

# Lesson One

Lesson Part	Activity description/Teacher does	Students do
<b>Formal Preassessment</b> ( <i>Sequence start</i> )	Teacher distributes Formal Pre-assessment 1.1 (KWL chart and short pre-quiz) to assess student background knowledge.	Students complete Formal Pre-assessment 1.1 (10 min). Assessment is designed to measure level of background knowledge and identify misconceptions. Performance on the assessment will be used to determine scope of subsequent lessons and appropriate level of detail.

<b>Title</b>	Lesson 1: Introduction and Background to the French Revolution	
<b>State Standard</b>	Grade 9/10 Social Studies Standard 4.1.2: Understands how the following themes and developments help to define eras in world history: Age of Revolutions (1750 – 1917)	
<b>Central Focus (CF)</b>	Examine the social, political, and economic conditions of pre- revolutionary France, the immediate causes of the outbreak of revolution, the course of the Revolution, and ramifications within France and elsewhere in Europe and the United States.	
<b>Learning Target (LT)</b>	Describe the social, political, and economic conditions in France that contributed to the outbreak of the Revolution in 1789.	
<b>Academic Language</b>	Examine (function), revolution, social, political, conditions, ramification	
<b>Preview</b>	<p>Teacher asks students to rate their own understanding of the learning target with a thumbs up or thumbs down.</p> <p>&gt;10% thumbs down will prompt the teacher to ask a student to paraphrase the learning target. &lt;10% prompts teacher to introduce leading question. Once learning target is understood, teacher introduces leading question.</p> <p>“What were the conditions in France that led to the Revolution?”</p>	Students respond to learning target with a thumbs up or thumbs down. Class consensus determines next step.
<b>Instruction</b>	<p>Teacher displays Instructional Material 1.1 on classroom media and distributes instructional material 1.2 (guided notes) to students. Slide 1 displays social conditions, slide 2 displays political conditions, slide 3 displays economic conditions.</p> <p>Teacher delivers guided note taking presentation on social conditions in pre-Revolutionary France. Slide 1 of instructional material 1.1 is displayed summarizing key points.</p> <p>Informal assessment 1.1. Teacher draws random name and asks for one social condition. Failure to respond prompts teacher to redirect question to class at large. Correct or nearly correct response prompts teacher to follow with a probing question regarding the implications of the factual information.</p> <p>Teacher delivers guided note taking presentation on political conditions in pre-Revolutionary France. Slide 2 of instructional</p>	<p>Students record social conditions on instructional material 1.2. Students ask questions for clarification as necessary.</p> <p>Student(s) respond to factual question and probing question. Teacher provides guidance on probing question.</p> <p>Students record political conditions on instructional</p>

	<p>material 1.1 is displayed summarizing key points.</p> <p>Informal assessment 1.2. Teacher draws random name and asks for one social condition. Failure to respond prompts teacher to redirect question to class at large. Correct or nearly correct response prompts teacher to follow with a probing question regarding the implications of the factual information.</p> <p>Teacher delivers guided note taking presentation on economic conditions in pre-Revolutionary France. Slide 3 of instructional material 1.1 is displayed summarizing key points.</p> <p>Informal assessment 1.3. Teacher draws random name and asks for one social condition. Failure to respond prompts teacher to redirect question to class at large. Correct or nearly correct response prompts teacher to follow with a probing question regarding the implications of the factual information.</p>	<p>material 1.2. Students ask questions for clarification as necessary.</p> <p>Student(s) respond to factual question and probing question. Teacher provides guidance on probing question.</p> <p>Students record economic conditions on instructional material 1.2. Students ask questions for clarification as necessary.</p> <p>Student(s) respond to factual question and probing question. Teacher provides guidance on probing question.</p>
<p><b>Practice Activity Support</b></p>	<p>Teacher conducts formative assessment 1.1 asking the following questions:</p> <p>Who were the king and queen of France at the outbreak of the Revolution?</p> <p>Why was the French treasury bankrupt on the eve of the Revolution?</p> <p>How did climate contribute to the outbreak of the Revolution?</p> <p>Who made up the three estates?</p> <p>Where did most of the revenue for the country's budget come from?</p>	<p>Students respond to formative assessment 1.1 verbally. Names are drawn from a random name generator. Incorrect or hesitant responses are turned over to classroom volunteers to expand on information.</p>
<p><b>Closure Assessment of Student Voice</b></p>	<p>Exit Ticket: "On a half-sheet of paper list one social, one political, and one economic condition that existed in France at the outbreak of the Revolution. Then rate your mastery of the learning target from 1 to 5 (1 being complete bewilderment, 5 being complete mastery). Discuss any instructional methods that you found particularly challenging or beneficial." (10 min)</p>	<p>Students complete exit tickets and submit upon leaving the classroom.</p>

