

LESSON: French Revolution

Central Historical or Essential Question:

➤ *students will be able to understand the causes of the French Revolution, will be able to draw global connections, and will be able to define why this movement was significant.*

Purpose of the Lesson

Students will understand how global events, internal conflicts, and ideological developments influenced and created the conditions of the French Revolution. By engaging in student-led class projects, students will understand the linear timeline, factors, major players, and important dates that will expand their understanding of the French Empire and its resulting chaos at the end of the seventeenth century.

Brief Overview of the Lesson

Students were expected to read from their textbooks to prepare some background knowledge for the day. At the beginning of class, the students will take a short reading quiz that mostly tests to see who is keeping up with their readings and engaging in out-of-class study. Following this, students will be broken up into groups (about four to five) and will create a timeline based on the different stages of the French Revolution. Students will present these timelines to the class and will be gauged based on the incorporation of vocabulary, use of the source material, and correctness of dates/events

on the timeline. Those not presenting will be asked to take notes and leave questions/comments/events they found interesting to ensure the entire class is engaging with the material. Following this, students will be broken up into three groups. Each group will represent a different faction of the Estates System. Students will work with their group to decipher primary/secondary source documentation relating to their group and will list five to seven major concepts. For example, a student in group 3 may write something along the lines of “Olympe de Gorges’ Declaration of the Rights of Woman demonstrated that women played a significant role in the Revolution. Reading her introduction, she shows that the American Revolution and the Enlightenment helped create the revolts and revolutions in France.” The writing workshop at the end of this class will allow students to create theses and body paragraphs in preparation for the “long essay” portion of their AP exam. In this closure activity, students will analyze a picture from the revolution that defines the role of the estate system in France. Students will be asked to list which people in the picture represent which estate. More importantly, students will then be asked to write a paragraph about why this picture represents the sociopolitical issues that occurred during the Revolution. Following this timeline lesson, students will engage in an Omeka mapping project that has them utilize digital sources to create a map of France during the revolution. Students will need to have at least 3 sources/artifacts before the end of the class. Following this assignment, students will then hand in a comparison between the American and French revolutions as a ticket out the door.

Targeted Audience

The targeted audience for this lesson is AP World History students with little to no background in the French Revolution.

Digital and Global Literacy

The use of internet sources like Prezi, Google Slides, PowerPoint, and even timeline websites allows students to utilize internet literacy to formulate and create a group project.

By having students analyze documents from various perspectives, alongside the timeline activity, learners become more aware of how these factors of revolution are connected within the global world. The use of Omeka (or similar mapping databases) allows students to utilize the internet to visualize, understand, and interact with a history that would normally feel far away from them. Both the virtual timelines and the mapping project demonstrate students need to use the internet proficiently. Moreover, by interacting with primary and secondary sources through groups, collectivist learning becomes incorporated into a wider understanding of digital literacy.

Relevance Beyond the Classroom

The impact of this lesson outside of the classroom relates to its ability to demonstrate continuity, connection, and globalization. By understanding the French Revolution, alongside other movements, students are able to see how systems of power are created, maintained, and eventually collapse. These activities demonstrate that Revolutions and power structures do not happen within a vacuum. Moreover, the use of Omeka allows students to connect to primary and secondary sources, to understand the human experience during the revolution, and to better acclimate them to discern digital media between academic and biased.

Research & Sources

My research considerations came from my own experiences within an AP World History classroom (as a student), the textbook *The Social Studies Teacher's Toolbox*, and various online databases like the Library of Congress. I attempted to find diverse sources that centered on women and global reactions to these revolutions alongside autobiographical material to demonstrate an intersectional approach to learning, digesting, and engaging with these complicated, often interconnected, histories.

