



**Literacy Design
Collaborative**

The French Revolution

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The French Revolution module is designed to expose sophomore World Studies students to the difficulties of establishing democratic governments. Students will examine the French Revolution's excesses, their suppression of minority rights, and the dangers of mob rule and tyrants. In addition, this module is designed to introduce students to essential common core reading and writing skills including: paraphrasing and summary writing, analyzing different types of sources, recognizing and interpreting arguments, and developing research skills by accessing online databases and determining the reliability of sources. In this unit students will write a formative assessment essay on the causes of the French Revolution. This unit's skills are designed to prepare students for writing an informational/explanatory essay the following unit on the Industrial Revolution.

GRADES

10

DISCIPLINE

 **Social Studies**

COURSE

 **World Studies**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational documents on the French Revolution, write an essay in which you explain the causes of the French Revolution. Support your discussion with evidence from the texts.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2

Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10

By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other

information and examples.

W.8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e

Establish and maintain a formal style.

W.8.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented

W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a

Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.9.b

Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

W.8.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Texts

 [World_Studies_Formative_Writing_Assessment_2015-201620150624-3-1qu3y1l.pdf](#)

Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt but lacks focus or is off task. D: Attempts to address additional demands but lacks focus or is off task.	Addresses prompt appropriately but with a weak or uneven focus. D: Addresses additional demands superficially.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a controlling idea, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research (when applicable)	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Not provided

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

TEACHER INSTRUCTION > STUDENT NOTE TAKING :

Reading Process

PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ACTIVE READING > ANNOTATION: Students read and annotate difficult primary source material.

Transition to Writing

POST-READING > GATHERING EVIDENCE: Students evaluate 10 Internet resources on the French Revolution, ranking each source from best to worst.

Writing Process

SUMMARY WRITING:

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
Not provided	TEACHER INSTRUCTION > STUDENT NOTE TAKING:	STUDENT NOTE TAKING FROM LECTURE Students will take notes of a teacher lecture, for 10-15 minutes several times a week. The teacher presentation will be supported by a computer based slideshow, which includes text and visuals. This historical background information will be important to aid students in reading difficult primary source documents.	Not Provided	<ol style="list-style-type: none"> 1. Teacher explains the importance of note taking for students' academic success, especially as notes can be used to study for tests and support writing. 2. Teacher delivers lecture, along with two to three slides of information. 3. Students to copy as notes and discuss issues related to lecture.
Additional Attachments:				
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Reading Process				
Not provided	PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions.	THIEVES PRE-READING STRATEGY Look at the assigned section of your textbook. Try the THIEVES pre-reading strategy, designed to help you "steal" information before you actually begin reading the chapter.	Not Provided	<ol style="list-style-type: none"> 1. Teacher explains the 6 steps in the THIEVES strategy. 2. Teacher models each step of the THIEVES strategy from a section of the textbook. 3. Students are assigned a section of the textbook and employ the THIEVES strategy prior to reading the text. <p>The THIEVES pre-reading strategy was created by Suzanne Liff Manz. It was published in The Reading Teacher Volume 55 Number 5 in February of 2002.</p>
Additional Attachments:				
 Thieves Text Preview Handout				
30 mins	PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions.	FRENCH REVOLUTION VOCABULARY PRE-READ Students will be exposed to vocabulary from the French Revolution for the first time and asked to place terms in categories. At the end of the assignment, students will be asked to explain their categories and rationale for placing students in specific categories.	Not Provided	The lesson incorporates one of the Core Six Essential Strategies, compare and contrast.

