Title: French Revolution and the Reign of Terror
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Key Words: World History, French Revolution, Tale of Two Cities
Grade Level: 10th Grade
Time Allotted: 45 minutes

Rationale/ Purpose (so what?)
The ideas of the Enlightenment and French participation in the American Revolution influenced the French people to view their government in new ways. They overthrew the absolute monarchy and established a new government. Also, this lecture could be taught in conjunction with a 10th grade English course, so students can understand the history of A Tale of Two Cities.

Background/Context:
This lesson fits in a unit about the Revolutions during the 15th, 16th, 17th, and 18th centuries so this unit would cover the European Revolutions including the English Civil War, Glorious Revolution, and of course the affects of the American Revolution on this era.

Key Concept(s)
Revolution - overthrow of a political system
Reign of Terror - a period of violence that occurred after the beginning of the French Revolution
Guillotine - a device for beheading a person by means of a heavy blade that is dropped between two posts serving as guides
Mobocracy - political control by a mob

NCSS Standard(s)
SOL Information

NCSS Theme(s) with indicators: Power Authority Governance:
Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. In exploring this theme, students confront questions such as: What is power? What forms does it take? Who holds it? How is it gained, used, and justified? What is legitimate authority? How are governments created, structured, maintained, and changed? How can individual rights be protected within the context of majority rule? In schools, this theme...
typically appears in units and courses dealing with government, politics, political science, history, law, and other social sciences.

SOL*: WHII.6 The student will demonstrate knowledge of scientific, political, economic, and religious
e) describing the French Revolution

<table>
<thead>
<tr>
<th>Essential Knowledge</th>
<th>Essential Skills</th>
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<tbody>
<tr>
<td><strong>Events of the French Revolution</strong></td>
<td></td>
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<tr>
<td>• Reign of Terror</td>
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**Guiding Question(s):**
Who has the power to lead? How do leaders receive that power?

**The day’s big question:**
What does it mean to rule? How does a ruler gain legitimacy? What/How can the people oppose the ruler?

**Lesson Objective(s):**

**Obj. 1** Students will be able to describe why people go to war.

**Obj. 2** Students will be able to describe and illustrate the conditions of the French Revolution.

**Obj. 3** Students will be able to provide alternative perspectives to the Reign of Terror.

**Assessment Tool(s) to be used:**

**Assessment 1.** Informal Discussion

**Assessment 2.** Illustration and Informal Discussion
Assessment 3. Facebook status

Materials: Historical Source(s):

- Letter to William Short from Thomas Jefferson-1793 (HS1) (Pg 6)
- Cut down version of Letter to William Short from Thomas Jefferson (HS2) (Pg 7)
- Image of Reign of Terror (HS3) (Pg 8)

Additional Materials/Resources:

- Life during the Reign of Terror PowerPoint (AM1-10) (Pg 10-20)
- Slots notes (AM 11) (pg 20)
- Excerpt from *A Tale of Two Cities* by Charles Dickens (AM12) (Pg 22)
- Excerpt from *The French Revolution* by William Blake (AM13) (Pg 23)
- Worksheet to accompany image of Reign of Terror (AM14) (Pg 24)
- Facebook status subjects (AM15) (Pg 25)
### Procedure/Process:

#### 1) JUST DO IT! The “Hook”:

Think-pair-share  Look at the American government. Who has authority? What gives this person or group authority?

#### 2) Instructional sequence:

<table>
<thead>
<tr>
<th>Obj #</th>
<th>Processing Activity and Procedure</th>
<th>Check for Evidence of Understanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above.</td>
<td>include directions, question frames, assignment details, to be given to students (these should all be made into explicit materials (e.g. see material A) Do you have opportunities for direct/guided instruction and independent practice/engagement when appropriate and time estimates</td>
<td>-Either Formal or Informal e.g. assessments- question frames, quiz, choice activities, discussion with frame and your THAT’s A WRAP. (Checks Essential Knowledge and Skills should be in line with assessment tools above)</td>
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<tr>
<td><strong>Just do it.</strong></td>
<td>Individually, students will jot down the answers to this…scrap piece of paper is fine.  - Why do people go to war?  - Why do people of the same nation go to war?  - Think American Civil War These questions can be found on AM1 and should take about 4 minutes to have students answer the questions and to go over some of their answers.</td>
<td>While the students are completing this, you should be circling the room answering questions if possible, but mostly making sure they’re on topic. This will be informally assessed through group discussion.</td>
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<td><strong>Transition:</strong></td>
<td>After the discussion: Remember yesterday about the French Revolution and we discussed how the French people got so tired of the monarchy. Well, this is what happens when the people get tired of their “republic”.</td>
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<tr>
<td><strong>Mini-lecture/Illustrative Activity</strong></td>
<td><strong>Reign of Terror mini lecture</strong>  The powerpoint is just a brief overview of the Reign of Terror AM1-10 with accompanying slot notes</td>
<td><strong>During lecture:</strong> make sure students are following along with the notes</td>
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</table>

