

French Revolution Unit Plan



This unit plan was designed during my methods class in my last semester of college before beginning my student teaching semester. The assignment was to plan a whole unit over the course of the semester. Working in partners, we had to each create a unit overview and design five detailed lesson plans each and then five filler lessons (for a total of 20 planned lessons). Over the course of the unit we had to have two geography lessons, two economics lesson, two primary source lessons, two media lessons, and two jigsaw activities. The detailed lesson plans had to include all the essential parts of a lesson such as the rationale, standards/NCSS Themes/common core, the essential question, objectives, lesson opener, step-by-step procedure, a closure, assessment, and modifications. Any worksheets, graphic organizers, or assignments were included in our final submission.

Below you will find the unit plan proposal, as well as my five detailed lesson plans and the lesson plan fillers. It should be noted that these lessons were created in theory and have not been implemented in a real classroom situation, though that was their intention.

Unit Plan Proposal

Unit Topic/Title: The French Revolution

Length of Unit: 16 days (15 lessons and 1 Unit Test)

Unit Description:

In the aftermath of the American Revolution, France was in a state of social and economic unrest. The desire for political reform, as well as economic troubles, became the catalyst for what would be deemed at one of the most influential and important event in history. This period of history should be studied so that students can understand the different parts of a revolution such as the causes and the impacts they have on different components of everyday life. Throughout this lesson, students will learn about the French Revolution through a variety of ways. As often as possible, students will use primary sources to come to their own conclusions on topics that we cover. They will also be engaging in group work, such as a jigsaw activity, which deepens their knowledge of the subject. This lesson will also incorporate economics and geography to give students a well-rounded understanding of not only this event, but this event in the context of history.

Desires Outcomes and Goals

After completion of this unit, students will be able to-

- Extract important ideas from a reading.
- Recall basic information regarding the French Revolution.
- Demonstrate their ability to convey information to other students.
- Understand and describe *debt, supply and demand, and taxation* and use these ideas outside of the classroom.
- Recognize why France was in the economic state that it was in prior to the French Revolution and why it was a contributing factor to the causes of the Revolution.
- Identify and analyze the components of a primary source document (what it is, who wrote it, when was it written, why was it written, what is the authors point of view, etc.)
- Take a stance on an issue and defend their position
- Compare and Contrast the post- revolutionary governments of France with one another as well as with other post-revolutionary governments previously studied.
- Compare and contrast different perspectives of the same historical event
- Infer how experience plays a role in perspective
- Analyze the effect climate had on Napoleon and his troops
- Identify the significance of the Congress of Vienna
- Analyze different forms of media in the context of a lesson
- Compare and Contrast the maps of Europe after the Congress of Vienna and today
- Cite evidence to support his/her conclusion.
- Analyze how effective the revolution was in helping the less privileged citizens of France advance to a better economic station.

Essential/Guiding Questions:

1. What is a revolution? What are the factors that cause a revolution?
2. Does philosophy and ideology play a role in political change?
3. How can the economic climate of a country precipitate a move for change?
4. At what point does the desire for change move from an assembly to the streets?
5. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good (i.e. the needs of society)?
6. Is violence an effective methods for achieving change?
7. Did the people of France truly rid themselves of absolute rule and authoritative government with the French Revolution?
8. How does perspective effect the way in which we view historical events?

Enduring Understandings:

1. Social unrest, economic troubles, and the desire for political reform led to the French Revolution.
2. The pre-revolution government failed to meet the political and economic needs of the people.
3. The Enlightenment influenced the French to view their government in different ways, as well as contribute to the actions they took.
4. Louis XIV left France in debt with involvement in the Seven Years War and the American Revolution.
5. A poor harvest and general economic decline added to the poor state of the economy on the eve of the French Revolution.
1. To decrease French debt, financial advisors proposed to cut back on spending and suggested taxing the first and second estates.
6. Allegiances and goals of particular groups of people changed over the course of the revolution.
7. The National Assembly instituted political and social reforms in the moderate first stage of the revolution.
8. Throughout the revolution, the government transitioned from an absolute monarch, to a constitutional monarchy, to a republic, and finally an oligarchy.
9. The French middle class gained more power as a result of the revolution.
10. The revolution created a sense of Nationalism across France, as evident by the adoption of a national hymn and a national flag that was separate from the monarch.
11. The French supported Napoleon Bonaparte after the revolution because they saw him as a strong leader who would provide stability after years of turmoil.

NJCC Standards (CPIs), NCSS Themes, and Common Core Standards

- **Standards:**

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities
6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.2.c	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

- **NCSS Themes:**

1. *Time, Continuity, and Change:* Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.
2. *People, Places, and Environment:* Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Place, and Environment.

3. *Individuals, Groups and Institutions*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.
4. *Power, Authority, and Governance*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.
5. *Global Connections*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections.
6. *Civic Ideals and Practices*: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civics Ideals and Practices.

- **Common Core:**

- **RH.3.2.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **RST.11-12.7.** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

How will outcomes/goals, essential questions, and NJCSSS standards be achieved?

The goals, standards, essential questions, and standards presented in this unit will be achieved in a variety of ways. By looking at what our ultimate end goals were and what standards we had to achieve, we constructed a unit plan overview with lessons, assignments, and assessments that will help students reach our goals. Through our class lessons, which will include a variety of teaching strategies, students will gain the knowledge to understand our essential questions and participate in discussing those questions. Over the course of the unit, multiple DBQ packets will be distributed (1-3 documents, with questions to help students analyze the accompanying documents) and two essays will be assigned based on these packets. The short-term goal of the packets is to scaffold the process of writing a full DBQ. By guiding the students through documents, this creates the framework for the final essay that they will hand in. These assignments will help students to meet many standards, as well as achieve the goals we have laid out for the unit. After the first section of the unit (The National Assembly), students will be given a quiz to cover the material. In addition to the quiz, there will be a unit test so students can show that they have mastered the material.