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Additional Attachments: 			
<i>Not provided</i>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>CORNELL NOTE TAKING Student view a model of Cornell Note taking notes for first textbook section "The Greek Roots of Democracy", pages 10-13. Class reads this first section with Cornell model.</p> <p>Student take notes from textbook section, The French Revolution, using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.</p> <p>Students check how well they read by accessing Socrative questions on Greece and Rome on their Chromebook.</p>	Not Provided	<ol style="list-style-type: none"> 1. Teacher asks students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? Elicit class answers. Teacher explains the importance of taking good notes to be successful in World Studies. 2. Teacher handouts Model of the Cornell Note Taking sheet. Teacher identifies and explains the different parts of Cornell Not taking including: <ul style="list-style-type: none"> • Topic/Objective • Essential Question • Questions • Notes • Summary 3. Class reads the first section on The Eve of the Revolution, pages 108 -113 with Cornell model in front of them. Class discusses key ideas in the section. 4. Teacher passes out a blank Cornell note taking sheet. Students are assigned to read the second section of the text book on the "The French Revolution Unfolds , pages 114-119 5. Students take Cornell Note Taking Sheet on the section on the French Revolution. 6. Students go on-line to Socrative website to check how well they read by answering questions about The French Revolution.
	Additional Attachments:  			
<i>Not provided</i>	<p>ACTIVE READING > ANNOTATION: Students read and annotate difficult primary source material.</p>	<p>STUDENT ANNOTATION OF DECLARATION OF RIGHTS OF MAN ... Students will annotate excerpt from The Declaration of the Rights of Man and Citizen, from the French Revolution's National Assembly.</p>	Not Provided	<ol style="list-style-type: none"> 1. Teacher shows model of annotating the primary source document, Pericles' Funeral Oration. 2. Teacher hands out annotation document, with key symbols. 3. Teacher handouts Declaration of Rights of Man and Citizen, and models how to annotate first side of Declaration. 4. Students annotate second side of Declaration of Rights of Man and Citizen excerpt. 5. Teacher debriefs with students, asking them to share their annotation and responding to questions.
	Additional Attachments:  			
<i>30 mins</i>	ACTIVE READING >	READING PRIMARY	Not Provided	Not Provided

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PACING	SKILL AND IDENTITY DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
	Students read and annotate difficult primary source material.	Students will read and annotate two primary sources related to the French Revolution. The assignment is designed to help them contextualize primary sources and understand the central ideas of primary sources.		
<p>Standards:</p> <p>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 studies.</p> <p>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.</p> <p>RH.9-10.1 : Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p>				
<p>Additional Attachments:</p> <p> Reading Primary Sources.pdf</p>				
Transition to Writing				
<i>Not provided</i>	<p>POST-READING > GATHERING EVIDENCE: Students evaluate 10 Internet resources on the French Revolution, ranking each source from best to worst.</p>	<p>RANKING INTERNET RESOURCES</p> <p>In this activity, students explore 10 Internet resources on the French Revolution. Students rank these 10 sources from best to worst in terms of accuracy and reliability. In addition, once students rank the list of sources they reflect on evaluating Internet resources.</p>	Not Provided	<ol style="list-style-type: none"> 1. Teacher opens discussion of what students think make a good internet resources for the purpose of researching a historical event. 2. Students use Chromebooks to explore 10 Internet resources on the French Revolution (using handout). 3. Students rank these 10 resources by taking notes on the positive and negative features of each source. 4. Once students complete their ranked list, each student uses the evaluation questions to reflect on what makes a good internet source. 5. In whole class discussion, students share lists. Teacher leads discussion of evaluating Internet sources.
<p>Additional Attachments:</p> <p> Ranking Internet Resources Activity and Reflection Sheet</p>				
<i>1 hr and 30 mins</i>	<p>POST-READING > GATHERING EVIDENCE: Students evaluate 10 Internet resources on the French Revolution, ranking each source from best to worst.</p>	<p>HYSTERY MYSTERY - GALE DATABASE SEARCH</p> <p>Students will access Gale Database to discover new information about the French Revolution. During this process, students will become familiar with the database and a variety of resources that it offers.</p>	Not Provided	<ol style="list-style-type: none"> 1. Use the projector to display the Gale Database in front of the class. Familiarize students with the Database's search tools. 2. Give students the History Mystery handout and enough time to complete the research assignment. Students will use Chromebooks to navigate through the database to read and question sources, then answer content-related questions. 3. Following this activity, lead students in a class discussion. Bring students' attention to the different kinds of historical sources on the database. Also discuss

