The French Revolution module is designed to expose sophomore World Studies students to the difficulties of establishing democratic governments. Students will examine the French Revolution's excesses, their suppression of minority rights, and the dangers of mob rule and tyrants. In addition, this module is designed to introduce students to essential common core reading and writing skills including: paraphrasing and summary writing, analyzing different types of sources, recognizing and interpreting arguments, and developing research skills by accessing online databases and determining the reliability of sources. In this unit students will write a formative assessment essay on the causes of the French Revolution. This unit's skills are designed to prepare students for writing an informational/explanatory essay the following unit on the Industrial Revolution.
Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational documents on the French Revolution, write an essay in which you explain the causes of the French Revolution. Support your discussion with evidence from the texts.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RI.8.1
Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI.8.2
Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI.8.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RI.8.6
Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

RI.8.10
By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6—8 text complexity band independently and proficiently.

W.8.2
Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

W.8.2.a
Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

W.8.2.b
Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other
information and examples.

W.8.2.c
Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

W.8.2.d
Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.8.2.e
Establish and maintain a formal style.

W.8.2.f
Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.8.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.8.5
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W.8.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a
Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

W.8.9.b
Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

W.8.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Texts

World_Studies_Formative_Writing_Assessment_2015-201620150624-3-1qu3y1l.pdf
# Informational/Explanatory Rubric for Grade 6-12 Teaching Tasks

## Focus

<table>
<thead>
<tr>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>D: Attempts to address additional demands but lacks focus or is off task.</td>
<td>Addresses prompt appropriately but with a weak or uneven focus.</td>
<td>Addresses prompt appropriately and maintains a clear, steady focus.</td>
<td>Addresses all aspects of prompt appropriately and maintains a strongly developed focus.</td>
</tr>
<tr>
<td>D: Attempts to address additional demands superficially.</td>
<td>D: Addresses additional demands sufficiently.</td>
<td>D: Addresses additional demands with thoroughness and makes a connection to controlling idea.</td>
<td></td>
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</tbody>
</table>

## Controlling Idea

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<tr>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to establish a controlling idea, but lacks a clear purpose.</td>
<td>Establishes a controlling idea with a general purpose.</td>
<td>Establishes a controlling idea with a clear purpose maintained throughout the response.</td>
<td>Establishes a strong controlling idea with a clear purpose maintained throughout the response.</td>
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</table>

## Reading/Research (when applicable)

<table>
<thead>
<tr>
<th>Not Yet</th>
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<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.</td>
<td>Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.</td>
<td>Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.</td>
<td>Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.</td>
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</table>

## Development

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<tr>
<th>Not Yet</th>
<th>Approaches Expectations</th>
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<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.</td>
<td>Presents appropriate details to support the focus and controlling idea.</td>
<td>Presents appropriate and sufficient details to support the focus and controlling idea.</td>
<td>Presents thorough and detailed information to strongly support the focus and controlling idea.</td>
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</table>

## Organization

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<tr>
<th>Not Yet</th>
<th>Approaches Expectations</th>
<th>Meets Expectations</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to organize ideas, but lacks control of structure.</td>
<td>Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure</td>
<td>Maintains an appropriate organizational structure to address the specific requirements of the prompt.</td>
<td>Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.</td>
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</table>

## Conventions

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<thead>
<tr>
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<th>Meets Expectations</th>
<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.</td>
<td>Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.</td>
<td>Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.</td>
<td>Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.</td>
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</table>

## Content Understanding

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<tr>
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<th>Advanced</th>
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<tbody>
<tr>
<td>Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.</td>
<td>Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.</td>
<td>Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.</td>
<td>Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.</td>
</tr>
</tbody>
</table>
Background for Students
Not provided

Extension
Not provided
Section 2: What Skills?

Preparing for the Task

TEACHER INSTRUCTION > STUDENT NOTE TAKING:

Reading Process

PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

ACTIVE READING > Annotation: Students read and annotate difficult primary source material.

Transition to Writing

POST-READING > GATHERING EVIDENCE: Students evaluate 10 Internet resources on the French Revolution, ranking each source from best to worst.

Writing Process

SUMMARY WRITING:
## Section 3: What Instruction?