Lesson Plans

1. **What is a Revolution? [An introduction to unit]** Discussion on what the recipe for a revolution is. Students will draw from previous knowledge of the American Revolution to draw conclusions and parallels. To give students a working knowledge of the whole unit, they will participate in an jigsaw activity that covers the causes of the Revolution, major events of the Revolution, and the Era of Napoleon.
2. **Causes of the Revolution (Day 1)** This lesson will cover two of the main causes of the Revolution: the Ancien Régime and the influence of the Enlightenment. Students will participate in a jigsaw to understand the different European monarchies.
3. **Causes of the Revolution (Day 2)** This lesson deals with the economic climate of pre-Revolutionary France. To begin, students will complete a graphic organizer in which they determine what they think they know about a few economic concepts. Through a simulation, students will gain a deeper understanding of these concepts.
4. **The French Revolution in an Assembly** Before the French Revolution hit the streets, those who desired change congregated to enact change. This lesson will use a station activity to learn about the less radical early steps of the Revolution, such as the calling of the Estates General and the Tennis Court Oath.
5. **The French Revolution Hits the Streets** At one point, the revolutionists bring their grievances onto the streets, instead of inside. This lesson will explore these reasons through the use of artwork from the period. Students will look at pictures and analyze them to try and understand why the revolutionists took their cause to the next step.
6. **Towards a Constitution** This lesson aims to show students how the Declaration of Rights of Man and Citizen had similar statements as the American Declaration of Independence, and the Vietnamese Declaration of Independence (albeit it, over a century later). Students will

jigsaw these documents and come to find that their findings were similar.

7. **The Reign of Terror (Day 1)** The first day of this topic will cover the origins of the reign of terror and the committee of public safety. Using primary sources, students will decide if the needs of the individual or the needs of the group are more important. They will be asked to defend their position.
8. **The Reign of Terror (Day 2)** This lesson will be a lecture on the beginnings of the directory and other governments. Students will complete a Venn diagram to see that they understand the differences and similarities.
9. **Identity Crisis** This lesson will take a look at the rapid change in government that France underwent throughout the entire revolution. This constant sense of confusion and uncertainty allowed for more oppressive governments to rise to power and continue to spiral the nation into tyranny. In this lesson, students complete a jigsaw of the varying forms of government in order to see how the transition of French government at times went from bad to worse. Also, it allows for a more complete knowledge of the political climate of France during this period.
10. **The French Revolutionary Wars: The War of the First Coalition** In this lesson, students will learn about the geography of Europe and the political situation that surrounded the war. After a short lecture, students will use what they learned to identify places on a list and plot them on a map.
11. **Exchange of Power** Students will continue learning about the Directory, as well as the coup d'état that put Napoleon in power. After the Revolution, the French yearned for a stable figurehead. A lecture with a lecture guide and video clip will teach this lesson.
12. **Napoleon Bonaparte** This lesson uses primary sources to paint a picture of the Napoleonic code and how it was different from the previous governmental codes of conduct. It uses a jigsaw of various primary sources. The students get a full picture of who Napoleon was and how he was able to rise to power. His code, which is one of the handouts, paints a picture of a safe, free France. The students are responsible for reading this code along with other codes and comparing and contrasting them to one another.
13. **French Territorial Expansion (Day 1)** In this lesson, the students will be lectured on the various causes and effects of the Haitian revolution and the invasion of Russia. This is primarily a geography lesson which emphasizes the physical geography of Europe, and how the climate plays a role in this defeat. Also, this shows the extent of the French Imperial movement within this century. The students will watch as the lecture is supplemented by various maps, both physical and topographical maps.
14. **French Territorial Expansion (Day 2)** This lesson focuses on the Congress of Vienna which is the meeting of European powers to divide the French empire after their defeat. Eventually they were left with most of what is now France. This lesson uses media to help illustrate the impact of the congress of Vienna and how it was viewed by the French and other European

nations. It also looks at territorial gains and losses.

15. **After the Revolution** This is an economic lesson. The idea behind this lesson is that it shows the economic motivations behind beginning the Revolution. Also, it looks at the outcome of the Revolution and tries to inform the students so they can decide for themselves whether or not the Revolution was successful or not, in terms of economics. It uses an opening activity to help bring them from economic motivations to the closure which is economic outcomes. IT attempts to trace the role of economics through the Revolution up until Napoleon.

Major Assignments

The major assignments in this unit are what we call “DBQ Packets.” Five packets will be assigned for students to complete for homework. Each Packet will have one-three documents (predominantly primary sources) with questions to help them understand and analyze the documents. See attached calendar for the day they are assigned and the day they are due. Packets will cover the following themes/events: Causes of the Revolution, the Bastille/Great Fear, Declaration of the Rights of Man and Citizen, the Directory, and the rise of Napoleon.

Major Assessments

There will be three major assessments in this unit: two essays and a unit test. The two essays will be document based essays, based on the DBQ packets that they will complete as homework prior to the essay. Students will be expected to draw from the information they gleaned from the packets to answer the essay prompt. One essay will deal with the origins and events of the Revolution, and the other will deal with the aftermath and the Napoleonic wars. Lastly, there will be a unit test that will cover all the material. The test will be identification, matching, short answer, and essay based.

Jigsaw Activity Lesson Plan

Unit Topic: French Revolution

Lesson: What is a Revolution? (Introduction to the unit)

Rationale for the Lesson: This lesson will provide students with an overview of the unit. Students will become “experts,” on a particular time of the revolution, and then pass on their knowledge to other students. They will also be exposed to new vocabulary words in a textual context. Through this activity, students will be able to possess a working knowledge of the Revolution to guide them through the entirety of this unit.

Standards/NCSS Themes/Common Core:

- **Standards:**

6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.

- **NCSS Themes:**

- *Individuals, Groups and Institutions:* Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.
- *Power, Authority, and Governance:* Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.

- **Common Core:**

- **RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

Essential Question/Guiding Question:

What are the factors that cause a revolution?

Objectives:

- **Students will be able to:**
 - Extract important ideas from a reading.
 - Recall basic information regarding the French Revolution.
 - Demonstrate their ability to convey information to other students.
 - Formulate a basic outline of the French Revolution that they can pull from throughout the unit.

Do Now:

Students will come into class and address the activity posted on the board:

If a revolution was a cake, what would the recipe look like?

How long would the prep time be: Five, ten, fifty years?

What about the ingredients: a harsh ruler, lack of freedom, poverty?

What would the directions look like?

Create a recipe card that reflects your answers to the question above

Step-By-Step Procedures:

1. (5 minutes) Students complete their “do now,” on the board.
2. (3-4 minutes) Students share their “recipes.”
3. (6-8 minutes) Discussion on revolutions.
 - a. Open with a narrative that illustrates the situation in France on the eve of the revolution, but disguise it as though it was happening in school.
 - b. Ask students what they would do in that situation.
4. (1-2 minutes) Teacher explains the purpose of the lesson and explains what the students will be doing.
5. (<1 minute) Students break into their jigsaw groups (three people to each group). There will be two groups for each group, group A and group B **groups will be previously established and they will consist of diverse learners.*
6. (1 minute) Teacher distributes the readings. Each student within the group will have a different reading (Causes, Events, or Napoleon).
7. (6-8 minutes) Students read over their reading (Causes, Events, or Napoleon), highlighting and marking it up as the go. They do not need to memorize it, but just become familiar with the

text. Teacher should be available for clarification **reading length ranges from 1 ½ pages to ¾th a page*

8. (3 minutes) Students break into groups that have the same reading to discuss the main points of the segment and come up with a “script,” that they will teach to their jigsaw group. Their notes should go in the top three boxes of their jigsaw activity graphic organizer.
9. (<1 minute) After finishing their “script,” students move back with their original jigsaw group (of three students)
10. (6-8 minutes, 2 minutes per student) Each student presents his or her segment to their jigsaw group. While one student is presenting, the other two students will write down the information in their graphic organizer.
11. (>1 minute) Students break out of their groups and go back to their seats
12. (6-8 minutes) Discussion on the Do Now Activity in the context of students newly acquired knowledge. How did their recipes match up with what they learned in this snapshot lesson of the Revolution?
13. (2-3 minutes) Students will complete a credit card as their closure activity.

