

Lesson Title: The French Revolution (AP European History)

TEKS Standards

§113.42. World History Studies (One Credit), Adopted 2018.

(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:

- (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment

(15) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:

- (B) analyze the influence of human and physical geographic factors on major events in world history such as the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals (19)

Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:

- (A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution
- (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen
- explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin, and William Blackstone

(28) Social studies skills. The student understands how historians use historiography to interpret the past and applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:

- (E) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions, and developing connections between historical events over time

Instructional goals	To analyze the foundations, consequences, and legacy of the French Revolution. To evaluate the Three Estates/Estates General system and how it contributed to the beginnings of the French Revolution.
Essential questions	<ul style="list-style-type: none"> • Why did the French Revolution occur? • What foundational events occurred leading to the French Revolution? • What were the consequences of the French Revolution, locally, nationally, and globally? • How did the Three Estates/Estates General system influence the French Revolution?
Instructional strategies and activities (brief overview)	<ul style="list-style-type: none"> • Before reading excerpts of documents from the Estates General, students will complete an anticipation guide over potential statements within the texts • Students will read excerpts of documents from the Estates General. • Think-pair-share among groups. • Students will then participate in a simulation activity as leaders within the Estates General system. Each student is assigned a different estate and will pay taxes represented as M&Ms to the other estates. • After every student has paid their taxes, students will be assigned a graphic organizer on how taxation occurred among the Three Estates.
Instructional materials and resources	<ul style="list-style-type: none"> • Copies of instructional text: primary sources from the Estates General, TEKS World History • Copies of anticipation guide and graphic organizers, M&Ms, PowerPoint presentation
Academic language	Vocabulary: Estates General, Three Estates, King Louis XVI, Marie Antoinette, Bourgeoisie, National Assembly, ad hoc
New literacies	Students will participate in a simulation activity over taxation in France via the Three Estates and will also watch segments of Crash Course: European History Episode 21 over the French Revolution.
Assessment	Assessment by the teacher will consist of observation and an evaluation form over the simulation. Self-assessment will consist of a paper form reflecting on the lesson.