Institutions and Individuals: Challenging Authority in Revolutionary France

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This curriculum unit is recommended for:
Social Studies - Middle Grades 6, 7, 8

Keywords: French Revolution, Absolutism, Enlightenment, Guillotine, Code Napoleon

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: The unit is designed for adolescent students as a diluted instructional sequence of the French Revolution and will consist of seven lessons with various assessment pieces. It will focus on five icons for students to process the causes, events, and lasting effects of this challenge to absolutism including: the nobility, the disenfranchised French subject, enlightened member of the middle class, the guillotine, and *Code Napoleon*. Beginning by examining the egregious spending by Louis XIV and life at the royal court in comparison to the peasant, students will begin to build a framework of the alienated masses, and how centuries of political disenfranchisement led to dissatisfaction for many. Then, by using an intellectual as the representation of the middle class, students will study political philosophy and how the Enlightenment ideals of natural rights and a social contract existing between citizen and state gave rise to violence. The final piece examines the reform efforts instituted by Napoleon Bonaparte as a product of the revolutionary idealism of equality for all men. The goal is not only content mastery, but for students to develop concrete images of select icons which can be used as a model for understanding subsequent studies of social revolution.

I plan to teach this unit during the coming year in to 140 students in the 7th Grade Social Studies course World Geography, History and Culture: Patterns of Continuity and Change.

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Introduction / Rationale

For the vast majority of French subjects, events of the late eighteenth and early nineteenth centuries were the culmination of centuries of dissatisfaction with the *Ancien Regime*. This curriculum unit focuses on the factors that led to the French Revolution, the period of chaos that ensued after the dissolution of the monarchy, and the reform efforts enacted by Napoleon Bonaparte. It focuses specifically on the plight of the lower and middle classes in comparison to the nobility and clergy as an example of political disenfranchisement and how Enlightenment ideals of equality and the mutual responsibilities between citizen and state were championed by members of the middle class to challenge absolutist rule. Then it examines how the ensuing Reign of Terror embodied by the guillotine or, "National Razor," and how the *Code Napoleon* was the realization of many revolutionary aims of political and social reform.

The ultimate goal is not only content mastery while developing fundamental literacy and communication skills, but also for students to be able to compare similarities of this event to future studies of social unrest. When analyzing best practices in teaching history, Stephen Armstrong and Marian Desrosiers assert, "unfortunately, in too many classrooms, revolutions are studied in complete isolation of each other; a student might study the French Revolution near the beginning of the school year and the Russian Revolution several months later and make absolutely no connection between the two events."[1] So while the short-term goal is mastery of content, as indicated by summative unit products focused on the French Revolution, there is a wider goal of building a foundation of knowledge that can be a point of reference and applied to future studies of social uprisings both this school year and in higher level courses. Thus this study will not delve into the Jacobins or Directory, the Hundred Days, subsequent revolutions in 1830, or many specific details that are essential to understanding the French Revolution in its entirety, but rather, focus on fundamental elements that gave rise to this historical event(s) and how elements of the social and economic alienation of citizens can lead to small and large scale uprisings which can often be the engine for social reform.

Curriculum for this course highlights many 20th century events that have elements similar to those of the French Revolution. Topics include the Russian Revolution of 1917, Pan-African movement and abolishment of Apartheid in South Africa, struggle for Indian independence led by Mohandas Gandhi, rise of communist China, and 1989 fall of the Soviet Empire. So while lessons are designed to teach content, there is a larger goal of exploring these icons in depth to develop concrete images of a disenfranchised populace

living under an authoritarian regime, the outbreak of social revolution, and ensuing reform efforts. This background will help students integrate new information into their existing schema during subsequent studies of the aforementioned units.

Objectives

This unit is designed for adolescent learners (age range 12-14) of varying ability (from Honors to an Exceptional Children's Resource Class) as a scaled down instructional sequence that is accessible, yet still interesting and challenging, regardless of individual academic ability. Lessons will focus on five symbols that will help students process the causes, events, and effects of the French Revolution including: nobles (Kings Louis XIV and XVI), the disenfranchised French subjects (Poor Peasant), enlightened scholars (European philosophers from the 16th, 17th, and 18th centuries), the Reign of Terror (Guillotine), and social reform (*Code Napoleon*). By examining the egregious spending by Louis XIV and life at the royal court in comparison to the peasant, students will begin to build a framework of the alienated masses, and how centuries of political disenfranchisement, when coupled with an unfair tax system, led to dissatisfaction for many. Then by using an intellectual as the representation of the mass discontent, students will study political philosophy and how the Enlightenment ideals of natural rights and a social contract existing between citizen and state gave rise to mob violence. The final piece examines the reform efforts instituted by Napoleon Bonaparte as a product of the revolutionary idealism of equality for all men.

Lessons align with a number of the North Carolina Essential Standards for Seventh Grade Social Studies. These standards are generalizations outlined by the state to help teachers plan and align specific curriculum content with overarching themes that are applicable to various time periods and regions. Throughout this curriculum unit, lessons will incorporate primary and secondary sources for instructional and assessment material (7.H.1.3) and examine selected pieces of literature and visual art that reflect lesson objectives (7.C.1.2). Specific topics include examining absolutism and the Divine Right of Kings exemplified by the Bourbon Monarchy (7.C&G.1.4), using source documents to study the conflict between the Three Estates (7.C.1.1), Enlightenment ideals and specific French philosophers (7.C&G.1.1), how the poor harvest of 1788 contributed to public unrest and revolution (7.G.1.1), Bastille Day and eventual execution of Louis XVI and Marie Antoinette and the Reign of Terror (7.C&G.1.4), and the rise and reforms of Napoleon Bonaparte (7.C&G.1.4).

These specific state standards are used in conjunction with the federal Common Core State Standards for English Language Arts & Literacy in Social Studies germane to seventh grade. They include reading and comprehending complex literary and informational text while citing several pieces of evidence to support analysis, writing arguments to support claims with clear reason and relevant evidence, and

speaking/listening standards to effectively engage in a wide-range of collaborative discussions.

