



The Development of French Nationalism in the French Revolution and the Age of Napoleon

By Lisa Modrow, 2015 CTI Fellow
Bailey Middle School

This curriculum unit is recommended for:
Seventh Grade World History

Keywords: French Revolution, French Nationalism, Napoleon

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: In this unit, students will begin their study of the development of French nationalism as they investigate the causes of the French Revolution. Then, students will be asked to analyze The Declaration of the Rights of Man and Citizen and consider how it created the notion of civic nationalism in France. Continuing with this theme, students will examine the symbols of France, including the French flag and Marianne as well as the development of the French national anthem, La Marseillaise. To finish the unit, students will be asked to determine how Napoleon Bonaparte contributed to French nationalism. In the culmination of the unit, students will create a mind map to assess their learning.

I plan to teach this unit during the coming year to 130 students in seventh grade social studies.

I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

The Development of French Nationalism in the French Revolution and the Age of Napoleon

Lisa Modrow

Introduction

How does a group of people come together to form a nation? How does a sense of pride in one's nation inspire, and sometimes excuse, extreme behavior? Can these feelings be manipulated by a powerful leader? The very word nationalism conjures up both positive feelings of pride and patriotism and negative feelings of exclusion and a rationale for harmful behavior. When the concept of Nationalism is applied to revolutions, it can serve as the impetus for radical social and governmental change. This change is sometimes interpreted as a natural evolution of the desires of the people or a fulfillment of the destiny of self-determination, but sometimes those feelings of nationalism created in the afterglow of a revolution can be manipulated to fit the agendas of powerful leaders.

Inspired by the ideas of the Enlightenment and the success of the American Revolution, members of the Third Estate in France desired to fulfill their dream of self-determination. Their cries of "Liberty, Equality, Fraternity" resulted in dramatic changes for the French people. As the French Revolution unfolded, however, and chaos ensued, Napoleon Bonaparte seized the opportunity before him to manipulate those new feelings of French nationalism for his own purposes. This unit will focus on the causes and effects of French nationalism.

As a fellow in the Charlotte Teachers Institute seminar *What Makes A Nation?*, I am able to draw direct parallels between the topics discussed in the seminar meetings and the topics covered in my World History class. As discussions unfold around our assigned readings, my understanding of the concepts and ideas about nationalism will enhance my teaching of this unit. While the seminar progresses from general ideas about how human beings group themselves to the formation of specific nations comprised of ethnic and like-minded political groups, these ideas correspond to the formation of French nationalism. Benedict Anderson's *Imagined Communities* has been particularly helpful as it details the importance of print and language in the formation of a nation.

School Demographics

I teach seventh grade social studies at Bailey Middle School in Cornelius, North Carolina, a northern suburb of Charlotte, North Carolina. Our school is part of Charlotte-Mecklenburg Schools, a school district that serves over 145,000 students.¹ Bailey Middle School serves around 1600 students in grades six through eight. Bailey recently received

a School Performance Grade of “B.” Bailey Middle School was one point away from an “A” rating. Of the 536 seventh grade students tested, 81.2% read at grade level. 73.7% of students meet the college and career readiness standards in reading.

Demographics

Asian	2%
Black	8%
Hispanic	10%
Two or more ethnicities	3%
Caucasian	77%

In my classroom, I teach 136 seventh grade students per day in four classes of seventh grade social studies. Integrated in those classes are English as a Second Language students as well as Exceptional Children. Differentiated learning strategies are required to efficiently serve our student population.

Bailey Middle School is a one to one technology school, which means that each student has access to a chrome book in every class. Because of this, lessons and student activities frequently involve technology.

Our school is involved in the North Star Learning Initiative developed by Charlotte-Mecklenburg Schools. Each school is tasked with integrating literacy skills and objectives into all four core content areas. In Social Studies, we concentrate on analyzing and annotating complex texts for improved comprehension and deeper understanding.

For students who need either remediation or enrichment, we offer a time at the start of every day named Bronco Block. During this time, students engage in differentiated assignments in math and language arts as well as remediation in areas with which they need assistance. For high-performing students, this time is used for enrichment the rigor of student assignments can be increased as appropriate.

Rationale

This unit will be designed for Seventh Grade Social Studies. In seventh grade, the focus of study for the students is World History from the Renaissance through the modern world. Because we cover over 500 years of history at an accelerated pace, it is important that students consider the themes and patterns that reoccur throughout history, as this enables them to make deeper connections with the material. The recurring pattern this unit will focus on is the causes and effects of nationalism with a specific focus on the French Revolution.