<table>
<thead>
<tr>
<th>PACING</th>
<th>SKILL AND DEFINITION</th>
<th>PRODUCT AND PROMPT</th>
<th>SCORING GUIDE</th>
<th>INSTRUCTIONAL STRATEGIES</th>
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<tr>
<td><strong>Preparing for the Task</strong></td>
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</table>
| Not provided | TEACHER INSTRUCTION > STUDENT NOTE TAKING: | STUDENT NOTE TAKING FROM LECTURE | Not Provided | 1. Teacher explains the importance of note taking for students’ academic success, especially as notes can be used to study for tests and support writing.  
2. Teacher delivers lecture, along with two to three slides of information.  
3. Students to copy as notes and discuss issues related to lecture. |

### Additional Attachments:
- The French Revolution

| Reading Process | | | | |
| Not provided | PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions. | THIEVES PRE-READING STRATEGY | Not Provided | 1. Teacher explains the 6 steps in the THIEVES strategy.  
2. Teacher models each step of the THIEVES strategy from a section of the textbook.  
3. Students are assigned a section of the textbook and employ the THIEVES strategy prior to reading the text.  
The THIEVES pre-reading strategy was created by Suzanne Liff Manz. It was published in The Reading Teacher Volume 55 Number 5 in February of 2002. |

### Additional Attachments:
- Thieves Text Preview Handout

| 30 mins | PRE-READING > INSPECTIONAL READING: Student surveys textbook chapter looking at titles, headings, illustrations, and questions. | FRENCH REVOLUTION VOCABULARY PRE-READ | Not Provided | The lesson incorporates one of the Core Six Essential Strategies, compare and contrast. |
### Pacing

<table>
<thead>
<tr>
<th>Skill and Definition</th>
<th>Product and Prompt</th>
<th>Scoring Guide</th>
<th>Instructional Strategies</th>
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<tbody>
<tr>
<td>Not Provided</td>
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**Active Reading > Note-Taking:** Ability to select important facts and passages for use in one's own writing.

**Cornell Note Taking**

Student view a model of Cornell Note taking notes for first textbook section "The Greek Roots of Democracy", pages 10-13. Class reads this first section with Cornell model.

Student take notes from textbook section, The French Revolution, using the Cornell Notes handout by (A) Defining unknown words, (B) Asking thoughtful questions, (C) Using Abbreviations or symbols, (D) Writing a summary paragraph of the most important information from the text.

Students check how well they read by accessing Socrative questions on Greece and Rome on their Chromebook.

1. Teacher asks students to answer individually - What is the purpose of taking notes? What are different note-taking strategies you use? Elicit class answers. Teacher explains the importance of taking good notes to be successful in World Studies.

2. Teacher handouts Model of the Cornell Note Taking sheet. Teacher identifies and explains the different parts of Cornell Note taking including:
   - Topic/Objective
   - Essential Question
   - Questions
   - Notes
   - Summary

3. Class reads the first section on The Eve of the Revolution, pages 108-113 with Cornell model in front of them. Class discusses key ideas in the section.

4. Teacher passes out a blank Cornell note taking sheet. Students are assigned to read the second section of the textbook on the "The French Revolution Unfolds", pages 114-119

5. Students take Cornell Note Taking Sheet on the section on the French Revolution.

6. Students go on-line to Socrative website to check how well they read by answering questions about The French Revolution.

### Additional Attachments:

- Cornell Notes Model on Greek Democracy
- Cornell Notes Blank Template

**Active Reading > Annotation:**

Students read and annotate difficult primary source material.

**Student Annotation of Declaration of Rights of Man ...**

Students will annotate excerpt from The Declaration of the Rights of Man and Citizen, from the French Revolution's National Assembly.

1. Teacher shows model of annotating the primary source document, Pericles' Funeral Oration.
2. Teacher hands out annotation document, with key symbols.
3. Teacher handouts Declaration of Rights of Man and Citizen, and models how to annotate first side of Declaration.
5. Teacher debriefs with students, asking them to share their annotation and responding to questions.