Lesson Plan # 4
DAY 1

Secondary History / Social Studies

Course	Lesson Topic & Unit Name	Instructor	Date(s)
AP World History	French Revolution	Mr. Lowe	xx/xx/xxxx
Lesson Essential Question (LEQ) OR Learning Objective (LLO)	What were the major causes and impacts of the French Revolution? How do they compare to our study of Revolutions as a concept? <i>or</i> <i>Students will be able to understand the causes of the French Revolution, will be able to draw global connections and will be able to define why this movement was significant.</i>		
Content Standards Identify <i>at least two</i> NCS content strands (History, Civics & Government, Economics, Geography, Behavioral Sciences), with one content objective as a main focus and content objectives from other areas as supporting focus	<ul style="list-style-type: none"> ● WH.B.1.1 ● WH.C&G.2.1 ● WH.C&G.1.3 ● WH.H.1.1 		
Inquiry (Skill) Standard Enter objective(s) from NCS Inquiry Strand	<ul style="list-style-type: none"> ● I.1.1 Compelling Questions ● I.1.4 Developing Claims and Using Evidence ● I.1.5 Communicating Ideas 		
Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Following the previous day, students were expected to read their textbooks and take notes on the required reading about the French Revolution, its causes, and its participants: (<i>World Civilizations: The Global Experience Volume 6</i>). Coming into class, students will be handed a short, 5-question,	By assigning a quiz, students will cement their formative mastery of the subject material before the beginning of class. The LEQ is central to this assessment because it forces students to view the French Revolution from multiple angles. Students are doing this activity to both practices for the AP multiple-choice section, and also	7-10 minutes

	<p>multiple-choice quiz with one short answer question. These questions will directly correlate to the readings and will take no time for students who are actively engaged with the reading material. Questions such as “What were the classes in the Estate System, circle all that apply” or “List 4 to 6 main causes for the French Revolution, answers reflect your opinions but must use historical evidence.” Following this, quizzes will be taken up FOR A GRADE.</p>	<p>demonstrate that they are keeping up with the required readings.</p>	
<p>Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]</p>	<p>Because many students (many 9th graders take AP World History), do not have any prior knowledge of the French Revolution, a student-led creation of a timeline will be paramount for the acquisition of the material. Students will break up into groups of (different groups from the previous day) and will be asked to create a timeline of different thematic causations. This can be done on construction paper, Google Slides, PowerPoint, Prezi, or any other medium that allows for a clear timeline of events. For example, one group will create a timeline of the events preceding the revolution (the 7 Years' War, the creation of Versailles, the bourgeoisie phase). Another group will focus on the radical phase (storming of the Bastille, Women's march on Versailles, Reign of Terror). The third group will focus on the provisional phase (the provisional government, Declaration of Rights of Man/Declaration of Rights of Woman, moderate constitution, etc). The last group will focus on the Napoleonic phase (Napoleon's rise to power, the Napoleonic Wars, Napoleon's defeat at Waterloo, etc.) The goal here is for students to reinforce their required vocabulary, understand thematic happenings, and emphasize the phases of revolutions studied in</p>	<p>The standards of I.1.5 Communicating Ideas is paramount within this acquisition lesson. By working in groups, and then presenting to the class, students are able to articulate their opinions and ideas about the French Revolution, and reinforce their required vocabulary, while also exchanging concepts with their classmates. The LEQ also plays a significant role in this aspect. By doing different timelines, and then presenting them, students become more aware of the revolutionary phases discussed on the first day and are able to make connections to the wider world at the time of the revolutionary period, while also investigating how the French Revolution reconfigured the ruling structures of French society.</p>	<p>40 mins</p>

	<p>the first lesson. By putting these students into groups and having them share ideas with one another, a better understanding of Revolutionary ideals develop. I will be walking around the class to monitor conversations, maintain class order, and answer questions that students may have. Furthermore, this activity helps students understand the connections between different revolutionary movements. Following our fishbowl discussions on the American Revolution, students will be able to compare and contrast, understand cause and effect, and place the French Revolution within a global context. Understanding the LEQ becomes vital for this assessment. Students will conceptualize this revolution in the context of a wider, international setting, while also grasping the chronology and formative impacts within their presentations. Following the creation of timelines, student groups will take turns coming to the front of the class to display their work. This exercise, while student-led, also allows me to give suggestions and advice on aspects that are missing, are out of order, or to offer engaging questions like “what caused the populace to destroy the Bastille?” or “Why did these events allow Napoleon to rise to power?” Each presentation should only take about 5 to 7 minutes. To help students create these timelines, their class textbooks, the internet, and primary/secondary source information can be used.</p>		
<p>Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Following the presentation of the timelines, students will, once again, be broken up into 3 different groups. This activity will be utilized to help students understand the importance of the socioeconomic and political structures of pre-revolutionary, and post-revolutionary France. Each group will be assigned a different</p>	<p>The standards of I.1.5 Communicating Ideas and .I.4 Developing Claims and Using Evidence are paramount within this activity. Forming groups, sharing ideas, and analyzing documents allow students to reinforce their understanding of the French Revolution, the vocabulary of the lesson, and the major LEQ. By doing this the the</p>	<p>15-20 mins</p>

