



# Why Do People Revolt?

## Exploring Causes of the French Revolution



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<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

*ACT College and Career Readiness Standards - Reading (6-12)*

**CLR402:** Draw logical conclusions in somewhat challenging passages

*ACT College and Career Readiness Standards - Writing (6-12)*

**D&S 401:** Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

**ORG 301:** A score in this range indicates that the writer is able to: -A score in this range indicates that the writer is able to: -Group most ideas logically -Use transitions between and within paragraphs to clarify some relationships among ideas

*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.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.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.docx](#)
- [Explore Card Sort—Why Do People Revolt - Spanish.docx](#)
- [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.docx](#)
- [Extend Card Sort—Why Do People Revolt.pdf](#)
- [Lesson Slides—Why Do People Revolt.pptx](#)

## Materials

- 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)
- French Revolution Graphic Organizer (attached; one per student)
- Lesson Slides (attached)
- Explore Card Sort (attached; one per student; print one-sided)
- Extend Card Sort (attached; one per student; print one-sided)
- Highlighters

20 minutes

## Engage

Use the attached **Lesson Slides** to follow along with the lesson. Begin with **slide 3**. Read the essential question aloud: *What caused the French Revolution?* Then, move to **slide 4**. Briefly read aloud the lesson objectives.

Move to **slide 5**. Introduce students to the [Tell Me Everything](#) strategy. Invite students to write everything they know already about revolutions. To start, they should list what they know about the word "revolution" and describe revolutions they are familiar with. Give students enough time to write down everything they remember about this topic.

Once students are finished, ask for students to volunteer and share out their responses. As they do so, construct a whole-class list in a whiteboard space or projector space. Use this time to address any misconceptions.

10 minutes

## Explore

### 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.

Show **slide 6**. Introduce students to the [Card Sort](#) strategy. Pass out a set of the attached **Explore Card Sort** to each student. If working in a distance learning or digital environment, have students access the online version: [Explore Card Sort](#). 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.
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.

30 minutes

## Explain

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. If working in a distance learning or digital environment, have students access the digital version: [Explain Card Sort](#). 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.)

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

5 minutes

## Extend

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 2 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 something unfair or wrong in life that you (as a student) felt you should speak up against?

After 2 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

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.

## 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. (n.d.). Google apps - force copy. Tech tips & tricks. <https://k20center.ou.edu/tech-tips/force-copy/>
- 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>
- K20 Center. (2021, January 27). Causes of the French Revolution [Video]. YouTube. <https://youtu.be/VWSYXHTMVVo>
- K20 Center. (2021, January 27). Online discourse etiquette [Video]. YouTube. <https://youtu.be/yPUXQAuhD3E>