

Lesson: French Revolution -- Liberty, Equality, and Fraternity

Objective: Students will be able to consider the concepts of liberty, equality, and fraternity as defined by the French Revolution

Essential Question: To what extent did the French Revolution exhibit the ideals of liberty, equality, and fraternity?

Assignment model: Group research assignment

Step 1: On one side of the flashcard, develop your own definition for each of the following concept terms:

A) Liberty

B) Equality

C) Fraternity

Historical Importance -- The lasting impact of the French Revolution

The French Revolution opened a Pandora's box of trouble across Europe in the 18th Century

With the focus on liberty, equality, and fraternity, these ideals led to be championed and opposed by radicals and reactionaries, liberals and conservatives, and the left and the right.

This conflict therefore led to the "isms" of the 19th and 20th centuries.

Democracy, socialism, communism, and fascism within Europe.

The seeds of the conflicts grew out of the Revolution itself and were then fostered by *Code Napoleon*. Conflict developed within the middle and lower classes and hope for change and a better society became the motivating factor of the time. The conservative looked back to the old society of birthright, while the liberal looked forward to a society of merit.

The French Revolution paced in motion this liberal/conservative conflict and fed it into the mainstream, where it would become a permanent fixture of western civilization.

Liberty, Equality, and Fraternity

Step 2: Group research assignment

Directions: Research one of the six major representative characters of the French Revolution to determine how each viewed:

- A) Government
- B) Social Classes
- C) Justice and Law

Be sure to think about how these individuals fit within the chronological events of the French Revolution.

Assessment: Each group must develop a 6 side research presentation that answers how their historical figure would have viewed the three themes of the French Revolution as well as the historical context of each individual

- A) Government (2 points)
- B) Social Classes (2 points)
- C) Justice and Law (2 points)
- D) The scope or events of the French Revolution (2 points)
- F) Two political cartoons (1 pro and 2 con) of this individual and what those cartoons mean (2 points)
- E) Contributed to the "isms" of the 19th and 20th Centuries (2 points)

Group Formation

A) Count of Artois

- 1) Chris A
- 2) Emily A
- 3) Jordyn B
- 4) Noah C

B) Madame Roland

- 6) Spencer E
- 7) Chris E
- 8) Robert G
- 9) Victor G

C) Robespierre

- 10) Erika G
- 11) Jonah H
- 12) Diego I
- 13) Elias K

D) Members of the Directory

- 14) Jake K
- 15) Romeo L
- 16) Andrew O
- 17) Jacob O

E) Napoleon

- 19) Manny P
- 20) Zuhayr R
- 21) Nickon R
- 22) Karely S

F) Louis XVI

- 5) James S
- 18) Elijah S
- 23) Amy T
- 24) Jaden W

Step 3: Individual checking for understanding

Directions: On the other side of your flashcard, define how your historical character would have defined:

- A) Liberty
- B) Equality
- C) Fraternity