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The French Revolution

BY JONATHAN BURACK



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Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about the French Revolution. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical world history class.

\star Historical Thinking and the Challenge of the Common Core

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

*What Are These Assessments Like?

A group of nine reading skills assessments and two writing tasks for each major era of world history

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

· Based on primary or secondary sources

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.

Brief tasks promoting historical literacy

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

• Two versions of each of the nine reading standards assessments

A basic and an advanced version of each assessment are provided. The basic assessment addresses the Common Core Standard for grades 6–8. The advanced assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the basic version.

Easy to use as both learning and assessment tools

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess students' historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

Evaluating student responses

Brief but specific suggestions are provided, defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

Assessment 1 Basic Level

1789 France and the Third Estate



1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

XUsing This Assessment

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Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

* Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that Sieyes' overall point in Document 2 is that the Third Estate does everything essential to maintain France's economy and social order. Answers should cite details about the four key economic functions performed by members of the Third Estate, as well as the public functions Sieyes says it performs. These details all support Sieyes' view that the privileged orders do nothing of value at all. Acceptable responses to the second assessment question should note such details in Document 1 as the huge land holdings of the two other estates, the nobility and clergy; the fact that the Third Estate ("everybody else") pays the taxes; the lack of any democratic outlet for discontent; and the wasteful financial policies of the regime.

1789 France and the Third Estate

Directions: This exercise asks you to read a secondary source document and a primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: Cite specific textual evidence to support analysis of primary and secondary sources.

Document 1: A Secondary Source

This is what France looked like in 1789:

King Louis XVI stood at the top of both French society and government. Kings were believed to rule by divine right, and subjects were taught to view the royal family as virtual deities.

The nobility owned about a third of all the land in France, occupied all the key government positions, and enjoyed a privileged status in society.

The Church owned about 10% of the country's land, and exercised significant influence upon the government. Though many priests were poor, the clergy still enjoyed a privileged social status.

Everybody else—country peasants, urban poor, merchants, professionals—comprised the bulk of the French population, paid all of the taxes, had no voice in the operation of the government, and could be conscripted at a moment's notice to serve as foot soldiers in a war.

France was still one of the preeminent monarchies of Europe, but had fallen upon hard times financially: years of profligate spending by the monarchs had helped drain the Royal Treasury, further debts had been incurred helping the Americans in the Revolution against Great Britain, heavy borrowing in the 1780s resulted in a huge amount of government income going just to pay interest on the loans, and a series of poor harvests had weakened the French economy and left many on the edge of starvation.

Source Information: This is a secondary source document. It describes France's society and economy at the start of the French Revolution. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the French Revolution itself. It is a later account by someone writing about that time. It is from "Overview: The French Revolution" in *Document-Based Activities on the French Revolution* by Michael Koren (Culver City, CA: Social Studies School Service, 2001).

Document 2: A Primary Source

What does a nation require to survive and prosper? It needs private activities and public services. The private activities can all be grouped in four ways.

- 1. Since the earth and the waters furnish basic materials for the needs of man, the first kind of effort is that of all families devoted to agricultural labor.
- 2. Secondly, between the first sale of products and their consumption or use, human industry adds more value to these products. In this manner human industry perfects the gifts of nature, and the crude products increase two-fold, ten-fold, one hundred-fold in value.
- 3. Thirdly, between production and consumption, a group of intermediary agents help both producers and consumers; these are the merchants and other dealers who warehouse and transport goods.
- 4. Finally, there is also need in a society of a vast number of special services directly useful or pleasant to individuals. This fourth group embraces many from the most distinguished and liberal professions to the less esteemed services of domestics.

Such are the efforts which sustain society. Who puts them forth? The Third Estate.

Public services can also, at present, be divided into four groups; the army, the law, the Church and the bureaucracy. It is clear that the Third Estate everywhere constitutes nineteen-twentieths of them, and it does all the really arduous work, all the tasks which the privileged order refuses to perform.

It suffices to say that . . . if privileged persons have come to usurp all the lucrative and honorable posts, it is a hateful injustice to the rank and file of citizens and at the same time a treason to the public.

Who is bold enough to say that the Third Estate does not contain all that is necessary for the formation of a complete nation? It is like a strong and robust man who has one arm still in chains. If the privileged order should be abolished, the nation would not be something less, but something more. Therefore, what is the Third Estate? Everything; but an "everything" that is shackled and oppressed.