Traditionally, students get their first exposure to many of the “isms” in seventh grade. These include imperialism, militarism, industrialism, and nationalism. We usually introduce these concepts as we lead up to World War I and investigate these as primary causes of the war. However, I propose that we begin our investigation of nationalism much earlier in the year. As we study how the Enlightenment opened the door to the Age of Revolutions, an opportunity presents itself to introduce the concept of nationalism and role it played in many of those revolutions.

What causes people to unify and take action? What is the result of that action? These are some of the central questions on which this unit will focus. In order to introduce students to the concept of nationalism, we will analyze another notion with which the students are already familiar – patriotism. As students define patriotism, the idea of nationalism will be suggested, and students will be asked to evaluate the similarities and differences between the two concepts.

Once students have an understanding of the essence of nationalism, we will apply the idea to the French Revolution. While largely social in nature, the French Revolution contains elements of nationalism that can be explored as well. What caused members of the third estate to band together and instigate a revolution? How did their sense of nationalism fit within the framework of the larger nation of France? How did Napoleon contribute to those feelings of nationalism after the revolution? Students will answer these questions through the study of primary source documents related to the revolution.

My hope is that by the time we reach the World Wars that students will have internalized the concept of nationalism and the role it can play in major conflicts. Traditionally, students investigate the role nationalism played in World War I by exploring elements such as propaganda and song lyrics to discover how such strong feelings about one’s nation can be inspired and cultivated.

By the end of seventh grade, students must demonstrate competency in reading and analyzing historical texts, including documents, political cartoons, and propaganda. This unit complements those skills as students would be able to practice their close reading of historical information. Not only would they have to realize the meaning of these texts, but they would be required to delve into the text to discover how it inspired nationalism during the particular time period.

Since we cover so much history at such an accelerated pace, my hope is that by returning to the same concept in multiple units, students will gain a deeper understanding of the information. When they begin to draw parallels between the different revolutions and world conflicts, I hope that students will look for those same patterns emerging as they continue their study of history and become global citizens.

Objectives / Standards

The seventh grade course of study in North Carolina requires students to examine the implications of increased global interaction as they study the world from the Age of Exploration to contemporary times. The standards are organized around the five strands of social studies: history, geography, and environmental literacy, economics and financial literacy, civics and governance and culture. These strands are integrated to enhance student understanding of the world in which we live.

The North Carolina Essential Standards demand that students investigate the various factors that shape the development of regions and nations. This unit addresses this need by focusing on the following Essential Standards in the Seventh Grade Social Studies Course:

7.H.1	Use historical thinking to analyze various modern societies.
7.H.2	Understand the implications of global interactions.
7.G.1	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
7.C&G.1	Understand the development of government in modern societies and regions.
7.C.1	Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions

In addition to specific Social Studies standards, teachers are expected to address Common Core Reading anchor standards in literacy to ensure that students are college and career ready. This unit will focus on the following Common Core Reading Standards for Social Studies:

Key Ideas and Details	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Integration of Knowledge and Ideas	Analyze the relationship between a primary and secondary source on the same topic.
------------------------------------	--

Content Background

French Nationalism

Benedict Anderson defines the nation as “an imagined political community – and imagined as both inherently limited and sovereign.”³ A nation is limited in that, in all cases, some type of boundary must exist, whereby creating a distinction between different groups. A nation is sovereign in that the formation of the idea of the nation in history coincided with the decline of the divine right of monarchs and the rise of the Enlightenment and revolutionary idea of self-determination. Finally, the nation is imagined as a community because the nation itself depends upon the shared connections of citizens who perceive themselves as part of a much larger group.

It is not merely a coincidence that the age of nationalism corresponds to the decrease in the power of the church in Western Europe in the eighteenth century. Religion offers continuity of life, belief, and meaning.⁴ What has existed before still exists and will continue to exist. The church also fostered a strong sense of community. In addition to shared beliefs, the religious community was solidified in its use of language. The use of Latin in the Catholic Church would bind together the people of the faith to create a dominant imagined community in Europe. As the power of the Catholic Church decreased, interestingly due in part to the publication of Martin Luther’s *95 Theses* in German, people longed for something else that would assuage their fears about the continuity of life. For many, the idea of the nation and nationalism filled this new void. In fact, nationalism was appealing on many levels. It offered a new way to consider the continuity of life as well as an attractive structure. Where the church was organized hierarchically, with the community dependent upon the church’s leaders for interpretation and instruction, a nation could be organized horizontally.⁵ Citizens of France were not considered to be more French or less French than others in any type of hierarchy. They were simply all French.

