

So You Say You Want a Revolution

Student Objectives: Students will:

1. Sequence key events from the American and French Revolutions
2. Compare the American and French Revolutions
3. Evaluate the reasons the French Revolution was not as successful in establishing a democracy as was the American Revolution.

TEKS/TAKS: WH1.D; WH8.A; WH8.C; 8.1.C; 8.4.B; 8.4.C

Materials Needed: a set of cards for each pair of students

Teaching Strategy:

1. Divide the class into groups of two. One student should research the American Revolution and the other the French Revolution from teacher selected sources.
2. Give each pair a group of cards and have them separate the cards into two piles- one for the French Revolution and one for the American Revolution. They should then match the idea from each card with the corresponding one from the opposing pile to create categories for each pair as well as adding elaboration and factual support for each idea.

Example:

	American Revolution	French Revolution
Dates signifying the beginning of revolution	1775-Fighting broke out after several years of tension caused by British policies considered unfair by the colonist who were denied representation	1789-Revolution broke out in Paris after years of repression and abuse of the commoners of France by the king and nobility

3. After having the teacher check the cards, categories, and explanations, each pair should develop the three most significant similarities between the two revolutions and the three most significant differences.
4. Individually students should then write a response explaining their reasons with factual support as to why they believe the French Revolution was so bloody and unable to achieve a form of democratic government while the American Revolution was successful.

GT\AP Extension: Instead of giving the cards to the students have them pull the key ideas from both revolutions to create a pictorial timeline of key events and personalities of the revolution. After sharing the timeline, each pair should then complete the comparison of key similarities and differences, and the individual written evaluation.

1775	1789
Louis XVI	George III
Third Estate carried the burden of taxation under an ineffective, inefficient government	“no taxation without representation”
Jacobins	Sons of Liberty
Storming of the Bastille	Shot Heard Round the World
Use of guillotine	Seizure of land of Tories
Declaration of the Rights of Man	Declaration of Independence
Napoleon	George Washington