Closing Activity:

“Credit Card,” students write down what the objective of the lesson was (would come either from the board, or the introduction [step 4 in the procedure]) and whether or not they thought it was met. They could also write down questions they might have if they believed that the objective was not met.

Materials and Equipment Needed:

- Jigsaw Activity graphic organizer
- Three readings
- White/chalk board
- Expo markers/chalk
- Computer
- Projector

Assignment:

Students will be asked to research another revolution (preferably not the American Revolution) and fill out a Venn Diagram comparing and contrasting the causes.

Assessment: (how will I evaluate student learning?)

Student learning will be evaluated based on their participation during the discussion, as well as the jigsaw activity. The whiteboard activity will provide the teacher with a clearer understating of how

much of the information the students have retained. Finally, students will hand in a “Credit Card,” that will allow for the teacher to see if their goals were met through the eyes of the students. Any issues can be cleared up or addressed the next day.

Modifications for diverse learners (how does this lesson make accommodations?): vocabulary sheet, modified reading (or given the shorter reading), pair-share, additional time for DBQ packet

Name: _____ Period: _____ Date: _____

Jigsaw Activity Worksheet

As you read and discuss with your group, fill out the chart below with important facts about your topic. After you have become an expert on your own topic, you will share your findings with a group of classmates, and learn about their topics as well.

Important Ideas:

- 1.
- 2.
- 3.

Summary

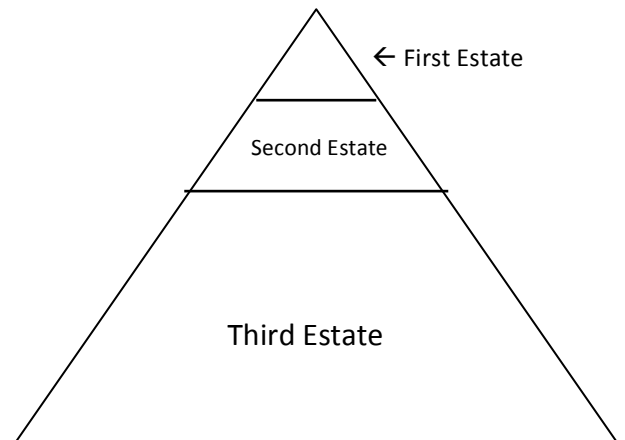
Other Facts

Causes of the French Revolution

In the 1780s, long-standing resentments against the French monarchy fueled anger throughout France. The source of the French people's ill will could be found in the unequal structure of French government and society.

Social Inequalities

A social and political structure called the Old Order created inequalities in French society. Under the Old Order, the king was at the top, and three social groups called estates were under him. The First Estate was made up of the Roman Catholic clergy, which comprised about 1% of the population. They had held several privileges since the Middle Ages. For example, neither the clergy nor the church had to pay taxes. In addition, the church owned 10% of the land, which produced vast sums of money in rents and fees. The Second Estate was made up of the nobility, which was less than 2% of the population. They controlled much of the country's wealth, but, like the First Estate, they paid few taxes. Many members of the Second Estate held key positions in the government and military. They lived on country estates where peasants did all of the work and were forced to pay high fees and rents to the landowner. The Third Estate was the largest estate, comprising 97% of the population. Within this estate, there were several groups. At the top were the bourgeoisie, which were the city-dwelling merchants, factory owners, and professionals (lawyers, doctors, etc.). Under the bourgeoisie were the artisans and workers of the cities. These were the shoemakers, carpenters, bricklayers, dressmakers, and laborers. These workers were also known as the *sans culottes*, or those "without knee breeches." If these people had no work, they went hungry. At the bottom of the Third Estate were the peasants who farmed the nobles' fields. Not only did they pay rent and fees to the landowners, but they also paid a tenth of their income to the church. They had to perform labor, such as working on road, without pay. Many peasants were miserably poor and had no hope for a better life.



Influence of the American Revolution and Enlightenment



While social inequalities were driving poor people toward revolt, new ideas from the Enlightenment were also inspiring the French Revolution. Many educated members of the bourgeoisie knew about the writings of the great Enlightenment philosophers John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau. Members of the bourgeoisie also knew that Great Britain's government limited the king's power. More recently, they had learned that American colonists, inspired by Enlightenment ideas, had successfully rebelled against Britain's king. Ideas from the Enlightenment like,

Life, Liberty, and Property, inspired the French Revolution's slogan: *Liberte, egalite, fraternite*, which means "Liberty, Equality, and Brotherhood." Seeing how these ideas were transforming government

and society in other countries, some of the bourgeoisie began to consider how these ideas might be used in France.

Financial Crisis and Famine

On the eve of the Revolution, France was in a state of financial crisis, severe economic problems that affected much of the country. France was deeply in debt. Over the previous centuries, they had borrowed huge sums of money to spend on wars, including the American Revolution. But the king and his court continued to spend lavishly, leading to even more borrowing and debt. Marie Antoinette was called “Madame Deficit,” making fun of how much money she lost gambling. Louis XVI further added fuel to the fire by dismissing financial ministers who tried to bring about reform. By the 1780s, this pattern of spending and borrowing had taken the country deeply into debt. By 1787 King Louis XVI was desperate for money. He tried to tax the Second Estate, but the nobles refused to pay. The king, incapable of the strong leadership the situation required, backed down. A year later the country faced bankruptcy.



Half the taxes collected were needed just to pay the country’s debt. At the same time, nature was creating other economic problems. First, a hailstorm and a drought ruined the harvest. Then the winter of 1788 was the worst in 80 years. Frozen rivers prevented waterwheels from powering the mills that ground wheat into flour. Food and firewood were scarce and expensive. As hunger and cold made life wretched for thousands of French citizens, misery grew into anger. The country was broke, and people were hungry and angry. Eliminating the tax exemptions for the First and Second Estates could have helped the situation, but the clergy and the nobility resisted all such efforts.