# Lesson 2

Lesson Part	Activity description/Teacher does	Students do
<b>Formal Preassessment</b> <i>(Sequence start)</i>	Display Instructional Material 2.1 on classroom media as Entry Task. “Describe the social, political, and economic conditions in France that contributed to the outbreak of the Revolution in 1789. [learning target from lesson sequence 1]. On a half sheet of paper describe one condition and how it might lead to the outbreak of revolution. You may be called upon to respond. You have 10 minutes for this exercise.	Students access background knowledge through completion of entry task related to previous lesson’s learning target.
<b>Title</b>	Lesson 2: The Outbreak of Revolution in France	
<b>State Standard</b>	OSPI Grade 9/10 Social Studies Standard 4.1.2: Understands how the following themes and developments help to define eras in world history: Age of Revolutions (1750 – 1917)	
<b>Central Focus (CF)</b>	Examine the social, political, and economic conditions of pre- revolutionary France, the immediate causes of the outbreak of revolution, the course of the Revolution, and ramifications within France and elsewhere in Europe and the United States.	
<b>Learning Target (LT)</b>	Describe the <b>chronology</b> of the French Revolution from the convening of the Estates General to the assassination of Jean-Paul Marat and the beginning of the Reign of Terror.  Describe <b>the key people, places, and events</b> of the French Revolution from the convening of the Estates General to the assassination of Jean-Paul Marat and the beginning of the Reign of Terror.	
<b>Academic Language</b>	Examine (function), revolution, social, political, conditions, chronology, Estates General, Jean-Paul Marat, Reign of Terror	
<b>Preview</b>	Teacher asks students to paraphrase the learning targets ( <b>Note to teacher: concentrate on the word “chronology” when students paraphrase</b> ). When two successful paraphrases are given teacher displays success criterion.  Teacher displays success criterion asks students to rate their own understanding of the success criterion using a fist to five.	Students attempt to paraphrase learning targets. One student will paraphrase first learning target; another student will paraphrase the second learning target. When prompted students respond with a fist to five on their own understanding of the learning target. A majority  Students rate their own understanding of the success criterion using a fist to five. >10% of two fingers or less prompts a review of learning targets and success criterion. <10% leads into formal instruction.
<b>Instruction/ Practice Activity Support</b>	Teacher distributes instructional material 2.2 (Chronology of the Revolution) Divide instructional material into three chunks (1774-1789; 1790-1791; 1792-1793)  Guided understanding of chronology in chunks. Teacher displays learning target slide of instructional material 2.1 on classroom media for chunk 1. Teacher asks students to read chunk 1	Students read chunk 1 independently. Teacher circulates to monitor progress

	<p>independently. (10min).</p> <p>Teacher entertains student questions on chronology or causality.</p> <p>Informal Assessment 2.1. Teacher asks randomly chosen students two questions relating to chronology and two questions relating to people/places.</p> <p>Guided understanding of chronology in chunks. Teacher displays learning target slide of instructional material 2.1 on classroom media for chunk 2. Teacher asks students to read chunk 2 independently. (10min).</p> <p>Teacher entertains student questions on chronology or causality.</p> <p>Informal Assessment 2.2. Teacher asks randomly chosen students two questions relating to chronology and two questions relating to people/places.</p> <p>Guided understanding of chronology in chunks. Teacher displays learning target slide of instructional material 2.1 on classroom media for chunk 2. Teacher asks students to read chunk 3 independently. (10min).</p> <p>Teacher entertains student questions on chronology or causality.</p> <p>Informal Assessment 2.3. Teacher asks randomly chosen students two questions relating to chronology and two questions relating to people/places.</p>	<p>and answer questions.</p> <p>After completing chunk 1 students are invited to pose questions to teacher regarding chronology and causality. Lack of questions prompts teacher to move into informal assessment 1.</p> <p>Students answer questions. Incorrect responses prompt teacher to refer to notes for remediation. Preponderance of evidence informs teacher's decision to remediate chunk 2 or move on to chunk 3.</p> <p>Students read chunk 2 independently. Teacher circulates to monitor progress and answer questions.</p> <p>After completing chunk 2 students are invited to pose questions to teacher regarding chronology and causality. Lack of questions prompts teacher to move into informal assessment 2.</p> <p>Students answer questions. Incorrect responses prompt teacher to refer to notes for remediation. Preponderance of evidence informs teacher's decision to remediate chunk 2 or move on to chunk 3.</p> <p>Students read chunk 2 independently. Teacher circulates to monitor progress and answer questions.</p> <p>After completing chunk 3 students are invited to pose questions to teacher regarding chronology and causality. Lack of questions prompts teacher to move into informal assessment 3.</p> <p>Students answer questions. Incorrect responses prompt teacher to refer to notes for remediation. Preponderance of</p>
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		evidence informs teacher's decision to remediate chunk 3 or move to closure assessment.
<b>Closure Assessment</b>	Exit Ticket: "On a half-sheet of paper rate your mastery of the learning target from 1 to 5 (1 being complete bewilderment, 5 being complete mastery). Discuss any instructional methods that you found particularly challenging or beneficial. Please submit this with your closure assessment"	Students complete exit ticket.

