

Unit of Instruction Organizer

Teacher: Jessica Vandergrift

Grade: 10th

School Year: 2015-2016

Subject: World History

Unit of Study: French Revolution

1. List the Board of Education-approved curriculum content addressed in this Unit of Instruction.(Write out the standard(s) your instruction will support.)

Core Standard/GLE:

Social Studies WH.3b.K - Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)

CC/MLS ELA RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Write out the specific unit objectives that will address the Board of Education-approved curriculum content.

Unit Objectives:

1. Student can identify and explain the major causes of the French Revolution.
2. Student can determine whether the Reign of Terror was justified or not and support their answer using primary and secondary sources.
3. Student can determine how society change politically, economical, and socially from the Rule of Louis XVI through after the rule of Napoleon Bonaparte.

2. Provide essential question(s) and guiding questions that are aligned with unit objectives (i.e., questions that focus students' attention on meaningful activities leading to desired outcomes).

3. Indicate whether essential question(s) and guiding questions require higher-order thinking according to Depth of Knowledge (DOK)level or Bloom's Taxonomy.

Essential Question(s): (See note at the end of the Unit of Instruction Organizer.)	DOK or Bloom's Taxonomy:
How did political, economic, and social conditions of 18th century France lead to a revolution?	DOK 3 – Strategic Thinking
In what ways did the French Revolution change the balance of power in Europe?	DOK 3 – Strategic Thinking /DOK 4 – Extended Thinking
Is the use of terror ever justified?	DOK 3 – Strategic Thinking /DOK 4 – Extended Thinking

Guiding Questions: (See note at end of the Unit of Instruction Organizer.)	DOK or Bloom's Taxonomy:
Why were the people in France upset with the Reign of Louis XVI and Marie Antoinette?	DOK 2
Could these reasons have been biased based on what we know about Marie Antoinette? Why or Why Not?	DOK 3
Prior (During and After) to the Revolution, how was society divided and who had the majority of the power and why?	DOK 2 and 3
How did education and government differ under the Reigns of Louis XVI and Napoleon? How were they the same?	DOK 2
What are some of the reasons one might justify the Reign of Terror and how does it support that stance?	DOK 2 and 3
What are some reasons one might use to argue against the Reign of Terror being unjustified and how does it support that stance?	DOK 2 and 3

4. Indicate how the Unit of Instruction elements link directly to the learning objectives.

What will students be asked to do? (e.g., learner activities, student work samples, and assessments)	Which unit objective does this support?
<i>Students will take notes via PowerPoint Lecture by the teacher to build a foundation of knowledge.</i>	<i>Unit Objectives 1,2, and 3</i>
<i>Students will complete a Reading Activity with Comprehension questions entitled "Causes of the French Revolution."</i>	<i>Unit Objective 1</i>
<i>Students will complete a Reading Activity with Comprehension questions entitled "The King and the Revolution."</i>	<i>Unit Objectives 1 and 3</i>
<i>Students will work through a Document(s) Based Question entitled "Reign of Terror – Was it Justified?"</i>	<i>Unit Objective 2</i>
<i>Using the information provided in their readings, notes, and DBQ, students will create a mind map of reasons why the Reign of Terror can be seen as justified as well as why it is not justified.</i>	<i>Unit Objective 2</i>
<i>Using the information in their mind maps, students will draft a persuasive essay on whether they believe the Reign of Terror was justified or not. They must cite information gathered in their writing.</i>	<i>Unit Objective 2</i>
<i>Students will complete a Reading Activity with Comprehension questions entitled "Napoleon Changes France – Maybe Not."</i>	<i>Unit Objective 3</i>
! NOTE: Place documentation in Appendices A, B, and C.	

5. Describe the process of formative assessment to inform change in instruction to meet student needs and summative assessment to evaluate learning.

What formative assessment(s) will you use?

A variety of formative assessments will be used including, but not limited to: [Teaching Tweets](#) (Exit Ticket), Questioning, Teacher Observation, Peer Reviews of Essay, Mind Maps (Graphic Organizer), and AFL (Assessment For Learning) Quizzes.

Describe how results of formative assessment(s) inform changes in instruction to meet student needs.

Based on the information provided by [Teaching Tweets](#), Questioning, Teacher Observations, and AFL Quizzes, the teacher will be able to revise and rework the necessary material so that struggling students may better understand the topic. The mind maps and teacher/peer reviews of the essay will allow teacher and student to see where their work will need additional support before turning in a final draft of the essay.

What summative assessments will you use?

There will be two summative assessments. The first will be a [persuasive essay](#) on whether the Reign of Terror was justified; the second being a traditional [unit test](#) over the covered material.

Describe how results of summative assessment(s) will be used to evaluate student learning.

Summative assessments will be used to assign a final grade; however, students scoring below a 60% have the option of staying for tutoring and/or re-working the essay and test so that a passing grade may be achieved. The summative test will also help shed light onto additional areas that need to be revisited (and taught differently) in the future.



NOTE: Place documentation in [Appendix C](#).

6. Identify effective research-based instructional strategies to be used in unit-level plans.

Provide a description of instructional strategies with evidence of effectiveness. Cited evidence should be from credible sources, such as publications or presentations that have been reviewed by peers. Other examples include credible textbooks, trade books, journals, the What Works Clearinghouse review, and publications and papers produced by nationally-recognized research or higher-education institutions.

The following instructional strategies researched by Madeline Hunter will be used: Anticipatory Set, Checking for Understanding, Guided Practice, and Individual Practice. The following instructional strategies researched by Robert Marzano will be used: Graphic Organizers (also researched by Spencer Kagan), Direct Instruction, Note taking, Questioning, Identifying Similarities and Differences, Cooperative Learning, Constructive Feedback (also researched by John Hattie), On-Going Formative Assessments. Finally, lecturing as effective instructional strategy will be used (William E. Cashin).

7. Identify the instructional strategies you will use to target diverse learners present in the classroom. Mark diverse learner categories that do not apply as "N/A."

<p>Enrichment for accelerated learners:</p> <p>Additional literature and other thought-provoking material will be made available to students wanting to know more.</p>	<p>Remediation for struggling learners (Tier 2/Tier 3):</p> <p>After school tutoring Peer tutoring One-on-one instruction Presenting material using a different Instructional Strategy</p>
<p>ELL:</p> <p>N/A</p>	<p>Other:</p> <p>IEP students will be able to work with special educator on modified or special assignments with extended time or other modifications as stated in their IEPs.</p>

8. Describe how you lead students to self-reflect about their personal goals in regards to the unit objectives.

Provide description with evidence.

Before students obtain a peer review for their essay, they must complete a self-check list ([Appendix C.1](#)) to ensure that they have met the basic guidelines set forth in the rubric the teacher will use for grading. This list will walk them through exactly what they need to ensure they have done in order to earn their desired grade. The students also have the opportunity to fix any points brought out during the teacher and peer reviews, which also have a similar checklist ([Appendix C.2](#)), of their paper.



NOTE: Place documentation in [Appendix C.](#)

9. Provide supporting resources used in the Unit of Instruction to guide both teacher and students.

Provide description of supporting resources. Include samples, e.g., student work/anchor papers, schedules/pacing guides, task outlines, scoring guides/rubrics, assessments, or other appropriate materials.

All of the below information is hyperlinked to the appropriate area in the Appendices. Simply click on the link and it will jump you to that section.

[Student Work Sample - Struggling \(Appendix D.1\)](#)

[Student Work Sample – On Pace \(Appendix D.2\)](#)

[Student Work Sample – Accelerated \(Appendix D.3\)](#)

[Scoring Rubric for Reign of Terror Essay \(Appendix E.1\)](#)

[French Revolution Unit Test \(Appendix E.2\)](#)

[PowerPoint Notes \(Appendix E.3\)](#)

[Causes of the Revolution Reading with Comprehension Questions \(Appendix E.4\)](#)

[The King and the Revolution Reading with Comprehension Questions \(Appendix E.5\)](#)

[Reign of Terror – Was it Justified? DBQ Packet \(Appendix E.6\)](#)

[Napoleon Changes France – Maybe Not \(Appendix E.7\)](#)

[Online Resources \(Appendix E.8\)](#)



NOTE: Place documentation in [Appendix E.](#)

10. Indicate how you will use available and appropriate technology to promote student engagement and deep understanding of the unit objective(s).

Describe how each use of technology promotes engagement and/or deepens understanding. (See note at the end of the Unit of Instruction Organizer.)

Mind Mapping Software – before we begin writing our persuasive essay, as a class we will begin creating a mind map with possible arguments both for and against the Reign of Terror. The ability to clearly read and organize information will enhance the students’ ability to pick out evidence they want to use for their paper.

Google Docs – students will have the opportunity to create, share, collaborate and edit their document before submitting it for final grading. The use of Google Docs allows the student and teacher to cover the Common Core 9-10.W.6 Strand “Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.”

PowerPoint Presentation – a presentation will be utilized with the direct (lecture) instruction of the class. Students will not only hear the information presented but will also be able to see it and have the opportunity to copy it down – allowing auditory, kinesthetic, and visual learners to have the opportunity to gain information in a variety of ways. PowerPoint is also embedded with relevant video clips that elaborate or clarify various topics of discussion, further engaging the learner.

Appendix A: Lesson Sequence

Day 1 – French Society divisions prior to the Revolution

Day 2 – The Revolution Begins and the Tennis Court Oath

Day 3 – Declaration of the Rights of Man and France's 1791 Constitution

Day 4 – France's unhappiness with their King and Queen

Day 5 – Reign of Terror DBQ Guided/Independent work; students begin planning out essay based on documents provided

Day 6 – Reign of Terror DBQ Guided/Independent work; students begin planning out essay based on documents provided

Day 7 – Reign of Terror DBQ Guided/Independent work; students begin planning out essay based on documents provided

Day 8 – Mind Map finished by students

Day 9 – Persuasive Essay work

Day 10 – Peer Reviews must be completed this hour and revisions start being made

Day 11 – Final Draft of essay due at end of hour

Day 12 – Summary of Reign of Terror and Napoleon's Coup de tat

Day 13 – Differences between Louis XVI's reign and Napoleon's rule; Napoleon's downfall and where that puts France (again)

Day 14 – Study Guide and Review Day over French Revolution

Day 15 – Final Unit Test over the French Revolution

Appendix B: Sample Lesson Plans

Day: 1 **Class:** World History **Grade Level:** 10th **Topic:** French Society divisions prior to the Revolution

Unit Objectives:

Social Studies WH.3b.K - Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)

CC/MLS ELA RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objective for Class Period: Student can identify and explain the major causes of the French Revolution and students can determine how society change politically, economical, and socially from the Rule of Louis XVI through after the rule of Napoleon Bonaparte.