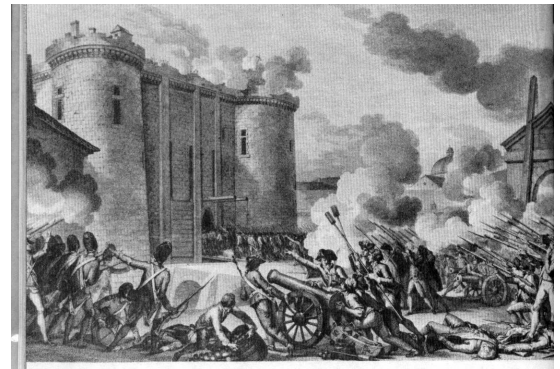
Events of the Revolution

One of the first events of the Revolution was a meeting that nobility pressed Louis to call. The nobles wanted a meeting of the Estates-General, an assembly made up of the three estates, to approved new taxes on the Third Estate. Each of the three estates had always had only one vote in the Estates-General. Usually the First and Second Estates voted together, outvoting the Third Estate.

Inspired by ideas of the Enlightenment, members of the Third Estate wanted to change how the Estates General worked in France. They voted to create the National Assembly, which would pass laws in the name of the French people. The National Assembly effectively eliminated the monarchy and was the first real act of the revolution. That National Assembly was different from the Estates General because it gave the power to the majority group in France, instead of the nobility and members of the Church. The National Assembly reformed France by eliminating the Estates System and creating the Declaration of the Rights of Man. The declaration outlines the ideas of liberty, equality, and fraternity. A few days later, members of the third estate were locked out of their meeting room. They broke down a door to the tennis court at the palace of Versailles. They vowed to stay until they had a new constitution. This became known as the Tennis Court Oath. Some Nobles and members of the Clergy who favored reform also joined the Third Estate delegates.



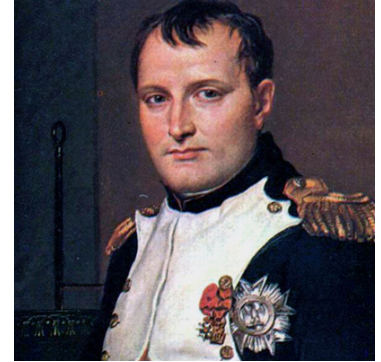
Rumors began to spread that King Louis XVI was going to use the army to stop the uprising. In response, the people of France began to gather weapons and gunpowder. On July 14th, 1789 a group of citizens stormed the Bastille, a prison that also served as a weapons stockpile. The fall of the bastille became a great symbolic act of Revolution. Before long, the rebellion spread, causing a wave a senseless panic called the Great Fear. They feared that the king would punish them and end the Revolution. Violence spread across France during the Great Fear and angry mobs forced Marie Antoinette and Louis XVI to return to Paris from Versailles. It was the last time that the King and his wife would see Versailles.



Other countries in Europe were fearful of the ideas of the French Revolution spreading to their own countries. Austria and Prussia wanted France to go back to an absolute monarchy. In July 1792, they issued a declaration warning against harming the French monarchs and hinting that any such action would provoke war. In response, the Legislative Assembly declared war. Due to their disarrayed army, however, France was defeated. In the chaos, National assembly's constitution was removed and a group called the Jacobins (radicals in France who wanted a Republic, not a Democracy), took control. The Jacobins were led by Maximilien Robespierre. Robespierre led as a dictator and used fear to control the people of France. His rule became known as the Reign of Terror. Robespierre killed anyone who opposed his ideas. Approximately 40,000 people were killed during the Reign of Terror. Robespierre was also responsible for the execution of King Louis XVI and Marie Antoinette.

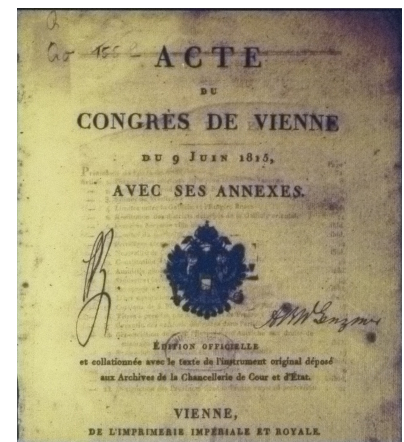
Rise of Napoleon Bonaparte and the Congress of Vienna

What emerged from the ruins of the Revolution was an empire under Napoleon I. The revolution had caused the citizens a great deal of pain and suffering. They had witnessed the fall of a weak king and the rise of a dictator who reigned with fear and terror. The people were ready for a new leader. A popular general, Napoleon Bonaparte, came to power after a coup d'état in 1799. A coup d'état is a sudden seizure and/or shift of power in a country. In this case, Napoleon seized control of France from the Jacobins. Napoleon was considered a national hero for his efforts defending the delegates of the National Convention during the early stages of the French Revolution. He is considered to be a military genius because of his ability to outsmart and outmaneuver his enemies during battle.



He was made first consul, then consul for life in 1802, and then Emperor in 1804. Traditionally, the pope would place the crown on an emperor's head, but Napoleon placed the crown on his own head. By 1812, Napoleon controlled most of Europe, with Russia, Britain, and Portugal being exceptions. Napoleon's dynasty did not last quite as long as the monarchy that had come before it—his collapsed in 1814 after a series of military defeats, including a failed invasion of Russia. He was briefly restored the following year, after escaping from his island exile at Elba. But, with his famous defeat at the Battle of Waterloo, Napoleon was exiled once more—this time to an island much further away, St. Helena.

With Napoleon's defeat, Europe and France were left with no clear leader. In order to create stability in Europe, a convention was held in Vienna, Austria. This became known as the Congress of Vienna. The congress set out to prevent future French aggression, restore a balance of power in Europe, and restore royal families in places where there had been revolutions, including France. By creating similarly sized and powerful kingdoms, the representatives at the Congress hoped to keep Europe peaceful for as long as possible. With the defeat of Napoleon France was once again a Monarchy in 1814, just 25 years after the start of the French Revolution.



Filler Lesson
Ancien Regime and Enlightened Thought

Objective, Students Will Be Able To...

- Understand the political climate of France at the time of the revolution
- Analyze the different factors that led the people to revolt
- Determine whether or not the people were right in rising up against the monarchy

Description: Within this lesson, students will get the feel of the political atmosphere in pre-revolutionary France. The background that this lesson will give will help put into perspective the need of the people to revolt. They will do a jigsaw between the French Monarchy and the other European monarchies to show why they were the first of the monarchies to be overthrown and how they differed from the rest of Europe, and how they were similar. They will work in groups.

