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## French Revolution [10th grade]

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*Education Department*

*Understanding by Design Curriculum Units*

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*Trinity University*

*Year 2006*

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French Revolution

Jenna Smith  
Trinity University,

# UNDERSTANDING BY DESIGN

## Unit Cover Page

**Unit Title: You Say You Want a Revolution**

**Grade Level: 10<sup>th</sup> grade**

**Subject/Topic Area(s): French Revolution**

**Designed By: Jenna Smith**

**Time Frame: 4 weeks; A/B Schedule**

**School District: North East Independent School District**

**School: Ronald Reagan High School**

**School Address and Phone:**

**19000 Ronald Reagan  
San Antonio, TX 78258  
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### **Brief Summary of Unit (Including curricular context and unit goals):**

The students will recognize that there are many different causes that can lead to a revolution. The students will know the different causes of the French Revolution and the effects of that revolution.

The students will explore what the French citizens desired to gain from the revolution. There should be an understanding the results of a revolution may or may not have an effect on the lives of citizens.

Revolutions do not always equal immediate progress, which is mirrored in the aftermath of the French Revolution. The performance assessment design will give the students to start a revolution where they think a revolution would result in progress. The purpose of this assessment is to think critically about what should be valued in a leader, what rights people deserve to have, and to think about how revolutions begin and can eventually have a lasting impression.

## STAGE 1 – DESIRED RESULTS

### Content Standard(s)

1A identify the major eras in world history and describe their defining characteristics

1B identify changes that resulted from important turning points in world history

1C apply absolute and relative chronology throughout the sequencing of significant individual events and time periods

2A identify elements in contemporary situations that parallel a historical situation (American Revolution vs. French Revolution)

8A identify causes and evaluate effects of major political revolutions

8B summarizing the ideas from the American and French revolutions concerning separations of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism

15A explain the impact of parliamentary and constitutional systems of government on significant world political developments

### Students will understand that...

- There are many different causes that can lead to a revolution.
- Results of a revolution may or may not have an effect on the lives of citizens.
- Revolutions do not always equal immediate progress, which is mirrored in the aftermath of the French Revolution.

### Essential Question(s)

- What causes a revolution?
- Do revolutions improve the lives of citizens?
- Does change equal progress?
  - Should there be a written document to declare a revolution?
  - Are all dictators successful?
  - Would a revolution equal progress?

### *Students Will Know...*

- 1) The main causes that led to the French Revolution.
- 2) The development of events that led to the French Revolution including the Old Regime make-up, the storming of the Bastille, the condition of the monarchy, and the financial stability of France.
- 3) The significance of the Enlightenment
- 4) The roles played by the people involved in the French Revolution including: Louis XVI, Marie Antoinette, Olympe de Gouges, Robespierre, Danton, Marat.
- 5) The issues surrounding the events of the French Revolution including National Assembly, *Declaration of the Rights of Man*, Great Fear, Committee of Public Safety, conscription, Reign of Terror, Legislative Assembly, National Convention, the Republic.
- 6) The events that led to Napoleon Bonaparte's reign, the Directory, Consuls, and the coup d'etat.
- 7) The reign of Napoleon, Plebiscite, Concordat, Napoleonic Code, Battle of Trafalgar, Continental System, Peninsular War, Invasion of Russia, Waterloo, banishment to St. Helena and Elba, and the Congress of Vienna.

### ***Students Will Be Able To...***

- 1) **Apply** absolute and relative chronology through the sequencing of significant individuals, events, and time periods with the significant events leading to the French Revolution and the events that defined the French Revolution.
- 2) **Create** a brochure starting a revolution in a country where there is currently a dictator.
- 3) **Analyze** cause and effect relationships of the Old Regime, the monarchy, France's financial status, and the Enlightenment thinkers to the French Revolution.
- 4) **Analyze** information by **comparing** and **contrasting** the Declaration of Rights of Man and American Declaration of Independence and the American and French Revolution.
- 5) **Apply** absolute and relative chronology through the sequencing of significant individuals, events, and time periods with the significant events during Napoleon Bonaparte's reign.