Bell Ringer: As students enter class, they will pick up a copy of the Absolute Monarchy Read Aloud. They will begin skimming it and once the bell has sounded and the attendance has been taken the teacher will read it aloud to them. They will then use their Class Response Remote to answer the multiple choice questions posted on the SmartBoard. Once questions are answered, students will return the remotes and papers to the appropriate station. (5 min.)

Direct Instruction: Teacher will open class with the questions, “What are some of the divisions we see in society today?” and “Have those divisions always been there? Why or Why Not?” Upon brief discussion of questions, students will begin to take notes over the PowerPoint provided discussing the Estates of French society. (20 min.)

Guided Practice: Upon completion of lecture, students will be shown a variety of quotes from members of French society. They will have to hold up the appropriate number of fingers to tell which of the estates might have said it: the First, Second, or Third Estate. As students move through the quotes, the teacher has the opportunity to clarify any misconceptions that may arise. (10 min.)

Independent Practice: Students will be provided a copy of “The Revolution Begins” and will work through the comprehension questions on the backside of the worksheet. Students will be expected to bring their finished copy to class the following day. Any work not completed in class will be homework. (5 min.)

Exit Ticket: Students will be asked to write a “tweet” about what they feel is most important from today’s lesson. The “tweets” should be no more than two sentences long. Tweets will be shared the following class period and those demonstrating excellent understanding will be displayed on the Twitter board. (5 min.)

Accommodations/Modifications/Differentiation: Students on an IEP may obtain additional help from their Resources teacher based on the information provided in their IEP. Struggling readers may be partnered with a stronger reader during the available class time as well. Other modifications can be made on an as needed basis.

Unit Objectives:

Social Studies WH.3b.K - Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)

CC/MLS ELA RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objective for Class Period: Student can determine whether the Reign of Terror was justified or not and support their answer using primary and secondary sources.

Bell Ringer: Upon entering class, the following prompt will be displayed on the board: “Brainstorm and list times when it has been acceptable (according to society) to use violence in order to enact social change.” Students will have approximately 3-4 minutes to create list, when the bell rings to begin class students will be asked to finish their thought and turn their attention to the front of the room. Going around the room everyone will share one of the items he or she wrote down. As a class, a list of reasons why sometimes violence is socially acceptable will be created and discussed. Class will then focus on the DBQ we began previously paying special attention to whether or not the Reign of Terror meets “our” requirements. (10 min.)

Direct Instruction: The teacher will discuss and work through Document C in the packet the students have been provided, be careful to point out both sides that are possible in reference to the Reign of Terror. (10 min.)

Guided Practice: The teacher will then lead a CLOSE Reading session over Document D using the following steps. (15 min.)

1. Students will fold paper up so that they do not read the questions.
2. Teacher will read through the Document first without stopping. (Cold Read)
3. Students will then annotate the document by doing the following:
 - ❖ Placing a ! next to surprising or interesting facts
 - ❖ Circling unfamiliar vocabulary words
 - ❖ Underlining facts that demonstrate how large the revolt was
 - ❖ Placing () around statements that could be used to justify the revolution
 - ❖ Placing [] around statements that could be used to prove the revolution was not justified
4. Students will then unfold their papers and answer the questions provided with the teacher providing clarification and support as they progress

Independent Practice: Students will be then begin working through Document E and will work through the comprehension questions. Students will be expected to bring their finished copy to class the following day. Any work not completed in class will be homework. (5 min.)

Exit Ticket: Students will be asked to complete a 3-2-1 Ticket before leaving the room. Identify 3 leaders of the Reign of Terror, Identify 2 reasons (1 reason in support of the Reign and 1 opposing it) the Reign was justified/not justified, and 1 identify which side you support and why.

Accommodations/Modifications/Differentiation: Students on an IEP may obtain additional help from their Resources teacher based on the information provided in their IEP. Struggling readers may be partnered with a stronger reader during the available class time as well. Other modifications can be made on an as needed basis.

Day: 8 Class: World History Grade Level: 10th Topic: Reign of Terror - Acceptable or Not?

Unit Objectives:

Social Studies WH.3b.K - Identify and explain the major revolutions of the 18th and 19th centuries, including: political revolutions (American and French) and the Industrial Revolution (causes, development, reactions and other consequences, such as social, political and economic globalization)

CC/MLS ELA RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Objective for Class Period: Student can determine whether the Reign of Terror was justified or not and support their answer using primary and secondary sources.

Bell Ringer: As students enter the room, the answer key for Document E will be on the board. Students will self-check their work and ensure its accuracy. Teacher will then go over and clarify any misconceptions that may have been present and answer any questions posed by the students. (5 min.)

Direct Instruction: The teacher will discuss and work through Document F & G in the packet the students have been provided, be careful to point out both sides that are possible in reference to the Reign of Terror. (15 min.)

Guided Practice: The class will utilize their computers and access the Bubbl.us webpage as demonstrated by the teacher on the SmartBoard. As a class, the teacher will demonstrate how to use and move the tools provided by the mind mapping software. Teacher will walk students through creating their center point titled “Reign of Terror” and their possible positions “Justified” and “Not Justified.” From there, the teacher will ask for a reason why it was justified and add it to the board in the appropriate spot. From that point, the teacher will ask for evidence (the document/quote) that supports the claim the student has made. The process will be repeated for the other side of the board as well. (10 min.)

Independent Practice: Upon ensuring all students understand the software and instructions they will be required to work on completing their mind maps with at least three reasons on each side of the topic with evidence to back up that point.

Exit Ticket: To leave the classroom the students must identify what side they are going to argue for and then write the best argument for the opposing side – this reason will become their rebuttal paragraph for their persuasive essay.

Accommodations/Modifications/Differentiation: Students on an IEP may obtain additional help from their Resources teacher based on the information provided in their IEP. Struggling readers may be partnered with a stronger reader during the available class time as well. Other modifications can be made on an as needed basis.

Appendix C: Sample Formative & Summative Assessments

Appendix C.1: Self-Check Persuasive Essay Checklist

Peer Response Sheet

Directions: Before you have a peer response completed, you must do a self-check on your paper. If you check No, please fix it before you give it to someone else to read!

Requirement	Yes	No
Did the introduction have a hook that will grab the reader's attention?		
Did the introduction have a thesis statement?		
Are there three paragraphs supporting the author's view point?		
Does each of the paragraphs have at least one piece of textual evidence that supports the author's claim with parenthetical documentation of where the evidence came from?		
Is there a rebuttal paragraph that acknowledges the other side?		
Is there a conclusion paragraph that restates the main idea of the thesis?		
Did the ideas flow logically and make sense?		
Are there any noticeable spelling mistakes?		
Are there any noticeable grammar mistakes?		
Are words that should be capitalized, capitalized?		
Does every sentence have an appropriate end mark?		
Are all the paragraphs indented?		
Is the essay double-spaced?		
Does the essay contain the writer's name, teacher's name, World History, and date at the top of the first page on the left-hand side?		
Is the title of the paper Reign of Terror: Was it Justified? centered?		
Is there a Works Cited page that includes all of the documents cited in the text?		
Have the works used been cited in MLA format according to the guidelines of Knight Cite or Citation Machine?		

Appendix C.2: Peer Review Persuasive Essay Checklist

Peer Response Sheet

Directions: You must complete one peer response before you begin revising your paper. This portion of your assignment is worth 10% of your final essay grade. If you check No, please tell the writer in the comments section where you found the errors at so that they may fix it.

My name is _____ and I am reading _____ paper.

Requirement	Yes	No	Comments
Did the introduction have a hook that will grab the reader's attention?			
Did the introduction have a thesis statement?			
Are there three paragraphs supporting the author's view point?			
Does each of the paragraphs have at least one piece of textual evidence that supports the author's claim with parenthetical documentation of where the evidence came from?			
Is there a rebuttal paragraph that acknowledges the other side?			
Is there a conclusion paragraph that restates the main idea of the thesis?			
Did the ideas flow logically and make sense?			
Are there any noticeable spelling mistakes?			
Are there any noticeable grammar mistakes?			
Are words that should be capitalized, capitalized?			

Requirement	Yes	No	Comments
Does every sentence have an appropriate end mark?			
Are all the paragraphs indented?			
Is the essay double-spaced?			
Does the essay contain the writer's name, teacher's name, World History, and date at the top of the first page on the left-hand side?			
Is the title of the paper Reign of Terror: Was it Justified? centered?			
Is there a Works Cited page that includes all of the documents cited in the text?			
Have the works used been cited in MLA format according to the guidelines of Knight Cite or Citation Machine?			

What do you like best about the paper? Explain. You must select at least one thing.

What suggestions would you offer the writer to improve upon? You must select at least one thing and explain why. (None of us are perfect and we all have room for improvement!)

Appendix C.3: Exit Tickets

Teaching Tweets

Today's Teaching Tweet

@ _____

Something I learned today...
A question I still have is...
I didn't know...