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PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				the reliability of their research strategies they implemented during the activity.
Additional Attachments:				
 History Mystery Handout				
Writing Process				
<i>Not provided</i>	SUMMARY WRITING:	SUMMARY WRITING After reading the Declaration of the Rights of Man and Citizen, write paragraph in which you paraphrase the main ideas in the order they are presented.	Not Provided	Not Provided
<i>50 mins</i>	SUMMARY WRITING:	FRENCH REVOLUTION FORMATIVE WRITING ASSESSMENT After reading informational documents, write an essay in which you explain the causes of the French Revolution. Support your discussion with evidence from at least three documents.	Not Provided	Students will be given the writing prompt and informational texts at the beginning of a class period. They will have the entire period to write the formative essay.
Standards:				
WHST.9-10.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
Additional Attachments:				
 World Studies Formative Writing Assessment 2015-2016.pdf  Informational World Studies Writing Rubric.pdf				
<i>Not provided</i>	SUMMARY WRITING:	SUMMARY WRITING Write a summary on one of the sections from the textbook addressing "The Age of Napoleon". Students will implement summary rules into their work, then participate in an in-class Hunger Games "competition" in which students evaluate what makes a strong summary.	Not Provided	<p>STEP 1: Each student reads one section from Chapter 3 sec.4 ("The Age of Napoleon") in World History: The Modern World:</p> <ul style="list-style-type: none"> • Napoleon Rises to Power (teacher does this section to model the assignment and give sample Summary) • Napoleon Reforms France (p. 129-30) • Napoleon Builds an Empire (p.130-132) • Napoleon's Empire Faces Challenges (p.132-133) • Napoleon Falls from Power (p. 134-135) <p>STEP 2: After reading their assigned section, each student writes a Summary about the section following the "Summary Writing Rules" template</p>

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
				<p>STEP 3: Best Summaries Competition (use ppt)</p> <ol style="list-style-type: none"> 1. Students share their summary with one other person (make an “alliance”). Choose the best summary to continue the competition with. (“alliance” - 2 people) 2. Alliance forms a group - each group brings the 2 best summaries together and chooses one. The best summary will continue on to the next phase. (“team” - 4 people) 3. Form a larger group to compare the 2 best summaries. Best summary wins (“sponsors” - 8 people) <p>STEP 4: Share the best summaries for each Chapter section on Projector. Discuss writing styles, strengths, and citations.</p>
<p>Additional Attachments:</p> <ul style="list-style-type: none">  Summary Hunger Games.pptx  NapoleonSummaryWritingRulesandTemplate(1).pdf 				

Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

No resources specified

Teacher Reflection

Not provided

All Attachments

 **World_Studies_Formative_Writing_Assessment_2015-201620150624-3-1qu3y1l.pdf :**
<https://s ldc.org/u/895w0szpvu1noa10aslhoj4hg>

The French Revolution (1789–1799) was a period of ideological, political and social upheaval in the political history of France and Europe as a whole, during which the French polity, previously an absolute monarchy with feudal privileges for the aristocracy and Catholic clergy, underwent radical change to forms based on Enlightenment principles of republicanism, citizenship, and rights. These changes were accompanied by violent turmoil, including executions and repression during the Reign of Terror. The French Revolution (French: *Révolution française* [ʁevolysjɔ̃ fʁɑ̃sɛz]) was a period of far-reaching social and political upheaval in France and its colonies beginning in 1789. The French Revolution: Crash Course European History #21. The French Revolution: Crash Course World History #29. The French Revolution In A Nutshell. What caused the French Revolution? - Tom Mullaney. Ten Minute History - The French Revolution and Napoleon (Short Documentary). Transcription. Contents. The French Revolution, also known as the Revolution of 1789, was the revolutionary movement that shook France between 1787 and 1799 and reached its first climax in 1789. Hence the conventional term "1789 Revolution", which denotes the end of the Old Regime in France and also serves to distinguish that event from the later French revolutions of 1830 and 1848. When was it: From 07/14/1789 to 09/11/1799. Where was it: France. What was the French Revolution? The French Revolution was a period of social and political upheaval in France that lasted from the storming of the Bastille on 14 July 1789 to the Coup of 18 Brumaire on 9 November 1799. The revolution saw the Third Estate - the middle and lower classes - overthrow the Kingdom of France in 1789 and replace it with a constitutional monarchy, later storming the Tuileries Palace in 1792 and creating a republic when King Louis XVI of France attempted to flee to Flanders. King Louis and his wife Marie