In the classroom, these national standards are met through a variety of inquiry based assignments after students have developed a foundation about the topic through vocabulary, historical context, i.e. time and place, and direct instruction. With the necessary tools they can then work in higher-level creative activities to display mastery. The ultimate goal of the National Common Core Standards is to ensure that students not only understand content while integrating strands of culture, economics, history, government, and civics but also developing reading, writing, critical analysis, and communication skills essential to developing career and college ready adults.

The final element of unit planning integrates use of the College, Career, and Civic Life (C3) Framework from the National Council for the Social Studies to build inquiry-based learning in the classroom. Essentially it is a process to help teachers in the planning process to identify key vocabulary, essential questions, and relevant documents, and using those documents to design higher-level thinking assignments. The goal is to integrate a wide variety of content from across many units and/or disciplines; this unit strives to incorporate elements of political science, economics, sociology, and art history.

Demographic Background

I teach in a more affluent urban public middle school. But while it has a reputation for having a tony student body, student groupings do include children from more impoverished areas in the city. As such, the school is designated as high-poverty using federal funding criteria for free and reduced lunch.

This is evident in Science and Social Studies classrooms where heterogeneous rosters mix students of all ability without regard to their academic performance, reading level, or state test scores. There may be students who read on a college level and have a breadth of life experience such as travelling abroad sitting right next to kids who rarely leave their immediate community and choose not to read for pleasure. While dissimilar, this type of student grouping creates a dynamic learning environment; there is a mutual spirit of collegiality and shared purpose and I commend the administrative leadership and support staff for helping making it a model urban middle school.

Heterogeneous classes are comprised of Academically Gifted students to those with Specific Learning Disabilities. While there is not a large English Language Learner population at my school, there are a few children of first generation immigrants who often have difficulty with some of the academic rigor. One of my biggest challenges is designing lessons for an Exceptional Children’s Resource class. While there are only twelve students, one is visually impaired, three are deaf, two have severe oppositional-defiance disorders, and the rest have a mean IQ of around 80. Once again, while

challenging, working with them is one of the highlights of my day, and I strive to modify strategies and activities so they can meet the same daily objectives as my regular education classes. To meet their needs, this curriculum unit will integrate various sources of visual art as a tangible representation of each icon to make the icons of this study of the French Revolution accessible for all students regardless of ability.

When planning lessons for adolescent learners, teachers need to be mindful of the following: this age level has difficulty with abstract concepts, there are a variety of learning styles, and having a variety of activities promotes higher student engagement during a learning sequence. In Social Studies, this means not only differentiating instruction to make the dynamic connections of the discipline (history, political science, economics, and world cultures) easy to comprehend for developing minds, but varying activities within each lesson every fifteen to twenty minutes. This not only tailors instruction to meet specific student needs, but also keeps the class moving towards the learning objective.

My school follows a block schedule consisting of ninety minute class periods. In such a long class, some students can easily become passive or frustrated and this may lead to off-task behaviors can arise that may derail the lesson. So while there is a portion of direct lecture, this unit plan intends to use various forms of visual aids, written expression, graphic organizers, group discussions, interpersonal group inquiries, artistic expression, and quiet intrapersonal reflection. Hopefully, this will allow students to stay engaged throughout the learning sequence by being successful on a variety of assessment pieces that are different in nature but show understanding of the daily and or unit objective in different ways.

Still, traditional unit exams and specific writing prompts are the methods used by the state to indicate student levels of proficiency and formulate teacher effectiveness ratings. Units and lessons are intended to build towards meeting the end goal of 100% proficiency on exams that integrate source documents and multiple choice questions using Bloom's revised taxonomy to generate higher level multiple choice questions. While not the intent of teaching, this is the reality. But I have also found that the only thing I can control is getting kids to give their best, and perform to best of their abilities by designing lessons and activities that teach the historical narrative through a variety of vocabulary, literary, and discipline-related skills that are accessible and engaging.

Content Background

For the sake of pacing, to effectively teach a world history survey course which spans 1400 to the present in less than ninety class periods, the French Revolution will be used as a case study for the social and political upheaval of the late eighteenth and early nineteenth centuries. Historian John Merriman suggests that, "the French Revolution mounted the first effective challenge to monarchical absolutism on behalf of popular

sovereignty. The creation of a republican government in France and the dissolution of republican ideals in other European countries influenced the evolution of European political life long after the revolution ended."[2] So while the American Revolutionary War, Haitian revolt in Saint-Domingue, Pugachev Rebellion in Russia, and revolutions against Spanish colonialism led by Simon Bolivar could all be intertwined in a study of this time period, pacing constraints for curriculum allow only a brief mention of them in relation to social inequality.

So why use the French Revolution as a case study of the, "Revolutionary Era"? Why these five icons? One could easily just spend a day teaching the highlights, analyze a few documents, and move on to the Industrial Revolution for the sake of pacing. But a wealth of paintings, images, iconography, and source documents are available to create an engaging curriculum unit designed around these specific icons.

In addition to content knowledge and student engagement, this curriculum unit intends create a more meaningful learning sequence that can be applied to later units of study. These symbols of a desperate populace in the face of a callous authoritarian regime, and individuals standing up for the idealism of social equality, can be seen in subsequent studies of events in the 19th and 20th centuries. One study suggests "in practical politics, the actors in the social revolutions that followed the French revolution often understood their own roles by reference back to what happened."[3] So by exploring these icons, in future units this year students may substitute the abuses of British imperialism for the French monarchy, or think of the frustration of the peasant when reading about life in Bantustans across South Africa during Grand Apartheid. Maybe Mao Tse-tung is an enlightened philosopher during the Long March as he gains support from the Chinese farmers while fleeing the Chinese Nationalists. In Tsarist Russia, the Winter Palace could easily remind one of the extravagance of Louis XIV and the Palace at Versailles. The parallels are far too numerous to explore in this study, but the point is that by exploring select icons of the French Revolution, students can use correlations between historical events to process new information more effectively. Although there is a maxim that you cannot stand in the same river twice, some similarities do exist.