3-2-1 Ticket

3-2-1 Exit Ticket

3 leaders/victims of the Revolution

_____, _____, and _____

2 Reign of Terror Reasons:

Reason Reign was Justified: _____

Reason Reign was Unnecessary: _____

1 – Side you Support and Why

I'm arguing for, but they are going to say:

After reviewing all of the information, I am arguing that:

However, I think the strongest argument against me is:

Because:

Appendix C.4: Reign of Terror Scoring Guide

Reign of Terror: Was it Justified Scoring Guide

Requirements	6	5	4	3	2	1	Comments
Introductory paragraph includes <ul style="list-style-type: none"> • Thesis statement • An answer to whether the Reign of Terror was justified or not 							
Body Paragraph 1 (Supporting Thesis) <ul style="list-style-type: none"> • Supporting reason that defends thesis claim • Evidence from DBQ documents (at least one) • Parenthetical documentation of evidence 							
Body Paragraph 2 (Thesis Support) <ul style="list-style-type: none"> • Supporting reason that defends thesis claim • Evidence from DBQ documents (at least one) • Parenthetical documentation of evidence 							
Body Paragraph 3 (Thesis Support) <ul style="list-style-type: none"> • Supporting reason that defends thesis claim • Evidence from DBQ documents (at least one) • Parenthetical documentation of evidence 							
Body Paragraph 4 (Thesis Rebuttal) <ul style="list-style-type: none"> • Paragraph that acknowledges other side's best argument • Evidence from DBQ documents (at least one) • Parenthetical documentation of evidence 							
Conclusion <ul style="list-style-type: none"> • Includes a clincher statement that statement re-states the thesis sentence • Doesn't use repetitive statements or 							

phrases already used in paper							
Formatting and Length <ul style="list-style-type: none"> • Double Spaced • Includes header with last name and page number • Includes name, teacher name, World History and Date • Includes specified title, centered • Paragraphs are indented • Must be 2-5 pages in length (not including Works Cited Page) 							
Composition <ul style="list-style-type: none"> • Follows conventions of the English language including, but not limited to: capitalization, punctuation, word choice, flow, transitions, and sentence structure • Points Earned <ul style="list-style-type: none"> ◦ 5 Points – fewer than 3 noticeable errors ◦ 4 Points – 4-7 noticeable errors ◦ 3 Points – 8-10 noticeable errors ◦ 2 Points – 10-12 noticeable errors ◦ 1 Point – more than 13 noticeable errors 							
Works Cited <ul style="list-style-type: none"> • Must be on a new page in the document • Must have "Works Cited" centered on page • Must cite all documents mentioned in the paper • Must be formatted according to MLA standards 							
Totals							Final Score:



Appendix C.5: French Revolution Unit Test

French Revolution
Test A
H.3b.K.b

Name: _____

Hour: _____

French Revolution

For the following characteristics, identify what Estate (1st, 2nd, or 3rd) they represent.

- | | |
|----------------------------------|--|
| 1. _____ Paid taxes | 6. _____ Control 25% of the land |
| 2. _____ Control 10% of the land | 7. _____ Main income from tithes to the church |
| 3. _____ Bourgeois | 8. _____ Main income from feudal dues |
| 4. _____ Clergy | 9. _____ Nobility |
| 5. _____ Control 40% of the land | |

10. When the National Assembly met at the Royal Tennis Court, what was their purpose
- To challenge Louis XVI to a game of tennis
 - To write a constitution for France
 - To take over the palace at Versailles
 - To force the King to move to Paris

11. The Constitution of 1791 did all of the following except
- Formed a constitutional monarchy
 - Limited the king's power
 - Formed a five man council called The Directory
 - Made Louis XVI and Marie Antoinette feel like they needed to flee to Austria

12. What was the name of the committee that was used to help direct war efforts?
- Committee of Correspondence
 - Committee of Jacobins
 - Committee of Public Safety
 - Committee of War Efforts

13. The Reign of Terror was led by three of the men listed below, who was not involved in the reign of terror?
- Robespierre
 - Danton
 - Marat
 - Rasputin

14. All of the following were causes of the French Revolution except?

- Lavish spending by the Royal Family
- Food shortages
- Inequality between the Estates
- Napoleon's loss at Waterloo

15. What is a *coup d'état*?

- The third new constitution of France since 1776
- Napoleon's Code of Law
- Napoleon's title when he takes over France
- A apprehension of power from the government

For each item below, identify if it is a characteristic of Louis XVI (L), Napoleon (N), or both (B).

- _____ Absolute ruler of France
- _____ Lived in the Palace at Versailles
- _____ Wanted all citizens to pay taxes
- _____ Defeated in battle at Trafalgar
- What was the purpose of the Congress of Vienna
 - Restore Napoleon back to power
 - Gain land for France
 - Settle disputes between nations after Napoleon
 - Pass laws to prevent Napoleon or King Louis XVIII from rising to power again
- Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. Who was required to provide compensation?
 - France
 - Russia
 - Great Britain
 - Spain
- Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. What did legitimacy do?
 - Gave land back to the country it was acquired from
 - Restored the monarchy to the family who had it before Napoleon
 - Made sure no one nation could dominate the majority of Asia again
 - Made sure one emperor would never control the majority of Europe

23. Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. What did mean to balance the power?
- Gave land back to the country it was acquired from
 - Restored the monarchy to the family who had it before Napoleon
 - Made sure no one nation could dominate the majority of Asia again
 - Made sure one leader would never control the majority of Europe
24. Marie Antoinette faced many problems that can all be traced back to the fact that she
- Was a woman
 - Was from Austria
 - Was smarter than the French citizens
 - And Louis XVI were incompetent rulers
25. During the Revolution, Danton wanted to expand France to its natural borders. What does this mean?
- Danton wanted the borders that were shown on the map of the 1791 Constitution.
 - Danton wanted the countries original borders when it became a country.
 - Danton wanted the borders extended to various physical barriers like the sea.
 - Danton wanted France to continue to expand until they had taken over all of Europe.

Extra Credit (3 Points)

A ladder hangs over the side of a ship anchored in a port. The bottom rung touches the water. The distance between rungs is 1 foot and the length of the ladder is 12 feet. The tide is rising at the rate of 1 foot each hour. When will the water reach the seventh rung from the top?

Appendix D: Sample Student Work

Appendix D.1: Student Work Sample - Struggling

Struggling Student Example

Mrs. Vandergrift

World History

11/24/14

Reign of Terror

The Reign of terror was justified because the ruler that they had was an unqualified ruler. King Louis made many bad decisions while he was king. King Louis was also a bad ruler because him and his wife put the country into financial crisis and because of the hail storms and lack of money some citizens starved. The king and his wife tried to flee the country and get foreign countries to invade france to quench the rebellion. That was what made the king a terrible leader because he didn't try to settle the rebellion peacefully and save lives instead he went straight to violence.

Another reason the revolution was justified is because the french people were fighting for freedoms that all people deserve to have. The revolution was not to just overthrow a king for the heck of it it was to insure certain freedoms for the people of france. The citizens that fought for freedoms were wanting more control over who ran the country so they can pick the person who they thought would make better decisions.

One more reason the french revolution was justified is because the french citizens were starving. The citizens were more than qualified to think the government was behind the financial crisis and starvation. The citizens were starving and did not have enough money to buy the food they needed because the queen and the king were spending too much money on things that were not helping the country.

Okay enough why the reign of terror was unjustified lets talk why it was not justified. It was not justified because it caused very much unneeded deaths. the revolution took 40-50 thousand lives to the guillotine. The guillotine took the lives of the people who even thought the

revolution was a bad idea and even the king and queen themselves. The revolution killed many innocents that were not part of the revolution and were falsely accused.

Another reason the revolution was unjustified was that it brought in foreign armies that invaded France and killed many people. When the foreign armies invaded it was because the foreign armies were afraid of the revolution spreading to their countries and the kings losing power in their countries and revolutions starting. The foreign countries that invaded were the countries that King Louis was going to have help extinguish the revolution in France.

One more reason the revolution was unjustified is because it destroyed many homes. The homes that were destroyed had to be rebuilt and repaired which takes a lot of time and more money for the materials that it takes to build them. The revolution that started destroyed many of these homes and put a lot of people living on the streets and in churches. The revolution did help the country and destroyed it some cases, depending on how you look at the Reign of Terror would make your decision but I think the Reign of Terror was very much justified.

Cited Page

"The Reign of Terror: Was it Justified" packet

Appendix D.2: Student Work Sample – On Pace

On Pace 1

On Pace Student Example

Ms. Vandergrift

World History 7th

21 November 2014

Reign of Terror: Was it Justified?

Would you like to live in a country where you would be killed for just voicing your opinion? This was what was happening during the Reign of Terror from 1789 to 1794. This paper will be telling why the Reign of Terror was not justified and support why it was not.

The Reign of Terror was not justified because many of lives were lost. Approximately 30,00 to 40,000 people were executed by the commissions in the countryside (pg#63). Some of these people were killed for just simply criticizing the government. Executions were so fast that they executed 12 people in just 5 minutes.(pg#59)

Another reason it was not justified is because people were wanting political freedom. They wanted to be free of King Louis XVI. King Louis XVI was trying to escape to Austria have their military help control the revolution going on in France . People that wanted the revolution were often beheaded by Maximilien Robespierre there were up to twelve beheadings in five minutes. (pg#59)

Finally, the Reign of Terror was controlling. Maximilien Robespierre one of the leaders of the Reign of Terror wrote, "We must smother the internal and external enemies of the Republic or perish (pg#67)." In essence, Robespierre is saying they should kill and defeat the non-supporters of the Republic. Robespierre wrote, "social

protection is due only to peaceful citizens(pg #57)." This may sound good but they were going to be the opposite of peaceful and kill people who thought differently of a Republic.

Some may say that the Reign of Terror made France a better place to live because now they could elect France's ruler but it did not, because they killed so many people that thought differently of the counterrevolution. About 80,000 to 500,000 people were killed during the Reign of Terror. These people were often killed for just criticizing the government.

In conclusion, the Reign of Terror was not justified because so many people were killed. People were just voicing their opinions and getting their heads chopped off as entertainment for the whole town to see. The Reign of Terror was also pointless because a few years later Napoleon Bonaparte was the leader and he was a dictator.

Work Cited

"The Reign of Terror: Was it Justified" The DBQ Project. *Mini-Q's in World History* 3.2
(2012);45-67. Print

Appendix D.3: Student Work Sample – Accelerated

Accelerated 1

Accelerated Students Example

Ms. Vandergrift

World History

23 November 2014

The Reign of Terror: Was It Justified?

Many events occurred in the years prior to The Reign of Terror; France was in serious debt, the poor people in France were starving, the tax system France obtained was unfair, and the people were beginning to grow dislike and unease toward their king, Louis XVI. The people began to rebel against the King and the idea of absolute monarchy, leading to the King being guillotined after being found guilty of crimes against the state. He was found guilty by Maximilien Robespierre, a chief prosecutor and the adopted leader of the eighteen-month long period of the French Revolution known as the Reign of Terror. The Reign of Terror was a time period in which the government's actions were cruel and entirely unjustified. From thousands of unnecessary deaths, confiscating the people of France's freedoms, and in the end, establishing the same type of government they were originally trying to escape, overall, the Reign of Terror was a complete mis-step from what the country of France truly needed.

