10th Grade French Revolution Inquiry

Was the French Revolution Successful?

Staging the Question: Discuss the concept of *revolution* through a series of photographs that depict the recent Egyptian uprising (2011–2013).

Social Studies Practices	✅ Gathering, Using, and Interpreting Evidence ✅ Comparison and Contextualization ✅ Chronological Reasoning and Causation

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the social, economic, and political problems in prerevolutionary France?	How did the relationship between the French people and the king change in the early stages of the Revolution?	How did Robespierre justify the Reign of Terror?	How does Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?
Formative Performance Task	**Formative Performance Task**	**Formative Performance Task**	**Formative Performance Task**
List social, economic, and political problems in prerevolutionary France.	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.	Develop a claim supported by evidence about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.

Integration of Inquiry Process and Skills

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
Connect: Uses sources to acquire background information and brainstorms ideas for further inquiry by examining images from the Egyptian uprising. **Graphic Organizer: Connect#11**	**Connect:**	**Connect:**	**Connect: Develops and refines the question independently to arrive at a worthy and manageable topic for inquiry.** **Graphic Organizer: Connect#22, Connect#23 and Connect#24**
Wonder: Asks questions to clarify topics or details about prerevolutionary France. **Graphic Organizer: Wonder#6**	**Wonder: Focuses the purpose of the research by formulating specific questions to be answered** about how the relationship between French people and the king changed within the early stages of the era.	**Wonder: Analyzes and evaluates what is known, observed or experienced to form tentative thesis or hypothesis** about how Robespierre justified his Reign of Terror. **Graphic Organizer: Wonder#12**	**Wonder: Plans inquiry to systematically test hypothesis or to gather evidence to validate thesis** about what Napoleon's rise to power represents. **Graphic Organizer: Wonder#21 and Wonder#22**
Investigate: Takes notes using one or more of a variety of notetaking strategies while examining a political cartoon of the Third estate and while reading a breakdown of the Three Estates and the *Cahiers de Doléances* of 1789.	**Investigate: Uses text structures to derive relationships among ideas and deeper or more subtle meaning** while reading the *Declaration of the Rights of Man and Citizen, Declaration of the Rights of Woman and Citizen,* and *Decree Abolishing the Feudal System*.	**Investigate: Evaluates, paraphrases, summarizes, and interprets information that answers research questions and gives an accurate picture of the research topic** while examining an engraving of Robespierre and the Guillotine and reading Robespierre's speech to the National Convention.	**Investigate: Conducts advanced Web searches using Boolean logic and other sophisticated search functions** while researching Napoleon's rise to power and the reimposition of order under Napoleon. **Graphic Organizer: Investigate#96 and Investigate#97** **C3 Resources**
Construct: Lists social, economic, and political problems in prerevolutionary France.	**Construct: Combines ideas and information to develop and demonstrate new understanding.**	**Construct: Draws conclusions based on explicit and implied information.** **Graphic Organizer: Construct#30 and Construct#31**	**Construct: Draws clear and appropriate conclusions supported by evidence and examples.** **Graphic Organizer: Construct#40 and Construct#41**
Express:	**Express:** Writes one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	**Express:** Writes a summary of Robespierre's justification for the Reign of Terror and identifies two key details that support his justification.	**Express:** Develops a claim, supported by evidence, about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.
Reflect:	**Reflect:**	**Reflect:**	**Reflect: Identifies own strengths and sets goals for improvement.** **Graphic Organizer: Reflect#20 and Reflect#21**

Summative Performance Task: *Argument:* Was the French Revolution successful? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views. *Extension:* Express these arguments in a perspective-taking exercise using the medium of Twitter.