Liberty. Equality. Fraternity. Three simple words that became a rallying cry to challenge centuries of social inequality. Three simple words that ushered in the modern era political era as, "representatives would be elected by the people to form a government, and the government would do what people wanted,"[4] A grandiose statement yes, but one that has echoed for the past two hundred years as citizens of various nations fought for their political enfranchisement in the face of an authoritarian ruler or regime. From Moscow to Johannesburg to Tripoli, individuals have demanded that their society be one that protects individuals from a tyrannical government, and while not perfect, many of these challenges have resulted in widespread social and political systemic change to ensure that citizens' rights are protected. While many look to the American colonists and their struggle against the British as the genesis of this movement, others

look towards Europe and the events of the French Revolution, the focus of this curriculum unit.

While government, and the ability to make and enforce laws, is essential for any group, many medieval European monarchs often abused their power. The justification some employed was the notion of, "divine right," which gave European monarchs the rationale to use their power as they deemed fit. According to one source, "the theory was that certain kings received their power from God, so they were unanswerable to humans, and therefore, should rule absolutely."[5] In addition to this, European leaders often ruled without regard for the common good; rather they may have been influenced by others such as the wealthy, nobility, or military.[6]

One needs to look no further than to pre-revolutionary France as an example of the abuse of power of an absolute monarchy. This is exemplified by Louis XIV (1643-1715) who, "believed he was God's Lieutenant, called to rule," and, "all other institutions, the Church, the nobility, the courts became obviously subordinate."[7] So as to illustrate the abject power of the elite, the first icon in this curriculum unit will be a king as the embodiment of the nobility. Once again, while French society was much more complicated than this, this will enable all students to create a concrete image of the elite or powerful institutions dictating societal norms.

Life in medieval Europe was one of social division; nobles, church officials, middle class merchants and skilled artisans all lived a fairly affluent life in comparison to poor farmers and laborers, the basis for the medieval social pyramid, who lived at a near subsistence level. According to one source, "although approximately 90 percent of people in the Middle Ages were peasants, farmers, or village labors, the feudal system was essentially an institutional organ of the elite, controlled and presided over by the nobility."[8] As the mass populace lived in abject poverty, a European minority relied on their subservience, and a ruler sympathetic to their needs. Eventually in France, "critics of the French monarchy argued that political power should flow upward from the people to a government they elected, not downward from a king who claimed to have been chosen by God,"[9] So while the French Revolution is a socially complex phenomena, this curriculum unit dilutes the dissatisfied masses into the icon of the poor French peasant/laborer to make it accessible for young learners.

The third icon in this study is the philosopher as the avatar for individuals challenging the established order. As the 16th and 17th centuries ushered in an era of scientific experimentation to explain natural phenomena using direct observation, reason, and logic, many Europeans began to apply their inquiry into the realm of society and politics. This became fuel for social discontent in France as a variety of figures emerged to question the role of government in relation to individual freedoms and liberties; Baron de Montesquieu, Jean-Jacques Rousseau, and Madame de Condorcet among others. According to one source, "from the ranks of the bourgeoisie came the intellectuals

(highly educated philosophers and writers) who would begin to lead the French Revolution."[10]

Their writings directly challenged the highly stratified pre-revolutionary French society. The Estates System allowed the clergy and nobility to enjoy special considerations such as tax exempt status, access to higher education, and opportunities within the military, while the burden of paying for foreign wars and domestic programs fell solely on the disenfranchised members. When France was on the verge of collapse in the late 1700s, "the nobles and clergy refused to pay taxes or give up any of their privileges," and, "as a result, the large and inefficient government was close to being bankrupt."[11] The writings of these philosophers impacted many French subjects, resulting in the Declaration of Rights of Man and Citizen and State. This document gave credence to the notion that the mechanisms of the state, especially the absolute monarchy, were a barrier to realizing social equality. To represent the intellectual opposition as whole, a philosopher will be highlighted as the icon for this group.

The fourth avatar for this study of the French Revolution is the guillotine, or scientific razor of the revolution. When discussing the conditions in 1788, historian Jay Winik states, "all across the French countryside there was no work, crushing debt, and, most ominously, there was hunger."[12] The desperate populace was further agitated by policies enacted by King Louis XVI to preserve his power, and "in response to rumors that the king had ordered even more troops to Paris, people began to arm themselves."[13]

As France devolved into chaos, a new invention by Dr. Joseph Guillotin emerged as an instrument of justice. When describing the machine named in his honor, cultural historian Simon Schama states, "not only would decapitation spare the prisoner [needless] pain, it would offer to common criminals the dignified execution hitherto reserved for the privileged orders."[14] This sentiment was echoed by James Arnold as he described its implementation. He states that, "as a member of the National Assembly, Guillotin proposed a law requiring that all executions be carried out by such as machine. Previously, only those of noble birth were decapitated, while more lowly convicts were executed by hanging."[15] By 1793, even the Absolute Monarch Louis XVI was subject to an egalitarian execution.

The ensuing chaos and mob violence is often characterized in popular culture as an image of the bloody blade of the guillotine or some form reference to a beheading. Therefore, to make the chaotic period (1789-1799) when French society was grappling with how to best reconfigure life without a monarch more accessible and easier to comprehend for all students, the series of governments will be confined to the image of the guillotine and Reign of Terror as symbols of human progress and social equality, albeit violent ones. Lessons will strive to be less complicated by briefly mentioning Robespierre, Danton, and the series of provisional governments, but focus mainly on the total deaths. According to one source, "over 17,000 people were officially tried and

executed during the Reign of Terror, and an unknown number of others died in prison or without trial."[16] Thus, the fourth symbol, the guillotine, will symbolize not only for the revenge enacted against the nobility or the ten year period of chaos from 1789-1800, but also that French citizens were concerned with equality in all facets of life.

The final icon of this learning sequence is Napoleon Bonaparte and *Code Napoleon*, which enumerated many of the revolutionary ideals to promote political stabilization through legal reform. While pacing constraints do not allow for a complete examination of his meteoric rise and eventual exile to Elba, he and the new laws will be combined to symbolize the beginning of a new age in Europe: the constitutional republic. Once again, while this is a simplistic statement it is intended to teach the rudimentary basics of this historical narrative.