During the Reign of Terror, there were thousands of unnecessary deaths that plagued both enemies and people of France. In the Vendee, in 1793, historians estimated between 80,000 and 500,000 French casualties on both sides ("The Reign" 59). Without the Reign of Terror these lives would not have been lost. This loss affected the country of France, and also other countries in many ways. For example, the Reign of Terror caused a decrease of population in France and other countries like Austria and Prussia, individually making each country weaker. Also, how many of these deaths were of innocent people? The number of unnecessary deaths helps prove that the actions of the government were unjustified.

Another unjustified action the Reign of Terror brought was the extraction of the citizens' of France's freedoms. For example, the people of France were stripped of their religious

freedom, which is one of man's basic rights. Sunday worship, and celebrating holidays like Christmas and Easter were abolished, and churches were raided and destroyed. Also, people were being forced into military drafts against their will (59). In a constitutional based government like ours, this would be a violation of the Constitution and would not be tolerated.

The whole time period known as the Reign of Terror was completely unjustified. The people of France wanted to get away from the same exact type of government the Reign of Terror brought on; a government full of unfairness, destruction, and total control, confiscating any type of freedom that the people wished, and had the right to obtain. By executing such large numbers of individuals, the government was keeping total control through fear of what would come to them if the people tried to oppose the new government. Also, government denied legal counsel to those accused of any act against the government and their rules (55), which was unfair to those of the accused rights. When people sought out political freedom during the counterrevolution, they were punished. An example would be when there was twelve beheadings in under five minutes (59). Also, just like under the rule of King Louis XVI, the new leaders were out of touch and selfish; the new leaders claimed they must "smother" the internal and external sources of the revolution or perish (67). The only difference of this new government than the one of the king was that there were simply more people working together to do destruction upon the country instead of just one.

Some people may argue other points like the country had an unqualified ruler, or that the counterrevolution was harming French stability. Even though King Louis was an unqualified ruler, does that give the new government reason to act the way that they did? They killed innocent people, and took away citizens rights; by doing so weren't they acting just like the so called "unqualified ruler" before them? Also, how was the counterrevolution harming French stability? They were fighting for what was right, and standing up for their freedom and those who were too terrified of the government to voice their opinion. If this new government was so great, and strong, and exactly what the country of France needed, why would the government need to

be worried about this little group of people who were rebelling if they thought what they were doing, as leaders of the government, was what the people wanted and what was right?

For many reasons, The Reign of Terror was unjustified; from thousands of unnecessary deaths, confiscating people's freedoms, to recreating the same type of government the people of France were trying to abandon. The new government, in many ways, was worse than under the rule of King Louis the sixteenth, from being more selfish, more unfair, and more cruel to its people than ever intended. This time period of the French Revolution was a step in the wrong direction for the country of France.

Works Cited

"The Reign of Terror: Was It Justified?" The DBQ Project. *Mini-Qs in World History* 3.2 (2012): 45-67. Print.

Appendix E: Resource Materials

Appendix E.1: Scoring Rubric for Reign of Terror Essay

Reign of Terror: Was it Justified Scoring Guide

Requirements	6	5	4	3	2	1	Comments
Introductory paragraph includes <ul style="list-style-type: none">• Thesis statement• An answer to whether the Reign of Terror was justified or not							
Body Paragraph 1 (Supporting Thesis) <ul style="list-style-type: none">• Supporting reason that defends thesis claim• Evidence from DBQ documents (at least one)• Parenthetical documentation of evidence							
Body Paragraph 2 (Thesis Support) <ul style="list-style-type: none">• Supporting reason that defends thesis claim• Evidence from DBQ documents (at least one)• Parenthetical documentation of evidence							
Body Paragraph 3 (Thesis Support) <ul style="list-style-type: none">• Supporting reason that defends thesis claim• Evidence from DBQ documents (at least one)• Parenthetical documentation of evidence							
Body Paragraph 4 (Thesis Rebuttal) <ul style="list-style-type: none">• Paragraph that acknowledges other side's best argument• Evidence from DBQ documents (at least one)• Parenthetical documentation of evidence							
Conclusion <ul style="list-style-type: none">• Includes a clincher statement that statement re-states the thesis sentence• Doesn't use repetitive statements or							

phrases already used in paper							
Formatting and Length <ul style="list-style-type: none"> • Double Spaced • Includes header with last name and page number • Includes name, teacher name, World History and Date • Includes specified title, centered • Paragraphs are indented • Must be 2-5 pages in length (not including Works Cited Page) 							
Composition <ul style="list-style-type: none"> • Follows conventions of the English language including, but not limited to: capitalization, punctuation, word choice, flow, transitions, and sentence structure • Points Earned <ul style="list-style-type: none"> ◦ 5 Points – fewer than 3 noticeable errors ◦ 4 Points – 4-7 noticeable errors ◦ 3 Points – 8-10 noticeable errors ◦ 2 Points – 10-12 noticeable errors ◦ 1 Point – more than 13 noticeable errors 							
Works Cited <ul style="list-style-type: none"> • Must be on a new page in the document • Must have "Works Cited" centered on page • Must cite all documents mentioned in the paper • Must be formatted according to MLA standards 							
Totals							Final Score:



Appendix E.2: French Revolution Unit Test

This test will be given using an online learning management system (Schoology). Included below is a paper version of the test.

French Revolution
Test A
H.3b.K.b

Name: _____

Hour: _____

French Revolution

For the following characteristics, identify what Estate (1st, 2nd, or 3rd) they represent.

- | | |
|----------------------------------|--|
| 1. _____ Paid taxes | 6. _____ Control 25% of the land |
| 2. _____ Control 10% of the land | 7. _____ Main income from tithes to the church |
| 3. _____ Bourgeois | 8. _____ Main income from feudal dues |
| 4. _____ Clergy | 9. _____ Nobility |
| 5. _____ Control 40% of the land | |

10. When the National Assembly met at the Royal Tennis Court, what was their purpose?
- To challenge Louis XVI to a game of tennis
 - To write a constitution for France
 - To take over the palace at Versailles
 - To force the King to move to Paris

11. The Constitution of 1791 did all of the following except
- Formed a constitutional monarchy
 - Limited the king's power
 - Formed a five man council called The Directory
 - Made Louis XVI and Marie Antoinette feel like they needed to flee to Austria

12. What was the name of the committee that was used to help direct war efforts?
- Committee of Correspondence
 - Committee of Jacobins
 - Committee of Public Safety
 - Committee of War Efforts

13. The Reign of Terror was led by three of the men listed below, who was not involved in the reign of terror?
- Robespierre
 - Danton
 - Marat
 - Rasputin

14. All of the following were causes of the French Revolution except?

- Lavish spending by the Royal Family
- Food shortages
- Inequality between the Estates
- Napoleon's loss at Waterloo

15. What is a *coup d'état*?

- The third new constitution of France since 1776
- Napoleon's Code of Law
- Napoleon's title when he takes over France
- Apprehension of power from the government

For each item below, identify if it is a characteristic of Louis XVI (L), Napoleon (N), or both (B).

16. _____ Absolute ruler of France

17. _____ Lived in the Palace at Versailles

18. _____ Wanted all citizens to pay taxes

19. _____ Defeated in battle at Trafalgar

20. What was the purpose of the Congress of Vienna?

- Restore Napoleon back to power
- Gain land for France
- Settle disputes between nations after Napoleon
- Pass laws to prevent Napoleon or King Louis XVIII from rising to power again

21. Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. Who was required to provide compensation?

- France
- Russia
- Great Britain
- Spain

22. Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. What did legitimacy do?

- Gave land back to the country it was acquired from
- Restored the monarchy to the family who had it before Napoleon
- Made sure no one nation could dominate the majority of Asia again
- Made sure one emperor would never control the majority of Europe

23. Three principals guided the Congress of Vienna: compensation, legitimacy, and balance of power. What did mean to balance the power?
- Gave land back to the country it was acquired from
 - Restored the monarchy to the family who had it before Napoleon
 - Made sure no one nation could dominate the majority of Asia again
 - Made sure one leader would never control the majority of Europe
24. Marie Antoinette faced many problems that can all be traced back to the fact that she
- Was a woman
 - Was from Austria
 - Was smarter than the French citizens
 - And Louis XVI were incompetent rulers
25. During the Revolution, Danton wanted to expand France to its natural borders. What does this mean?
- Danton wanted the borders that were shown on the map of the 1791 Constitution.
 - Danton wanted the countries original borders when it became a country.
 - Danton wanted the borders extended to various physical barriers like the sea.
 - Danton wanted France to continue to expand until they had taken over all of Europe.

Extra Credit (3 Points)

A ladder hangs over the side of a ship anchored in a port. The bottom rung touches the water. The distance between rungs is 1 foot and the length of the ladder is 12 feet. The tide is rising at the rate of 1 foot each hour. When will the water reach the seventh rung from the top?

Appendix E.3: PowerPoint Notes

Included below is a screenshot of the PowerPoint used to take notes with. Clips that have images or black squares on them contain video clips to enhance learning.