Economic Lesson Plan | Erin Slack

Unit Topic: French Revolution

Lesson: The Economic Climate of France on the Eve of Revolution

Rationale for the Lesson: This lesson, which contains a simulation, provides students with the knowledge to understand the economic climate on the eve of the revolution. Since the state of the economy was a core cause of the revolution, it is important for students to understand why and how the economy was in the state that it was. This lesson will also demonstrate some common economic concepts, such as debt, taxation, and supply and demand.

Standards/NCSS Themes/Common Core:

▪ **Standards:**

6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social,

• **NCSS Themes:**

7. Production, Distribution, and Consumption: Social Studies teacher should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level from the study of Production, Distribution, and Consumption.

• **Common Core:**

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

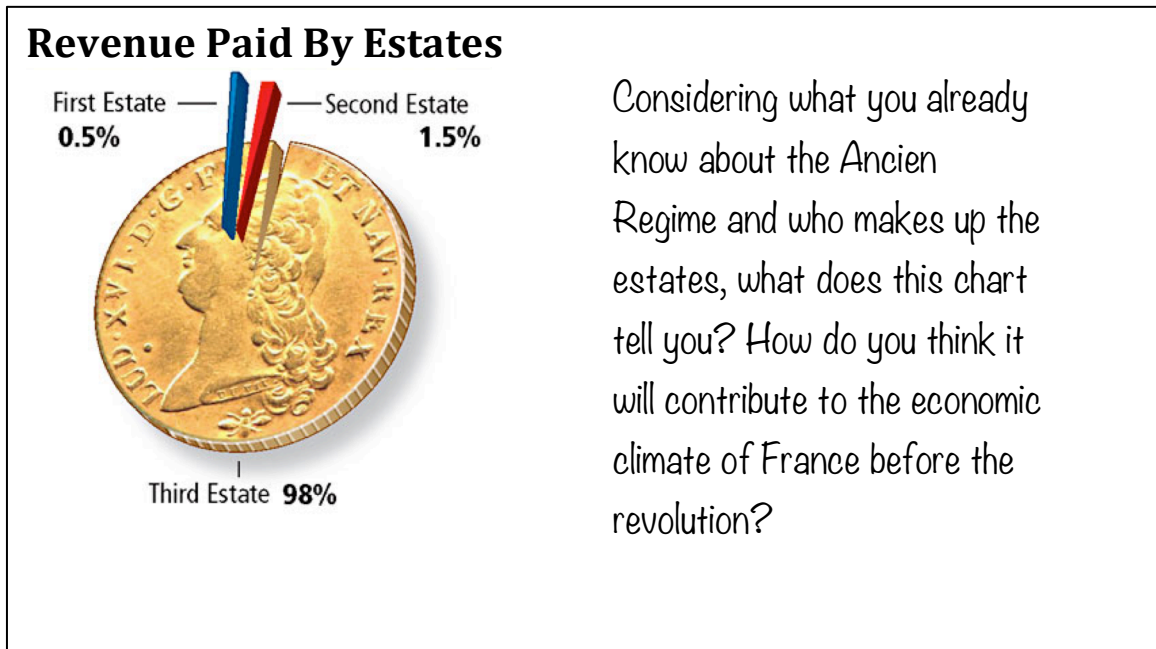
Essential Question/Guiding Question:

How can the economic climate of a country precipitate a move for change?

Objectives:

- **Students will be able to:**
 - Understand and describe *debt, supply and demand, and taxation* and use these ideas outside of the classroom.
 - Recognize why France was in the economic state that it was in prior to the French Revolution and why it was a contributing factor to the causes of the Revolution.

Do Now:



Step-By-Step Procedures:

*To see detailed procedures regarding the simulation, please see attached

1. (2 minutes) Students complete the Do Now on the board.
While students are working on that, the teacher gets materials ready for the simulation
2. (2 minutes) Discussion about the Do Now. Ask a few students to share what they wrote.
3. (3-5 minutes) Distribute "Economic Concept Self Assessment" and have students fill out
4. (5 minutes) Pass out simulation identities and explain the simulation to the students. Arrange them throughout the room.
5. (8-10 minutes) Begin Phase One of the simulation. Remind students to pay attention to what is happening.
6. (2 minutes) Ask students if their experience was fair and why or why not. Make sure that someone from each identity participates to get a variety of answers.
7. (2-3 minutes) Watch this clip (<https://www.youtube.com/watch?v=VrEbwLxOQQ>) on the tax reforms that were proposed and why they did not pass. Start clip at 1:00 and end at 3:00.
8. (2-3 minutes) Ask students, still in their identities, if they would be happy with the proposed tax reforms.

9. (8-10 minutes) Begin Phase Two of the simulation. Remind students to pay attention to what is happening.
10. (2 minutes) Ask students what they experienced. Make sure that someone from each identify participates to get a variety of answers.
11. (>1 minute) Instruct students to sit back in their seats.
12. (4-5 minutes) Working in pairs, students update their “Economic Concept Self Assessment”
13. (2 minutes) To close the class, students complete an exit ticket. They should write down what they learned during the simulation.

Closing Activity:

Exit ticket. Ask students what they learned about debt, taxation, and supply and demand.

Materials and Equipment Needed:

- White/Chalkboard
- Expo markers/chalk
- Computer
- Projector
- Plastic counters
- Baggies
- Name tags

Assignment:

Economic Concepts worksheet (see attached)

Assessment: (how will I evaluate student learning?)

Students will be assessed based on their participation in the simulation. They will also turn in the “Economic Concepts Self Assessment,” and their homework to be graded. The exit ticket that they will complete will also be considered in the participation grade.

Modifications for diverse learners (how does this lesson make accommodations?): Vocabulary sheet, word bank, extended time, pair share,

Name: _____ Period: _____ Date: _____

Directions: For each concept, write down what you think it means. After the lesson, use what you learned to complete the chart.

Concept	What I think it means:	What it means:	I know this because...
Supply			
Demand			
Debt			
Taxation			
Unemployment			

Pre-Revolution French Economy Simulation

Creator: Erin Slack

This simulation aims to show students how the social and economic situation in France led to the Revolution. Throughout this simulation, students will learn about taxation, debt, and supply and demand.

Setup: All students will be given an identity based on the social hierarchy in pre-revolutionary France. This is the breakdown:*

- 1 Student to represent King Louis XVI
- 1 Student to represent Marie Antoinette
- 1 Student to represent the First Estate
- 1 Student to represent the Second Estate
- 21 Students to represent the Third Estate
 - 5 of these students to represent the Bourgeoisie
 - 6 of these students to represent the Sans-culottes
 - 12 of these students to represent the peasants

Students will be given a nametag with their identity as well as small plastic discs to represent money. This is the breakdown of money:*

King Louis XVI and Marie Antoinette: Starts off with a bag of plastic counters (about 100 or so, or at least enough to visually represent a difference from everyone else), as well as many paper IOUs to represent their debt from the Seven Years war and the American Revolution.