According to Merriman, "in some ways, Napoleon was indeed the heir to the French Revolution."[17] This is because he embodied the meritocracy and social mobility their populace was denied for centuries, and as a result "after 1789, France often looked to men of talent and energy rather than men of noble birth to be leaders."[18] While initially, many of the reforms were aimed at restoring basic civil services such as trash collection, the *Code Napoleon* guaranteed specific rights such as equality before the law, trial by jury, religious freedom, and ended privileges for the First and Second Estates including land ownership. When discussing the legacy of Bonaparte, Kitty Benedict suggests,

> The days of the ancien regime, with its feudal dues and aristocratic privileges, were gone forever. Talent and work, not just birth, opened the doors of opportunity for the French people. Free public education was a legacy of the revolution, as was equal justice under the law. The power of the Church, which once rivaled that of royalty, was reduced.[19]

This statement is the essence of the goals of the French Revolution, and while Napoleon Bonaparte's imperial designs and abuse of power that led to his demise are essential to understanding all of the elements of this historical event, the reform effort is the focus and final icon of this curriculum unit to make it more accessible for students.

Strategies

This curriculum unit builds upon prior knowledge of medieval European society and how the Renaissance gave rise to the modern era through humanist idealism of the value of the individual. Students previously examined the plight of the peasantry under the manorial system and lack of social mobility due to the institutions of Church and State during the previous 6th Grade course, World Geography, History & Culture: Patterns of Continuity and Change, Beginnings of Human Society to the Emergence of the First Global Age (1450). Subsequent lessons during the 1st Quarter of this course focus on the Protestant

Reformation, Martin Luther and the Diet of Worms, the Act of Supremacy and establishment of the Church of England, and Age of Exploration.

During the unit directly prior to this learning sequence, students will have explored the beginnings of scientific inquiry and the rise of political philosophy, focusing on the debate between the notion of natural rights for all men and a whether or not a social contract between citizens and state should exist. They will have explored the concept of constitutionalism and whether or not rights and laws should be enumerated, and if so, should the people be guaranteed their natural rights by their government? Throughout these studies, there is an explicit theme that institutions such as the nobility and Roman Catholic Church wanted to preserve their power and influence, and how many individuals who challenged them did so at their own peril. These lessons laid the foundation for a challenge to the establishment; the French Revolution.

Lesson One - Medieval French Society: Nobles and Commoners

This initial lesson is a differentiated learning sequence that examines absolutism and the peasantry to give students a foundation for why many French citizens were dissatisfied with their lives. The icons for this unit are essentially the king as the embodiment of the rich, and the poor peasant as the avatar for the remaining 97% of the French population[20]. The lesson integrates a PowerPoint embedded with images and guided notes, a virtual trip through the Palace at Versailles, and analysis of two opposing primary source documents. This will begin to build the framework of knowledge of social inequality while also developing Common Core Arts and Literacy aims.

Students will use their warm-up journal to examine a period wood carving of a public burning to facilitate a review of the power of the Catholic Church and Absolute Monarchs. Then using a vocabulary model students will process the term of the day, “Divine Right King,” and the relationship of monarchs and the Catholic Church as institutions of power that controlled French government, economics, and society. Then students will complete guided notes using a T-Chart to compare the life a noble with that of a commoner. Elements to highlight include the tax burden, conditions for military service, and general lifestyle. To reinforce this I will display pictures to illustrate the comparison for visual learners: Hyacinthe Rigaud’s, *Louis XIV* and Jean-Baptise Le Prence’s, *The Russian Cradle*. To give students a visual representation of the power of divine right kings I will then show a quick video clip which tours Versailles. Highlights include the entrance, Hall of Mirrors, outside gardens, and ornate apartment and bedchamber of the King.

The summative activity that can be completed for homework if students did not finish during the class period will be a comparison of primary source documents. The first reading will be a detailed illustration that focuses on life in the court of King Louis XIV using an excerpts taken from a primary source document written by Duc de Saint-Simon:

> He loved splendour, magnificence, and profusion in all things, and encouraged similar tastes in his Court; to spend money freely on equipages and buildings, on feasting and at cards, was a sure way to gain his favour, perhaps to obtain the honour of a word from him. Motives of policy had something to do with this; by making expensive habits the fashion, and, for people in a certain position, a necessity, he compelled his courtiers to live beyond their income, and gradually reduced them to depend on his bounty for the means of subsistence. This was a plague which, once introduced, became a scourge to the whole country, for it did not take long to spread to Paris, and thence to the armies and the provinces; so that a man of any position is now estimated entirely according to his expenditure on his table and other luxuries. This folly, sustained by pride and ostentation, has already produced widespread confusion; it threatens to end in nothing short of ruin and a general overthrow.[21]

The second is a passage from *Pierce the Plowman's Crede*. Although it is attributed to a folktale with the first manuscripts appearing in the late fourteenth century British literature, it is applicable to this study as a by illustrating not only the daily toil of a European peasant or yeoman farmer, but also the frustration many felt at their lack of social mobility. Below is an excerpt:

> As I went on my way, weeping for sorrow, I saw a simple man hanging on a plow. His ragged coat was made of coarse material and his hood was full of holes so that his hair stuck out. His shoes were thickly patched and his toes stuck out as he worked. His stockings hung over the back of his shoes on all sides, and he was spattered with mud as he followed the plow. His mittens were made of rags and the fingers were worn out and covered with mud. He sank in the fen almost to his ankles as he drove four feeble oxen that were so pitiful their ribs could be counted. His wife walked with him, carrying a long goad. Her short coat was torn, and she was wrapped in a winding sheet for protection from the weather. Blood flowed on the ice from her bare feet. At the end of the strip a little child wrapped in rags lay in a scrapbowl; two twelve-year old children stood on either side, and they all sang a sorrowful song. The poor man sighed sorely and said, "Children, be still![22]

