Modern European History

Unit 6 - Revolutions

Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

***Suggestions for studying for your exam:***

1. Find a quiet place without distractions for you to study.

2. Review the handouts and notes you completed during this unit.

3. Go through the list of information on this study guide, writing out an identification of each item.

4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.

5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 2 extra points on your exam grade. (It must be hand written and turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.

6. We will study for the exam next class and your exam (or due date for project) will be the following class.

7. Exam/Project Due Dates:

Black 3-4: **Wednesday, April 1st** Orange 3-4: **Thursday, April 2nd**

You should be able to identify/describe/explain the following (remember – this is a sampling – not all - of information that may be on the exam):

Johannes Kepler

Galileo Galilei

Francis Bacon

Rene Descartes

Isaac Newton

Andreas Vesalius

William Harvey

Robert Hooke

Robert Boyle

Joseph Priestly

Antoine Lavoisier

natural law

Thomas Hobbes

John Locke

Hugo Grotius

philosophes

deism

salons

Madam de Pompadour

Encyclopedie

Baron de Montesquieu

Voltaire

enlightened despots

Frederick II of Prussia

Maria Theresa of Austria

Joseph II

Jean-Jacques Rousseau

Immanuel Kant

King George I

The American Revolution

Navigation Acts

salutary neglect

George Grenville

Proclamation of 1763

Stamp Act

*“No taxation without representation”*

Boston Massacre

Boston Tea Party

Lexington and Concord

“shot heard ‘round the world”

Declaration of Independence

who is in each of the three estates

bourgeoisie

Louis XVI and Marie Antoinette

Estates-General

National Assembly

Tennis Court Pledge

the Storming of the Bastille, July 14, 1789

the Great Fear

National Assembly

the Declaration of the Rights of Man and of the Citizen

the March to Versailles

Civil Constitution of the Clergy

Constitution of 1791

September Massacres

“Let them eat cake”

Legislative Assembly

Active vs. Passive citizens

War with Austria & Prussia

Jacobins

Robespierre

Marat

National Convention

September Massacre

Death of the King & Queen

Reign of Terror

Committee of Public Safety

New Republican Calendar

Death of Robespierre and Marat

Thermidorian Reaction

Council of 500 & Council of Elders

Directory

Coup de tat

Napoleon Bonaparte

“Whiff of Grapeshot”

Josephine de Beauharnais

the Consulate

lycees

Bank of France

Consul for Life

Napoleonic Code

Concordat of 1801

Emperor of the French

Treaty of Amiens (March 1802)

Battle of Trafalgar (1805)

Lord Nelson

Continental System

Czar Alexander I

Russian front

Elba

Hundred Days

Waterloo

Saint Helena

Napoleon’s legacy

Modern European History

Unit 6 - Revolutions

Children’s Storybook Project Option

**Background**

Imagine you are an author of children's storybooks (works written for children that use both words and pictures to tell a simple story). Your publisher asked you to write a children’s storybook about the French Revolution that will include basic information about the important people, events, and conflicts of the era in a form that will appeal to a young audience.

**Task**

You will write a children’s storybook about the French Revolution in a voice and style for child readers that includes facts, pictures, and maps of Revolutionary-era France.

**Content/Format**

Your children’s storybook *must* include:

> a vivid and attractive color picture or map on the front cover with the title and author’s name.

> at least four two-page spreads of text and pictures about the Revolution

 *children’s books usually have two-page spreads, or two facing pages of an open book*

 *you will have a total of at least 8 separate pages – you may do more if you’d like*

> information about at least one important person, event, and point of conflict from the Revolution on each two-page spread

> at least one visual (hand-drawn or printed color map or picture) about the Revolution on every two-page spread

> at least one hand-drawn or printed color map somewhere in the book containing correctly labeled locations important to the Revolution

> at least one hand-drawn or printed color picture somewhere in the book about the Revolution

> detailed, accurate information about the important people, events, and conflicts of the Revolution

> a “The End” page at the end

You *may* want to:

> use language written for a child reader, including short, simple sentences and short paragraphs.

> use strong action words to keep the story vivid in the reader’s mind; “The girl jumped and laughed” is probably better than “The girl is happy”

> use sounds to make the story come to life, such as using repetition, rhyme, etc.; try repeating a phrase throughout your story (“And the mouse still didn’t have any cheese” on every page)

> insert a question at the end of a page (“And what did the monkey find under that rock?”) to help move your reader to the story told on the following page

> because the Revolution included many scenes and actions that would not be suitable for children, be sure to phrase them in a way that would not be damaging to a child’s mind (“many people died” rather than “bloody heads rolled from blade of the guillotine”)

**What You Will Hand In**

1. a rough draft of all written work that has been edited and signed by your proofreader

2. a final copy of your book with all pictures and maps

3. Due Dates:

**Black 3-4: Wednesday, April 1st**

**Orange 3-4: Thursday, April 2nd**

***YOU MUST HAVE BOTH REQUIRED ELEMENTS TO PASS IN THE PROJECT!!!***

**Your Overall Assessment Grade**

The book will count as 80% of the assessment grade (see attached rubric for the points awarded for each element of the project). The multiple-choice quiz you take in class the day the project is due will count as 20% of the assessment grade and will include questions covering the content and map locations studied in this unit.

***Please Note****:* If at any time you are confused about what you’re supposed to be doing, please be sure to ask me, whether that means finding me at school or emailing or calling me at home!