<h3>French Revolution</h3> <p>Identify and explain the major revolutions of the 18th and 19th centuries, including political revolutions (American and French), and the Industrial Revolution (invention, development, reactions and other consequences, such as social, political and economic globalizations)</p> <p>20.10.18</p>	<h3>Background</h3> <ul style="list-style-type: none"> During this time period, the French were the richest and most powerful nation in all of Europe The majority of people did not share in the wealth and privilege Society was divided 	<h3>The Estates</h3> <ul style="list-style-type: none"> First Estate <ul style="list-style-type: none"> Clergy 1% of the population Controlled 3-10% of land Got 1/3 from the land's produce as well as the tithes in the church 	<h3>Second Estate</h3> <ul style="list-style-type: none"> Nobles 2% of the population 25% of the land Some resided at the Palace at Versailles Main income from feudal dues Third Estate <ul style="list-style-type: none"> Everyone else – peasants, bourgeoisie, and artisans 27% of the population Only those that paid taxes 40% of the land Very poor because they paid tithes, feudal dues, and land tax 	<h3>Growing Unhappiness</h3> <ul style="list-style-type: none"> Third Estate calls for reform because cost of living increased, but the <u>armed 1</u> didn't change France has many fiscal problems Louis XIV's wars Louis XV's extravagant courts Louis XVI's American Revolution support Louis XVI cuts cost, but sees no other solution than to tax the First and Second Estates Both groups refuse to pay 	<h3>Problems Increase</h3> <ul style="list-style-type: none"> 1786- Banks refuse to loan \$ to government Crops fail and cause bread shortages Louis is forced to call the Estates General Didn't meet since 1614 Only way Louis could obtain additional taxes Made of delegates from each Estate King and the Estates have very different goals
	<h3>Estates General</h3> <ul style="list-style-type: none"> King wants to tax 1st and 2nd Estates 2nd Estate wants to weaken royal power and take over government 3rd Estate wants additional rights and equality King wants them to meet separately but the 3rd wants to meet jointly They got locked out of the meetings 	<h3>National Assembly</h3> <ul style="list-style-type: none"> Third Estate deems themselves the National Assembly and meets at the Royal Tennis Court Take Tennis Court Oath saying they wouldn't disband until they had written a Constitution for France King realizes trouble and orders the 1st and 2nd Estate to join the Third Estate 	<h3>Storming of the Bastille</h3> <ul style="list-style-type: none"> King calls out troops to keep the peace but people fear it is to stop the Assembly and halt reforms Mob attacks the Bastille (which they see as a symbol of injustice of the monarchy) Freed the 7 prisoners, soldiers open fire killing 98 rioters, the prison commander and several soldiers Revolutionary Government forms 		<h3>Rumors Abound</h3> <ul style="list-style-type: none"> Violence spreads Rumors abound Nobles hiring robbers to kill peasants and seize land Peasants arm themselves and drive landlords off property and demand feudal responses Old ways die – nobles give up feudal dues and tax exemption, all male citizens could hold positions
<h3>Declaration of Rights</h3> <ul style="list-style-type: none"> Goal – to ensure equality of all citizens before the law Did not grant equal rights to women but did make divorce easier and allowed them to inherit property People marched to Versailles because they wanted King to move to Paris to show support of the new constitution 	<ul style="list-style-type: none"> King doesn't accept new reforms or the Declaration of Rights 1789 – Thousands of women march to the palace demanding bread Mob surrounds palace and King finally agrees to move to Paris Political reforms begin Vote to sell church land as war government debt Passed Civil Constitution of the Clergy and church became under government control Clergy were divided 	<h3>Constitution of 1791</h3> <ul style="list-style-type: none"> Decided to keep the monarchy but limit Royal Power (Constitution Monarchy) Unicameral Legislature Members chosen by voters Many people still unhappy Few saw the reforms had gone too far, far others they hadn't gone far enough 	<h3>Decline of the Monarchy</h3> <ul style="list-style-type: none"> Louis and Marie Antoinette were aware of the unrest and decided to flee to Austria where the Queen's brother was emperor Disguised as ordinary people they fled, were recognized, brought to St. and forced to accept the limited monarchy 		<h3>Unhappy with the King</h3> <ul style="list-style-type: none"> Some wanted to reinstate his power (which was what Louis was trying to accomplish with Austria) Others wanted to get rid of him completely – because of the royal family connection with Austria, Revolutionary leaders attack Austria (thought to be aiding the King and Queen)

September Massacres

- War causes upheaval
- September of 1791 the September Massacres occur - nobles and priests accused of plotting counter are killed or imprisoned
- Radicals take over the government

19

The French Republic

- National Convention creates a new government
- Writes new constitution (with part of the old one)
- Universal male suffrage
- Replaced weights & measures with metric system

20

New government had to decide what to do with Louis XVI

- Send the families letters to Austria to discredit him
- Was convicted by the "conspiracy against the liberty of the nation"
- 1793 - beheaded by the guillotine



21



22

New Regime

- Rejected elaborate clothes and powdered wigs
- Jacobins - extreme radicals led by "defender of the Revolution"
- Maximilien Robespierre, Georges-Jacques Danton, Jean-Paul Marat
- Girondist - moderates, believed that Revolution had gone far enough

23

Spreading the Revolution

- Danton wanted to expand France to its natural borders - The Rhine, The Pyrenees, The Alps and the Mediterranean Sea
- Too many defeats forced French to counter
- Committee of Public Safety forms to direct the war efforts
- Adopted conscription (better known as a draft) for all males 18-45

24

Revolution in Crisis

- Civil War rages
- Political battles between the Jacobins and Girondists

25

Reign of Terror Begins

- Jacobins set out to crush revolt
- Hanged down suspended enemies and turned them over to the guillotine
- Guillotines around and inside made the air of guillotine
- Victims include Marie Antoinette
- 85% of the executions were of commoners

26

Committee of Public Safety

- Set up new schools
- Issued pamphlets to teach agricultural skills over to the nation
- Introduced wage and price controls to combat inflation
- Abolished slavery in French colonies
- Encourage religious tolerance

27



28

End of the Reign of Terror

- Danton calls for an end to the terror (executions)
- Robespierre accuses him of treason and sends him to the guillotine
- Others fear for their safety and turn on Robespierre
- With Robespierre's death the Reign of Terror ends

29

The Directory

- 1795 - new constitution written
- Only those who owned property could vote
- Set up executive council of 5 men
- Filled with a few honest legislators called The Directory

30

The Rise of Napoleon

- Growing discontent because of food shortages and rising prices
- Financial and Moral scandals, government on brink of bankruptcy
- People look to military for help

31

Napoleon

- Young general, married into connections
- Won control of the French Army
- Made improvements to soldiers' lives and won their support
- Ran Austria and gained most of Northern Italy for France
- Hears there is trouble back home and leaves his army in Egypt

32

Coup de tat

- Napoleon arrives home and takes part in a Coup de tat or seizure of power from the government
- 1804 - names himself the Emperor
- Set up new constitution that in theory forms a republic, but in reality is a dictatorship with Napoleon the absolute ruler
- Names himself ruler for life and was approved by a plebiscite, or popular vote

33

Bringing Order to France

- Restructures government
- Places education under his control
- Set up technical schools, universities, and secondary schools
- Created Bank of France
- Required all citizens to pay taxes
- Gradually brought peace and inflation down

34

Napoleonic Code

- New code of law written
- Equalized all citizens under the law
- Religious tolerance
- Advocated based on merit
- Fixed even above the individual

35

Building an Empire

- Napoleon has been out commanding armies and taking over territory
- Britain remains France's greatest enemy
- Napoleon believes he has a good chance of invading England through the Channel
- Never made it that far
- On the southern coast of Spain (Trafalgar) British naval defeat Napoleon's empire at possibility of invading GB

36

Economic Blockades

- Tries to defeat GB by economic means
- Ordered all nations he controlled to stop trading with GB
- Failed imports from GB
- Fails - leads to France's economy and trade suffering more

37

Napoleon's Downfall

- People resented having to pay taxes to France
- Countries began restoring old rulers
- People began to rebel against France and Napoleon
- Russia stops their economic blockade
- Napoleon is outraged and marches to Moscow
- Russians burn city and force Napoleon to retreat to find shelter in the harsh winter
- Russia defeats Napoleon

38

Restoration of old ways

- Allies of France force Napoleon to surrender and abdicate power
- Thrones restored to Louis XVIII (Louis XVI's brother)
- Napoleon exiled to Elba

39



40

Napoleon Returns

- Napoleon returns to France and motivates the troops to desert the King
- Reigns emperor and declares France wants no more territory (so he could avoid war)
- Other nations are scared Napoleon is going to return to power
- Battle of Waterloo - ends with a French defeat and Napoleon placed under house arrest

41

Congress of Vienna

- Sets out to calm the waters after Napoleon
- Guided by three principles
- Compensation - all countries should be repaid for their expenses of fighting France
- Legitimacy - power returned to royal family before Napoleon
- Balance of Power - no country should dominate the majority of Europe again

42

Redrawing Europe

- Had to give up recently won territory
- Had to pay large indemnities
- Land was divided up among other nations

43

Appendix E.4: Causes of the Revolution Reading with Comprehension Questions

The Causes of the French Revolution (1)

By the late eighteenth century, France was on the brink of revolution. The reasons had been building up over many years, and mainly concerned the great divide between the nobility and the clergy, and everybody else. The French population was divided into three estates. The First estate was made up of the clergy. It numbered around 100,000 people. The Second estate was made up of the nobility. It numbered around 400,000 people. The Third estate was made up of the bourgeoisie, wage earners, and the peasantry. It made up the majority of the French population. The first and second estates enjoyed certain privileges that the third estate did not.



Firstly, although they were the richest, they did not have to pay taxes. They were so the only members in society who could hold positions of importance such as Officers in the army. This caused great discontent within the Third Estate.

KEYWORDS

Revolution – a great change over a short period of time
Estates – the class system in pre-revolutionary France
Bourgeoisie – middle class
Nobility – The upper class
Clergy – The Church
Peasants – The lower Class, 90% of the population

THE THIRD ESTATE

- Peasants were forced to do military service.
- Peasants could not hunt or fish on nobles' estates.
- Peasants had to pay taxes to their lord, the king and the Church.
- Peasants had to use the lord's mill, oven and winepress, and pay for them.
- Peasants made up 97% of the population.



THE FIRST AND SECOND ESTATE

- Nobles had almost complete authority over peasants.
- Nobles did not have to do military service.
- Nobles were exempt from most taxes.
- Nobles collected tolls from people using roads and markets.
- Many nobles and clergy lived in great luxury in chateaux and palaces.



The Kings, through their ministers and local officials **RULED ABSOLUTELY**. This meant that they had complete authority over France. The 'parliament' (Estates General) had not been called since 1614!



By Miss Laville www.SchoolHistory.co.uk

Psssst!
 Do you THINK it's fair? Which aspects of the French System might upset the Third Estate?



Source A Cartoon of 1789

The Peasant, shown carrying the burden of maintaining the feudal lords and the clergy

The caption reads 'One hopes this will end soon'

Source B

An Englishman's view of French Peasants 1787 – 1790

I was joined by a poor woman who complained of the times. Her husband had only a morsel of land, one cow and a poor horse. But they had to pay 20kg of wheat and three chickens as feudal dues to one lord, and 60kg of oats, one chicken and five pence to another, along with very heavy taxes to the king's tax collectors: 'The taxes and feudal dues are crushing us.'

(Travels in France – Arthur Young, 1792)

Source C

Yearly incomes compared.

Archbishop of Paris	50,000 livres
Marquis de Mainvilllette	20,000 livres
Prince de Conti	14,000 livres
A Paris parish priest	10,000 livres
A typical village priest	750 livres
A master carpenter	200 livres

(The livre was replaced by the franc in 1795. In the 1780s, there were about 4 livres to £1).

Source D

The People should have power, 1775.

