

The French Revolution

Assignment due	
<p data-bbox="203 394 685 426">Homework/Assignment/ Attachments</p> <p data-bbox="203 537 673 821">There will be a number of homeworks that differentiate the assignment into either required and/or plus-optional. Students who complete all the Required "plus-optional" assignments, and pass them in on time (or return from an absence) during the Unit will receive an extra credit test grade of 100.</p> <ul data-bbox="251 856 706 1854" style="list-style-type: none">● Students who only complete the required will receive the same 100 homework grade as those who complete the Required "plus-optional"● "Plus-optional"<ul data-bbox="349 1073 706 1854" style="list-style-type: none">○ Every assignment in the unit MUST be submitted <u>on time</u> (unless SSA or excused absence, then their respective absence policy applies)<ul data-bbox="446 1289 706 1493" style="list-style-type: none">■ SSA-work should be turned in either before your scheduled absence or the day you return○ A single missing/late assignment in the unit disqualifies you from the extra credit○ Depth of notes is the expectation○ If Cornell:<ul data-bbox="446 1751 706 1854" style="list-style-type: none">■ Depth of content on the right of margin	<p data-bbox="734 247 1031 279">Class video: click here</p> <p data-bbox="734 321 1144 352">Homework Due: Tuesday, 12/02</p> <p data-bbox="734 394 844 426">Required</p> <ul data-bbox="787 506 1258 1493" style="list-style-type: none">● Louis XVI● Estates General● Declaration of the Rights of Man and Citizens● Robespierre● Committee of Public Safety● New society, symbolized by:<ul data-bbox="885 793 1226 1031" style="list-style-type: none">○ New calendar-○ Universal-○ Administrative system-○ Army-○ Officers-○ Gender-● Women...political demands-● Slavery● Napoleon Bonaparte● Napoleon imposed such revolutionary practices as-<ul data-bbox="885 1262 901 1451" style="list-style-type: none">○○○○○● 1815 <p data-bbox="734 1604 1258 1677">Read Strayer, pps. 698-703 (stop at The Haitian Revolution) and take notes</p> <p data-bbox="734 1713 1274 1787">AND read 729-730 -Primary Source: The French National Assembly and Slavery</p>

- Occasional summaries left of the margin
- If outline:
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- Proper indentation and lettering/numbering
- Depth of content

Required

- A basic explanation of the below is all that is required

Required "plus-optional" below this point

- I will be looking for actual notes (ie. multiple bullet points when called for; cornell style with summarizing notes in the left margin (*cornell style is preferred*) or outline style with Roman Numerals, Letters and Numbers is also acceptable)
- Students completing this don't have to do both...everything that is above in the required section is also included in the "Plus-optional" section so you just complete the portion below.

Required "plus-optional"

- Thomas Jefferson
- Louis XVI
- Estates General
- Declaration of the Rights of Man and Citizens
- Educated middle-class men
- Peasants in the countryside
- National Assembly decreed
- Robespierre
- Committee of Public Safety
- New society, symbolized by:
 - New calendar-
 - Universal-
 - Administrative system-
 - Army-
 - Officers-
 - Gender-
- Women...political demands-
- 1793-all male legislative body-
- Religious freedom
- Slavery
- Temple of Reason
- Napoleon Bonaparte
- Napoleon imposed such revolutionary practices as-
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 -
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- 1815

AND

Source the following in ONE way (H.I.P.P.)-
729-730 -Primary Source: The French National Assembly and Slavery

- Two sentence minimum

- 2nd sentence should be a “so what” sentence
- Outside knowledge (not in the document) must be incorporated into your answer

Key Vocabulary/concepts not in the text--please ask at the beginning of class if you do not know

- Napoleonic Code
- Congress of Vienna

Suggested Reading:

Amsco

<p style="text-align: center;">Opening</p> <p>(I Do)</p>	<p>Literacy (Reading and Writing)</p>	<p>Sourcing: - opponents of the Atlantic Revolutions</p> <p>(Primary Source/Visual)</p> <p>(Primary Source: The Declaration of the Rights of Man and Citizens);</p> <p>(Primary Source/Visual French Revolution) and take notes.</p>
	<p>Communicate Learning Targets Related to Standard(s)</p>	<p>Students will examine the causes for the French Revolution and the global ramifications.</p>
	<p>Success Criteria</p>	<p>Claim Development</p>

	<p>Introduction/Connection: (5-10 MIN)</p>	<p>* Period 5 Contextualization</p> <p>The French Revolution: Crash Course World History #29</p> <p>Application of HRS: CCoT with regards to HUM-ENV interaction</p>
	<p>Direct Instruction/High Yield Instructional Strategies to be Used</p>	<p>* HRS CCoT:</p> <p>* HRS causation: <i>In what ways was the French Declaration of the Rights of Man and Citizens, which influenced resistance to existing political authority, inspired by earlier Enlightenment philosophers?</i></p> <p><i>HRS comparison-How can the French Revolution be seen as both an expression of discontent with Absolutist Monarchy rule and the spread of Enlightenment ideas?</i></p> <p>* illustrate Cities and Interregional Trade routes</p>

Work Period (We Do, You)	Guided Practice	Guided Socratic comparison Periodization: Reinforce the concept of the Atlantic Revolutions and preview future Revolutions
	Independent/Collaborative Practice/Differentiation	Notes: -Cornell note taking practice --Outline --Thematic --concept mapping

<p>Formative/Summative Assessments (We Check)</p>	<p>Assessment Uses/strategies</p>	<ul style="list-style-type: none"> ● Draw connections between the: ● Key Concepts in the curriculum framework ● Themes (SB, ECO, HUM-ENV Interaction, SOC, and CUL) ● HRS (Causation, Comparison, CCoT, etc)
<p>Closing (We Check)</p>	<p>Summarize/Share: (5Min)</p>	<p>Claim defense using evidence from primary or secondary material</p>

Instructional Focus	Standards Addressed	
		<p data-bbox="945 569 1432 999">5.3.I.B. The ideas of Enlightenment philosophers, as reflected in revolutionary documents — including the American Declaration of Independence, the French Declaration of the Rights of Man and Citizen, and Bolívar’s Jamaica Letter — influenced resistance to existing political authority.</p> <p data-bbox="945 1108 1432 1577">5.3.III.B. American colonial subjects led a series of rebellions — including the American Revolution, the Haitian Revolution, and the Latin American independence movements — that facilitated the emergence of independent states in the U.S., Haiti, and mainland Latin America. French subjects rebelled against their monarchy.</p> <p data-bbox="945 1686 1432 1839">5.3.IV.B. Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.</p>

		ILLUSTRATIVE EXAMPLES, DEMANDS: Olympe de Gouges's Declaration of the Rights of Women and the Female Citizen
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