Parallels can be drawn between the organization of the church and the monarchy of eighteenth century France. Both systems revolved around a high center. The King, of course, was understood to rule by divine right, not the consent of the population, who were viewed as subjects, not citizens.⁶ The French Revolution questioned all of this. Powerful factors such as the weakening of the Church, the ideas of the Enlightenment, and the success of the American Revolution caused the French to question the ideas of the past and forge a new future that appealed to multiple classes of citizens.

Another factor that contributed to the rise of French nationalism is the development of print capitalism. As print became more common and more accessible, it allowed people a new way to consider themselves and their relationship to others, paving the way for nationalist sentiments.⁷ Because such a relatively small segment of the population was literate in Latin, publishers began to seek new markets. To do this, they began to start publishing material in the vernaculars of the people, whereby making the written word more accessible to a rapidly developing middle class. Anderson writes, “The coalition between Protestantism and print-capitalism, exploiting cheap popular editions, quickly created large new reading publics – not least among merchants and women, who typically knew little or no Latin – and simultaneously mobilized them for politico – religious purposes.”⁸ These circumstances will provide fertile ground for the ideas of the French Revolution.

According to Anderson, print laid the basis for national consciousness. First, it created communication somewhere between the exclusivity of Latin and the commonness of spoken languages. Second, it provided a constancy to language. Third, print created languages of power. These three factors will give rise to the idea of nationalism by creating common, consistent communication.⁹

How do all of these ideas contribute specifically to the development of French nationalism in the period before, during, and after the French Revolution? In France, the idea of the nation developed slowly. In fact, the very definition of nation would change dramatically in the years leading up to the French Revolution. Language and education would prove to be critical in the development.

In 1539, François I dictated that French would be the official language of State communication. This first critical step of recognizing a common language for official State business will start France on a path that will eventually lead to the prevalence of French as the language of the people. The French State would continue this process by creating the French Academy in 1634 and compiling a French dictionary in 1694.¹⁰ The French monarchs’ main motivation by enacting these changes was simply to affirm royal authority. They had no interest seeking to standardize the country as a whole linguistically. In this period, it did not matter to the French monarchs if the peasants in the countryside spoke or conducted their lives in their own particular vernaculars as they were perceived to pose no threat to the crown. By the time of the French Revolution, however, this disregard for the languages of the countryside would move to the forefront. The leaders of the Revolution could not tolerate the idea of regional divisions, including language, because the sovereignty of the nation depended upon unification. The spread of the use of French and the diminishment of local languages had two purposes. “If all the citizens could speak and read French, they would be directly affected by the revolutionary ideology emanating from Paris.”¹¹ Second, the consolidation of the French language contributed to the idea of belonging in a community – the French nation. Although citizens in different parts of France may never meet, they shared the same

common language, giving them a sense of belonging to something bigger than themselves.

Historian David A. Bell writes that the very definition of the word ‘nation’ changed over time in France. Prior to 1770, “the rights of the nation” in publications in France referred to France’s ancient, unwritten constitution which took into account the legacy of France’s history. The phrase was used primarily in the writings of those who called upon historical precedent to oppose proposals of the King. By 1771, however, “the rights of the nation” took on a new meaning. In 1771, King Louis XV ended a disagreement about judicial offices with his opponents by having them arrested and exiled, in effect crumbling the judicial framework of France.¹² Because of the actions of the King, those who now opposed the King would have to search for a new justification for their opposition to the King other than historical precedent. They will turn to the idea of national sovereignty as a justification for their opposition.

The philosophers of the Enlightenment provided the rationale for this particular way of thinking. Jean-Jacques Rousseau’s *Social Contract* inspired the idea that a nation could “choose whatever form of government it wished, without reference to any original foundation.”¹³ Before this change, those who opposed the monarchy hoped simply to “alter the balance of power among existing institutions.”¹⁴ After the shift, as the French state faced collapse with the onset of the French Revolution, the opposition to the monarchy used the argument of the “rights of the nation” to include a complete governmental transformation. By 1789, members of the Third Estate will take the dramatic step of declaring themselves the *National Assembly*. They will state in the *Declaration of the Rights of Man and Citizen* that “the source of all sovereignty resides essentially in the nation.”¹⁵

French Revolution

In the 1700s, France was seen as a very advanced European nation. On the surface, it was the center of the Enlightenment and its culture and art were imitated elsewhere. Under the surface, however, lurked a growing unrest. Unfortunate harvests, weak leadership, and new ideas raised during the Enlightenment fostered a growing sense of unease.