Man is born free. No man has any natural authority over others; force does not give anyone that right. The power to make laws belongs to the people and only to the people.

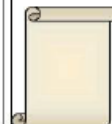
(a pamphlet, banned by the French government in 1775, Jean Jacques Rousseau.)

Tasks

1. Look back at the information on these sheets. List the reasons why many people in France were critical of a) the nobility; b) the King; c) the clergy
2. What might a French peasant have grumbled about in 1789?
3. Look at source A. Explain what point you think the cartoonist was making. Remember to explain the significance of the three characters, as well as the caption underneath.
4. How does the author of source B describe the lives of French peasants? (Remember: it is not enough to say 'good' or 'bad' – you need to give examples from the source!)
5. Study sources A, B and C together. Do these sources explain why poor people in France resented the rich? Explain your answer using the sources.
6. Rousseau (source D) was an influential writer at this time. Along with other writers like Voltaire, he wanted France to have a more democratic form of government. Who would be most influenced by his words and why? (Remember to include extracts from the source in your answer.)
7. The pamphlet which source D came from was banned in 1775. Why do you think this was? Which members of French society would want it to be banned?



Use your own paper to answer these questions!
 Write neatly for credit!



Create a picture representation of one of the sources above (Not Source A)
 -See Ms. Beaver for a rubric

Appendix E.5: The King and the Revolution Reading with Comprehension Questions

The King and the Revolution



Source A. King Louis XVI of France

What sort of man was Louis XVI?

Louis XVI came to the throne in 1774. He was an absolute monarch, which meant that he was not bound by a constitution, so had complete power. Like many other European monarchs, Louis believed his power had been given to him by God. Louis was a 'family-man'. Even during the Estates General meeting, Louis was more concerned with his son who was dying of tuberculosis than the political crisis he was facing. Louis was dominated by his wife, Marie-Antoinette, whose brother was the Austrian Emperor. Marie-Antoinette was the subject of many rumors about love affairs, expensive clothes and over spending. She was also criticized by many for the way she interfered with Louis's attempts to govern the country.

"The power to make laws belongs only to me"

Source B. Louis XVI, (1774 – 1793)



Source C. Queen Marie-Antoinette of France

How did Louis respond to the events of 1789-91?

It is possible that Louis did not fully understand the events of 1789 – 1791. It is also possible that Louis had no idea how widespread the demand was for reform in France. When the Three Estates met in May 1789, Louis did not have any ideas to put to them. When the National Assembly was set up, Louis did not know what he should do. On 5-6 October, 1789, the Paris mob came to Louis's palace at Versailles and attacked. They captured Louis and his family, and imprisoned him in the Tuilleries in Paris. Louis could have ordered his guards to fire on the mob but refused to do so. Louis claimed that he played the role of an English style 'constitutional monarch'. Between 1789-1791, Louis signed decrees from the Assembly so that they became law.

In September 1791, when the constitution was finally proclaimed, Louis signed an oath of loyalty. Some believe that this was an act of good will from Louis. Others think that Louis took the oath because he had no other choice. What do YOU think? Read the information on Louis's behavior between 1789 and 1791 before you make your decision.

Source D. Descriptions of Louis and Marie-Antoinette by an American Ambassador in France

On Louis... He is an honest man and wishes to do good, but he has not either genius or education...

On Marie-Antoinette... Louis has a queen who controls his weak mind. Her...extravagance has been a major cause of exhausting the government's finances.

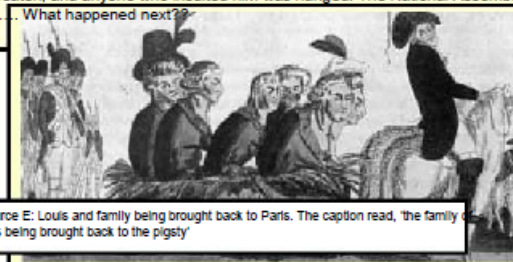
By Miss Laville www.SchoolHistory.co.uk

How did Louis behave in 1789 – 1791?

Louis behavior in the years 1789 – 1791 is crucial in deciding whether or not Louis co-operated with the Assembly's attempts at reform.

1. When many nobles fled France after their chateaux were burned. Louis continued to support the nobles (known as émigrés) who were now living in the courts of other European monarchs, by sending money to them.
2. Marie-Antoinette (whose brother was Emperor of Austria) wrote to neighboring monarchies stating that she and Louis wanted to leave France and that they hoped their absolute monarch friends would invade France, put down the revolution and restore Louis to absolute monarch. Louis agreed with his wife's actions, and himself wrote to the kings of Prussia, Spain and Sweden, as well as the emperors of Austria and Russia to suggest an alliance to put down the revolution.
3. During the night of June 20-21, 1791, Louis attempted to escape to Montmedy, near the Austrian Netherlands. He and his family were disguised and carried false passports. Once there, he hoped, he would rally the émigrés nobles, get the support of Austria and return with an army. However, Louis's plan was filled with problems.
 - Firstly, the queen insisted that all the family travel together. This meant using a larger, slower coach, which, even with six horses had a top speed of only 10km per hour.
 - The bodyguards wore easily recognizable uniforms.
 - There were six people instead of five listed on the passport.
 - Louis himself was recognized on the route to Varennes, and a mob prevented his coach from proceeding.
 - Louis's advisers suggested he use his bodyguards to shoot their way through the mob, but Louis refused.

On June 22nd, Louis and his family were captured and brought back to Paris. The crowd along the way jeered them, but once in Paris, Louis and his family were greeted with a grim silence. Anyone who applauded the King was beaten, and anyone who insulted him was hanged. The National Assembly had to decide what to do with Louis... What happened next??



Source E: Louis and family being brought back to Paris. The caption read, 'the family pigs being brought back to the pigsty'

Well???

In the end, the Assembly decided to keep Louis as their CONSTITUTIONAL MONARCH (a monarch who has to obey the rules of a constitution). On September 3rd 1791, the constitution was proclaimed and Louis swore an oath of loyalty to it. On 30th September 1791, the National Assembly declared its work finished. It seemed the revolution was over.

Tasks...

- 1) Carefully look at sources A, B, and D. What kind of person do you think Louis XVI was?
- 2) Now look at sources C and D. How would you describe Marie-Antoinette?
- 3) Can you be sure that your descriptions of Louis and his queen are accurate? Explain your answer.
- 4) In what three ways did Louis behave badly in the years 1789-1791? Explain each fully.
- 5) How did Louis show that he could not be trusted during this time?
- 6) What point was the cartoonist of source E trying to make? Explain your answer.

Please use your own paper to answer the questions.

Appendix E.6: Reign of Terror – Was it Justified? DBQ Packet

Reign of Terror Mini-Q

The Reign of Terror: Was It Justified?



Overview: The French Revolution began in 1789 as an attempt to form a new government in France. It was a revolution that did not follow a simple path. One broadside (poster) from the time read, "Unity, Indivisibility of the Republic, Liberty, Equality, Fraternity or Death." It is the last word, of course, that is troubling. This Mini-Q asks you to consider the revolutionary values expressed above, and the means used by the French revolutionary government to put those values in place.

The Documents:

- Document A: Timeline of the Reign of Terror
- Document B: The External Threat (map)
- Document C: The Internal Threat (map)
- Document D: Letter from the Vendée
- Document E: The Committee of Public Safety
- Document F: The Guillotine (image)
- Document G: Robespierre, "Report on the Principles of Public Morality"

A Mini Document Based Question (Mini-Q)

Reign of Terror Mini-Q

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. With a partner, decide whose needs are more important, the individual's or the group's. Check the box that matches your position and 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 has 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"/>	

The Reign of Terror: Was it Justified?

In 1789 the French Revolution upset a centuries-old French appellation. In the eyes of many, however, the appellation needed upsetting. For years, **absolute monarchs** had ruled the French nation with little consideration for the majority of the people. The king, Louis XVI, was having his troubles. France was in serious debt because of expensive wars in Europe. France had worsened her debt by helping America fight the British overseas. Meanwhile, at home, poor people were starving. The price of bread had skyrocketed because bad weather had devastated the grain harvest. Making matters still worse was a confusing and unfair tax system. To his credit, Louis sought the advice of nobles, church officials, and even commoners, but the problems just grew.

When Louis XVI called the **Estates General**, an assembly

of 1,200 men, to help solve the financial crisis, he unleashed change he could not control. On June 20, 1789, a powerful group of men walked out of the Estates General and vowed to create a new Constitution. Three weeks later, mobs of Parisians stormed an old fortress called the Bastille and stole weapons that would later be used against the royal government forces. On August 26, the new revolutionary government signed a document called the *Declaration of Rights of Man and Citizen* which ensured "Liberty, Equality, and **Fraternity**" for the people of France. Half the adult male population was given the right to vote, reducing the power of the king and the nobles while giving new powers to the common people.

Not everyone loved the reforms. The nobility and the Catholic Church were unhappy because they lost a chunk of their property and power. Monarchs in neighboring countries like England,

Austria, and Prussia were unhappy because they feared a spread of the revolution. Some peasants in the French countryside were unhappy about having to fight in the foreign wars. To deal with this opposition, the French revolution became more **radical**. Led by a chief prosecutor named Maximilien Robespierre, the king was found guilty of crimes against the state and **guillotined** in a public square on January 21, 1793. His wife, Marie Antoinette, was executed nine months later.

The execution of Louis XVI marked the beginning of an 18-month period of the French Revolution that has come to be called "**The Reign of Terror**." Led by Robespierre, the new government proceeded to execute large numbers of individuals whom it considered to be enemies of the revolution. Among

its targets were the Catholic Church, which they regarded as the old order, and peasant rebels. At the same time, international tensions escalated into war. The new government had to do battle both inside and outside the country.

In mid-1794 the Reign of Terror came to a rather abrupt end. Robespierre himself was executed and a more **conservative** government was put in place. Within five years Napoleon would take control.

