### History –French Revolution Organizer

**6th Grade Core Knowledge - Huey/Stone/Jurgens**

**Summary**

This domain begins with a study of the Enlightenment period to familiarize students with the spread of ideas and knowledge that influenced popular thought in the late eighteenth century. Students will review the Medieval class system they learned in fourth grade as a context for the class system in France that preceded the Revolution. This domain covers the events of the early Revolution, the Great Fear, Reign of Terror, and concludes with Napoleon’s rise and downfall. Strategies and activities utilized during this unit include Cornell note taking during lectures, read alouds, jigsaw, and a mock trial. Finally, students will demonstrate their knowledge of the French Revolution by completing a unit assessment.

**The Big Idea**

Revolution is a recurring theme in sixth grade and in this unit, students will again explore what factors lead societies to revolt. Furthermore, students will recognize the tendency of societies to revert back to authoritarian governments after revolutions. By explaining the social and political climate of the Enlightenment period leading up to and during the French Revolution, students will describe the factors that contributed to the fall of the Ancient Regime, as well as the subsequent societal chaos that led to conditions ripe for Napoleon’s ascension to power.

**Colorado State Standards**

**SS 6.1.2** The historical eras, individuals, groups, ideas and themes within regions of the Western Hemisphere and their relationships with one another.

1. Explain how people interact and are interconnected over key periods or eras in history in the Western Hemisphere.
2. Determine and explain the historical context of key people, events, and ideas over time and include the examination of different perspectives from people involved.
3. Analyze the social, political, cultural, and economic development in key areas of the Western Hemisphere.

**SS 6.4.2** Compare multiple systems of government

1. Describe different forms of government
2. Identify how different forms of government relate to their citizens. Topics to include by limited to democracy and authoritarian government.
3. Compare the economic components of different forms of government.
4. Compare various governments and the liberties of their citizens.

**Common Core Standards**

**SL 6.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**SL 6.1.A:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**SL 6.1.C:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

**SL 6.4:** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

**RI 6.1:** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**Core Knowledge Unit**

IV. The French Revolution

* The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in France and America
* The American Revolution: the French alliance and its effect on both sides
* The Old Regime in France ( *L’Ancien Regime)*
  + The social classes: the three estates
  + Louis XIV, the “Sun King”: Versailles
  + Louis XV: “*Apres moi, le deluge”*
  + Louis XVI: the end of the old regime
  + Marie Antoinette: the famous legend of “Let them eat Cake”
* 1789: from the Three Estates to the National Assembly
  + July 14, Bastille Day
  + Declaration of the Rights of Man
  + October 5, Women’s March on Versailles
  + “Liberty, Equality, Fraternity”
* Louis XVI and Marie Antoinette to the guillotine
* Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”
* Revolutionary arts and the New Classicism
* Napoleon Bonaparte and the First French Empire
  + Napoleon as a military genius
  + Crowned Emperor Napoleon I: reinventing the Roman Empire
  + The invasion of Russia
  + Exile to Elba
  + Wellington and Waterloo

**Core Knowledge Language Arts**

1. Writing, Grammar, and Usage
2. Speaking and Listening

* Participate civilly and productively in group discussions.
* Demonstrate an ability to use standard pronunciation when speaking to large groups and in formal circumstances.

1. Grammar and Usage

* Write for variety.
* Correctly use punctuation studied in earlier grades.

**Previous Unit:** The Enligtenment

**Prior Knowledge**

**Grade 1 - Grade 5**

Students should already be familiar with the American Revolution and the time period leading up to the French Revolution. They will have background knowledge of Europe in the Middle Ages, as well as European geography. They will also possess knowledge regarding the English Golden Age and the Glorious Revolution. They will have knowledge of the geography of Russia. The American Revolution and the English Glorious Revolution are utilized to help put the French Revolution in context and compare the three separate revolutions.

**Next Unit:** Industrialism, Capitalism, and Socialism

**What Students will Learn in Future Grades**

Students will expand their historical knowledge by studying the lasting effects of the French Revolution on Europe and the United States in seventh and eighth grade. They will study World War I and The Russian Revolution in seventh grade. In eighth grade, they will study The Constitution – Principles and Structure of American Democracy. Students should be able to compare this document with the Declaration of the Rights of Man.

**Cross Curricular Links**

**World History**

1. The Enlightenment
2. Romanticism
3. Industrialism, Capitalism, and Socialism

**World Geography**

1. Geography of Europe.

**Literature:**

1. The *Scarlet Pimpernel*

**Visual Arts:**

1. Neoclassical
2. Romantic

**Additional Resources**

*For Children:*

* Dickens, Charles. *A Tale of Two Cities.* London: Chapman & Hall, 1859.
* Baroness Orczy. *The Scarlet Pimpernel.* London: Greening, 1905.
* ––––––––––––. *The Enlightenment, The French Revolution, and Romanticism: Reader*. Core Knowledge Foundation, 2018.

*For Teachers:*

* Banfield, Susan. *The Rights of Man, The Reign of Terror: The Story of the French Revolution.* New York: J.B. Lippincott, 1989.
* Corzine, Phyllis. *The French Revolution.* San Diego: Lucent, 1995.
* Henderson, Harry. *The Age of Napoleon*. San Diego: Lucent, 1999.
* Himmelfarb, Gertrude. *The Roads to Modernity: The British, French, and American Enlightenments*. New York: Vintage Books, 2004.