First Estate: Starts off with small bag of plastic counters

Second Estate: Starts off with small bag of plastic counters

Third Estate, Bourgeoisie: Starts off with 50 plastic counters

Third Estate, Sans-culottes: Starts off with 25 plastic counters

Third Estate, peasants: Starts off with 10 plastic counters

After everything is given to the students, arrange them in the classroom by group. The King and Queen should have a large portion of the classroom to represent the palace. The First Estate should have a sizeable portion of the classroom since the clergy owned 10% of the land. The Second Estate should also have a sizeable amount of land since they lived on land that was maintained by peasants. The Third Estate should be noticeably crowded in the classroom since they made up 97% of the population.

*To cut down on class time, the name tags and plastic counters can be pre-separated and put into bags so that they just have to be distributed.

Phase One, Taxes: The teacher will act as a tax collector and employer for this phase of the simulation. Use this chart to properly move money: (8-10minutes)

Identity	Pays (in taxes and fees)	Receives
Monarchy	No taxes, but spend money* Pays off debts with large sums of money	Taxes from third estate
First Estate	No taxes	Taxes from peasants (10%)
Second Estate	A small % in taxes	Taxes from Peasants
Bourgeoisie	Taxes	Money from working (merchants, factory owners, professionals)**
Sans-culottes	Taxes	Money from working (when they were able to get work)**
Peasants	10% to church, rent and fees to second estate	Nothing

*The Monarchy should often give the teacher money, especially Marie Antoinette, to represent their overspending. They should also be paying off debt with large sums of plastic counters to represent the fact that by 1780, they had to spend half of what they collected in taxes to pay off their debts. The teacher should continue to give them paper IOUs when they run out of money

**The teacher should give the Bourgeoisie and some of the Sans-culottes (not all) money from working in the form 2-3 plastic counters .

Once this phase is complete, watch clip on financial reforms:

<https://www.youtube.com/watch?v=VrEbvwtLx0Q>

Start clip at 1:00, which begins with proposed financial reforms up to the calling of the estates general and the issues with taxing the poorest. Stop clip at 3:00.

Phase Two, Supply and Demand: This phase aims to represent how the poor harvests added to the economic climate by driving up the price of bread. (8-10 minutes)

Open up a bakery at the front of the classroom, using tootsie rolls (or other small candies/items) as a substitute for bread. Ask students to form a line to buy “bread.” They will use the plastic counters they have from phase one to buy at the price. If they choose to purchase, they take their “bread” and get back on line. Continue until all tootsie rolls have run out.

You will start with 50 tootsie rolls in a container. Once the shelf is empty, refill from the container. The less tootsie rolls, the higher the price.

Back Stock	For Sale	Price
30	20	2 plastic counters
15	25	3 plastic counters
5	10	5 plastic counters
0	5	10 plastic counters

After all of the “bread,” has been sold, ask students what they experienced during the this phase of the simulation.

Name: _____ Period: _____ Date: _____

Economics homework assignment

Directions: Answer the questions below based on previous lessons, as well as what you experienced during today's simulation.

1. What was did France participate in that depleted their treasury? _____

2. How did the ideology of divine right explain why previous French monarchs had no problem spending money? _____

3. What was Marie Antoinette's nickname among the poor French and why? _____

4. What Estate paid the most taxes? Was this a problem? Why or why not? _____

5. What Estate was exempt from paying taxes? _____
6. Why didn't any financial reforms pass? Who opposed them? _____

7. How did nature contribute to the economic problems? _____

8. What can you assume about the price of bread and why? _____

9. What is the relationship between supply and demand? _____

10. In your opinion, were there any short term fixes to the financial crisis to avoid revolution? Could anything be done? _____

Filler Lesson

The Revolution in an Assembly: Estates General and the Tennis Court Oath

Objective, Students Will Be Able To...

- Collect and organized information gathered from each station
- Understand the revolutionaries desire for change
- Identify different groups of the revolution

Description: In this lesson, students will learn about the first stages of revolutionary organization. The lesson will cover the calling of the Estates General and the Tennis Court Oath. To teach this lesson, a station activity will be used.

Media Lesson Plan

Unit Topic: French Revolution

Lesson: “The French Revolution Hits the Streets”

Rationale for the Lesson: In this lesson, students will learn about how the events moved from the tennis court to the streets of Paris and the countryside. Students have previously studied the meeting of the Estates General and the Tennis Court Oath, so they will now learn how a revolution can exchange hands. Throughout the lesson, students will examine three paintings and interpret the meaning behind each of them. At the end of the lesson, students will be able to identify three events that represent the French Revolution on the streets and who led those events. For homework, students will reflect on the what led to these events and recall what happened in a creative writing assignment.

Standards/NCSS Themes/Common Core:

▪ **Standards:**

6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

▪ **NCSS Themes:**

- *5. Individuals, Groups and Institutions:* Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups, and Institutions.

▪ **Common Core:**

- **RH 3.2.** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Essential Question/Guiding Question:

At what point does the desire for change move from an assembly to the streets?

Objectives:

- **Students will be able to...**
 - Examine primary source paintings in the context of the lecture.
 - Compare these three events (the Storming of the Bastille, the Great Fear, and the Women’s March) in regards to who was involved and where.
 - Apply the information from the lesson to a creative writing assignment.

Do Now:

“Veteran armies... have never performed greater prodigies [feats] of valor than this leader- less multitude of persons belonging to every class, workmen of all trades who, mostly ill-equipped and unused to arms, boldly affronted the fire from the ramparts and seemed to mock the thunderbolts the enemy hurled at them....”

What does this quote say about who is leading the fight for independence?”

Students will answer this question: “What does this quote say about who is leading the fight for independence?”

(quote from Keversau, a participant in the Storming of the Bastille)

Step-By-Step Procedures:

1. (2 minutes) Students complete the Do Now, which asks them to respond to the quote on the board.
2. (2 minutes) Teacher asks students to share some of their responses.
3. (6-8 minutes total) Teacher explains that the students will look at three pictures, one at a time, and write what they see in the pictures)
 - a. (2-3 minutes of the 10 minutes) Teacher shows first picture, which is the Storming of the Bastille .
 - b. (2-3 minutes of the 10 minutes) Teacher shows second picture, which is a painting that represents the Great Fear.
 - c. (2-3 minutes of the 10 minutes) Teacher shows last picture, which is of the Women’s March on Versailles.
4. (<1 minute) Teacher hands out note-taking organizer to help guide students throughout the lecture.
5. (30 minutes) Lecture on the Storming of the Bastille, the Great Fear, and the Women’s March on Versailles. Throughout the lecture, the Teacher checks for understanding by asking questions and reviewing material. Students fill out their organizer that will serve as their notes for the day.
 - a. (10 minutes) Lecture on the events leading up to the Storming of the Bastille and the aftermath.
 - i. (5 minutes) Teacher revisits the Storming of the Bastille painting and ask students to apply what they have just learned in the lecture to the painting. Teacher can use a foam board to magnify aspects of the projected painting for students to see clearly.
 - b. (5-6 minutes) Continue lecture, moving onto the Great Fear and the aftermath.