**Obj #1** Students will be able to describe why people go to war.
<table>
<thead>
<tr>
<th>Students will be able to describe and illustrate the conditions of the French Revolution.</th>
<th>AM11 Should take less than 10 minutes</th>
<th><strong>Activity:</strong> make sure students are reading the passages. They are difficult and they'll need your help with some of the words. Both the illustration and discussion informally assessed for participation.</th>
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<tbody>
<tr>
<td><strong>Illustrative Activity:</strong> Have students read their passages individually. Then in pairs have students share their answer to:</td>
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- What are your impressions of what life is like for the people? Then have students draw what life is like. Then have the different groups share about their perspective. Go back to the PowerPoint and cover the different writers...the kids don’t need to take notes for this.  
Activity should last 20 minutes, 5 minutes for discussion and to finish the PowerPoint. |  
| Transition: | So, you all have gotten some background on the Reign of Terror and read some perspectives on this time to do some Facebook. |  
| Closure/Obj #3 Students will be able to provide alternative perspectives to the Reign of Terror. |  
- With your knowledge of the Reign of Terror I want you to create a Facebook status.  
- This should be a commentary about the leadership/authority.  
- Ex.) French Peasant-they took my baker today and the produce guy the other day...am I next? This doesn’t seem like a republic to me.  
- You can use your Facebook lingo, but make sure it’s appropriate for the classroom Facebook ideas come from AM15 and should take the last 3-5 minutes. | Have students share a couple of theirs. Informally assessed for completion. |
3) Closure-

Facebook status based on a particular person/thing.

**Modifications/Accommodations for Diverse Learners:**
- Depending on the students' strengths/weaknesses, for the illustrated perspective:
  - Modify the passage to put into bold what I think is important and what the students should get out of the passage
  - I have also included an image about the Reign of Terror to use as an interpretation instead of a written piece in case students are better visual learners. I have also included a worksheet of prompts as a guide to understanding the image.
DEAR SIR

In the struggle which was necessary, many guilty persons fell without the forms of trial, and with them some innocent. These I deplore as much as any body, and shall deplore some of them to the day of my death. But I deplore them as I should have done had they fallen in battle. It was necessary to use the arm of the people, a machine not quite so blind as balls and bombs, but blind to a certain degree. A few of their cordial friends met at their hands, the fate of enemies. But time and truth will rescue and embalm their memories, while their posterity will be enjoying that very liberty for which they would never have hesitated to offer up their lives. The liberty of the whole earth was depending on the issue of the contest, and was ever such a prize won with so little innocent blood? My own affections have been deeply wounded by some of the martyrs to this cause, but rather than it should have failed, I would have seen half the earth desolated. Were there but an Adam and an Eve left in every country, and left free, it would be better than as it now is. I have expressed to you my sentiments, because they are really those of 99 in an hundred of our citizens. The universal feasts, and rejoicings which have lately been had on account of the successes of the French shewed the genuine effusions of their hearts. You have been wounded by the sufferings of your friends, and have by this circumstance been hurried into a temper of mind which would be extremely disrelished if known to your countrymen. The reserve of the Pres. of the U.S. had never permitted me to discover the light in which he viewed it, and as I was more anxious that you should satisfy him than me, I had still avoided explanations with you on the subject. But your [letter] 113 induced him to break silence and to notice the extreme acrimony of your expressions. He added that he had been informed the sentiments you expressed in your conversations were equally offensive to our allies, and that you should consider yourself as the representative of your country and that what you say, might be imputed to your constituents. He desired me therefore to write to you on this subject. He added that he considered France as the sheet anchor of this country and its friendship as a first object. There are in the U.S. some characters of opposite principles; some of them are high in office, others possessing great wealth, and all of them hostile to France and fondly looking to England as the staff of their hope. These I named to you on a former occasion. Their prospects have certainly not brightened. Excepting them, this country is entirely republican, friends to the constitution, anxious to preserve it and to have it administered according to it's [sic] own republican principles. The little party above mentioned have espoused it only as a stepping stone to monarchy, and have endeavored to approximate it to that in it's [sic] administration, in order to render it's [sic] final transition more easy. The successes of republicanism in France have given the coup de grace to their prospects, and I hope to their projects.—I have developed to you faithfully the sentiments of your country, that you may govern yourself accordingly. I know your republicanism to be pure, and that it is no decay of that which has embittered you against it's[sic] votaries in France, but too great a sensibility at the partial evil by which it's object has been accomplished there.
In the struggle which was necessary, many guilty persons fell without the forms of trial, and with them some innocent. These I deplore as much as any body, and shall deplore some of them to the day of my death. But I deplore them as I should have done had they fallen in battle. It was necessary to use the arm of the people, a machine not quite so blind as balls and bombs, but blind to a certain degree. A few of their cordial friends met at their hands, the fate of enemies. But time and truth will rescue and embalm their memories, while their posterity will be enjoying that very liberty for which they would never have hesitated to offer up their lives. The liberty of the whole earth was depending on the issue of the contest, and was ever such a prize won with so little innocent blood?... Their prospects have certainly not brightened. Excepting them, this country is entirely republican, friends to the constitution, anxious to preserve it and to have it administered according to its [sic] own republican principles. The little party above mentioned have espoused it only as a stepping stone to monarchy, and have endeavored to approximate it to that in its [sic] administration, in order to render it's [sic] final transition more easy.
Power Authority Governance
Just Do It