	<p>Estate System will work with their group to decipher primary/secondary source documentation relating to their group title. For example, group 1 will be the clergy/royalty and will analyze sources from/about characters like Louis XVI, Marie Antoinette, church officials, and even international figures like King George III. The second group will be given source documentation on the nobility/second estate. They will analyze reactions and historical interpretations of loyalist sentiment, the nobility's participation in the counter-revolution, and what happened to them during the radical phase of the revolution/directory phase. The final group will be given documentation from the Third Estate. This group will be looking at documentation from characters like Maximillion Robespierre, and Olympe de Gouges, documentation from the sans-culottes, and the rising bourgeoisie. Within these groups, students will be asked to pull out the major themes, and common elements, and provide contextualization for their source documentation. Students will write 5 to 7 major concepts from their readings and will compile a list. These concepts should relate to the LEQ. For example, a student in group 3 may write something along the lines of "Olympe de Gorges' Declaration of the Rights of Woman demonstrated that women played a significant role in the Revolution. Reading her introduction, she shows that the American Revolution and the Enlightenment helped create the revolts and revolutions in France."</p>	<p>assignment, students get a closer look at the reactions and opinions of those that participated or fell victim to the revolution. By providing students with an intersectional database of source material, they are better able to comprehend the impacts, causes, and events of the French Revolution and beyond. Using their timelines, textbooks, internet sources, and teacher guidance, this activity should demonstrate the major concepts of the revolution, reinforce important vocabulary, and demonstrate the importance of major players and events, while also forcing students to think as historians on this complex subject.</p>	
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<p>Extending & Refining II (individual)</p> <p>How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>To help students with their writing ability, and to help students master the lesson, groups will be broken up and individual work will begin. The writing workshop at the end of this class will allow students to create theses and bodies paragraphs in preparation for the “long essay” portion of their AP exam. The students will be given a choice of a prompt. 1. “What were the causes of the French Revolution? Explain.” 2. “Compare and Contrast the influences, events, and outcomes of the French and American Revolutions.” 3. “ Explain how France’s involvement in the American Revolutionary War impacted the nation in moral, ideological, and practical terms.” 4. “Identify and discuss tensions between the Three Estates that may have contributed to revolutionary sentiment in 18th century France.” I will provide an example from College Board to help students understand how their essays should be modeled. Doing this exercise allows them to practice thesis creation while also cementing vocabulary, themes, and the LEQs of the unit in a concise manner. By crafting a thesis statement, students will be able to more accurately understand and contextualize previous lessons and draw comparisons between these movements. This assignment will NOT be graded. I want students to write to the best of their abilities, without fear of getting a bad grade. By assigning this thesis/body paragraph assignment, I want them to take creative risks and expand their vocabulary, sentence structure, and argumentative abilities in a safe space.</p>	<p>This writing assignment focuses on the LEQ and the standards I.1.5 Communicating Ideas/I.1.4 Developing Claims and Using Evidence. By allowing students to work on their writing abilities, they are also challenged to come up with answers to vague prompts about the topic. By communicating their ideas on paper, while also working with the source material from class, they will cement their knowledge within the thesis/body paragraphs, allowing me to see who is thinking critically about the readings/class activities, and who is struggling.</p>	<p>10-15 mins</p>
<p>Closure</p> <p>How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and “big picture” understanding</p>	<p>Before students leave the class, they will be assigned reading in their textbooks for the following day. In this closure activity, students will analyze a picture from the revolution that</p>	<p>The standards of I.1.1 Compelling Questions and the LEQ are the major proponents of this section. Students will be required to question the documentation, and provide analysis for their</p>	<p>5 mins</p>

	to define the role of the estate system in France. Students will be asked to list which people in the picture represent which estate. More importantly, students will then be asked to write a paragraph about why this picture represents the sociopolitical issues that occurred during the Revolution. This will be handed in at the end of class and will be graded on PARTICIPATION . Introduce the Omeka in-class project that we will be doing the following day.	labeling, and combining the skills gained in class to form a critical assessment of the picture.	
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DAY 2