Prior to the Revolution, the people of France were divided into three classes or estates. The First and Second Estates were comprised of clergy and noble landowners who owned the majority of the land in France, but paid relatively few taxes. The Third Estate was made up of the bourgeoisie, workers, and peasants and comprised around ninety-seven percent of France’s population. The Third Estate paid a disproportionate amount of income in taxes compared to members of the First and Second Estates. For peasants belonging to the Third Estate, they would often pay half their incomes in taxes.

The irritation at having to pay what they perceived as more than their fair share in taxes was exacerbated by the spread of new Enlightenment ideas.

Philosophes of the Enlightenment would provide justification for the anger, and later, action, taken by members of the Third Estate. During the Enlightenment, John Locke writes about the natural rights of men – life, liberty, and property. He writes further that it is the government's job to protect these natural rights. Failure to do so should result in the overthrow of the government because, according to Locke, the power of the government stems from the consent of the people. If the people no longer offer their consent, a new government must be formed. The French will appreciate these ideas in a new way as they take the dramatic steps towards revolution.

During the Enlightenment, Paris became the center of new, radical ideas about government and the rights of man. Voltaire wrote about tolerance and the importance of the freedoms of religion and speech, saying famously, "I do not agree with a word you say, but I will defend to the death your right to say it." Another French writer, the Baron de Montesquieu will espouse the benefits of the separation of powers in government. Jean Jacques Rousseau will further define the idea of the social contract by stating that the only good government is one that is freely formed by the people. He believed in the equality of people and his arguments provided much inspiration for the members of the Third Estate who would eventually take action based on these very ideas.

Although the philosophers of the Enlightenment were men of ideas rather than active revolutionaries, their ideas would go on to inspire major governmental change in France. The citizens of France who were dissatisfied with conditions in the 1780s were further inspired by the success of the American Revolution only a few years earlier. The very notion that a colony could gain their independence from one of the most powerful nations in the world and begin to form a nation based on Enlightenment principles proved to the French that radical change could be achieved.

Growing unrest continued among members of the Third Estate. Quoting Voltaire and Rousseau, they began demanding liberty, equality, and some kind of democracy. Other circumstances in France compounded their dissatisfaction. France's economy tumbled in the 1780s partly due to taxes. The unfair burden of taxes paid by the Third Estate made it difficult for members of the bourgeoisie to profitably conduct business. To make matters worse, dreadful weather affected grain harvests during this time, reducing the availability of grain and driving up the price of bread by nearly double. As many people in France faced starvation, the King of France, Louis XVI and his Queen, Marie Antoinette were perceived to be extravagant spenders. While the government of France was sinking deeper into debt, ironically due in part to money borrowed to help the Americans finance their revolution against Great Britain, the King and Queen were seen as frivolous, which served to instigate the ire of the citizens.

King Louis XVI ignored France's financial difficulties until France was nearly bankrupt. He had little interest in the details of governing and often heeded poor advice offered by his Queen. In a desperate measure to raise funds for the government, King Louis XVI called a meeting of the Estates-General in an effort to raise taxes. In the Estates-General, the Third Estate had relatively little power compared to the First and Second Estates. But by 1789, members of the Third Estate were ready to have their voices be heard. Inspired by the Enlightenment ideas, they wanted each of the Estates to meet together and have equal member votes. On June 17, 1789, the Third Estate met and declared themselves members of the National Assembly, effectively taking their first stand in the French Revolution. They declared an end to divine monarchy and a beginning to representative government.

A few days later, finding themselves locked out of their meeting room by the King, the National Assembly broke into an indoor tennis court and drafted a constitution. The assumption that the monarchy would use the military to break up the National Assembly created a frenzy to gather arms. The consequence of this frenzy would result in the storming of the Bastille, a Paris prison. This event served as a symbolic end to the monarchy and beginning of a revolution.

In the midst of the Revolution, Claude-Joseph Rouget de Lisle composed a marching song for the revolutionaries. The song would become known as "La Marseillaise" and would eventually be adopted as the French national anthem. The solidarity created of singing this revolutionary anthem in unison served to further the ideal of French nationalism.

As the Revolution progressed, different factions in France vied for control. Discord among the different factions paved the way for Maximilien Robespierre to take charge of France and effectively become a dictator. As he presided over the Committee of Public Safety, all real and perceived threats to the Revolution were destroyed. As citizens of France began to realize just how extreme the Reign of Terror had become, the National Assembly called for Robespierre's arrest and execution. They begin to restore order and find a new leader for the French Army – Napoleon Bonaparte.