Materials Needed

- Medieval Manuscript: Diebold Schilling, *Jews identified by Yellow badge are being burned at* stake, 1515
  http://commons.wikimedia.org/wiki/File:Medieval_manuscript-Jews_identified_by_rouelle_are_being_burned_at_stake.jpg
- Painting: Workshop of Hyancinthe Rigaud, *A Portrait of Louis XIV*, probably after 1701
  http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=582
- Painting: Jean-Baptise Le Prence, *The Russian Cradle*, 1764-1765

http://www.getty.edu/art/gettyguide/artObjectDetails?artobj=699

- Images: Palace of Versailles
  http://commons.wikimedia.org/w/index.php?title=Special%3ASearch&profile=default&search=palace+of+versailles+photographs&fulltext=Search&uselang=en
- Virtual Tour: Palace of Versailles
  https://www.youtube.com/watch?v=dD24VfnifB4
- Source Document(s): Louis XIV
  http://www.fordham.edu/halsall/mod/17stsimon.asp
- Source Document: Anonymous, *Pierce the Plowman's Creed*, possibly from the early 1400s
  http://www.sfsu.edu/~medieval/complaintlit/plowman_creed.html

Lesson Two - The Estates System and Burden on the Poor

This lesson will be a second study of French society by introducing the Three Estates of French society to enhance the opposing icons of nobles and commoners. The warm-up will be an analysis of the anonymous political cartoon depicting a peasant/laborer carrying members of the First and Second Estates. Students will then create a social pyramid of the three estates as a visual representation of the class system dividing French society.

After reviewing the lavish spending of French monarchs exemplified by the specific costs of the Palace at Versailles and brief mention of the oppressive debt stifling the French economy, students will then examine a graph of the rising cost of bread in comparison to wages to illustrate the rising discontent of many as the ability to meet their basic necessities are not being met. The culminating task will be a group project. Students will create and present an original propaganda poster urging members of the Third Estate to rebel using the two icons explored thus far, the nobles and peasants/laborers. Elements to include will be to develop an original slogan, images of each icon, as well as specific reasons for the discontent of the Third Estate.

Materials Needed

- Print – Anonymous, *The Third Estate carrying the Clergy and the Nobility on its Back*, 1790
  http://commons.wikimedia.org/wiki/File:Troisordres.jpg
- Scan from the Original Book - as painted by Pierre Patel, *The Palace of Versailles circa 1688*, 1688
  http://commons.wikimedia.org/wiki/File:Palace_of_Versailles.gif
- Statistics: French National Debt
  http://www.studentsfriend.com/aids/joel/2%20Enlightenment/Project:%20Homework/Assignment%20Packet.pdf (p. 17)
- Statistics: Rising Cost of Bread and Wheat

http://www.thecaveonline.com/APEH/frrevdocuments.html#anchoreconomics

Lesson Three - French Political Philosophers

This lesson focuses on the rise of Enlightenment philosophers, the third icon, and the notions of natural rights, citizenship, the role of government, and grounds for social revolution. The learning sequence will begin with an image of Louis XVI to introduce him as a historical figure in this narrative. Students will reflect in their journal on what he might say about the propaganda poster they created the previous class. There will be a second part to the warm-up which then asks students to reflect on a rule at school that they think is unfair and how they would feel if it were only enforced by the principal for some students.

After allowing time for students to discuss their reflection(s), I will display a painting that shows philosophers teaching children about the universe as their faces are illuminated. This will help facilitate a quick review discussion of previous units focused on humanism, scientific reason, and empiricism through the figures shown. Students will then create a vocabulary model for the term Enlightenment as well as another comparative T-Chart that compares and contrasts the ideas of society and government during medieval Europe with that of Enlightenment philosophers.

The main activity will be a station rotation where source documents are posted on the wall and they run around the room while answering comprehension questions based on excerpts from Baron de Montesquieu's *Spirit of the Laws*, Jean-Jacques Rousseau's *Social Contract*, and the Marquis de Condorcet's *The Progress of the Human Mind*. Through these primary source documents students will show understanding by using specific evidence from at least two sources to answer the following writing prompt: if a government system is abusing people, do those people have right to overthrow it?"

Materials Needed

- Painting: Joseph-Siffrein Duplessis, *Louis XVI in Coronation Robes*, 1777 http://commons.wikimedia.org/wiki/File:Louis_xvi.jpg
- Painting: Joseph Wright of Derby, *A Philosopher Giving a Lecture at Orrery*, 1766 http://commons.wikimedia.org/wiki/File:Wright_of_Derby,_The_Orrery.jpg
- Source Documents: Mark A. Kishlansky (ed.), *Sources of the West: Readings in Western Civilization, Volume II, From 1600 to the Present*

Lesson Four: Storming of the Bastille and the Revolution Begins

This is a streamlined study of the events of 1788-1793 to convey the connection of the three icons to the rise of mob violence. Beginning with a writing prompt about how

individuals feel when they are hungry, the initial activity will reference the poor harvest of 1788 and use that as the last straw for the Third Estate demanding reform. Then I will display an image of the Tennis Court Oath to illustrate "philosophers" assembling as representatives signaling the rising social unrest. Students will then evaluate elements of the Declaration of Rights of Man and Citizen and work with a partner to evaluate which one they think is most important.

After viewing a video segment from a cinematic adaptation of Charles Dickens' *A Tale of Two Cities* that attempts to recreate the events of the storming of the Bastille Prison, the summative activity will be an evaluative writing prompt. A slide with a painting of two men atop a rise in the midst of violence (one holding a gun and another a flag) will allow for a discussion of the tricolor and symbolism of phrase, "Liberty, Equality, and Fraternity." Students will then evaluate which single one they think was the most important element to members of the Third Estate. Although this painting is dated 1830 and refers to the July Revolution (1830), a post-Napoleonic struggle between monarchist factions in a constitutional republic, rather than the initial outbreak of revolution, it does embody the emboldened citizens' power and fervor.

