



# Why Do People Revolt?

## Exploring Causes of the French Revolution



Laura Halstied, Bj Sneed

Published by K20 Center

*This work is licensed under a [Creative Commons CC BY-SA 4.0 License](https://creativecommons.org/licenses/by-sa/4.0/)*

<b>Grade Level</b>	10th Grade	<b>Time Frame</b>	90 minutes
<b>Subject</b>	Social Studies	<b>Duration</b>	2 periods
<b>Course</b>	World History		

### Essential Question

What causes people to revolt against authority?

### Summary

The main cause of the French Revolution is still debated by historians today. In this lesson, students will begin by activating prior knowledge as they complete a Tell Me Everything activity on revolutions. They will sort conditions in a society that can lead to revolution into categories of political, social, or economic. Students will analyze several primary source documents related to the French Revolution to determine what they believe was the main cause. They will then complete a free write to think about if revolutions are necessary to address problems in society. Using evidence from the documents, students will complete a CER to write about what they believe was the main cause of the French Revolution. Please note that this lesson should be taught after students have learned about the Enlightenment. This is a multimodality lesson, which means it includes face-to-face, online, and hybrid versions of the lesson. The attachments also include a downloadable Common Cartridge file, which can be imported into a Learning Management System (LMS) such as Canvas or eKadence. The cartridge includes interactive student activities and teacher's notes.

### Snapshot

#### Engage

Students participate in a Tell Me Everything activity in which they write everything they already know about revolutions.

#### Explore

Students view a video and engage in a Card Sort to distinguish between political, social, and economic characteristics that can lead to revolutions.

#### Explain

Students view a video about conditions in France leading up to the French Revolution. Students then use the Why-Lighting strategy to analyze primary and secondary sources related to the French Revolution. After analyzing documents, students engage in a second Card Sort involving the causes of the French Revolution.

#### Extend

Students use the Two-Minute Paper strategy to reflect on why revolutions occur in general and why the

French Revolution occurred specifically.

**Evaluate**

Students write a Claim-Evidence-Reasoning (CER) statement in response to the question, "What was the main cause of the French Revolution?"

## Standards

*Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))*

**WH.3.1:** Analyze the causes and global impact of

**WH.3.1C:** the French Revolution including the Napoleonic Wars

## Attachments

- [Causes of the French Revolution CER \(Sample Response\)—Why Do People Revolt.docx](#)
- [Causes of the French Revolution CER \(Sample Response\)—Why Do People Revolt.pdf](#)
- [Causes of the French Revolution CER—Why Do People Revolt - Spanish.docx](#)
- [Causes of the French Revolution CER—Why Do People Revolt - Spanish.pdf](#)
- [Causes of the French Revolution CER—Why Do People Revolt.docx](#)
- [Causes of the French Revolution CER—Why Do People Revolt.pdf](#)
- [Common Cartridge—Why Do People Revolt.zip](#)
- [Document Analysis Graphic Organizer—Why Do People Revolt - Spanish.docx](#)
- [Document Analysis Graphic Organizer—Why Do People Revolt - Spanish.pdf](#)
- [Document Analysis Graphic Organizer—Why Do People Revolt.docx](#)
- [Document Analysis Graphic Organizer—Why Do People Revolt.pdf](#)
- [Explain Document Packet—Why Do People Revolt - Spanish.docx](#)
- [Explain Document Packet—Why Do People Revolt - Spanish.pdf](#)
- [Explain Document Packet—Why Do People Revolt.docx](#)
- [Explain Document Packet—Why Do People Revolt.pdf](#)
- [Explore Card Sort—Why Do People Revolt - Spanish.docx](#)
- [Explore Card Sort—Why Do People Revolt - Spanish.pdf](#)
- [Explore Card Sort—Why Do People Revolt.docx](#)
- [Explore Card Sort—Why Do People Revolt.pdf](#)
- [Extend Card Sort—Why Do People Revolt - Spanish.docx](#)
- [Extend Card Sort—Why Do People Revolt - Spanish.pdf](#)
- [Extend Card Sort—Why Do People Revolt.docx](#)
- [Extend Card Sort—Why Do People Revolt.pdf](#)
- [Lesson Slides—Why Do People Revolt.pptx](#)

## Materials

- Common Cartridge (attached)
- Causes of the French Revolution CER (Sample Response) (attached; optional)
- Causes of the French Revolution CER (attached; one per student)
- Discussion Post Rubric (attached; optional)
- Explain Document Packet (attached; one per student)
- Explore Card Sort (attached; one per student)
- Extend Card Sort (attached; one per student)
- French Revolution Graphic Organizer (attached; one per student)
- Lesson Slides (attached)
- Highlighters

20 minutes

## Engage: Online

### Teacher's Note: Padlet Prep

In the first phase of this lesson, students participate in a Tell Me Everything activity using [Padlet](#). To facilitate this activity, first create a Padlet board. For help visit the K20 Center's [Padlet tech tool resource](#).

Create your Padlet board with the following settings:

- Format: Shelf
- Title: Tell Me Everything
- Description: Causes of the French Revolution
- In your first column, type the first prompt: *Define what a revolution is in your own words.*
- Add another column, and type the second prompt: *Describe one revolution you have heard of and know something about.*

After your Padlet has been created, embed the Padlet into an LMS or prepare to share the link with students.

To begin, share your prepared Padlet board with students. Additionally, share the [Tell Me Everything](#) strategy with students, and invite them to use this strategy to list everything they know about the word "revolution"—and to describe revolutions they are familiar with—in Padlet.