Desperate for some semblance of order, the French people embraced Napoleon Bonaparte. "Napoleon appealed to the ambitious self-love of the French that the success of the Revolutionary armies had fanned, to their feeling of superiority." ¹⁶ He accepted the leadership role and began measures to strengthen the nation. One of his first actions was to improve the French economy. To do this, he established a national banking system. He also set out to make government more efficient. For this, he would need educated men rather than men who would simply inherit their positions. Lycees (government-run schools) were set up for this purpose.

In order for Napoleon to remain in power, he needed the support of the people. In continuing to restore order to France after years of turmoil, he reached an agreement with the Catholic Church. The Church had essentially been cast out during the Revolution, but Napoleon, recognizing the importance of the Church, signed an agreement where he recognized the influence of the Church, but kept the Church out of all national affairs.

Another one of Napoleon's legacies was the establishment of the Napoleonic Code. It provided for a uniform set of laws and decreased many injustices. These reforms helped to modernize France.

Napoleon, however, would not be content to rule over France alone. He wanted to build an empire. His hubris would drive him to attempt to conquer much of Europe until, fittingly, nationalist sentiments were aroused in the European countries who united against him and ultimately defeated him. Hans Kohn wrote of Napoleon, "He set the earliest and greatest example in modern times for the potentialities of the cult of force that found so many adherents in the extreme movements of socialism and nationalism a hundred years after his death."¹⁷

Teaching Strategies

Cornell Notes

The Cornell note-taking strategy allows students to organize material by key concepts and ideas. Students will divide their papers into two columns with the column on the right being slightly larger. A horizontal line should be drawn at the bottom of the page, leaving a space of about five to seven lines. The column on the right will be used for taking notes in an abbreviated format. It should consist of main concepts and paraphrased ideas rather than long sentences. The use of symbols and abbreviations is encouraged. The column on the left should be used for key words and questions regarding the information. Recording these key words and questions will facilitate easier review of the information at a later date. When both the left and right columns have been completed, students should use the remaining space on the bottom of the page to write a short summary of the information that is included in the notes. This short summary encourages comprehension and retention of the material.

Document Analysis – Say- Mean- Matter

The Say-Mean-Matter strategy is used to enable students to garner a deeper understanding of a text. It encourages students to question a text, search for deeper meanings in the text, and recognize connections that can be made with the text. In order to utilize this strategy, students should create a chart of three equal columns. The words "Say," "Mean," and "Matter" should be written at the top of each column respectively. In the first column, students will look for a few meaningful direct quotes from the text

and record them. What does it say? The responses in the first column should answer this question. In the second column, students will complete an interpretation of the direct quotes. What does it mean? This question should be answered in the student responses in the second column. Students should be able to defend why they think or how they know that is the correct interpretation of the material. In the third column, students are asked to consider the implications of what the text says. What does it matter? That is the central focus question for student responses in the third column. Students should consider its importance or significance, particularly how it relates to the concept as a whole. This practice will help students scrutinize the connections that are required for deeper understanding of a text.

If desired, this strategy can serve as a prewriting activity for student analysis of a text. If students have successfully completed the Say-Mean-Matter chart, they can utilize their response from the Matter column to craft an effective thesis statement about the material. To support the thesis, students can employ quotes from the text recorded in the Say column. In effect, they have already found required textual evidence for their thesis statements. Finally, they will use the information recorded in the Mean column to explain their text evidence and how it relates to their thesis statements.

SOAPSTone

This strategy is used to strengthen readers' interaction and comprehension of a text. It requires students to view a text through different lenses in order to facilitate a complex analysis of the text. SOAPSTone is an acronym that stands for Speaker, Occasion, Audience, Purpose, Subject, and Tone. It is particularly useful in the analysis of historical texts as it requires students to consider the context and reliability of a given source. In order to use this strategy, students should first read and annotate the text. Annotations should include main ideas and questions and should reflect meaningful student interaction with the document. When annotations have been completed, students will employ the SOAPSTone strategy.