- Why do people go to war?
- Why do people of the same nation go to war?
  - Think American Civil War
Life during the... Reign of Terror
SOL, NCSS, Objectives

- **WHII.6** The student will demonstrate knowledge of scientific, political, economic, and religious
  - E) describing the French Revolution
- **Theme:** Power Authority Governance
- **Obj. 1** Students will be able to describe why people go to war.
- **Obj. 2** Students will be able to describe and illustrate the conditions of the French Revolution.
- **Obj. 3** Students will be able to provide alternative perspectives to the Reign of Terror.
French Revolution-recap

- 1789-1799: radical social and political change in France
- French monarchy falls to principles of the Enlightenment
  - Inalienable rights
  - Liberty
- Established a republic, but before the republic France would have some rough spot
Committee of Public Safety

- Maximilien Robespierre-committee leader
  - Becomes de facto dictator
- Oversaw the defense of the new republic
  - Suppression of smaller revolutions
- Thousands of executions
“dead brood over Europe”

- The French Revolution - William Blake - multivolume poem - 1791
- English poet and painter
In Pairs

- Read the passage at your table (feel free to write on it)
- What are your impressions of what life is like for the people? Of the different classes...like rich or poor.
- Now I want you to do a quick sketch of your impressions. Don’t worry about artistic skill, just be able to explain your drawing
“putting to death was a recipe much in vogue with all trades and professions”

- English writer
“many guilty persons fell without the forms of trial”

- A letter from Thomas Jefferson to William Short (his old secretary)
- TJ was an Ambassador to France 1784-1789
- William Short was Minister to France during 1793
“dead brood over Europe”

- *The French Revolution*-William Blake-1791
- English poet and painter
Finally,...

- With your knowledge of the Reign of Terror I want you to create a Facebook status.
- This should be a commentary about the leadership/authority?
- Ex.) French Peasant—they took my baker today and the produce guy the other day...am I next? This doesn't seem like a republic to me.
Reign of Terror

French Revolution-recap
- 1789-1799- __________ social and political change in France
- French monarchy falls to principles of the ________________
  - Inalienable rights
  - Liberty
- Established a __________, but before the republic France would have some rough spots

Committee of Public Safety
- __________ Robespierre- committee leader
  - Becomes de facto ________
- Over saw the defense of the new republic
  - Suppression of smaller revolutions
- Thousands of __________

La Terreur
- Aka the _______________________
- 1793-1794
- A period of extreme violence
  - “enemies of the ____________”
  - Guillotines
  - Between 16,000-40,000 deaths
"But indeed, at that time, putting to death was a recipe much in vogue with all trades and professions, and not least of all with Tellson's. Death is Nature's remedy for all things, and why not Legislation's? Accordingly, the forger was put to Death; the utterer of a bad note was put to Death; the unlawful opener of a letter was put to Death; the purloiner of forty shillings and sixpence was put to death; the holder of a horse at Tellson's door, who made off with it, was put to Death; the coiner of a bad schilling was put to Death; the sounders of three-fourths of the notes in the whole gamut of Crime, were put to Death. Not that it did the least good in the way of prevention--it might almost have been worth remarking that the fact was exactly the reverse--but, it cleared off (as to this world) the trouble of each particular case, and left nothing else connected with it to be looked after."
The dead brood over Europe: the cloud and vision descends over cheerful France; O cloud well appointed! Sick, sick, the Prince on his couch! wreath'd in dim And appalling mist; his strong hand outstretche'd, from his shoulder down the bone, Runs aching cold into the sceptre, too heavy for mortal grasp--no more To be swayed by visible hand, nor in cruelty bruise the mild flourishing mountains. Sick the mountains! and all their vineyards weep, in the eyes of the kingly mourner; Pale is the morning cloud in his visage. Rise, Necker! the ancient dawn calls us To awake from slumbers of five thousand years. I awake, but my soul is in dreams; From my window I see the old mountains of France, like aged men, fading away.
Based on the image:

- What is the feeling of the painting? (i.e. are the people calm)

- Do you think this painting was about a recent occurrence (within the last 50 years) or in the past and why? (1-2 sentences please)

- Circle at least 4 (more is fine) sections of the painting that are interesting to you. Then, write me a sentence that describes what you circled.
Power Authority Governance

French Monarchy

Thomas Jefferson

French Peasant

The Guillotine

Robespierre

English Monarchy

William Short

American Gov’t

Foreign Prince

French Peasant

English Peasant
Evaluation Rubric:
Complete the rubric for each lesson plan and attach cover sheet.
(You should have 1 cover sheet and 10 rubrics.)

Please Circle NCSS Theme and attach to the correct themed lesson.

NCSS THEME
I II III IV V VI VII VIII IX X

Rating Scale (can include half points on the scale)

1) The lesson plan is focused on a specific NCSS thematic standard, is designed to answer a specific guiding question, and has a strong content/skills focus and rationale. (Students must make sure they meet all the required criteria as detailed above.)

Not focused highly focused
.1__________2__________3__________4__________5

Comments: 4- I’m not sure about the guiding question, but through the activities students will be able to answer it. The lesson was intention was to get at the fact that not all governments work for the people.

2) The lesson plan is designed to clearly address specific social studies SOL with a clearly focused list of Essential Knowledge, Skills, and Understandings (See SOL Resource Guide), and NCSS performance expectations and indicators. (What are students going to do based on the theme? - See Expectations for Excellence.)

Not addressed Clearly Addressed
.1__________2__________3__________4__________5

Comments: 4- Those are all included in the lesson as well as in the lesson PowerPoint.

3) The lesson plan includes clear, motivational, intriguing and relevant guiding questions (big question).

Not addressed Clearly Addressed
.1__________2__________3__________4__________5

Comments: 4- Once again I don’t really get the differences between the questions, but the questions included are interesting and relevant to the lesson.
4) The lesson plan includes well-written and explicit objectives

Unclear objectives

1 ______ 2 ______ 3 ______ 4 ______ 5

Clear objectives

Comments: 4- I did my best connecting objectives to the activities.

5) The lesson plan includes a tightly focused bell ringer/motivational hook that relates to the lesson. (1-5 minutes) - (Independent student work) (Just Do it).

Unclear Objectives

1 ______ 2 ______ 3 ______ 4 ______ 5

Clear Objectives

Comments: 4- I’ve changed the Just Do It to discuss the American Civil War, something they might know something a little about, so that the same characteristics of the Reign of Terror.

6) The lesson plan includes detailed instructional activities that directly correlate with specific objectives.

Not Focused

1 ______ 2 ______ 3 ______ 4 ______ 5

Clearly Focused

Comments: 4- I tried my best to create an activity that represent a set of objectives based on the SoLs and NCSS theme.
7) The lesson plan contains clearly focused and detailed directions for students, question frames, and lecture outlines, when appropriate, to facilitate directions and learning. (These are also part of the materials section)- A teacher should be ready to go with the lesson.

Not Focused/Detailed  Highly Focused/Detailed

.2____________.4___________6_________8__________.10

Comments: 8- I think I include all of those in the lesson, besides a lecture outline or slot notes.

8) The lesson plan includes a focused and clear closure that either provides students with the opportunity to answer the guiding question (assesses student understanding) or clearly summarizes the day’s key points in relation to the key question.

Not Focused  Highly Focused

.1_________2_________.3_________4__________.5

Comments: 4- I think if done right and the directions are clear, students will be able to make the connection between what the students discussed in the Just Do It to the Facebook status.

9) The lesson plan provides a clearly designed assessment within the closure to measure student growth/with model answer(s) that is explicitly connected to the lessons essential understandings, objectives, and the strategies for learning

Not Clear and Appropriate  Highly Clear and Appropriate

.1_________.2_________.3_________.4__________.5

Comments: 4- There is a model answer on the slide, not in the lesson plan.