

Collin Libassi  
Text Driven Unit  
Class: 10<sup>th</sup> grade honors world history  
Lesson: The French Revolution  
Length: 90 minutes

**Context:**

10<sup>th</sup> Grade honors world history 1&2, Woodside High school

The French Revolution was a long, complex chain of events that is difficult to boil down to one simple summary. Many different groups and movements rose and fell over the course of the revolution, and while the date 1789 is significant as its starting point, students must understand that the French Revolution went through many different phases over the course of a decade. In order to foster a better basic understanding of this event, this lesson revolves around power notes and a concept map.

Power notes are a strategy that gets students to assign a number to certain groups, people, concepts, or events while they are reading. All important points are classified in hierarchical order. For instance, in this lesson students will begin by reading a section that sets the scene for the French Revolution. The most important point of this section is that it involves precursors to the revolution. Important subsidiary points would be the ancien regime and economic problems. Within each of these points are further subsidiary terms. Power notes labels a section's main points in number order, with 1 being the most crucial term under which all the others are categorized. From these power notes, students then make a concept map with bubbles around each of these terms. A power 1 will be the biggest bubble, and each of the other power notes branch out from these. In the end, the power notes and concept map leave students with a good visual organizer of their reading to which they can refer while studying.

**Objectives:**

By the end of this lesson, students will be able to:  
Organize important concepts of a textbook section into power notes  
Organize those power notes into a concept map  
Explain the preconditions and major events of the French Revolution

SOL Objectives:

WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by:  
describing the French Revolution;

NCSS Standards:

2: Time, Continuity, and Change  
3: People, Places, and Environments  
4: Individuals, groups, and institutions  
5: Power, authority, and governance

**Assessment:**

The assessment for this lesson will be in the form of the power notes and concept maps. The students should keep these so that they can later study the French Revolution, but the teacher will be going around to each of the students during and after the lesson to check their progress on both activities.

**Resources:**

World History: Patterns of Interaction textbook

LCD projector and computer with Inspiration [chalkboard may be used in the absence of these]

**Content and Instructional Strategies:**

1. To begin the lesson, the teacher will explain the concept of power notes and a concept map. In this lesson, they will learn both of these strategies as well as how to use power notes to create a good concept map. The teacher will read pp. 468-470 out loud for the class. While the teacher is reading, the students will be instructed to listen and follow along in their textbooks. They should be thinking about the major points of the passage as the instructor reads.

2. Using Inspiration, the teacher will create a new presentation with “French Revolution” as the concept in the centered bubble on the screen. The power notes must come before the concept map, so though the map will be visible on the screen, the teacher will guide the students through the process of filling out the map.

3. For this first section of the text that the teacher has read, the teacher will direct students to decide what the most organizing term describes the section.

[This term/phrase will serve as the power 1 concept. All points that branch off this point are power 2s. All points off those points are power 3s. Power 1 will always be the broader concept, with each subsequent level getting more detailed as subsets of the power 1 term.]

Students are free to respond with what they feel is the most important organizing point to label as power 1. For this section, however, the power 1 should be a term on the order of “Preconditions.” Students may not grasp that the power 1 is this generalized, so the teacher may have to lead them to this conclusion. If the big picture concept is The French Revolution, then the first section that the teacher has read serves to set up the antecedents to that revolution. The purpose of this first power notes section is largely to model for the student how a good reader organizes information, so at this time it can be appropriate for the teacher to accept all answers, but then model for the students what he/she would put for each of the power notes. For the first section, the teacher’s model should look like this:

1. Preconditions

2. Ancien Regime

2. Economic Problems

3. 1<sup>st</sup> Estate

3. 2<sup>nd</sup> Estate

3. 3<sup>rd</sup> Estate

3. Debt

3. Poor Harvest

4. Priests

4. Nobility

4. Commoners

note: the inclusion of “priests,” “nobility,” and “commoners” as power 4s is optional. While the teacher should definitely highlight these points, they can easily be included as power 3s with their corresponding estates.

4. The teacher will then use Inspiration to place bubbles around all of these power notes. The “Preconditions” bubble will be a smaller offshoot of French Revolution, and each subset will become progressively smaller on the bubble map. Students should copy this map in their notes, placing a number label to each bubble that corresponds to its power notes designation.

5. Students will be directed to read pages 471-472 and to create their own power notes as they read. The teacher should cover the lens of the lcd projector and add on to the map for this section as the students are doing the same. After they have done this, the teacher will ask several volunteers to state how they think the information should be organized and what power notes they came up with. The teacher will then reveal how he/she organized this section on the map and have the class talk about any differences they see between the teacher’s work and theirs. The teacher should also stress that not everyone’s power notes or map must look exactly the same. How the teacher chooses is one way of organizing the information, but it is perfectly fine if a student finds that they are still able to prioritize and understand the information by organizing theirs slightly differently.

6. Students will read pages 473-475, repeating the same process as in step 5.

7. By now students may be getting tired of reading, so the teacher will introduce the students to the Marseillaise and briefly talk about its significance. To show how important this song continued to be to the French in later military periods as well as today, the teacher will show a 1907 video of a Frenchman in military uniform singing the anthem. The video can be found at <http://www.youtube.com/watch?v=H5ea44njRTw>. While students will likely think the video is funny, it shows how seriously the French took this as a symbol of their right to revolution.

8. Repeat the reading and concept mapping exercise with pages 478 and 480 as well as 481-482.

### **Differentiation:**

Given the nature of these two classes, there should need to be no significant differentiation for students with exceptionalities. There are no students in either section of the class that have IEPs or 504 plans necessitating differentiation for this lesson.

### **Adaptations:**

The 2 classes for whom this lesson is designed do not have any disabilities serious to need adaptations beyond extra time for completing assignments and quizzes in the resource room (if desired by the student). If the student desires, these textbook sections could be read aloud, but according to the IEP, such accommodations should be requested by the student if needed.

### **Text Source:**

Ellis, Elisabeth Gaynor and Anthony Esler. *World History: Patterns of Interaction*. (New Jersey: Prentice Hall, 2003). pp. 468-482.

## Supporting Documents

### **Power Notes**

1. Preconditions
  2. Ancien Regime
    3. 1<sup>st</sup> estate – clergy
    3. 2<sup>nd</sup> estate – nobles
    3. 3<sup>rd</sup> estate – all the rest
  2. Economic problems
    3. Debt from war
    3. Poor harvest
  
1. Rising action
  2. Estates General called
    3. cahiers presented
    3. Tennis Court Oath
  2. Bastille
  
1. Revolts and reforms
  2. Great Fear
    3. Riots in country
    3. Paris in arms
  2. Reform
    3. Feudalism abolished
    3. Declaration of Rights
  2. National Assembly
    3. Reorganize church
    3. Constitution
  
1. Radicalism
  2. Slaughters
  2. National Convention
    3. Female suffrage
    3. Nobility abolished
  2. Monarchy abolished
    3. King and queen killed
  2. Committee of Public Safety
    3. Robespierre
    3. Reign of terror
  
1. Reaction
  2. Constitution of 1795
    3. Directory
    3. Women's rights rolled back