Students should first consider the Speaker. Who wrote the text? What role did this writer play in the historical context of the event? The second consideration in the strategy is the Occasion. In what time and place was this text created? Students should be encouraged to keep in mind both the immediate events that may have precipitated this document as well as how it fits into the larger historical event. When this analysis has been completed, students will move on to contemplate the Audience for this particular piece of writing. Who is the particular group of readers to whom this piece is written? This step is not always explicit, which means students will have to utilize higher order thinking skills to complete this analysis. Next, they will be asked to identify the Purpose of the document. Why was it written? In further consideration, students should think about what action or response the writer intended as a result of reading this piece. The next step in the analysis will be to succinctly state the Subject of the text. What is it

mostly about? Finally, students should examine the Tone of the text. In order to do this, diction, imagery, and syntax should be considered and regarded for how they point to the general feelings of the author of the document. If this document was read aloud by its creator, what tone of voice would be used?

RAD Strategy – Restate-Answer-Detail

The use of this strategy encourages students to answer questions completely. By utilizing the acronym RAD, which stands for Restate-Answer-Detail, students will take the time to fully respond to questions effectively. Frequently, students answer questions posed about texts or information by simply answering the question without regard to context or evidence. Following this strategy forces students into crafting answers that allow for complete understanding by the reader, regardless if the reader is aware of the question being asked. In order to apply this strategy, students must first restate the question being asked. Next, they will answer the question directly. Finally, and most importantly, the students will cite evidence from the text or provide detail or examples for their answers. This encourages students to justify their thinking and analysis. By consistently practicing this strategy, teachers should see improvement in student writing as it encourages the writing of full, detailed sentences.

Collaborative Groups

In this strategy, the teacher will select student groups based on ability. Sometimes teachers may choose to group students by high, average, and low ability so that students will work with other students on their level. This fosters appropriate academic conversations at the level of each student. At other times, the teacher may group students by varying abilities so that students will have the chance to interact with other students at different levels. This encourages the higher students to explain material, which facilitates a deeper understanding when they are required to teach it to peers and it allows the lower students to view the thought processes of those students who are not struggling with the material. This strategy satisfies the 21st century global competency skills requirements that call for students to work collaboratively.

Think Pair Share

This strategy is used to foster individual student responses for which they receive immediate feedback from a peer. The teacher will present a question or topic for students to consider. The teacher will then allow up to two minutes of think time in order to students to produce their own individual response. After the two minutes, students will be paired with another student in the classroom. When the pairing has been completed, student A will present their response to the prompt with student B. Student B should not interrupt student A, but should listen fully. Then student B will share while student A

listens fully. After both students have shared, they will each provide feedback about the other's response. This enables students to receive immediate feedback. Together, each pair will be asked to share out with the class.

Mind Mapping-

For assessment, creation of a mind map can be a useful tool. Mind maps are a way of visually organizing information similar to the way our brains naturally organize information. The main concept is recorded on the center of the page. Related ideas are placed where they fit with the main concept in terms of context and relationship. This process allows students to consider the interconnectedness of topics. Also, this tool promotes the use of visual images as students demonstrate their learning. Today's students are inundated with never-ending visual stimulation, which has become the way many are training their brains to absorb new information. To show evidence of their learning, students may incorporate these visual images. Mapping allows the student to see the entire concept and all of the parts that contribute to it. It facilitates understanding of the big picture.¹⁸

Classroom Activities

Day One

Purpose

Students will investigate the causes of the French Revolution

Activities

Cornell Notes

Political Cartoon Analysis

Procedure

Teacher will introduce the causes of the French Revolution to students by using the acronym MEAT. Students will take Cornell notes on this information.

MONARCHY – The French King instigated the French Revolution through his weak leadership. King Louis XVI had little interest in the affairs of government and was an ineffective leader for France at a time of great need. France was in the midst of an economic crisis partly because it had lent money to the Americans in order to help them finance their rebellion against the British. In addition, poor weather conditions contributed

to a weak grain harvest, thereby dramatically increasing the price of bread. While peasants were starving and struggling to survive, King Louis XVI and his wife, Marie Antoinette were viewed as living frivolously.

ENLIGHTENMENT – The ideas of Enlightenment philosophers heavily influenced the French Revolution. Montesquieu wrote that power in government should be divided, that one absolute ruler could cripple a country and harm its citizens. As all the factors of the French Revolution came together, this idea resonated with the French. They were already divided into estates. Why could those estates not have a greater influence in the running of the country? The ideas of Rousseau also resonated with the French. Rousseau claimed that the only legitimate government was one that was at the consent of the people. After years of frustration about a multitude of issues, the French were ready to form a republic in which the people would help to form the government.

AMERICAN REVOLUTION – The success of the Americans in liberating themselves from British rule served as great inspiration to the French people. In witnessing subjects successfully throw off the crown of one of the most powerful countries in the world, the French found cause to believe they could achieve it too. When the Americans began to develop their new government on the basis of Enlightenment ideas, the French were encouraged that they could make those ideals a reality in France as well.

