



# 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

- Common Cartridge (attached)
- Causes of the French Revolution CER (Sample Response) (attached; optional)
- Causes of the French Revolution CER (attached; one per student)
- Explore Card Sort ([linked](#); optional; one per student)
- Explain Card Sort ([linked](#); optional; 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 Preparation

In the first phase of this lesson, students participate in a Tell Me Everything activity using [Padlet](#). Before facilitating this activity, create a 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: 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.

### Embedded video

<https://youtube.com/watch?v=VWSYXHTMVVo>

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

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 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 something unfair or wrong in life 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](#).

### Embedded video

<https://youtube.com/watch?v=yPUXQAuhD3E>

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.

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

## 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>