

LESSON PLAN

American Revolution v. French Revolution

MODULE ONE. FOUNDATION: *UNIT II. What Are Human Rights and Where Do They Come From?*

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LENGTH

3 –4 days

NEBRASKA SOCIAL STUDIES STANDARDS

Star: 12.1.13, 12.3.9
General: 12.1.14, 12.2.7, 12.3.2

McREL NATIONAL STANDARDS

World History: 7.32

OBJECTIVES

1. Students will analyze the American and French Revolutions' outcomes
2. Students will develop a rationale as to why the French Revolution resulted in the Reign of Terror, Napoleon, and a return to a monarchy while the American Revolution resulted in a constitutional/representative democracy government.

TERMS

Committee on Public Safety
Declaration of Rights of Man
Guillotine
Jacobins
Reign of Terror
Robespierre
Sans-culottes
Sons of Liberty

MATERIALS

- Poster paper and pens.
- Websites for research:
 - US Declaration of Independence
<http://www.netnebraska.org/extras/humanrights/00/0000/media/DeclarationOfIndependence.pdf>
http://www.archives.gov/national_archives_experience/charters/declaration.html
 - US Constitution
http://www.archives.gov/national_archives_experience/charters/constitution.html
 - Oath of the Tennis Court
<http://www.ackland.org/art/exhibitions/reasonfantasy/ltwa3.htm>
 - Declaration of the Rights of Man and the Citizen
<http://www.hrcr.org/docs/frenchdec.html>
 - French Constitution of 1791
<http://sourcebook.fsc.edu/history/constitutionof1791.html>

Day One:

- I. Divide class into five groups. Instructor will assign groups the following areas of research:
 - a. background of American Revolution
 - b. background of French Revolution
 - c. type of revolutionary government in America
 - d. type of revolutionary government in France
 - e. demographics of each country during the Revolutionary period
- II. Students will research the topic and record important information.

Day Two:

- III. Each group will develop a chart with the main points of its research.

Day Three – Four:

- IV. Each group will present their findings. Charts should be posted.

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- V.** Teacher will lead class discussion on similarities and differences between the two revolutions, focusing on demographics, historical backdrop, and government forms by each country following the revolutions.
- VI.** Closure: Class will develop a class statement as to why the outcomes of the two revolutions were so different.