TAXES - One of the most immediate causes of the French Revolution was the unequal tax structure that existed in France. France was divided into three estates. The Third Estate, which comprised ninety-seven percent of the population, paid a disproportionate amount in taxes compared to the wealthy landowners and clergy that made up the First and Second Estates. When the King called for a meeting of the Estates-General, the Third Estate will decide to take their first rebellious stand against the King.

Day Two

Purpose

Students will analyze an historical document

Activities

SOAPSTone Analysis
Say – Mean – Matter Chart

Procedure

Students will analyze the *Declaration of the Rights of Man*, a document generated by the National Assembly in August of 1789. After the creation of the National Assembly and storming of the Bastille, the Revolution in France was in full force. To strengthen the momentum of the revolution thus far, the National Assembly released a critical document, *The Declaration of the Rights of Man*. This document was heavily influenced by and contained echoes of Thomas Jefferson's *Declaration of Independence* written to signal the beginning of the American Revolution. *The Declaration of the Rights of Man* laid out a new vision for the government of France, one based on the natural rights of its citizens. Its reliance on ideas of the Enlightenment of the rights of life, liberty, and property can also be found.

Students should be split into small groups. Each group will be assigned three to four articles from the document. Students will read these articles and work collaboratively to complete the Say-Mean-Matter chart. The teacher may choose to model the first article for students. When all groups have completed their charts, groups should present their findings to the rest of the class. Teacher could extend the presentations by asking group how these articles represent ideas of the Enlightenment.

When all groups have presented, the students will then complete a SOAPSTone analysis of the document as a whole. Students should be prepared to complete this analysis if they worked effectively in their small groups on the Say-Mean-Matter chart. Teacher can use the SOAPSTone analysis to assess student understanding of the document analysis.

Day Three

Purpose

Students will analyze the contribution to French Nationalism of symbols and a song

Activities

Song Analysis – *La Marseillaise*
Say – Mean – Matter
Creation of Nationalistic Symbols

Procedure

Ask students what they think of when they consider patriotic symbols of the United States. Is the United States ever represented as a person? How? What symbols represent our country? Are there certain actions that we take or songs that we sing that make us

feel uniquely American? Teacher should share that today students will be talking about the nationalistic symbols of France that were established during the French Revolution.

The first symbol students will investigate is the flag. First, discuss how the American flag makes them feel. What does our country's flag represent? Then, show students the French tricolor. Students should determine, through the Think-Pair-Share strategy, what they think the French flag might represent to the citizens of France.

Next, students will investigate the personification of the nation of France through the development of Marianne. Refer to students' answers at the beginning of the lesson about how the United States is sometimes represented as a person. Share with students that it is easy to represent a ruler through a statue, but how do you represent a nation? How could you represent a nation as a person? The idea that the revolution could spawn a republic meant that the country did not want to associate France with one real person, so Marianne was developed. France is frequently personified as Marianne, a common French woman. Her attire, however, is highly symbolic. She dons a red liberty cap and is frequently associated with a broken chain to symbolize liberty. Many times, she is shown blindfolded with scales to stand for the concept of justice. Marianne was depicted on coins, stamps, and statues in public squares throughout France. Teacher should display images of Marianne for students. WARNING – Some images of Marianne may be inappropriate for seventh grade. Teacher should use discretion when showing in class.

Finally, students will analyze *La Marseillaise*, the French national anthem. Teacher should show students a video of the song with lyrics in English. Ask students their first impressions of the song. What feelings do they have after listening to it? Next, provide students with a copy of the lyrics to the song. Students will work in collaborative groups to complete a Say-Mean-Matter chart with an assigned verse of the song.

At the conclusion of these activities, teacher should review how national symbols can inspire feelings of patriotism and nationalism.

Day Four

Purpose

Students will examine how Napoleon fostered French Nationalism

Activities

Cornell Notes

Procedure

Students will study Napoleon Bonaparte's influence in the development of French nationalism through close reading and taking Cornell notes. Students should read about Napoleon's influence in France at a free encyclopedia website or from student textbook. As they read, students should take Cornell notes about the specific reforms Napoleon enacted, especially regarding education and the Napoleonic Code.

When students finish, teacher should review information about Napoleon. As a culmination of the lesson, students should be asked to create a visual representation of how Napoleon changed France.