Materials Needed

- Harvest Statistics: Simon Schama, *Citizens: A Chronicle of the French Revolution*. 305-306
- Painting: Jacques-Louis David, *Tennis Court Oath, June 1789*, 1791 http://www.wikiart.org/en/jacques-louis-david/the-tennis-court-oath-20th-june-1789-1791
- Source Document: Declaration of Rights of Man, 1789 http://avalon.law.yale.edu/18th_century/rightsof.asp
- VHS Video Segment – from A *Tale of Two Cities*, 1958
- Painting: Jean-Victor Schnetz, *The Battle for the Town Hall, 28 July 1830*, 1834 http://commons.wikimedia.org/wiki/File:Jean-Victor_Schnetz_-_The_Battle_for_the_Town_Hall,_28_July_1830_-_WGA21010.jpg

Lesson Five - The Guillotine and Reign of Terror

Beginning with the execution of the royals using the guillotine, students will examine this instrument of social justice as the fourth icon of the curriculum unit. This lesson will focus on the series of provisional governments and general crisis France was facing by 1794 and use the guillotine to symbolize the period between the execution of Louis XIV and rise of Napoleon Bonaparte.

Beginning with a writing prompt on what school would be like if there were no adults or authority figures, I will facilitate a discussion on the necessity of rules/laws to ensure safety and provide for our basic needs. This will be done using an image of the Bastille

burning to activate prior knowledge from the previous lessons. I will then transition to a slide of the execution of Louis XVI, introducing the guillotine. To illustrate the chaos that France was facing in the absence of a cohesive government. I will briefly outline the roles of Jean-Paul Georges Danton, Maximilien Robespierre, and the Committee of Public Safety using Jacques Louis-David's *Death of Marat*. Then students will visualize the role of the guillotine and Reign of Terror through a video segment. The final piece is a summative writing prompt where students write a letter from the guillotine to members of the Second Estate explaining why they were executed.

Materials Needed

- Painting: Jean-Baptiste Houel, *Storming the Bastille*, 1789 http://en.wikipedia.org/wiki/Storming_of_the_Bastille#mediaviewer/File:Prise_de_la_Bastille.jpg
- Period Print: Artist Unknown, *The Execution of Louis XVI*, 1794 http://thelouvertureproject.org/index.php?title=File:Louis_xvi_execution.jpg#filelinks
- Painting: Jacques-Louis David. *The Death of* Marat, 1793 http://commons.wikimedia.org/wiki/File:Death_of_Marat_by_David.jpg

Lesson Six - The Rise of Napoleon Bonaparte and the *Code Napoleon*

This will be a synopsis of the rise of Napoleon Bonaparte and his reform efforts referred to as the *Code Napoleon*, the final icon of this curriculum unit. The first PowerPoint slide will outline many of the crises facing France in 1794 including: bankruptcy, sanitation, public safety, and the threat of foreign invasion. Students will evaluate which one they think most important to restore order.

Students will then examine various images of Napoleon painted by Jacques-Louis David that portrayed him as hero for the people. Through each image students will take notes on the various crises facing France and how Napoleon entered Paris to restore order. Students will then view a video segment, and finally examine elements of the Code Napoleon using informational text. The exit ticket will be evaluating which reform effort, government and tax reform, access to education, or guaranteeing social equality, they think is most lasting achievement of the French Revolution. This will be a quick drawing of a sheet of paper with students explaining why they chose it as the most important reform in one or two sentences.

Materials Needed

- Overview of the *Code Napoleon* http://www.historywiz.com/reforms.htm
- Painting: Jacque-Louis David, *Napoleon Crossing the Alps*, 1800

http://commons.wikimedia.org/wiki/File:David_-_Napoleon_crossing_the_Alps_-_Malmaison1.jpg

- Painting: Jacque-Louis David, *Bonaparte*, 1798 http://www.wikiart.org/en/jacques-louis-david/bonaparte-1798
- Video Clip: Discovery Education, *Conquerors: Napoleon* http://app.discoveryeducation.com/player/view/assetGuid/39AEC1A2-9052-41D3-8BF8-804F645C0630
- Excerpts from the Code Napoleon http://lf-oll.s3.amazonaws.com/titles/2353/CivilCode_1566_Bk.pdf

Lesson Seven - Review for Formal Assessment

The final lesson will consist of various forms of review to prepare for a formal assessment. Students will list the letters of the alphabet in their journals and have five minutes to recall as many specific terms and names from the unit. They will then be given time to circulate the classroom and share entries, and then independently evaluate which specific term they think is the most important to understanding the curriculum unit by explaining their rationale for choosing that particular one.

Students will then create a manipulative using one sheet of paper. By holding it landscape and folding each side to the middle, the paper will have two front flaps where students describe each icon, peasant, noble, philosopher, guillotine, and *Code Napoleon* in exactly ten words Then on the backside of each flap, they will draw a picture representing each one, and create dialogue bubbles from each in the open space in the middle. Through the dialogue, icons will have a conversation about their views on the need for social revolution starting with a statement about their condition from the icon of the lowly peasant. This will be the first of at least fifteen interactions (three per icon) between the icons, with each contributing to the discussion for students to show their mastery of the role each played in this historical event.

The summative activity is on a writing prompt on the back of the foldable there will be space to answer the following prompt; using specific examples from this unit if study, why were each of these icons essential elements of the historical event known as the French Revolution?

List of Materials for Classroom Use – lesson resources listed as, “Materials Needed”

A Tale of Two Cities. Directed by Ralph Thomas. The Rank Organisation, 1958. VHS. UAV Corporation, 1990.
This is an adaptation of the novel by Charles Dickens set in London and Paris during the French Revolution. If not available in your public library or school media center, it may be possible to access segments using an online source.

Avalon Project: http://avalon.law.yale.edu/

Digital archive of source material for the social sciences made available through the Lillian Goldman Law Library, Yale Law School.

Discovery Education (Subscription Required): http://www.discoveryeducation.com/

Online digital content that includes a variety of teaching and assessment materials. I primarily use it for images, video clips and printable transcripts for analysis.

History Wiz: http://www.historywiz.com/primarysources/frenchrevprimary.html

Online database of primary source documents organized by topic.