- i. (2-3 minutes) Teacher revisits the Great Fear painting and ask students to apply what they have just learned in the lecture to the painting. Foam board magnifier can be employed.
 - c. (10 minutes) Continue lecture, moving onto the Women’s March on Versailles and the Declaration of the Rights of Women and the Female Citizen.
 - i. (2-3 minutes) Teacher revisits the Women’s March painting and ask students to apply what they have just learned in the lecture to the painting. Implementation of the foam board may be necessary.
 - d. (<1 minute) Teacher ends lecture
6. (5 minutes) Discussion on what the causes of these events were. Ask students why they believe the desire for change spilled out onto the streets.
 7. (2 minutes) Students complete a 3-2-1 exit ticket and hands it to the teacher on the way out of class.
 8. (<1 minute) Students will also hand in their note-taking organizers to be graded for completion.

Closing Activity:

3-2-1 exit ticket:

3 Things you learned

2 Two things you thought were interesting and would like to know more about

1 question you still have

Materials and Equipment Needed:

- White/chalk board
- Expo markers/chalk
- Computer
- Projector
- PowerPoint (with images and minimal notes)
- Note-taking organizer
- Homework sheet

Assignment:

Creative Writing worksheet (see attached).

Assessment: (how will I evaluate student learning?)

Student learning will be evaluated on their participation during the lecture and through the ‘check for understanding,’ questions. Students will also be evaluated through their exit ticket. If they can reflect on the lesson by writing down three things they learned, two things that were interesting, and one question they still have, this will show that they learned something during the lesson. The note-taking organizer will also be evaluated (for completion) to show that the students were present during the lecture.

Modifications for diverse learners (how does this lesson make accommodations?): vocabulary sheet, graphic note organizer for reference, additional time for homework or organizer sheet, pair-share.

Name: _____ Period: _____ Date: _____

Directions: Fill out this chart throughout the lecture, this will serve as your notes for the day.

Event (+Date)	What happened?	Who were the participants?	What was the outcome?



The Fall of the Bastille, by Claude Cholat



Burning chateaux's in the countryside as peasants riot during the Great Fear



An illustration of the Women's March on Versailles

Filler Lesson

Towards a Constitution: the Declaration of the Rights of Man and Citizen

Objectives, Students Will Be Able To:

- Extract information from three primary sources and compare them.
- Conclude why similarities exist between declarations of independences.
- Understand that basic human desires transcend across time and cultures.

Description: This lesson will explore the similarities and differences between three different Declarations. Students will be given just the text (no indication which is which) from the American Declaration of Independence, the French Declaration of Rights of Man and Citizens, and Vietnamese Declaration of Independence, and will engage in a jigsaw activity. Through this activity, students will see how similar these documents are.

Primary Source Lesson Plan | Erin Slack

Unit Topic: French Revolution

Lesson: The beginning of the Reign of Terror

Rationale for the Lesson: This lesson will cover the beginnings of the radical phase of the French Revolution, known as the Reign of Terror. Students will examine primary sources to gain an understand of why this terror was carried out. Most important, students will discover and address the question of whether the needs of society are more important than the needs of the individual.

Standards/NCSS Themes/Common Core:

- **Standards:**

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

- **NCSS Themes:**

Power, Authority, and Governance: Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance

- **Common Core:**

RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Essential Question/Guiding Question:

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good (i.e. the needs of society)?

Objectives:

- **Students will be able to:**
 - Identify and analyze the components of a primary source document (what it is, who wrote it, when was it written, why was it written, what is the authors point of view, etc.)

- Connect the guiding question to recent events
- Take a side on the essential question based on their analysis and discussion of primary sources.

Do Now:

Students will come into class and address the question posed on the board:

“Terror is only justice: prompt, severe, and inflexible; it is less a distinct principle than a natural consequence of the general principle of democracy, applied to the most pressing wants of the county.”

What does this quote mean?

The quote is by Robespierre, on justifying the use of terror against “enemies,” of the republic.

Step-By-Step Procedures:

1. (2-3 minutes) As students file into class, they will complete their do now.
2. (2 minutes) Ask students to share what they wrote for their Do Now
3. (2 minutes) The lesson will be introduced (The Reign of Terror) to the students, and the teacher will explain what the rest of the lesson will look like (hook exercise, primary source investigation, discussion, and closure).
4. (3-4 minutes) The teacher distributes a hook exercise on the Reign of Terror. The instructions will be read aloud and then the teacher asks if there are any questions regarding them. The instructions state that students will work individually to answer the questions, and then will work with a partner to discuss what they chose.
5. (3 minutes) Students read and complete the exercise alone.
6. (5 minutes) After completing the exercise alone, students should partner up to compare answers. During this time, the teacher will equally distribute **Document A** and **Document B** face down (as to not distract them for their partner work). The documents should be given out in such a way that half the class has Doc A and half has Doc B, and that each person has someone with either document close to them.
7. (1 minute) The teacher distributes the graphic organizer for students to use in conjunction with their primary sources.
8. (5 minutes) The class reconvenes to go over the hook exercise. All five scenarios will be discussed briefly, and students will give their opinions on all of them. Teacher asks students why they believe a particular scenario addresses the needs of the individual/group and whether or not it can be the

other way around.

9. (2-3 minutes) After the discussion, the teacher explains the primary source activity and opens the floor to any questions.
10. (2-3 minutes) Each student reads the document that was distributed earlier. The teacher walks around and is available for any clarification on documents (this might include definitions of words, clarification on the questions).
11. The teacher will also pose a question on the board while the students are working (“Whose needs are more important, society or the individual?”)
12. (1 minute) Once students have been able to look at their document, they partner up with another student that has the same document. They should discuss their findings and ultimately decide whether the author/s of the document believed that the needs of the individual or the needs of society were more important. This should be recorded in the graphic organizer.
13. (2-3 minutes) Students then pair with a student who has a different document. Each student will present their findings from their document, including answering the questions at the bottom of the text. As the student is presenting, the other student should be writing down the information on their graphic organizer.
14. While the students work in partners, the teacher walks around the classroom to be available for clarification, as well as to see that students are participating.
15. (1 minute) Each pair of students should then come to a consensus of the question of Society vs. Individual rights and be prepared to discuss as a class.
16. (2-3 minutes) Students present their stance to the class and give their rationale.
17. Questions the teacher may ask: *Is this always a one sided answer? Would this change over time? What groups of people would favor either side? Is there a happy medium between the two?*
18. (5-8 minutes) Teacher gives a mini-lecture on how the primary source exercise relates to the Reign of Terror.
19. (2 minutes) To close the lesson, students will complete an exit ticket. They will write three things they learned, and then one question they still have. The questions can either be a clarification from the lesson, or other questions they have about the subject matter in general. They will hand in the ticket before leaving the classroom.