But our focus is on the Reign of Terror. This Mini-Q asks you to consider how far a people and a government should go to preserve their vision of liberty and equality. In 1793 and 1794, were conditions in France serious enough to require such a violent response by the revolutionary government? In other words, *The Reign of Terror: Was it justified?*



Storming of the Bastille, July 14, 1789

EV

Background Essay Questions

1. Who was the absolute monarch of France in 1789?
2. What were three serious problems that faced Louis XVI in the 1780s?
3. In what year did the French Revolution begin? Was this shortly before or shortly after the American Revolution?
4. In August 1789 what three words became the rallying cry of the French Revolution?
5. Why were members of the French nobility and the French Catholic Church upset about the revolution?
6. Who became leader of the radical wing of the revolutionary government?
7. Define these terms:

absolute monarch

Estates General

fraternity

radical

guillotine

Reign of Terror

conservative

Timeline

- 1762 – Rousseau writes *The Social Contract*.
- 1776 – United States declare independence.
- 1789 – Storming of the Bastille in Paris. Symbol of the French Revolution.
- 1789 – United States Constitution is ratified.
- 1791 – Slave Revolt in the French colony of Saint Domingue, now known as Haiti.
- 1793 – 1794 – Reign of Terror in France.
- 1799 – Napoleon becomes virtual dictator of France.

Document A

Source: Various sources.

Timeline of the Reign of Terror

1789	July	Beginning of the French Revolution. King Louis XVI is forced to share power.
1791	August	Austria and Prussia form an alliance to stop the French Revolution.
1792	August 19	Revolution grows more radical. Louis XVI is imprisoned.
	September	Constitutional monarchy ends. Replaced by a republican government. War with Prussia and Austria begins. Louis escapes, flees with family, is caught and imprisoned again.
1793	January 21	Robespierre presides over the guillotining of Louis XVI.
	March–April	Tribunal and Committee of Public Safety is created to fight “enemies of the revolution.”
	April	Counterrevolutionary revolts break out inside France.
	August	Levée en Masse (forced military draft for all French males) fuels revolts.
	November	Festival of Reason. Christian churches are soon closed by revolutionary government.
	December	Committee of Public Safety cracks down on rebels. Counterrevolution in western France is near collapse.
1794	February	All slavery abolished in the French colonies.
	April / May	French victory over foreign enemies is nearly complete.
	June	Government denies legal counsel to accused enemies of the revolution. The number of government executions sharply increases. Two-thirds of all executions during the Reign of Terror occur in June and July of 1794.
	July	Radical leader Robespierre is executed by guillotine. Many government policies of last two years will soon end. The Reign of Terror is declared over.

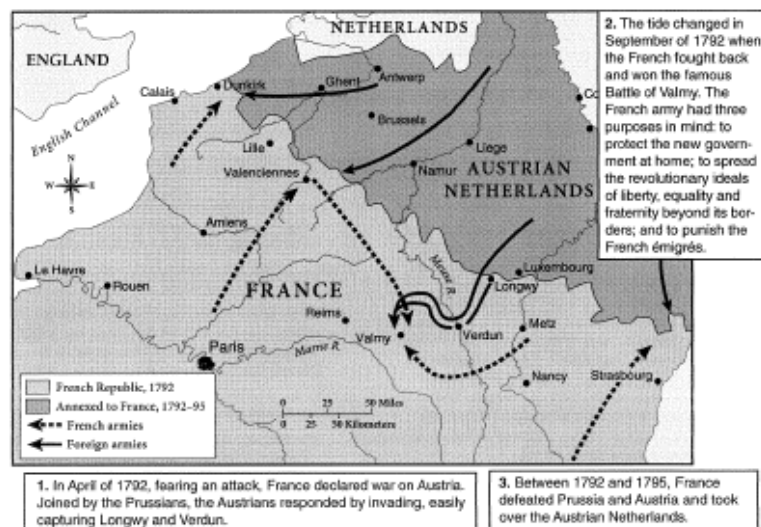
Document Analysis

- For nearly two years, France was a constitutional monarchy. What kind of government is that?
- How many months was it between the guillotining of Louis XVI and the guillotining of Robespierre?
- Why did the revolutionary government in Paris need a military draft in 1793?
- What evidence is there that the revolutionary government that supporting the Reign of Terror also supported human rights? What evidence is there that the government that supported the Reign of Terror denied civil rights?
- What evidence is there that the Reign of Terror was successful in fighting both enemies inside France (counterrevolutionaries) and foreign enemies?

Document B

Source: Map created from various sources.

Note: In August 1792, an 80,000-man army marched into France. Nearly half the force was Prussian, and the other half Austrian. Austria and Prussia were monarchies and both were afraid that revolution might spread to their countries. Austria was also concerned about the safety of Louis XVI's wife, Queen Marie Antoinette, who was a daughter in the Austrian royal family. Nearly 10,000 French army officers and aristocrats had also moved to the Austrian-controlled Netherlands. These émigrés formed armies and allied themselves with France's foreign enemies.



Document Analysis

- With which countries was France at war in 1792 and 1793?
- Which major cities did the French lose in 1792?
- Why was Austria so concerned about the possible spread of the French Revolution?
- How did émigrés threaten France?
- Based on this document, do you think executing French supporters of the Austrian and Prussian monarchies was justified? Explain.

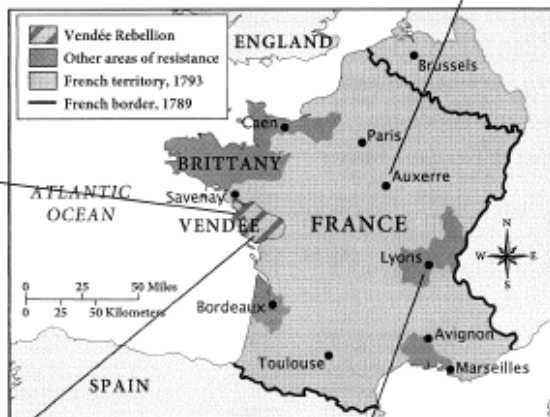
Document C

Source: Map created from various sources.

Note: The map below shows areas of the highest resistance to the revolutionary government. These counter-revolutionaries included some members of the aristocracy, priests, farmers, and townspeople. They were a mixed lot of French men and women whom the revolutionary government regarded as thieves or rabble (lower class mob).

In 1793, a revolutionary campaign was launched against the Catholic Church. Sunday worship, Christmas, and Easter were abolished. A church official wrote that in Auxerre, France government representatives "took a copper crucifix which was on the altar, . . . [and] carried it mockingly, upside down on a cart, offering it to passers-by to spit on."

The Vendée region was the hub of the counterrevolution. People here fiercely fought against the military draft called the *levée en masse* and against laws that tried to abolish Christianity in France.



Historians estimate that anywhere between 80,000 and 500,000 French people on both sides died in the Vendée in 1793.

In October 1793, Revolutionaries decided to make an example of counterrevolutionaries in Lyons. On one day, revolutionaries destroyed 1600 homes and chopped off 12 heads in five minutes.

Document Analysis

1. What do the shaded areas represent on this map?
2. What was the *levée en masse*?
3. What did the government do to religious property in Auxerre, France?
4. Why do you think so many people in the Vendée were killed in 1793?
5. How could you use this document to prove that the Terror was justified or not justified?

Document D

Source: Letter from the Vendée, 1793.

Note: This letter was sent to the National Convention (the revolutionary government in Paris) by a local government official in western France. At this time, counterrevolutionary activity had been increasing for more than a year. This official is reporting that soldiers already sent by the government have failed to stop the "rabble" and he is writing for more help. To make matters even more unsettling, Prussians were invading at the same time from the north.

(Town of) Niort, 25 August, 1793, Year IV of Freedom

The departmental adviser reported to you, in the last mail, the troubling events which occurred in the district of Châtillon. New information shows us that the crowd is continuing to gather.... The council meanwhile has taken strong measures, and at this moment there are three thousand national guardsmen in the region to establish order. It is with the greatest of sorrow that we inform you that six patriots have already fallen victim to this rabble, but at least forty of their number were killed.

We had reason to hope that these gatherings would cease as soon as the public troops arrived. Our hopes were misguided, and this causes us the greatest of worries. Having already

dispatched all of the armed force that was at our disposal, the departments of the Vendée (and others) showed us... their fraternity and neighborliness by coming to our aid during these circumstances. Without these departments, this unfortunate region would today have fallen to the rebels. . . .

We can not hide from you, sirs, that a severe and swift example needs to be set. Already several of these bandits have been arrested, and the departmental adviser requests that you issue a decree whereby the criminal court of Niort judges this case as the last resort.* It is the only way to bring peace back to this unfortunate region. We hope that you will not refuse us this request.

*Judgment of last resort: the local court has final say. There can be no appeal, even for a death by guillotine conviction.

Document Analysis

1. When was this letter written?
2. Who wrote the letter and to whom?
3. What is the purpose of the letter?
4. Is there any evidence in the document that helps you measure the size of the revolt? Explain.
5. How can you use the document to argue that the Reign of Terror was justified or not justified?

Document E

Source: Steven Ottenski, *Triumph and Terror: The French Revolution, 1793*.

[In March 1793] the revolutionary Tribunal (a court of justice) was established to try all crimes against the state. Tribunal members would not be elected by the people, but appointed by the National Convention (the revolutionary government) and their power would be absolute. Watch committees were set up in every neighborhood to ferret out and expel any foreigners suspected of counterrevolutionary activities. On April 6, 1793, [the National Convention established] the Committee of Public Safety....The purpose was to "protect the public safety" from enemies both in and outside of France. The Committee soon employed a shadowy network of informers and spies to achieve these ends. No one was safe from suspicion. A careless word of criticism spoken against the government could put one in prison or worse.

Note: At first, the Tribunal followed a formalized legal procedure, but that gradually broke down. The accused were denied lawyers. Conviction based on patriotic "intuition" rather than evidence was allowed. In Paris, while some members of the upper classes were acquitted, the Tribunal sentenced 2,750 to death. In the countryside, the slow tribunals were replaced with ruthless commissions that killed an estimated 35,000 to 40,000 people. Many of these people were guillotined.

