Germany, in Italy, and in Spain, since you did nothing to exact reparation for the ill treatment which the French experienced in those countries.

32. On 10 August you reviewed the Swiss Guards at five o'clock in the morning; and the Swiss Guards fired first on the citizens.

33. You caused the blood of Frenchmen to flow.

Appendix 6.4 Primary Sources

Robespierre, leader of the Jacobins. Excerpts from the proposed Declaration of Rights (April 24, 1793)

1. The aim of every political association is the maintenance of the natural and inalienable rights of man...

3. These rights pertain equally to all men, whatever the difference in their physical and moral powers...

10. The rights of property is limited, as are all others, by the obligation to respect the property of others.

11. It may not be detrimental to the security or liberty, or the existence, or the property of our fellowmen...

13. Society is obligated to provide for the subsistence of all its members, either by procuring work for them, or by assuring the means of existence to those who are unable to work.

Circular from the Paris Jacobin Club to local branches.

Friends, we are betrayed! To arms! To arms!... Your greatest enemies are in your midst, they direct your operation... yes, the counter revolution is in the government... in the national convention!

Let us rise! Yes, let us all rise! Let us arrest all the enemies of our revolution, and all suspected persons. Let us exterminate, without pity, all conspirators, unless we wish to be exterminated ourselves.

Appendix 6.5 Primary Sources

Brissot, leader of the Gironde Party (May 23, 1793)

I thought that the insurrectionary movement must cease, because, when there was no longer a tyranny to be struck down, there ought to be no longer any force in insurrection....

I thought that order alone could produce tranquility; that order consisted of a religious respect for the laws, the magistrates and the safety of the individual... I thought, consequently, that order, also, was a truly revolutionary measure... I thought therefore that the real enemies of the people and of the Republic were the anarchists, the preachers of agrarian law [who want to redistribute the land], the excitors of sedition [rebellion].

Guadet, Girondin delegate to the Jacobin dominated Paris Commune

The evil lies in anarchy, in this kind of insurrection of authorities against the Convention; it is in the authorities of Paris, anarchical authorities whom it is necessary ... (Violent murmurs from the Left of the Assembly...) Yes, I repeat, the evil lies in the existence of the Paris authorities, authorities greedy for both money and domination.

I propose to the Convention ... [that] the authorities of Paris are to be dissolved.

Hebert, leader of the Paris Commune (1793)

The fatherland... Bosh! The trades people have no fatherland. As long as they thought that the Revolution would serve their ends they supported it. They lent a hand to the sans-culottes in destroying the nobility... but this was in order to install themselves in the place of the aristocrats. Moreover, since the wretched sans-culotte enjoys the same rights as the wealthiest tax gatherers, all this rabble have turned their coats and are straining every nerve to overthrow the Republic... since they see that the sans-culottes are ready to die rather than become slaves again, these cannibals have armed their servants... against the sans-culotterie; worse than this... at this very moment they are opening the gates of Toulon and Brest to the English...

It is now an open war of the rich against the poor. We must crush them ourselves, for we have the power in our hands! Wretches that they are! They have devoured the fruit of our labor... and now they would like to drink our blood!

Appendix 6.6

The Menu

~

Discuss what these news events mean for you as a student

~

Interpret the article through the lens of your character
Does this change the event?

~

What does this article mean for the revolution as a whole?

~

Patrons of the salon will share their news article and their findings with the other salon patrons

~

Have Fun

Appendix 7.1 Primary Source Worksheet



French Revolution (1787-1799). National Convention and the Reign of Terror. The Girondins are going to be executed, 1793. Colored engraving by Piloty. 'The Artistic Illustration'.

What is the feeling in this painting?

What can you learn about the French Revolution and the Terror through this painting?

How do the Revolutionists justify the Terror?

Further Thoughts

Appendix 7.2 Primary Source Worksheet



Aristocratic Heads on Pikes

What is the feeling in this painting?

What can you learn about the French Revolution and the Terror through this painting?

How do the Revolutionists justify the Terror?

Further Thoughts

Appendix 7.3 Primary Source Worksheet



What is the feeling in this painting?

What can you learn about the French Revolution and the Terror through this painting?

How do the Revolutionists justify the Terror?

Further Thoughts

Appendix 8.1

Jeopardy Questions

People

1. Who is this a painting of? Appendix 8.1
2. Who is in the 2nd Estate?

3. What estate do the peasants belong to?
4. Who is considered the bourgeois?
5. Who is not considered a “man and citizen” in the Declaration?

Terms

1. What is the National-Assembly?
2. What does the “Terror” mean?
3. What does tithes mean?
4. Who are the Jacobins?
5. What does ‘cahier de deleances’ mean?

Places

1. Where does the King live?
2. Where did the National Assembly meet when they were locked out of the meeting hall?
3. What is this picture of? See Appendix 8.2
-David, Jacques-Louis. The Tennis Court Oath. N.d. Painting. Western Civilization Guides.Web.
4. What is a salon?
5. Where did Louis XVI try to flee to?

Historical Concepts

1. What does Historical Perspective mean? How did you see this?
2. What does Historical Significance mean? What do you think is the most historically significant event in the Revolution?
3. What kind of evidence can be found on the French Revolution?
4. Choose something that remained the same in society or something that changed?
5. Explain a cause and consequence pair

Hodge Podge

1. How did the Pope feel about the Revolution?
2. What is the Oath of the Tennis Court?
3. Explain one statement from the Declaration of the Rights of Man and the Citizen
4. Who were the emigres?
5. How can the French Revolution be considered a “religious” movement?

Appendix 8.2-Primary Source



Appendix 8.3-Primary Source