## STAGE 2 – ASSESSMENT EVIDENCE

### **Performance Task**

#### ***You Decide?***

Rank ten current dictators with number one being the worst dictator and ten being the best. The students will choose five items to become the criteria for determining the order of the dictators. The students will justify why this criteria will aid them in discovering their top ten lists. Once the students place their information on a decision making matrix and discover the dictator who is number one on their list, they will be asked to agree or disagree with the outcome of their matrix. They will then be responsible for justifying why or why not this is the number one dictator in the world today.

#### **Key Criteria:**

**Decision Making Matrix:** Matrix is filled in completely, the criterion is specific, and the dictators are ranked accordingly.

#### **Rubric Titles:**

**Dictator Decision Making Matrix**

**Dictator Reaction Assessment**

**Dictator Reaction Rubric**

#### ***Would a revolution equal progress?***

In pairs, students will pick one country where a revolution would result in progress and one country where a revolution most likely would not result in progress. They will create a brochure that will explain who is starting the revolution. The students will explain why a revolution would be needed in their country. The first paragraph will be written that will resemble a document that would explain why they are starting a revolution. This paragraph will resemble the United States' Declaration of Independence or France's Declaration of Rights of Man. The students will also create a political cartoon, poem, drawing or something of their choice to depict a form of oppression or injustice in that country. The students will use this document to justify why they selected their countries.

**Key Criteria:** Brochures include specified information, brochure is well organized, and brochure clearly explains why a revolution would eventually result in progress.

<p><b><u>Rubric Titles:</u></b>  <b>Brochure Self Assessment</b>  <b>Brochure Group Assessment</b>  <b>Revolution Brochure Rubric</b></p>	
<p><b>Rubric Titles</b></p>	
<p>Political Cartoon Rubric  Dictator Reaction Rubric  Revolution Brochure Rubric</p>	
<p>Self-Assessments</p>	<p>Other Evidence, Summarized</p>
<p>Dictator Reaction Rubric  Brochure Self Assessment</p>	<ul style="list-style-type: none"> <li>• Chapter 20 vocabulary quiz</li> <li>• Political Cartoon</li> <li>• Revolutionary Group Assessment</li> <li>• French Revolution Movie Worksheet</li> <li>• Quiz over French Revolution.</li> <li>• French Revolution Essays</li> <li>• Interactive Homework</li> <li>• Exit Slip: Was the French Revolution worth it? Is Napoleon an effective leader or not?</li> <li>• Comparing the French and American Revolution</li> <li>• French Revolution Test</li> </ul>
<p><b>Stage 3: Learning Activities</b></p>	
<p><b>Day one (A/B): Causes of the French Revolution</b></p> <ul style="list-style-type: none"> <li>• Chapter 20 vocabulary quiz</li> </ul> <p>Introduction:  Explain that for the next four weeks we will be studying the French Revolution. Introduce whom John Lennon is and that he was a Beatle. Ask questions like “Who were the Beatles,” “What was happening in the world at the time of the Beatles,” and so on. Place Lennon’s <i>Revolution</i> song lyrics on the overhead so it will be easier for the students to hear the song you are about to play. Tell the students to listen for Lennon’s point of view about revolutions. Play the song. After the song talk to the students about the song and read a summary detailing why Lennon wrote the song. <b>Introduce essential question #1, What Causes a Revolution?</b> Lead the students into a discussion about what causes a revolution and write their ideas on the board.</p> <ul style="list-style-type: none"> <li>• Define revolution.</li> <li>• Handout the graphic organizer for their notes and begin the notes.</li> <li>• Show map of Reagan to show the population differences among the Three Estates.</li> </ul>	

- Read the eyewitness accounts about the Estates' conditions during the revolution.
- Think-Pair-Share about the questions on their graphic organizer and then discuss their answers as a class.
- Model political cartoons from that time period.
- **Assessment:** Students will create a political cartoon that depicts one or more of the causes of the revolution. The students will be given a rubric for this assignment.