Closing Activity: Exit ticket. Students write down three things they learned and one question they still have. The teacher will review the tickets before the next day and address any questions/clarifications that students still have.

Materials and Equipment Needed:

- Hook exercise worksheet
- Document A worksheet
- Document B worksheet
- Graphic organizer Worksheet
- White/chalk board
- Expo markers/chalk

Assignment: King Louis XVI Trial creative writing assignment (see attached)

Assessment: (how will I evaluate student learning?) In addition to assessing students based on their participation in class (including their involvement in discussion, as well as working in partners), students will complete an exit ticket in which they will list three items they learned and one questions based on the lesson. This will give the teacher an idea of what things stuck with the students, and what needs more clarification. Questions should be addressed next day.

Modifications for diverse learners (how does this lesson make accommodations?): Pair share, vocabulary sheet, graphic note organizer for reference, additional time for homework

Name: _____ Period: _____ Date: _____

Hook Exercise: Reign of Terror

The individual or the society: whose needs are more important? Whenever people live together in a small community or a large nation, some compromise is needed between the needs of one versus the needs of the group.

Consider each of the following situations. Decide whose needs are more important, the individual's or the groups? Check the box that matches you position, then meet with your partner. Be ready to discuss with the class.

Scenario	Individual Is More Important	Group Is More Important	Reason
An air traveler going through security is required to take off her shoes, put toiletries in plastic bags, and submit to a random full-body scan by a female security officer.	<input type="checkbox"/>	<input type="checkbox"/>	
A high school wrestler is required to take a urine test before his state tournament match to see whether he has been taking drugs.	<input type="checkbox"/>	<input type="checkbox"/>	
A war protester is arrested and taken to jail for refusing to leave a public park after curfew.	<input type="checkbox"/>	<input type="checkbox"/>	
The government deports a law-abiding high school student who had lived illegally in the United States since the age of two.	<input type="checkbox"/>	<input type="checkbox"/>	
A principal refuses to allow publication of a student's controversial article in the school newspaper.	<input type="checkbox"/>	<input type="checkbox"/>	

Document A

Source: Maximilien Robespierre, *Report on the Principles of Public Morality*, speech to the National Convention, February 5, 1794

Note: Maximilien de Robespierre was perhaps the most famous French Revolutionary. Educated as a lawyer, he believed in Rousseau's teaching that the right to govern comes from the people. Robespierre also held the belief that all people should be able to vote. He dreamed of making France a constitutional republic rather than a monarchy. He was one of the architects of the Reign of Terror.

"Citizen-representatives of the people.

...In order to lay the foundations of democracy among us and to consolidate it, in order to arrive at the peaceful reign of constitutional law, we must finish the war of liberty against tyranny and safely cross through the storms of the revolution: that is the goal of the revolutionary system which you have put in order. You should therefore still base your conduct upon the stormy circumstances in which the republic finds itself...

Social protection is due only peaceful citizens; there are no citizens in the Republic but republicans. The royalists, the conspirators are, in its eyes, only strangers or, rather, enemies...Are not the enemies within the allies of those without?...

We must smother the internal and external enemies of the Republic or perish" ...

Guided Questions:

1. Whom should the government protect, according to Robespierre?
2. How could this document be used to argue that the Reign of Terror was justified?
3. Who does Robespierre believe is more important, the needs of the individual or the needs of the society?

Document B

Source: United States Bill of Rights, ratified December 15, 1791

Note: The Bill of Rights refers to the first ten amendments to the United States, which enumerates freedoms not explicitly indicated in the body of the Constitution. Some members of congress did not support including a Bill of Rights in the constitution, while others thought it was necessary.

Amendment I: Congress should not say that the nation has only one religion, or tell people they cannot practice a religion of their own choice; it should not tell people what to say or what to write in the press; it should not tell people they can get together to protest peacefully, and to write to the government to complain about a decision that has been made.

Amendment II :The right for the government to organize an army, and for individual citizens to own and use guns, should not be taken away.

Amendment III: No soldier, when there is peace, should live in a house without the owner saying it's okay. If there is a war, then the soldier needs to follow the law about living in other people's houses.

Amendment IV: Search warrants (specific permission) shall be necessary for any search of a person's house or belongings. Officials must present good evidence as to why the warrant should be given.

Amendment V: The rights of a person accused of a crime must include an official statement about the crime, and a person may not be tried twice for the same specific criminal incident. All of the steps of the must be followed in order to punish a person or take away their property.

Amendment VI: A person accused of a crime has the rights to a fair trial by a jury, to question witnesses for or against him or her, and to be provided a lawyer if he or she cannot afford one.

Amendment VII: In civil suits (not criminal) that involve property more than twenty dollars, a jury trial may be requested.

Amendment VIII: Bail should never be set too high, and punishments should never be cruel and unusual.

Amendment IX: Any right not listed in the Bill of Rights is not necessarily denied to the people.

Amendment X: Any power not given to the United States or to the individual states is reserved for the people.

Guided Questions:

1. What does the Bill of Rights protect?
2. Why do you think Congress felt the need for specific rights to be clearly articulated?
3. Would the authors of this document think that the needs of the individual or the needs of society were more important?

Name: _____ Period: _____ Date: _____

Society or the Individual

Document A

Document B

Whose needs are more important?

Filler Lesson

The Reign of Terror Day 2: March of Tuileries and the Creation of the National Convention

Objectives, Students Will Be Able To...

- Identify the difference between the Directory and the previous form of government
- Compare and contrast the Directory to the monarchy it replaced
- Analyze France's progress in terms of revolutionary success (Was this the new government the revolutionaries had in mind)

Description: In this lesson, students will learn about the Directory as a form of government. They will be lectured on how the directory was different from the government it replaced and how ineffective it was. After the lecture, there will be a compare and contrast Venn diagram assignment based off of this lecture and the previous days lectures. This will be used as a check for understanding tool in order to mark whether or not they fully understand the differences.