

Social Studies
European History
Unit 8: French Revolution

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will investigate the rise of monarchical power from the deterioration of the feudal system to the exemplar of absolutism – Louis XIV. Students will anticipate the conflict which will ensue with the Enlightenment philosophers, the rising middle class, and the crown. Students will use as a case study the ailing Bourbon regime on the brink of collapse in the late 1780s. Students will use Brinton’s thesis as a model for revolutions as they see to understand the causes of the outbreak and process of revolution in France from 1789 to 1795. Students will seek to understand the Hegelian synthesis suggested through the agent Napoleon Bonaparte. The role of Napoleon will be investigated as a watershed event on various levels so as to act as a transition into the Nineteenth century and the modern world.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ What was the impact of the American Revolution on France and on the rest of Europe? ▪ Even though the French government was no more tyrannical or unjust in the late 1780s than it had been in the past, what failed in France’s political system and society that set off a revolution? ▪ What were some of the economic reforms proposed by Jacques Turgot? Why did he fail? ▪ How was Necker’s approach to dealing with France’s financial difficulties different fro Turgot? ▪ What were Charles Calonne’s economic proposals? Why was he shocked at the refusal of the Assembly of Notables to endorse them? ▪ Why was the Estates-General reconvened after a century and a half? In the local elections which ultimately sent representatives to the Estates General, which groups held a majority in each Estate? ▪ What was Abbé Sieyès view of the third estate? Why did the third estate clash with the other privileged estates? ▪ What was the Great Fear? What was its impact on the National Assembly?

Social Studies
European History
Unit 8: French Revolution

<p>Essential Questions</p>	<p><u>Secondary Questions</u></p> <ul style="list-style-type: none">▪ How did Edmund Burke counter the views expressed in the <i>Declaration of the Rights of Man and Citizen</i>?▪ What type of government was established by the Constitution of 1791? Which groups were dissatisfied? Why?▪ How did Olympe de Gouge’s reworking of the <i>Declaration of the Rights of Man and the Citizen</i> transform this meaning? How did male revolutionaries respond to her <i>Declaration of the Rights of Woman and Female Citizen</i>?▪ What practical role did women actually play in the French Revolution?▪ How did the French revolutionaries deal with the issue of race and discrimination regarding Jews, and the free Negroes and mulattos (in France’s Caribbean colonies)?▪ How did the National Assembly restructure France administratively?▪ How did the National Assembly apply revolutionary ideas to the economy?▪ What were the policies of the National Assembly toward the Catholic Church? How did these policies revolutionize church-state relationships throughout France and the rest of Western Europe?▪ What were the consequences of the government policy of selling church lands and issuing <i>assignats</i>?▪ What was the reaction of the various European governments to the revolutionary events in France?▪ How did the Brunswick Manifesto affect development in France?▪ Why did the Legislative Assembly disappear and a new National Convention emerge?▪ Why were peasants and urban workers dissatisfied with the course of events by late 1791 – early 1792?▪ Who were Jacobins? Who were the sans-culotte? Why did the latter support the former?▪ Why might the insurrection of August, 1792 be called the “Second” French Revolution?▪ What caused the French Revolution to enter a second, more radical phase?▪ Who were the Girondins and the Montagnards (Mountain)? What were their political points of view? Who were their major supporters?
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Social Studies
European History
Unit 8: French Revolution

Essential Questions	<p><u>Supplementary Questions</u></p> <ul style="list-style-type: none"> ▪ What political positions did the centrists (the Plain) take? ▪ What groups represented the counter-revolutionary forces in 1792-1794? What characterized the regions in which counter-revolutionary movements emerged? ▪ What role did the Jacobin Club play in the “Second” French Revolution? ▪ Why could it be said about the French Revolution (and other revolutions in history) that “revolutions devour their children?” ▪ Why did the Reign of Terror occur? ▪ Which social classes in revolutionary France were most affected by the Terror? Least affected? Why? ▪ What type of government did Robespierre try to create in 1792-1794? ▪ How were radical women treated by the Jacobin? ▪ How was the French army becoming more egalitarian and democratic by the end of 1793?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The causes of the French Revolution are a direct result of monarchical financial collapse resultant of poor fiscal policy. ▪ The reasons for the Reign of Terror are consistent with all revolutions since that time as echoed by the Brinton Thesis. ▪ The Rise and Rule of Napoleon can best be appreciated as a dialectic resulting in the synthesis of the times. ▪ The impact of nationalism in Europe in the 1800s had shaped subsequent events resulting in the Great War of 1914.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Louis XVI, Marie Antoinette, Flour War, bourgeoisie, Jacques Turgot, taille, corvée, lettres de cachet, Jacques Necker, Charles Calonne, territorial subvention, Assembly of Notables, Estates General, Abée Sieyès, cahiers de doléances, National Assembly, Tennis Court Oath, Bastille, July 14, 1789, tricolor, August 4 Decree, “Great Fear”, <i>Declaration of the Rights of Woman and Female Citizen</i>, Jacobin Club, assignats, Civil Constitution of the Clergy, non-juring (refractory) clergy, émigrés, Legislative Assembly, First Coalition, Tuileries, Brunswick Manifesto, National Convention, Liberté! Egalite! Fraternité!, La Marseillaise, Paris Commune, Jean-Paul Marat, Revolutionary Tribunal, guillotine, Girondin, Georges Danton, Jacobin Club, Maximilian Robespierre, Montagnard, Plain, sans-culottes, Vendee, law of Maximum, The Law of Suspects, Committee of Public Safety, Republic of Virtue, Jacques-Rene Hebert, Reign of Terror, enragés, Year I, de-Christianization, Cult of Reason, levée en masse

**Social Studies
European History
Unit 8: French Revolution**

Essential Skills	<ul style="list-style-type: none"> ▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing
Related Maine Learning Results	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1. Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ul style="list-style-type: none"> a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2. Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ul style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3. Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>

Social Studies
European History
Unit 8: French Revolution

<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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Social Studies
European History
Unit 8: French Revolution

<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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Social Studies
European History
Unit 8: French Revolution

	<p>immigrant groups in Maine and the United States, and various world cultures.</p>
<p>Related Maine Learning Results</p>	<p>D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
<p>Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ After studying the Napoleonic Era students will be given 20 quotes from Napoleon. They will read each quote and then will provide a written response for each drawing upon their knowledge to determine if his quotes are valid reflections of the times and his rule. Marks will be awarded for the students content recall and use for evidence as well as the student’s ability to analyze that evidence in terms of the meaning of the quotation. Students would be expected to debate their points since some will undoubtedly differ in their interpretation.

**Social Studies
European History
Unit 8: French Revolution**

Sample Classroom Assessment Methods	<ul style="list-style-type: none"> ▪ Since this unit lends itself to causation students will be assessed in terms of their ability to understand multi-causal approach to understanding why major events such as the French Revolution, The Terror, The 1799 Coup, etc. One would expect students to be able to accurately deploy events, know their impact and discuss the ramification of these events on subsequent events. Students would be expected to synthesize this understanding into a well-substantiated narrative summary identifying the most important cause.
Sample Resources	<ul style="list-style-type: none"> ▪ <u>Publications:</u> <ul style="list-style-type: none"> ○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University ○ Excerpts from “Napoleon on Napoleon” ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart ○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart ○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline ○ French Revolution Powerpoint ○ Napoleon’s Will