SS9 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

French Revolution Final Assignment

Directions:

**Use the computer to research your chosen topic and fill out the sections below in as much detail as possible. Please use full sentences.** *(Please print out the article and the art/cartoon/song/other connection and attach to this sheet)*

Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*To help you learn more about your topic you must find one each of the following:*

**A. An Article: Please record 5 new facts you learned from the article. They must be facts we did not cover in the unit.**

**Article name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1.

2.

3.

4.

5.

**B. A Youtube Clip (or other video clip site) Please summarize the clip and explain how it helps contribute to your understanding of the topic.**

Video Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Summarize the clip in two to three sentences

How does the clip help you understand your topic more (explain in a minimum of three-sentences)

**C. A piece of art/cartoon/song/other connection**

Describe the art/cartoon/song/other connection (title, artist, summary of contents)

What do you think the author was trying to show in their piece? Explain in two-three sentences.

How does this song/cartoon/art/other connection relate to your understanding of your topic? (please explain in four to five sentences)

**D:** Our statement of inquiry for this unit is that “Revolution can create change and are affected by people who believe that they have a lack of access to power and privilege.” Please write a five-sentence paragraph which describes why the French Revolution fits with this statement

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**French Revolution Terms**

1. Louis XVI

2. Marat

3. Rousseau

4. Reign of Terror

5. Voltaire

6. Directory

7. Louis XIV

8. Great Fear

9. Marie Antoinette

10. Montesquieu

11.Estates General

12.Robespierre

13.Enlightenment

14. Bastille

15. Guillotine

16.Sans-Culottes

17.Jacobins

18.Salons

19. Girondists

20. Versailles

21. The Dauphin/Marie Therese (Louis

and Marie’s Son and Daughter)

23. Tennis Court Oath

24. Flight to Varennes

25. Madame Roland (fighter of Women’s

rights)

26. Woman’s March to Versailles

27. Revolutionary Wars

28. Declaration of the Rights of Man and the Citizen

29. Charlotte Corday

**Criterion A: Knowing & Understanding**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |  |
| 3-4 | The student:   1. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |  |
| 5-6 | The student:   1. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |  |
| 7-8 | The student:   1. demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples. |  |

**Criterion B: Investigating**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. collects and records limited information, not always consistent with the research question, |  |
| 3-4 | The student:   1. uses a research method(s) to collect and record mostly relevant information, |  |
| 5-6 | The student:   1. uses research method(s) to collect and record appropriate relevant information, |  |
| 7-8 | The student:   1. uses research methods to collect and record appropriate, varied and relevant information, |  |

**Criterion D: Thinking Critically**

|  |  |  |
| --- | --- | --- |
| **Achievement Level** | **Level Descriptor** | **Task-Specific Clarification** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:   1. analyses concepts, issues, models, visual representation and theories to a limited extent, 2. summarizes information to a limited extent to make arguments, |  |
| 3-4 | The student:   1. analyses concepts, issues, models, visual representation and theories, 2. summarizes information to make arguments, |  |
| 5-6 | The student:   1. discusses concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid arguments, |  |
| 7-8 | The student:   1. completes a detailed discussion of concepts, issues, models, visual representation and theories, 2. synthesizes information to make valid, well-supported arguments, |  |

Topic: Marie Antoinette

**Part A: An Article**

Article: “Marie Antoinette” Historytoday.com

1. Marie Antoinette was born on Nov. 2 1755 and was married when she was only 14 to Louis the 16th (1770).
2. Through the crises’ Marie Antoinette seemed to be stronger than Louis. She convinced him to resist the attempts of the Revolutionary National Assembly to abolish all feudalism.
3. Marie Antoinette was the 15th of 16 children born to Empress Maria Theresa and Emperor Francis I of Austria.
4. The Queen was accused of having a relationship with a cardinal because Louis would not fulfill their marriage.
5. Marie spent the remainder of her life in Parisian prisons and was executed in 1793. Before she was executed she stepped on the executioner’s foot.

**Part B: Youtube Clip**

[www.youtube.com/watch?v=lwjsqVwWyrI](http://www.youtube.com/watch?v=lwjsqVwWyrI)

**Summary**: This is from a movie that is about Marie Antoinette’s Life from the time she moved to France to the time she left the palace of Versailles.

How it helps me understand better: This helps me actually see how her life was really like and also how young and hard it actually was to be Queen. It lets me think of Marie in a whole new way, when reading about her in a textbook its just facts about her. This lets me see her come to life.

**Part C: A Piece of art/cartoon/song etc.**

**Description:** This is a song called “Deteriote” by Demon Hunter (a Christian band). It talks about being tired and looking back and regretting the choices they made.

**What the author was trying to show:** The band was trying to sing that moment when you at you all time low and looking back thinking, “I wasn’t thinking when I did that.”

**How it relates to you understanding:** This makes me think of when Marie Antoinette is sitting in the cell about to be guillotined and is looking back thinking, “What was I thinking?” and “I should have seen..” These quotes from the song remind me of that.

“I need a heart that carries on through the pain when the walls start collapsing in.”

And “Our careless feeling leaving trails never minding the fragile dirt we all end in.”

**Description:** It is a cartoon of Marie Antoinette saying to King Louis XVI “well isn’t that better than not letting them eat cake?”

**What the author was trying to show:** I think the author was trying to show that Marie Antoinette had no idea what was happening to the peasants or how to fix what was happening. She was only trying to help.

**How it relates to your understanding:**It helps me better understand Marie Antoinette because I don’t think she was a bad person she just didn’t know what was going on or how to fix it when she tried. For example she fired her accountant when he suggested they tax the nobles. She didn’t know it would help France but she did know the nobles would be very angry at this and didn’t want more people to dislike her.