### **Day two (A/B): What happened?**

Collect political cartoons.

Introduction: Introduce the movie, *Newsies* and explain the clip they are watching. Compare the movie to the causes of the French Revolution. Explain that today we are going to talk about the French Revolution.

- View and take notes from the power point detailing the events that took place during the Revolution.
- In groups the students will be handed a biography of a contributor during the revolution.
- As a group the students will create a news report or another form of a skit detailing how this person affected the revolution.
- Assessment: Revolutionary Group Assessment.

### **Day three (A/B): French revolution video**

Students will fill in a worksheet as they watch the movie, *The French Revolution*

### **Day four (A/B): Comparing the French Revolution to the American Revolution**

Quiz over French Revolution.

Introduction: Review the people that were discussed the day before. Then begin, with the phrase, Does the French Revolution remind you of another event you have studied?

Talk about how the French and the American Revolution are similar.

Read out loud as a class the opening paragraphs of the *Declaration of Independence* and the *Declaration of Rights of Man*. Talk about the similarities.

Hand out the graphic organizer to compare the two revolutions.

On the overhead, fill in the French Revolution side as a class.

Then have students with a partner use their textbooks or memory to fill in the American Revolution side of the graphic organizer.

Review their answers as a class.

**Assessment:** Write a one-page essay explaining why both France and America decided to start their revolutions. Their essays must state what ideas influenced both revolutions such as the writings of Locke or Hobbes.

### **Day five (A/B): Napoleon**

Collect French Revolution Essays.

Introduction: Introduce Napoleon by showing a picture of him and talk about his height. Show a map that will show where he was born and where he will die.

- Students will create a timeline of Napoleon's reign in France.

- Place students into groups of no more than four.
- Give each group an envelope that contains 12 cards in no particular order.
- Explain that the cards need to be put into chronological order and that they detail the important details of Napoleon's reign.
- Handout a blank timeline where the student's can fill in the title to each event, write out the significant event, and will be able to draw a picture to symbolize the event.
- Set the timer for fifty minutes, if students do not finish the assignment is over.
- The last part of class, talk about what makes a Napoleon a good leader and talk about if his reign is what the citizens fought for in the French Revolution.
- **Assessment:** Students will turn in individual timelines.
- **Exit Slip:** Was the French Revolution worth it? Is Napoleon an effective leader or not?
- Handout Interactive Homework.

### **Day six (A/B): Performance Assessment and Interactive Homework Due**

As students arrive, advise students to sit by a partner of their choice.

Talk about their interactive homework and discuss what they believe are some qualities of an effective leader.

Hand out the performance assessment packet.

Talk about that in the *Parade Magazine* each there is a segment devoted to ranking the ten worst dictators in the world.

Ask the students about how they think they choose who the worst dictators are. Lead to the idea that they may have a way of ranking through various criteria.

Explain to the students that they will be ranking the top ten dictators and they will have to choose their own criteria. Limit the criteria to five.

Model the decision-making chart on the overhead to clarify how they will rank their dictators.

Once the students finish up ranking the dictators, show them what the order of the same dictators in the magazine.

Then move to the second half of the performance assessment.

### **Introduce: Do revolutions improve the lives of citizens?**

As partners, ask the students to choose one country to start a revolution that would result in progress.

Explain how they will display their information in a brochure.

They will also use the Internet to research their countries. Make sure they only go to the sites listed in their packets.

### **Day seven (A/B): Finish performance assessment.**

### **Day eight (A/B): Review for test.**

Students will work on review sheet individually.

Numbered Heads review game.

### **Day nine (A/B): French Revolution Test**