

# Road Map to the French Revolution

## Unit Project

**DIRECTIONS:** Your task is to create a visual (poster, booklet, diagram, etc) or another pre-approved format that illustrates and describes the key events of the French Revolution from 1789 to 1795.

**CONTENT:** You will need the following information...

### Part 1 – Eve of the Revolution:

- a) List and briefly describe at least 4 causes of the French Revolution and the grievances levied against the monarchy.
- b) Paragraph: What factor or grievance seemed the most influential in pushing France toward a revolution? How do you know?
- c) Include a visual for each cause/grievance. (Visuals should be TCA appropriate.)
- d) Include at least one quote from a *primary source* relevant to the causes of the French Revolution.
- e) Key Resources:
  - a. “French Revolution: Was There A Casual Relationship Between the American and French Revolutions?” History in Dispute, Volume 12: The American Revolution. p. 127-134. (Hand out)
  - b. **Ellis and Esler. World History: The Modern Era. Chapter 6 (Pages 210-215.)**

### Part 2 – Chain of Events:

- a) Create a step-by-step sequence of events that drove the French Revolution.
- b) Write a brief summary of each sequence in the Revolution. Be sure to use the terms listed with each governmental phase of the revolution in the proper context – do not merely list and define the terms.
  - **Estates General** (May 1789): Louis XVI, Emmanuel Joseph Sieyes, Third Estate, Bourgeoisie
  - **National Assembly** (June 1789 - 1791): Tennis Court Oath, Bastille, Great Fear, Abolition of Feudalism, Declaration of the Rights of Man, Women March on Versailles, Marie-Antoinette, Civil Constitution of the Clergy, Constitution of 1791
  - **Legislative Assembly** (1791 – 1792): Émigrés, Varennes, Sans-culottes, Jacobins, Girondins, La Marseillaise, How did the rest of Europe react to the French Revolution? How did the Legislative Assembly respond?
  - **National Convention** (1792-1795): Suffrage, Levee en Masse, Jean-Paul Marat, Maximilien Robespierre, Georges Danton, Committee of Public Safety, Reign of Terror, Guillotine, De-Christianization. Why did Robespierre think the Terror was necessary to achieve the goals of the revolution?

- **The Directory:** (1795 – 1799) Thermidorean Reaction. What challenges were faced by The Directory? How did The Directory face those threats?
  - **The Age of Napoleon:** (1799-1815) Brumaire, Coup d'état, Consulate, Plebiscite, Concordat of 1801, Napoleonic Code, Continental System, Elba, Waterloo, St. Helena. How did Napoleon rise to power so quickly? How did Napoleon reform France? Describe Napoleon's empire. How does Napoleon fall from power?
- c) Use a visual to illustrate each of the major steps. Keep them TCA appropriate and tasteful.
  - d) Which event in this sequence came the closest to solving the initial grievances of the revolutionaries? Which was the furthest from doing so?
  - e) Key Resources: **Ellis and Esler. World History: The Modern Era. Chapter 6 (Pages 210-241)**

Part 3 – Evaluating the Revolution:

- a) Using the key resources listed below, create a visual element (table, graph, chart, etc) to show how French Society changed and did not change as a result of the revolution. In other words, how well did the Revolution live up to its initial goals? and where was reform still lacking? Cite specific examples (page numbers) from both readings.
- b) Evaluate the success of the revolutionaries by providing several key examples.
- c) Key Resources:
  - a. William Doyle, "The French Revolution Transformed Many Elements of French Society." Oxford, UK: Oxford Press, 1989. p. 138-145. (Viewpoint #5 Hand Out)
  - b. Simon Schama, "The French Revolution Did Not Transform French Society." (Viewpoint #6 Hand Out)
  - c. **Ellis and Esler. World History: The Modern Era. Chapter 6 (Pages 228, 241-242)**

**FORMAT / PRESENTATION / WORKMANSHIP:**

- a) Has a relevant and engaging title.
- b) A relevant theme is used to create visual appeal and to heighten interest.
- c) organized and easy to follow.
- d) Graphics and visuals support and reinforce textual information.
- e) Tasteful

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## GRADING SHEET

Name: \_\_\_\_\_

<i>Standards</i>	<u>Mastery</u>	<u>Great</u>	<u>Average</u>	<u>Fair</u>	<u>Poor</u>	<u>N.C.</u>
<p><b>CONTENT – PART 1: CAUSES OF THE REVOLUTION</b></p> <ul style="list-style-type: none"> <li>- Lists and briefly describes at least 4 causes of the French Revolution and the grievances levied against the monarchy.</li> <li>- Identifies and discusses what factor or grievance seemed the most influential in pushing France toward a revolution. Explains why.</li> <li>- Content rich and informative in your own words.</li> <li>- A visual is used to illustrate each cause/grievance and is TCA appropriate</li> <li>- Primary source quote included.</li> <li>- Information is accurate and treated thoroughly.</li> </ul>	<u>10</u>	<u>9</u>	<u>8</u>	<u>7</u>	<u>6</u>	<u>0</u>
<p><b>CONTENT – PART 2: CHAIN OF EVENTS</b></p> <ul style="list-style-type: none"> <li>- Labels <u>and</u> summarizes each of the six major sequences in the French Revolution in the correct order.</li> <li>- Content rich and informative in your own words.</li> <li>- Summaries address the questions and uses the terminology in the correct context (Doesn't merely list and define terms.)</li> <li>- A visual is used to illustrate each step and is TCA appropriate.</li> <li>- Information is accurate and treated thoroughly.</li> </ul>	<u>15</u>	<u>13</u>	<u>11</u>	<u>9</u>	<u>7</u>	<u>0</u>
<p><b>CONTENT – PART 3: EVALUATING THE REVOLUTION</b></p> <ul style="list-style-type: none"> <li>- Uses a visual (table, graph, chart, etc.) to show how French society changed or did not change as a result of the French Revolution.</li> <li>- Evaluates the success of the revolutionaries by providing several key examples from the resource texts, citing page numbers.</li> <li>- Content rich and informative in your own words.</li> <li>- Information is accurate and treated thoroughly.</li> </ul>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>
<p><b>FORMAT / PRESENTATION / WORKMANSHIP:</b></p> <ul style="list-style-type: none"> <li>- Clearly demonstrates a high level of effort and willingness to pursue this activity</li> <li>- Has an engaging title.</li> <li>- A relevant theme is used to create visual appeal and to heighten interest. Tasteful</li> <li>- Neat, Proofread, organized, and easy to follow.</li> <li>- Graphics and visuals support and reinforce textual information.</li> </ul>	<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>	<u>0</u>

GRADING SHEET:

TOTAL SCORE = \_\_\_\_\_ of 35 POINT