Day Five

Purpose

Assessment – Mind Map about French Revolution and the Age of Napoleon

Procedure

As an assessment, students will create a mind map about their knowledge gained during this unit. Their mind maps should contain the causes of the revolution, the influence of The Declaration of the Rights of Man, the nationalistic symbols of France, and the influence of Napoleon Bonaparte. Students will have to devise a way to organize these related topics in a visual web that demonstrates their understanding of the topics. The map should contain the central idea, keywords from the unit, and images that reflect understanding.

Notes

¹ "Fast Facts." *Fast Facts*. Web. 23 Sep. 2015.

<<http://www.cms.k12.nc.us/mediaroom/aboutus/pages/fastfacts.aspx>>

² "NC ESSENTIAL STANDARDS." *Essential Standards*. Accessed November 14, 2015. <http://www.dpi.state.nc.us/acre/standards/new-standards/>.

³ Anderson, Benedict R. O'G. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991. Page 6.

⁴ *Ibid.*, Page 11.

⁵ *Ibid.*, Page 15.

⁶ *Ibid.*, Page 19.

⁷ *Ibid.*, Page 36.

⁸ *Ibid.*, Page 40.

⁹ *Ibid.*, Pages 44-45.

¹⁰ Dieckhoff, Alain. "Nation and Nationalism in France: Between Idealism and Reality." Accessed November 14, 2015.

http://oxpo.politics.ox.ac.uk/materials/national_identity/Dieckhoff_Paper.pdf.

¹¹ *Ibid.*, Page 3.

¹² Bell, David A. "The Unbearable Lightness Of Being French: Law, Republicanism and National Identity at the End of the Old Regime." *The American Historical Review* 106, no. 4 (2001): 1215. doi:10.2307/2692946.

¹³ *Ibid*

¹⁴ *Ibid*

¹⁵ *Declaration of the Rights of Man and Citizen, Article 3*

¹⁶ Kohn, Hans. "Napoleon And the Age of Nationalism." *The Journal Of Modern History J MOD HIST* 22, no. 1 (1950): 21. doi:10.1086/237315.

¹⁷ *Ibid*

¹⁷Margulies, Nancy. "Mindmapping and Learning." Accessed November 14, 2015.

http://education.jhu.edu/PD/newhorizons/strategies/topics/Graphic Tools for Learning/margulies_2.htm.

Appendix 1: Implementing Teaching Standards

The seventh grade North Carolina standards are organized around the five strands of social studies: history, geography, and environmental literacy, economics and financial literacy, civics and governance and culture. These strands are integrated to enhance student understanding of the world in which we live.

The North Carolina Essential Standards demand that students investigate the various factors that shape the development of regions and nations. This unit addresses this need by focusing on the following Essential Standards in the Seventh Grade Social Studies Course:

7.H.1	Use historical thinking to analyze various modern societies.
7.H.2	Understand the implications of global interactions.
7.G.1	Understand how geography, demographic trends, and environmental conditions shape modern societies and regions.
7.C&G.1	Understand the development of government in modern societies and regions.
7.C.1	Understand how cultural values influence relationships between individuals, groups and political entities in modern societies and regions

17

In addition to specific Social Studies standards, teachers are expected to address Common Core Reading anchor standards in literacy to ensure that students are college and career ready. This unit will focus on the following Common Core Reading Standards for Social Studies:

Key Ideas and Details	Cite specific textual evidence to support analysis of primary and secondary sources.
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Craft and Structure	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
Integration of Knowledge and Ideas	Analyze the relationship between a primary and secondary source on the same topic.

Resources

Anderson, Benedict R. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso, 1991.

This complex text by Benedict Anderson considers the idea of nations as imagined communities. He traces the origin of the development of nationalism to the rise of print capitalism. This text would be best used by a teacher as background information about nationalism before the teaching of a unit about nationalism.

Bell, David A. “The Unbearable Lightness Of Being French: Law, Republicanism and National Identity at the End of the Old Regime.” *The American Historical Review* 106, no. 4 (2001): 1215. doi:10.2307/2692946.

This journal article serves as excellent background reading for a teacher who is about to teach about French nationalism. Bell proposes the idea that French nationalism began developing in earnest right before the fall of the Old Regime. He examines the language used by reformers to incite nationalism.

Kohn, Hans. “Napoleon And the Age of Nationalism.” *The Journal Of Modern History* 22, no. 1 (1950): 21. doi:10.1086/237315.

This journal article asserts that although Napoleon Bonaparte did not feel a strong sense of nationalism towards France, his actions inspired intense feeling of nationalism both inside and outside of France.