



Why Do People Revolt?

Exploring Causes of the French Revolution



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Grade Level	10th Grade	Time Frame	90 minutes
Subject	Social Studies	Duration	2 periods
Course	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)
- Document Analysis Graphic Organizer (attached; one per student)
- French Revolution Graphic Organizer (attached; one per student)

20 minutes

Engage

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 know of and have heard 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.

Teacher's Note: Teacher's Note: Facilitating Discussion

After sharing the Padlet with students, check the Padlet for student responses and provide feedback to student's posts. When meeting with students virtually, display the Padlet and have a class discussion about the responses. Use this time to clarify any misconceptions students might have about what a revolution is.

10 minutes

Explore

Next, introduce students to the [Card Sort](#) strategy. Invite students to use this strategy to practice distinguishing between three major causes of revolution: economic, social, and political.

This Card Sort is embedded into the Canvas cartridge and can be distributed through the LMS. Alternatively, you can click the following link to create a copy of the Card Sort in Google Docs: [Explore Digital Card Sort](#). If using the Google Docs link, be sure to use the same link or create and distribute your own "force copy" link to give each student a separate copy of the Card Sort.

Teacher's Note: Forced Copy Docs

For more information on quickly and easily creating your own "force copy" links with Google Docs, visit the K20 Center's [Google Apps Force Copy tech integration page](#).

Once each student has their own copy of the Card Sort or has accessed it via LMS, ask students to sort the cards into three categories: economic, social, and political. Once students have finished, they should take a screenshot of the finished sort and share it with you.

30 minutes

Explain

Invite students to view a video describing the French Estate System. The video, [Causes of the French Revolution](#), is included in the Canvas cartridge, but a link to the video may be shared with students if preferred.

After students watch the video, invite students to analyze five short documents that highlight conditions in pre-revolutionary France. As they read the documents, they should summarize each document using the graphic organizer embedded in the Canvas cartridge alongside the articles. Alternatively, you can share the documents and graphic organizer with students by downloading the following files listed in the "Attachments" section of this lesson:

1. **Explain Document Packet**
2. **Document Analysis Graphic Organizer**

After students have analyzed these documents, have them take part in a second Card Sort. This Card Sort is embedded into the Canvas cartridge and can be distributed through the LMS. Alternatively, you can click the following link to create a copy of the Card Sort in Google Docs: [Explain Digital Card Sort](#). If using the Google Docs link, be sure to use the same link or create and distribute your own "force copy" link to give each student a separate copy of the Card Sort.

Teacher's Note: Forced Copy Docs

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Once each student has their own copy of the Card Sort or has accessed it via LMS, ask students to sort the cards into three categories once more: economic, social, and political. This time, while the categories are the same, the cards contain new conditions that are specific to the French Revolution.

Once students have finished, they should take a screenshot of the finished sort and share it with you.

5 minutes

Extend

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

A discussion board for this topic is embedded into the attached Canvas cartridge and can be distributed through the LMS. Alternatively, the following discussion questions can be distributed via other means or through another LMS.

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

Watch the following video to share with students how to effectively communicate with peers on a discussion board and in online discussions: "[Online Discourse Etiquette](#)."

Begin the discussion by having students reply to the question with their answers. Then have students respond to another student's post.

Teacher's Note: Facilitating Discussion

After posting the discussion questions, review the discussion board for student responses and add to the discussion by responding to student's posts. Keep the discussion going by asking probing questions or providing meaningful feedback.

20 minutes

Evaluate

Introduce students to the [Claim, Evidence, Reasoning \(CER\)](#) strategy.

Then, invite students to use this strategy to explain the main cause of the French Revolution using evidence from the Explain phase documents.

To begin, students should use the CER graphic organizer embedded in the Canvas cartridge. Alternatively, you can share the CER graphic organizer with students by downloading the attached **Causes of the French Revolution CER** handout.

Invite students to 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.

Have students submit the completed CER to you digitally. Alternatively, you can create a Flipgrid room for your students to explaining their CER in a short video.

For a sample student response, see the attached **Causes of the French Revolution CER (Sample Response)**.

Teacher's Note: Flipgrid

For more information on how to set up a Flipgrid for your students, visit the K20 Center's [Flipgrid tech tool resource](#).

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>