Internet Archive: https://archive.org/

Digital library of websites and source documents that are free to the public.

Internet Modern History Sourcebook:
http://www.fordham.edu/halsall/mod/modsbook.asp

Searchable database of historical documents that focus on diverse accounts of world studies.

Medieval Forum: http://www.sfsu.edu/~medieval/index.html

Hosted by the English Department at San Francisco State University, this site is dedicated to medieval scholarship and archival research.

Schama, Simon. *Citizens: A Chronicle of the Revolution.* New York: Alfred A. Knopf, 1989. 305-306

An overview of the French Revolution from where the renowned cultural historian combines descriptive prose and images to explore the movement from the perspective of the populace moving from, “subject,” to, “citizen.” This vignette explores the role of foreign sources of grain being cut off through other eastern European wars.

The Cave Online: http://www.thecaveonline.com/APEH/

This is a teacher-created web page to support an Advanced Placement European History course. Scroll down to the,” Enrichment Materials,” for access to resources.

The J. Paul Getty Museum: http://www.getty.edu/art/

Collection of visual arts; images that are copyrighted by The Getty or are of the public domain are available for free download through the Open Content Program.

The Louverture Project: http://thelouvertureproject.org

Open access site to various resources focused on the study of Haitian history.

The Student's Friend: www.studentsfriend.com

Collaborative website of best teaching practices that shares methodology and resources.

WikiArt – Visual Art Encyclopedia: http://www.wikiart.org/

Searchable database of both copyrighted and public domain material to explore paintings and forms of visual arts. There are a number icons related to the French Revolution used to symbolize the dawn of new political age after 1793.

Wikimedia Commons: http://commons.wikimedia.org/wiki/Main_Page

Searchable database of files for educational material that are both freely-licensed and public domain. This is a resource I often used. Invaluable for PowerPoint.

Reading List for Students

Archive.org. "The Code Napoleon or French Civil Code." 1827. Accessed October 30, 2014 http://lf-oll.s3.amazonaws.com/titles/2353/CivilCode_1566_Bk.pdf

A primary source document that is public domain outlining the *Code Napoleon*.

Arkwright, F. ed., *From The Memoirs of the Duke de Saint-Simon*. New York: Brentano's, n.d. Vol. V, pp. 254, 259-63, 271-274, 276-278. Accessed October 30, 2014. http://www.fordham.edu/halsall/mod/17stsimon.asp

A primary source document that is a glimpse into life of the royal courtiers at Versailles during the reign of Louis XIV. Only the final paragraph was used.

Brainard, Jennifer. "Napoleonic Reforms," *HistoryWiz*. 2008 Accessed: October 30, 2014. http://www.historywiz.com/reforms.htm

Concise world history site and easy to read synopsis of the reform efforts codified.

Kishlansky ,Mark A. ed., *Sources of the West: Readings in Western Civilization, Volume II, From 1600 to the Present*: New York: Longman, 2003

Selection of source documents for the social sciences that provide background information on authors and critical thinking questions to help guide instruction. This compilation is organized by time period, essentially the medieval era, Enlightenment, and French Revolution, with five or six different excerpts for use.

Lillian Goldman Law Library. "Declaration of Rights of Man – 1789." Yale Law School: Accessed October 30, 2014. http://avalon.law.yale.edu/18th_century/rightsof.asp

Primary source document outlying demand of the Third Estate. Highlights include the notion of natural rights and ending the privileges of the aristocrats and Catholic Church.

Tuma, George W. and Dinah Hazell, eds., "The Wicked Age Middle English Complaint Literature in Translation," *Medieval Forum*. Special Edition. (n.d.): Accessed October 30, 2014. http://www.sfsu.edu/~medieval/complaintlit/plowman_creed.html
Online translations and discussions of medieval source documents.

Bibliography for Teachers – materials used for rationale and content background

Arnold, James R. *The Aftermath of the French Revolution*. Minneapolis, MN: Twenty-First Century Books, 2009.
One of a series of non-fiction that traces the events of the French Revolution, focusing in the beginnings of the French Republic.

Armstrong, Stephen and Marian Desrosiers. "Helping Students Analyze Revolutions." *Social Education* 76, no. 1 (January/February 2012): 38-46.
Journal article that explores the relationship to other social revolutions, notably Russia (1917) and China (1949.) Most pertinent was the study of Crane Brinton's, *The Anatomy of a Revolution*.

Benedict, Kitty C. *The Fall of the Bastille*. Englewood Cliffs, NJ: Silver Burdett Press, 1991.
Collection of prints and paintings with a concise historical narrative.

Brun, Henry. *Essential World History*. New York: Amsco School Publications, Inc., 2006
Survey of world history. An excellent and easy to read reference.

Gilbert, Adrian. *The French Revolution*. New York: Thomson Learning, 1995
Collection of prints and paintings with a concise historical narrative.

Gimpel, Diane. *Monarchies*. North Mankato, MN: ABDO Publishing Company, 2011
Exploration on the rationale behind law and government systems with a focus on the evolution of absolutism and modern-day monarchies.

Merriman, John. *A History of Modern Europe, Volume 2*. New York: W.W. Norton & Company, 1996
Excellent and easy to read reference that is organized around the linear progression of events through time while also weaving in the rise of liberalism throughout Europe. It begins with the French Revolution as a seminal event ushering in a new era.

Rice, Jr., Earl. *Life During the Middle Ages*. San Diego, CA: Lucent Books, 1998
One of a series of non-fiction studies of human culture that outlines medieval life.

Schama, Simon. *Citizens: A Chronicle of the Revolution*. New York: Alfred A. Knopf, 1989

Sweeping narrative of the French Revolution.

Skocpel, Theda. "Reconsidering the French Revolution." *Social Research*, The New School. 56, no. 1 (Spring 1989): 53-70. Accessed October 30, 2014. http://www.jstor.org/discover/10.2307/40970534?uid=2134&uid=3739776&uid=2486576823&uid=2&uid=70&uid=3&uid=2486576813&uid=3739256&uid=60&sid=21105255668983

Journal article that explores the French Revolution in comparison to Third World revolutions of the 20Th century. It helped align icons used for the curriculum unit in regards to subsequent studies and reinforced the idea that this event changed the world.