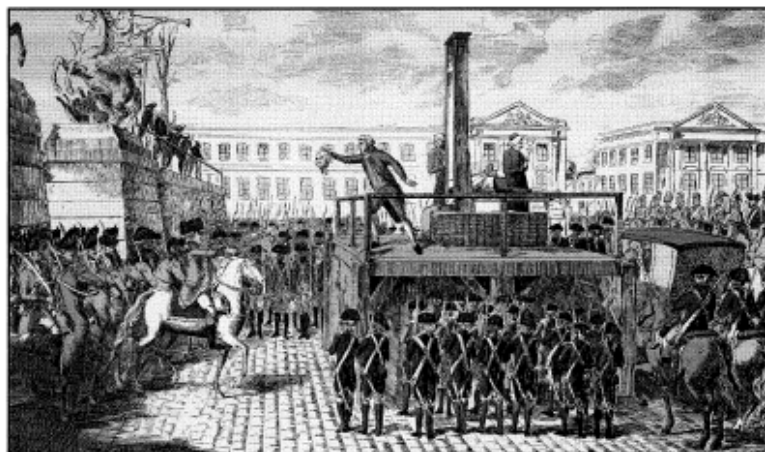
Document Analysis

1. Is this a primary or a secondary source?
2. What was the purpose of the Tribunal and how were the judges chosen?
3. What was the purpose of the watch committees?
4. What sorts of activities could get a person in trouble with the Committee of Public Safety?
5. How many people were executed by the commissions in the countryside?
6. Do you think the activities of the Tribunal and Committee of Public Safety were justified?

Document F

Source: Death of King Louis XVI on 21st of January 1793. Engraving by Faucher-Gudin, 19th century.

Note: The guillotine became one of the powerful symbols of the French Revolution. Louis XVI, his wife Marie Antoinette, and even the key figure behind the Reign of Terror, Robespierre, all died by decapitation. The guillotine was regarded as a humane way to execute criminals. It had a sharp, angled blade, which dropped quickly on a guided track. Historians estimate that between 20,000 and 40,000 people were killed by the guillotine during the Reign of Terror. The public guillotining was memorable events. One observer who attended Louis's beheading wrote, "[The king's] blood flowed and cries of joy from eighty thousand armed men struck my ears . . . I saw people pass by arm in arm, laughing and chatting familiarly as if they were at a festival."



Document Analysis

1. What was the date of this event?
2. Whose head is the executioner holding?
3. Where is the execution taking place?
4. Describe the crowd in attendance.
5. How could you use this document to argue that the Terror was justified or not justified?

Document G

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 the 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....

Document Analysis

1. According to Robespierre, what are the goals of the war and the revolution?
2. Whom should the government protect, according to Robespierre?
3. What does Robespierre mean by "internal" enemies and "external" enemies of the Republic?
4. What does Robespierre believe should be done to enemies of the Republic?
5. How could you use this document to argue that the Reign of Terror was justified or not justified?

Appendix E.7: Napoleon Changes France Reading Activity and Comprehension Questions

www.SchoolHistory.co.uk

How Did France Change Under Napoleon?

Napoleon has been remembered not only for his military victories, but also as a 'Great Reformer', bringing about improvements to France and French Society. Napoleon himself said: "I intend to keep the Revolution's useful changes, but not to abandon the good institutions it mistakenly destroyed." So, how did France change under Napoleon? And did it change for the better? To answer these questions, we need to look at France before, and during Napoleon's rule.

CHANGES TO EDUCATION

UNDER THE KING - Only the privileged went to schools, which were run by The Church. Pupils were taught respect for elders and religion.

THE REVOLUTION brought some change. Revolutionaries proclaimed that school was for everyone, and state schools were even proposed, but none were set up. The Aim was to encourage pupils to investigate and question.

UNDER NAPOLEON - The education system in France changed. Four grades of school were set up: primary, secondary, lycées (schools run on military lines) and technical schools. Schools now stressed the importance of obedience and military values - although primary education stayed almost as it had been before 1789. Science and math became more important subjects in secondary schools. In 1814, 9000 pupils were attending the 36 lycées - out of a population of 30 million.

THINK!! How much change had taken place in schools?



GOVERNING FRANCE

UNDER THE KING - Louis had absolute power, and could not be removed. There was no National Assembly (or Parliament) and there were no elections, so people did not have a say in who was in power in France. The King made all the laws, and as a result, some were very out of date such as the Estates system, and inequality of different groups in society.

THE REVOLUTION brought changes. There was no single ruler of France, and a National Assembly was elected by voters (all men). The Assembly made all the laws, which meant that many new laws were introduced.

UNDER NAPOLEON - More changes were introduced. Napoleon became Emperor of France, and could not be removed from power. There were two National Assemblies, with members chosen by Napoleon from candidates elected by the people. All men could vote, but after 1804, there were no elections. All laws were made by the Assemblies.

THINK!! In what ways were the regimes of Napoleon and Louis different?



The Code Napoleon, 1804

The Code stated that:

- All people were declared equal before the law. There were no longer any special privileges for Nobles, Churchmen or rich people
- Feudal rights were ended.
- Trial by Jury was guaranteed.
- Religious Freedom was guaranteed.
- Parents were given powers over their children.
- Wives were not allowed to sell or give away property.
- A wife could only own property with her husband's consent in writing.
- Fathers were allowed to imprison their children for any time up to a month.

In 1804 the Napoleonic Code was introduced. It had a set of clear laws, applicable to all members of French Society. The Code was also introduced into other parts of Europe conquered by Napoleon, like Italy, Spain and some parts of Germany.

"The husband must possess the absolute power and right to say to his wife: 'Madam you shall not go to the theatre, you shall not receive such and such a person, for the children you bear shall be mine'. Women should stick to knitting." Comments made by Napoleon when drawing up the Code.

INDIVIDUAL RIGHTS AND FREEDOMS

France under Napoleon sometimes seemed similar to France under King Louis. The Prison and Courts system was 'officially' different, in that you could no longer be put in prison without charge and everyone was equal in the courts, nobles did not have special rights anymore, but even in Napoleon's rule there were restrictions. He had a secret police force, which from 1810 could arrest people without trial. Napoleon, like King Louis, and unlike the Revolution, tried to control and control the newspapers, and free speech was not slowed in France or the French Empire.

"If the press is not controlled, I shall not remain three days in power." Napoleon

THE CATHOLIC CHURCH

During the Revolution, the land owned by the Catholic Church was sold off and any religion was permitted (only Catholicism was practiced in the 'Ancien Regime'). In 1802, Napoleon made an agreement with the Pope called the Concordat in which the Pope agreed that the Church would not get its land back and in return, Catholicism was accepted as the religion of the majority. As well as this, it was agreed that Bishops were to be chosen by Napoleon, and agreed by the Pope. This meant that the government now had greater control over the Church.

"The People must have religion, and religion must be in the hands of the government." Napoleon

ARE YOU STILL THINKING? How much have things changed under Napoleon? Are his ways really that different from Louis?



FRENCH SOCIETY

Napoleon tried to make sure that all major groups gained from his rule. For peasants, Napoleon made sure that they could keep their land by eradicating Feudalism. He restored the Catholic Church to its former importance through the Concordat, and the peasants no longer had to pay tithes. For the Nobles, Napoleon offered 'king-like' stability. He created titles for some people, though these new nobles had no special privileges. Napoleon tried to reward talented and hardworking people by setting up the Legion of Honor in 1802. It is still one of the highest honors you can receive in France today.

Some of the things said by Napoleon!

It is not what is true that counts, but what people think is true.

The ignorant class will no longer exercise their influence on making laws or on government.

Public education does not suit women, as they are not called upon to live in public... marriage is their whole estimation.



In France women are considered too highly. They should not be regarded as equal to men. In reality they are nothing more than machines for producing children.

THINK! What do these quotes tell us about Napoleon?

DID YOU KNOW?
Napoleon introduced the Baccalauréat, (BAC) an exam still sat in France today!

BUILDINGS AND ROADS

Napoleon ordered the building of new roads, canals and bridges. Huge amounts of money were invested in improving the image of France's capital, Paris. Older buildings were improved, and new buildings were put up. A better network of roads was planned for Paris, and several memorials to the Revolution and to Napoleon himself were erected.

L'Arc de Triomphe, Paris - built in 1813 to celebrate Napoleon's victories in wars all over Europe



Questions

1. In what ways did Napoleon reform the education system in France?
2. Which aspects of Napoleon's education system did not change?
3. In what ways were the governments of King Louis XVI (pre-Revolution) and Napoleon different?
4. In what ways were they similar?
5. Read the Napoleonic Code. List the points of the code which you think are:
 - a. Fair?
 - b. Unfair?
 Give reasons for your choices.
6. How did Napoleon try to restrict individual rights and freedoms?
7. Why do you think Napoleon felt it was so important to control the press?
8. How did Napoleon try to control religion in France?
9. What was the appeal of Napoleon to:
 - a. The Peasants?
 - b. The Nobility?
10. Read some of the things said by Napoleon (on all of the sheets). What do these extracts tell us about Napoleon's attitude towards:
 - a. His role as Emperor?
 - b. Women?
 - c. The Media?
 - d. The lower classes?
11. How did Napoleon improve France's cities and towns?

HOW FAR DID NAPOLEON REALLY REFORM FRANCE?

This is an extended piece of writing. It should be one page, double spaced in size 12 Times New Roman. We will spend two days in the computer lab on this. Please make sure you use your time wisely. If you do not finish in the two days, then it will be up to you to find time to complete your work.

You should organize your answer into five sections, which you can later put into paragraphs. The five areas are: Education, The Government, The Church, Rights and Freedoms and Society. To answer the BIG question, you need to look at how far Napoleon reformed each of the sections. For example, in some areas there had been great change, but in others, there were few differences from the time of King Louis. You should include in your answer quotes and opinions from the man himself to support your reasoning. You need to write a brief introduction to your work, and sum up your arguments with a strong conclusion. You will then turn in your paper with your rubric.

Appendix E.8: Other Online Resources

To successfully complete this unit, students and teachers will utilize a variety of online tools.

Schoology – (www.schoology.com) is an online learning management system (LMS) that allows students and teachers to move to a more virtual setting – reducing the needs for papers, while encouraging communication and collaboration. Schoology will be used at various points in this lesson including submission of: any electronic homework, rough drafts, peer reviews, final drafts, discussion questions, and final unit assessments.

Bubbl.us – (<https://bubbl.us>) is an online mind mapping tool. While there are numerous mind mapping tools available, this will be the one demonstrated and modeled by the teacher. It is user-friendly and allows a person to easily create and organize a nice amount of information while still being able to be printed and easily read.

Google Docs – (<https://drive.google.com/drive>) is very similar to the Office Suite by Microsoft, but it allows a user to share and collaborate with others to strengthen their work. While there are many apps available, the students and teacher will utilize the Document portion in order to create their persuasive essay. The use of Google Docs allows the teacher and students to work on successfully completing the Common Core 9-10.W.6 standard: “Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.”

© Copyright 2013 by the Curators of the University of Missouri. All rights reserved. No part of this work may be reproduced or transmitted by any means.