### Additional Attachments:

- Annotations_Checklist.pdf
- Annotation Guidelines

**30 mins**

**Active Reading > Reading Primary**

Not Provided

Not Provided

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<th>INSTRUCTIONAL STRATEGIES</th>
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<tbody>
<tr>
<td></td>
<td>Students read and annotate difficult primary source material.</td>
<td>Students will read and annotate two primary sources related to the French Revolution. The assignment is designed to help them contextualize primary sources and understand the central ideas of primary sources.</td>
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Standards:

**RH.9-10.4**: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

**RH.9-10.2**: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10.1**: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Additional Attachments:

- Reading Primary Sources.pdf

**Transition to Writing**

| 1 hr and 30 mins | POST-READING & GATHERING EVIDENCE: Students evaluate 10 Internet resources on the French Revolution, ranking each source from best to worst. | RANKING INTERNET RESOURCES | Not Provided | 1. Teacher opens discussion of what students think make a good internet resources for the purpose of researching a historical event.  
2. Students use Chromebooks to explore 10 Internet resources on the French Revolution (using handout).  
3. Students rank these 10 resources by taking notes on the positive and negative features of each source.  
4. Once students complete their ranked list, each student uses the evaluation questions to reflect on what makes a good internet source.  
5. In whole class discussion, students share lists. Teacher leads discussion of evaluating Internet sources. |

Additional Attachments:

- Ranking Internet Resources Activity and Reflection Sheet

**HYSTERY MYSTERY - GALE DATABASE SEARCH**

Students will access Gale Database to discover new information about the French Revolution. During this process, students will become familiar with the database and a variety of resources that it offers.

Not Provided

1. Use the projector to display the Gale Database in front of the class. Familiarize students with the Database’s search tools.

2. Give students the History Mystery handout and enough time to complete the research assignment. Students will use Chromebooks to navigate through the database to read and question sources, then answer content-related questions.

3. Following this activity, lead students in a class discussion. Bring students’ attention to the different kinds of historical sources on the database. Also discuss
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<td>the reliability of documents and useful research strategies they implemented during the activity.</td>
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**Writing Process**

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<th>Not provided</th>
<th>SUMMARY WRITING:</th>
<th>SUMMARY WRITING</th>
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<tbody>
<tr>
<td></td>
<td>After reading the Declaration of the Rights of Man and Citizen, write paragraph in which you paraphrase the main ideas in the order they are presented.</td>
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<table>
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<tr>
<th>50 mins</th>
<th>SUMMARY WRITING:</th>
<th>FRENCH REVOLUTION FORMATIVE WRITING ASSESSMENT</th>
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<tbody>
<tr>
<td></td>
<td>After reading informational documents, write an essay in which you explain the causes of the French Revolution. Support your discussion with evidence from at least three documents.</td>
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<td></td>
<td>Not Provided</td>
<td>Students will be given the writing prompt and informational texts at the beginning of a class period. They will have the entire period to write the formative essay.</td>
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</table>

**Standards:**

**WHST.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**Additional Attachments:**

- History Mystery Handout
- World Studies Formative Writing Assessment 2015-2016.pdf
- Informational World Studies Writing Rubric.pdf

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<td></td>
<td>Write a summary on one of the sections from the textbook addressing “The Age of Napoleon”. Students will implement summary rules into their work, then participate in an in-class Hunger Games “competition” in which students evaluate what makes a strong summary.</td>
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<td>Not Provided</td>
<td>STEP 1: Each student reads one section from Chapter 3 sec.4 (“The Age of Napoleon”) in World History: The Modern World:</td>
</tr>
</tbody>
</table>

- Napoleon Rises to Power (teacher does this section to model the assignment and give sample Summary)
- Napoleon Reforms France (p. 129-30)
- Napoleon Builds an Empire (p.130-132)
- Napoleon’s Empire Faces Challenges (p.132-133)
- Napoleon Falls from Power (p. 134-135)

STEP 2: After reading their assigned section, each student writes a Summary about the section following the “Summary Writing Rules” template
### Instructional Resources

No resources specified
Section 4: What Results?

Student Work Samples
No resources specified

Teacher Reflection
Not provided
The French Revolution