Tames, Richard. *Nationalism*. Chicago, IL: Raintree, 2004

One in a series devoted to the social sciences with titles such as, "Fascism," and "Fundamentalism." This traces the birth of nationalism and applies it to the modern nation-state.

Winik, Jay. *The Great Upheaval: America and the Birth of the Modern World*. New York: Harper Collins, 2007

Historical narrative that studies the relationship of absolutism and the rise of Age of Reason through the lens of the French Revolution, American War for Independence, and reign of Catherine the Great in Tsarist Russia.

History.com. "French Revolution." Last modified 2009. Accessed October 30, 2014. http://www.history.com/topics/french-revolution

Concise overview of the French Revolution with informative text, images, and video links.

Notes

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[1] Stephen Armstrong and Marian Desrosiers. *Helping Students Analyze Revolutions* (Social Education January/February 2012) 38

[2] John Merriman. *A History of Modern Europe, Vol. 2* (New York: W.W. Norton & Company, 1996) 495

[3] Theda Skocpel. "Reconsidering the French Revolution," *Social Research*, 56, no. 1 (Spring 1989): 54

[4] Adrian Gilbert. *The French Revolution* (New York: Thomson Learning, 1995) 6

[5] Diane Gimpel. *Monarchies* (North Mankato, Minnesota: ABDO Publishing Company, 2011) 61

[6] Diane Gimpel. *Monarchies* (North Mankato, Minnesota: ABDO Publishing Company, 2011) 27

[7] The Reader's Digest Association, *The Last Two Million* Years (Pleasantville, NY: Reader's Digest Association, Inc., 1973) 240
[8] Earl Rice, Jr. *Life During the Middle Ages* (San Diego, California: Lucent Books, 1998) 17
[9] Richard Tames. *Nationalism* (Chicago, Illinois: Raintree, 2004) 19
[10] Henry Brun. *Essential World History* (New York: Amsco School Publications, Inc., 2006) 332
[11] Henry Brun. *Essential World History* (New York: Amsco School Publications, Inc., 2006) 332
[12] Jay Winik. *The Great Upheaval: America and the Birth of the Modern World* (New York: Harper Collins, 2007) 114
[13] John Merriman. *A History of Modern Europe, Vol. 2* (New York: W.W. Norton & Company, 1996) 507
[14] Simon Schama. *Citizens: A Chronicle of the Revolution* (New York: Alfred A. Knopf, 1989) 619
[15] James R. Arnold. *The Aftermath of the French Revolution* (Minneapolis, MN: Twenty-First Century Books, 2009) 60
[16] History.com Staff, "French Revolution," History.com. Last modified 2009. Accessed November 14, 2014. http://www.history.com/topics/french-revolution
[17] John Merriman. *A History of Modern Europe, Vol. 2* (New York: W.W. Norton & Company, 1996) 584
[18] Henry Brun. *Essential World History* (New York: Amsco School Publications, Inc., 2006) 336
[19] Kitty C. Benedict. *The Fall of the Bastille* (Englewood Cliffs, New Jersey: Silver Burdett Press, 1991) 60,61
[20] Henry Brun. *Essential World History* (New York: Amsco School Publications,Inc., 2006) 332
[21] F. Arkwright, ed., *From The Memoirs of the Duke de Saint-Simon,* (New York: Brentano's, n.d.), Vol. V, pp. 254, 259-63, 271-274, 276-278. Accessed October 30, 2014. http://www.fordham.edu/halsall/mod/17stsimon.asp
[22] George W .Tuma and Dinah Hazell, eds., "Medieval Forum, The Wicked Age Middle English Complaint Literature in Translation," Last Modified August 23, 2009. Accessed October 30, 2014. http://www.sfsu.edu/~medieval/complaintlit/plowman_creed.html

Appendix 1: Implementing Teaching Standards

North Carolina Essential Standards	
7.H.1.3	use primary and secondary sources to interpret various historical perspectives
7.C.1.1	explain how culture unites and divides modern societies and regions
7.C.1.2	explain how cultural expressions influence modern society
7.C&G.1.1	summarize the ideas that have shaped political thought in various societies and regions
7.C&G.1.4	compare the sources of power and governmental authority in various societies
7.G.1.1	explain how environmental conditions and human response to those conditions influence modern societies and regions

These standards are generalizations outlined by the state to help teachers plan and align specific curriculum content with overarching themes that are applicable to various time periods and regions. Throughout the French Revolution unit lessons will use primary and secondary sources material for instruction, student analysis, and summative products (7.H.1.3) and examine selected pieces of literature and visual art that reflect lesson objectives (7.C.1.2). Specific topics include examining absolutism and the divine right kings exemplified by the Bourbon Monarchy (7.C&G.1.4), using source documents to study the conflict between the Three Estates (7.C.1.1), Enlightenment ideals and specific French philosophers (7.C&G.1.1), how the poor harvest of 1788 contributed to public unrest and revolution (7.G.1.1), Bastille Day and eventual execution of Louis XVI and Marie Antoinette and the Reign of Terror (7.C&G.1.4), and the rise, reforms, and fall of Napoleon Bonaparte (7.C&G.1.4).

Common Core State Standards for English Language Arts & Literacy in Social Studies	
CCSS.ELA-Literacy R.1.7.1	reading and comprehending complex literary and informational text while citing several pieces of evidence to support analysis
CCSS.ELA-Literacy WHST.6-8.1.B	writing arguments to support claims with clear reason and relevant evidence
CCSS.ELA-Literacy SL.7.1	speaking/listening standards to effectively engage in a wide-range of collaborative discussions

These standards help teachers design instructional activities to promote college and/or career readiness for all learners. The development of federal reading, writing, and communication standards are intended to build disciplinary skills as a student progresses through each grade level; in Social Studies the goal is analyzing the content and validity of multiple sources of complex text and communicating ideas effectively to display understanding.