Activity	Details of Activities	Purpose-Rationale	Time
The questions below serve as guideposts for each section. If your lesson requires, you may want to rearrange or repeat Acquisition and/or Extending & Refining (leave Pre-Lesson & Closure as is).	What are the students doing? Provide the necessary setting, steps, materials, and prompts. Be explicit so any substitute teacher can effectively conduct your lesson.	Why are students doing this activity? How does the activity align to the content and skill standards and/or LEQ/ LLO?	Provide estimated minutes in each row
Pre-Lesson How do you prepare students for content & skills acquisition, or use students' prior knowledge? How do you open this new lesson?	Begin the lesson by having students list 5 facts about the French Revolution that they learned outside of this class. This could be through the internet, at home, at historic sites, etc. Following this, have students list 5 new things they learned from the timeline presentations the previous day. This will be handed in at the beginning of class. Introduce the mapping in-class project we will be working on through Omeka. Emphasize the importance of social history by having students select someone from the French Revolution. For example, a student could choose to investigate the life of Olympe de Gouges. This Omeka project will incorporate a specific person, the place where they lived, and some of the major events that happened during their life/their participation in the Revolution.	This assignment comes from the standards I.1.4 Developing Claims and Using Evidence, and I.1.5 Communicating Ideas . The purpose of this activity is to see if the information gained has been retained. Moreover, introducing the project this way allows students to more intimately familiarize themselves with the geography, people, and events that transpired during the revolution. My goal for this is to utilize digital resources to help students visualize, understand, and analyze the French Revolution through the use of technology, bringing them closer to history that seems distant or far away and therefore unimportant.	10 minutes
Acquisition How will students acquire new content or skills? Is acquisition teacher or student-centered? [Explain lesson goals by emphasizing LEQ/LLO]	Using their research material from the homework, students will work in the library to construct this Omeka mapping project. With this student-centered project,	standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas represent the most prominent goals listed for this assignment. Much like our discussion within	10 minutes

	<p>developing claims, using evidence, and communicating ideas allow students to more fully understand the sociopolitical aspects of the French Revolution outside of battles. Mapping specific people, citing source material, and utilizing digital resources more fully integrate the past with present learning conditions. Students will acquire new information by highlighting and explaining their sources which will allow visualization of how different perspectives came together to form the movement.</p>	<p>the American Revolution assignment, group work with the mapping project allows dependent learners to more effectively engage and expand their abilities. By using Omeka, students will not only have a better understanding of how to use digital databases for artifacts and primary sources, they also have the ability to gain skills in digital literacy and discern good information from biased information. Using primary and secondary source material, alongside their timeline projects, students will combine the information gained to add to the class data via Omeka.</p>	
<p>Extending & Refining I (group) How will students practice new content and skills by working with classmates? How does this activity promote historical thinking skills and using primary/secondary sources?</p>	<p>Using the group work from the previous class, alongside their readings for homework, students will create a map of an individual's life that characterizes who they were, what they did, where they lived, how they interacted with the revolution and dates about their life. Students may choose to work with a partner, however, if they choose to do so, they need to have more extensive information on their mapping site. For example, if a group chose to map the life of an aristocratic woman prior, to during, and after the revolution, I would need to see multiple sources consulted and multiple entries on the Omeka site.</p>	<p>The standards I.1.4 Developing Claims and Using Evidence and I.1.5 Communicating Ideas represent the most prominent goals listed for this assignment. Much like the acquisition phase, the use of groups helps foster communal learning strategies and allows dependent learners to more effectively synthesize information. The standards are addressed because students are sharing ideas, mapping specific information, and critically analyzing its importance within the project. Through working interpersonally, independent and dependent learners alike are able to more fully understand various points of view and think historically about topics discussed.</p>	30 minutes
<p>Extending & Refining II (individual) How do students apply the knowledge they have learned in acquisition and group work? In this section, students begin to work independently with the goal of demonstrating their understanding on their own.</p>	<p>During this independent time, students will move over to Zotero* and create a cheat sheet for someone's work. For example, if one student chose to map the life of Marie Antoinette, another student must give a critical analysis to their post, discuss the main ideas, incorporate their research into the analysis, and finally, pose 2 to 3 questions they think most encapsulates the research.</p>	<p>Standard I.1.1 Compelling Questions is the most influential standard for this aspect of the lesson. This portion allows me to see who has utilized the source material and effectively gained grasped the learning thresholds within this unit. For independent learners, this activity allows them to more fully engage with the material and allows the instructor to see if more challenging concepts can be introduced. For dependent learners, this individual activity allows me to see what skills need to be worked on, what</p>	30 minutes