<b>Formal Postassessment</b> (Sequence end)	Teacher distributes closure assessment 2.1. Closure assessment 2.1 is collected.	Students complete and submit closure assessment 2.1 and exit ticket.
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## Lesson 3

Lesson Part	Activity description/Teacher does	Students do
<b>Formal Preassessment</b> (Sequence start)	Teacher displays Preassessment 3.1 on classroom media as entry task.	Students complete Preassessment 3.1 on half sheet of paper (5 min) while teacher takes attendance. Preassessment links previously studied material to new material.

<b>Title</b>	Lesson 3: New Concepts of Rights in the French Revolution	
<b>State Standard</b>	OSPI Grade 9/10 Social Studies Standard 4.1.2: Understands how the following themes and developments help to define eras in world history: Age of Revolutions (1750 – 1917)	
<b>Central Focus (CF)</b>	Examine the social, political, and economic conditions of pre- revolutionary France, the immediate causes of the outbreak of revolution, the course of the Revolution, and ramifications within France and elsewhere in Europe and the United States.	
<b>Learning Target (LT)</b>	Compare and contrast the American Declaration of Independence with Declaration of the Rights of Man and the Citizen.	
<b>Academic Language</b>	Examine (function), revolution, social, political, conditions, compare and contrast, Rights of Man and the Citizen, citizen	
<b>Preview</b>	<p>Teacher asks students to paraphrase learning target with particular emphasis on the words <b>compare</b> and <b>contrast</b>.</p> <p>Teacher displays success criterion on classroom media and asks students to rate their understanding of the success criterion with a thumbs up or a thumbs down.</p> <p>Display Instructional Material 3.1 on classroom media.</p>	<p>Students paraphrase learning target.</p> <p>Students respond with a thumbs up/down. &gt;10% thumbs down prompts teacher to review learning target and success criteria (or invite a fellow student to do so). &lt;10% thumbs down prompts teacher to move into instructional activity.</p>

<p><b>Practice Activity Support</b></p> <p><b>Practice Activity Support</b></p>	<p>Teacher distributes Instructional material 3.2 &amp; 3.3 and displays appropriate slide of Instructional material 3.1 on classroom media.</p> <p>Teacher has students highlight/underline source of rights on instructional material 3.2 &amp; 3.3. Teacher circulates to monitor progress. (5 min).</p> <p>Informal Assessment 3.1: Teacher poses questions to class “What is the source of rights according to the Declaration of Independence?” Second question “What is the source of rights according to the Declaration of the Rights of Man?”</p> <p>Teacher displays appropriate slide of instructional material 3.1 on classroom media.</p> <p>Teacher has students highlight/underline comments on freedom of speech/press/religion on instructional material 3.2 &amp; 3.3. Teacher circulates to monitor progress. (5 min.)</p> <p>Informal assessment 3.2: Teacher poses question to class “What similarities do the two documents have in terms of freedom of speech/press/religion? What differences?”</p> <p>Teacher displays appropriate slide of instructional material 3.1 on classroom media.</p> <p>Teacher has students highlight/underline comments on protections for those accused of crimes on instructional material 3.2 &amp; 3.3. Teacher circulates to monitor progress. (5 min.)</p> <p>Informal assessment 3.3: Teacher poses question to class “Which document gives greater protection to those accused of crimes? Why do you think so?”</p>	<p>Students highlight/underline mentions of the source of rights in instructional material 3.2 &amp; 3.3.</p> <p>Student volunteers answer questions. Absent volunteers teacher draws names from random name generator. Incorrect or missing responses prompt teacher to turn question over to class.</p> <p>Students highlight/underline mentions of freedom of speech/press/religion in instructional material 3.2 &amp; 3.3</p> <p>Student volunteers answer questions. Absent volunteers teacher draws names from random name generator. Incorrect or missing responses prompt teacher to turn question over to class.</p> <p>Students highlight/underline mentions of criminal protections in instructional material 3.2 &amp; 3.3</p> <p>Student volunteers answer questions. Absent volunteers teacher draws names from random name generator. Incorrect or missing responses prompt teacher to turn question over to class.</p>
<p><b>Closure Assessment</b></p>	<p>Teacher revisits learning target and asks students to rate themselves on a scale on 1 to 5 their own mastery of the learning target.</p> <p>Teacher displays appropriate slide of instructional material 3.1 and distributes instructional material 3.4.</p>	<p>Students respond on a fist to five scale their own mastery of the learning target. &gt;10% of two fingers or less prompts review of material. &lt;10% prompts introduction of post-assessment.</p> <p>Working independently or with elbow partners students complete formal assessment 3.1.</p>

	Teacher revisits success criterion and introduces formal assessment 3.1	Teacher circulates to monitor progress and offer appropriate support.
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<b>Formal Postassessment</b> <i>(Sequence end)</i>	Teacher distributes formal post-assessment 3.1. Teacher delivers instruction for completing formal post-assessment 3.1.	Students complete formal post-assessment 3.1. for remainder of period and submit instructional material 3.4 and formal post-assessment 3.1 as an exit ticket.
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