

Social 20-1

RI#1 – French Revolution Nationalism

Task 1: Read chapter 2 in Exploring Nationalism

Task 2: Watch *the French Revolution* video. Take notes on ‘Frances Defining Story’.

Task #3: Using your textbooks, and laptops, define the following terms/people in a brief, but concise sentences. Complete this in your notebook or on computer....print when complete.

Louis XVI

Marie Antoinette

Robespierre

Age of Enlightenment

Versailles

Estates

Age of Reason

Tradition

Old Regime

Salons

Voltaire

Rousseau

Monarchy

American War of Independence

Debt

Bread Shortages

Madam Deficit

Economic Crisis

Liberty, Equality, Fraternity

Necker

Estates General

Tennis Court Oath

National Assembly

Bastille

Tri-colour

Declaration of the Rights of Man

Constitutional Monarchy

Freedom of the Press

Marat

March on Versailles

Guillotine

Universal Suffrage

National Convention

Girondin

Jacobins

d’Anton

War with Austria

September Massacres

French Republic

Treason

Reign of Terror

Task #4: Sort and Predict (attached). Using the vocabulary above, sort terms into 6 (or less) defining categories. These defining categories must be specific, so that the term can appropriately be placed in **at least** one category.

Formative Assessment options:

1. **‘Guess the Category’/‘What do these have in common?’** - using the Sort and predict (task 1) have students list terms on the white board/paper to have others guess their categories.
2. **‘This really sucks Activity’** - Use the list of terms above to justify if it sucks or doesn’t suck.... Move to the appropriate side of the room and have students justify their perspectives.

Sort & Predict Frames

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____

Task 5: Using suggestions on page 4 of different product possibilities, answer the two critical questions below. A presentation to the class will be graded using the rubric provided.

Critical Questions:

1. What must a nation do to successfully move towards democratic reform? Use Canada, French and American defining stories to provide evidence.
2. How much violence is justified in overthrowing an unjust system?

Multiple Intelligence	Product Possibilities
<p>Verbal/Linguistic <i>Learning through the spoken and written word.</i></p>	<ul style="list-style-type: none"> • Prepare a report • Write or plan an essay • Create a poem or recitation • Create an audiotape on... • Interview • Label a diagram • Give directions for...
<p>Bodily/Kinesthetic <i>Learning through interaction with one's environment. It promotes understanding through concrete experience.</i></p>	<ul style="list-style-type: none"> • Create a role-play • Construct a model or physical representation • Develop a mime • Manipulate materials • Work through a simulation
<p>Musical/Rhythmic <i>Learning through patterns, rhythms and music. Includes auditory learning, as well as identification of patterns through all the senses.</i></p>	<ul style="list-style-type: none"> • Compose a rap/song/rhyme • Create a jingle to teach others • Write a poem/songs
<p>Naturalist <i>Learning through classification, categories and hierarchies. The naturalist picks up on subtle differences in meaning.</i></p>	<ul style="list-style-type: none"> • Discover or create an experiment • Categorize materials or ideas • Examine materials to make generalizations
<p>Interpersonal <i>Learning through interaction with others. Promotes collaboration and working cooperatively together.</i></p>	<ul style="list-style-type: none"> • Work with a partner to discuss and come to conclusions • Solve a problem together • Survey or interview others • Dialogue about a topic
<p>Visual/Spacial <i>Learning visually and organizing ideas spatially. Seeing concepts in action in order to understand them. The ability to 'see' things in one's mind in planning to create a product or solve a problem.</i></p>	<ul style="list-style-type: none"> • Draw a picture • Create a mural or display • Illustrate an event • Make a diagram • Create a cartoon • Paint or design a poster • Design a graphic
<p>Intrapersonal <i>Learning through feelings, values and attitudes. This is a decidedly affective component of learning through which students place value on what they learn and take ownership for their learning.</i></p>	<ul style="list-style-type: none"> • Think about and plan • Journal • Review or visualize a way to do something • Make connection with past information or experiences
<p>Logical/Mathematical <i>Learning through reasoning and problem solving.</i></p>	<ul style="list-style-type: none"> • Create a pattern • Describe a sequence or process • Develop a rationale • Analyze a situation • Critically assess, classify/rank or compare

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Defining Stories: _____

Group Members: _____

Criteria	5 - Excellent	4 - Proficient	3- Satisfactory	2 – Limited	1 – Poor	0 – No attempt
Content (5w's, research , depth, strengths & weaknesses connections) (x4) = 20marks	Insightful thoughtful, thorough	Specific, accurate, appropriate, purposeful	General, straightforward, may contain misunderstandings	Vague, large errors, minimal content	Tangential, wrong, minimal understanding	Insufficient, no attempt
Interactive Activity Depth and involvement (x2) = 10 marks						
Presentation (NOT reading, eye contact, improvisation (x1) = 5 marks						

Comments:

Mark =

/40