		standards are being missed, and what changes need to be made to the methodology/curriculum.	
Closure How do students put it all together for today's lesson? The closure activity helps tie this lesson to the overall unit. Re-emphasize LEQ/LLO, UEQ/ULO, and "big picture" understanding	At the end of the class, students will be required to do another ticket out the door. Students will need to answer the question "how is the French Revolution different from its American counterpart?" Students will need to write a paragraph-length response that will not be graded.	This aspect of the lesson hits the standards I.1.4 Developing Claims and Using Evidence. With this ticket out the door, students will be able to contextualize, articulate, and effectively comprehend the revolution while also making connections to other aspects of the world. Moreover, students struggling with this assignment help me to better understand what works with this approach/project and to better understand how much presence the educator needs to make within the next class.	10 minutes

Accomodations: What adjustments are you making for diverse learners (ELLs, struggling readers, gifted & talented)?

Target Group of Student	AP Students	Strategies	Many of the articles, themes, and events of the French Revolution are incredibly violent, which could potentially trigger some students. Proper warnings about the content must be addressed before the assigned readings and before the beginning of class to ensure students feel safe and comfortable discussing these concepts. Furthermore, the timeline activity allows artistic students, students that struggle with reading comprehension, and ELL students to visualize the French Revolution. Moreover, for students who have social anxiety, working in groups will allow them to become more comfortable with their class, and presenting in groups, takes the pressure off of them to articulate their ideas; everything is easier on a team. The timeline assignment also allows students without access to computers or the internet to engage just like the rest of their class; this is a creative assignment so no judgment will be tolerated for artistic ability.
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Assessments: How do formative assessments measure progress? How do summative assessments learned skills & content?

Formative - Informal Which activities act as formative assessments? How might you, or the students, use FAs in this lesson as learning tools?	Ticket out-the-door analysis of the estate system Mapping Project
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<p>Summative - Formal Which activities act as summative assessments? How will SAs in this lesson prepare students for the unit summative assessment?</p>	<p>End of Unit Exam Wax Museum Project</p>			
<p>Materials & Supplies</p>	<ul style="list-style-type: none"> ● Access to Omeka ● markers/art supplies 	<ul style="list-style-type: none"> ● Primary/Secondary Sources ● College Board writing samples 	<ul style="list-style-type: none"> ● Construction Paper ● teacher-made quiz 	<p>Computer/Internet access World Civilizations: The Global Experience Volume 6</p>
<p>Sources & Notes Where did you research content for today's lesson? Where did you find helpful information, primary & secondary sources, and lesson plan ideas?</p>	<p>Sources (cited in Chicago Manual of Style)</p> <ul style="list-style-type: none"> ● British Newspaper Coverage of the French Revolution: The September Massacres" (Newspaper, London, 1792), 1-2. ● "Olympe de Gouges, 'Declaration of the Rights of Woman and Female Citizen,'" in Darline Gav Levy, H.Applewhite, and M. Johnson, eds., <i>Women in Revolutionary Paris, 1785/1795</i> (Urbana, IL: University of Illinois Press, 1979), pp. 9296 . ● Williams's Letters: Letters written in France in the summer 1790 ...The 4th ed. <i>Volume 1 of Williams's Letters</i>, Helen Maria Williams, G. G. and J. Robinson, 1794 ● The Life and Letters of Madame Elisabeth de France, Sister of Louis XVI, ● Duras, L. Henriette Charlotte Philippine de Noailles de Durfort., Carey, M.Ward. (1891). <i>Prison journals during the French revolution</i>. New York: Dodd, Mead and Co.. ● 		<p>Notes to self (post-lesson)</p> <ul style="list-style-type: none"> ● Bring in copy of ● The source list is incomplete, need access to archives and to find transcriptions of some French documents and pictures. ●* Zotero can be used but it can also be substituted for other digital/classwide databases/forums. 	