10 minutes

## Explore: Face-to-Face

### Teacher's Note: Card Sort Prep

Before you begin this portion of the lesson, print and cut out the attached **Explore Card Sort** activity. You'll need one set of cards for each student. Consider printing the cards on heavy paper or card stock and storing them in plastic bags or envelopes so they can be used again in the future.

At the beginning of class, review the completed Padlet with students. Show **slide 3**, and review the essential question: *What causes people to revolt against authority?* Additionally, review the objectives on **slide 4**. Show **slide 6** and introduce students to the [Card Sort](#) strategy. Pass out a set of the prepared **Explore Card Sort** cards to each student. Ask students to complete this Card Sort by:

1. examining the cards, which list different problems that occur in society and can lead to revolution; then
2. sorting the cards into three categories: political, social, and economic reasons. (The definitions for the three categories are provided on slide 6.)

After students have sorted their cards, check students' answers for understanding. Clarify any confusion.

Students can complete the Card Sort digitally if preferred. If so, share the following link with students, and have them click the link to create a copy of the Card Sort in Google Docs: [Digital Card Sort](#).

30 minutes

## Explain: Face-to-Face

Show **slide 7**. Have students watch the video on the slide, "[Causes of the French Revolution](#)." This video provides some background information on France leading up to the revolution.

After viewing the video, show **slide 8**. Pass out a copy of the attached **Explain Document Packet** and **Document Analysis Graphic Organizer**. Invite students to analyze the five short documents within the document packet, which delve into different aspects about life in France during the period leading up to the French Revolution. Introduce students to the [Why-Lighting](#) strategy. As they analyze, students should complete the graphic organizer by categorizing each document as focusing on a political, economic, or social issue. Students should also look for evidence in each document that the issue at hand could have led to the French Revolution. Students should highlight these issues in the document packet using the Why-Lighting strategy.

Documents:

1. Three Estates graphic
2. Bread prices excerpt
3. Three Estates painting
4. What is the Third Estate excerpt
5. Rousseau quote
6. Graphic organizer for students to summarize documents

Allow students to pair up and compare their summaries if you so choose.

### Teacher's Note: Card Sort Prep

Before you begin this portion of the lesson, print and cut out the attached **Explain Card Sort** activity. You'll need one set of cards for each student. Consider printing the cards on heavy paper or card stock and storing them in plastic bags or envelopes so they can be used again in the future.

After students are finished analyzing and discussing, show **slide 9**. Invite students to engage in another Card Sort activity. This time, the categories are the same (political, social, and economic), but the cards to be sorted are specific to France.

Pass out a set of the attached **Explain Card Sort** to each student. Students should complete this Card Sort the same way as before:

1. Examine the cards.
2. Sort the cards into three categories: political, social, and economic reasons. (Again, the definitions for the three categories are provided on slide 10.)

Students can complete the card sort digitally if preferred. If so, share the following link with students, and have them click the link to create a copy of the Card Sort in Google Docs: [Digital Card Sort](#).

5 minutes

## Extend: Face-to-Face

Show **slide 10**. Have students take out a piece of notebook paper, and introduce them to the [Two-Minute Paper](#) strategy. Ask students to write for two minutes over the following questions:

1. Are revolutions always necessary?
2. Based on the information you've learned from the lesson, did the Third Estate have any other options besides revolting?
3. Has there ever been an injustice that you (as a student) felt you should speak up against?

Next, invite students to discuss and reflect on what can be learned from the French Revolution.

After two minutes, have students share their responses with a nearby partner. Then, have students expand their discussions to include a small group or the whole class (if desired). Students' Two-Minute Papers may be collected as assessments of their learning.

20 minutes

## Evaluate: Face-to-Face

Show **slide 11**. Introduce students to the [Claim, Evidence, Reasoning \(CER\)](#) strategy. Pass out a copy of the attached **Causes of the French Revolution CER** to each student.

Invite students to use the CER strategy and handout to explain the main cause of the French Revolution using evidence from the documents. To do so, each student should work through the handout, writing a claim, providing evidence, and recording their reasoning based on what they believe was the main cause of the French Revolution. Students should work independently to assess their learning.

For a sample student response, see the attached **Causes of the French Revolution CER (Sample Response)**. After students have completed their CERs, collect their responses as assessments.

### Optional: Homework CER

If you prefer, you can assign the CER as homework rather than having students complete it in class.



## Resources

- K20 Center. (n.d.). Card sort. Strategies. <https://learn.k20center.ou.edu/strategy/147>
- K20 Center. (n.d.). Claim, evidence, reasoning (CER). Strategies. <https://learn.k20center.ou.edu/strategy/156>
- K20 Center. (2021, January 27). Causes of the French Revolution. YouTube. <https://youtu.be/VWSYXHTMVVo>
- K20 Center. (n.d.). Flipgrid. Tech tools. <https://learn.k20center.ou.edu/tech-tool/1075>
- K20 Center. (n.d.). Google apps - force copy. Tech tips & tricks. <https://k20center.ou.edu/tech-tips/force-copy/>
- K20 Center. (2021, January 27). Online discourse etiquette. YouTube. <https://youtu.be/yPUXQAuhD3E>
- K20 Center. (n.d.). Padlet. Tech tools. <https://learn.k20center.ou.edu/tech-tool/1077>
- K20 Center. (n.d.). Tell me everything. Strategies. <https://learn.k20center.ou.edu/strategy/107>
- K20 Center. (n.d.). Two-minute paper. Strategies. <https://learn.k20center.ou.edu/strategy/152>
- K20 Center. (n.d.). Why-lighting. Strategies. <https://learn.k20center.ou.edu/strategy/128>