Source Information: In France, the Estates General that met in 1789 was made up of three "estates," or groups in society. The clergy was the First Estate; the nobles were the Second Estate; the common people were the Third Estate. The Abbe Emmanuel Joseph Sieyes was a priest who wrote an important pamphlet in 1789 titled "What Is the Third Estate?" Sieyes was a moderate who was able to remain influential throughout the French Revolution and into the era when Napoleon ruled France. This document is an adapted and shortened excerpt from Sieyes' pamphlet on the Third Estate, quoted in the Internet Modern History Sourcebook, edited by Paul Halsall, Fordham University.

Assessment Questions

1. Both documents actually describe France's Third Estate, though Document 1 refers to it only as "everybody else" (in the fifth paragraph). What overall point does Sieyes (Document 2) make about the Third Estate in his more detailed description of it? Cite specific details from the document to support your answer.

2. In Document 2, Sieyes complains about the way the Third Estate has been treated. What details in the secondary source (Document 1) help you better understand the Third Estate's discontent? Cite at least two details from Document 1 and explain your choices.

Assessment 1 Advanced Level

1789 France and the Third Estate

* Key Ideas and Details

- **1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- **1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

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Assessment 1 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to "an understanding of the text as a whole."

* Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see clearly that Sieyes (Document 2) devotes all of his space to detailing how the Third Estate does everything essential to maintain France's economy and social order. Best answers will cite details about the four key economic functions, all performed by members of the Third Estate, as well as the public functions Sieyes says it performs. Acceptable responses to the second assessment question may vary. Some will feel that Sieyes (Document 2) makes the best case, given his detailed descriptions of how important the Third Estate is to the overall functioning of the nation. Others will see the secondary source (Document 1) as more clearly defining the class structure of the society as a whole and the Third Estate's subordinate position in that structure—citing such details as the huge land holdings of the two other estates, the fact that the Third Estate ("everybody else") pays the taxes, the lack of any democratic outlet for discontent, and the wasteful financial policies of the regime.

1789 France and the Third Estate

Directions: This exercise asks you to read a secondary source document and a primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 1: (9–10) Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Document 1: A Secondary Source

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France was still one of the preeminent monarchies of Europe, but had fallen upon hard times financially: years of profligate spending by the monarchs had helped drain the Royal Treasury, further debts had been incurred helping the Americans in the Revolution against Great Britain, heavy borrowing in the 1780s resulted in a huge amount of government income going just to pay interest on the loans, and a series of poor harvests had weakened the French economy and left many on the edge of starvation.

Source Information: This is a secondary source document. It describes France's society and economy at the start of the French Revolution. A secondary source is an account of past events written later by someone who did not experience or take part in those events. As a secondary source, this document is not evidence from the French Revolution itself. It is a later account by someone writing about that time. It is from "Overview: The French Revolution" in *Document-Based Activities on the French Revolution* by Michael Koren (Culver City, CA: Social Studies School Service, 2001).

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- 2. Secondly, between the first sale of products and their consumption or use, human industry adds more value to these products. In this manner human industry perfects the gifts of nature, and the crude products increase two-fold, ten-fold, one hundred-fold in value.
- 3. Thirdly, between production and consumption, a group of intermediary agents help both producers and consumers; these are the merchants and other dealers who warehouse and transport goods.
- 4. Finally, there is also need in a society for a vast number of special services directly useful or pleasant to individuals. This fourth group embraces many from the most distinguished and liberal professions to the less esteemed services of domestics.

Such are the efforts which sustain society. Who puts them forth? The Third Estate.

Public services can also, at present, be divided into four groups; the army, the law, the Church and the bureaucracy. It is clear that the Third Estate everywhere constitutes nineteen-twentieths of them, and it does all the really arduous work, all the tasks which the privileged order refuses to perform.

It suffices to say that . . . if privileged persons have come to usurp all the lucrative and honorable posts, it is a hateful injustice to the rank and file of citizens and at the same time a treason to the public.

Who is bold enough to say that the Third Estate does not contain all that is necessary for the formation of a complete nation? It is like a strong and robust man who has one arm still in chains. If the privileged order should be abolished, the nation would not be something less, but something more. Therefore, what is the Third Estate? Everything; but an "everything" that is shackled and oppressed.

Source Information: In France, the Estates General that met in 1789 was made up of three "estates," or groups in society. The clergy was the First Estate; the nobles were the Second Estate; the common people were the Third Estate. The Abbe Emmanuel Joseph Sieyes was a priest who wrote an important pamphlet in 1789 titled "What Is the Third Estate?" Sieyes was a moderate who was able to remain influential throughout the French Revolution and into the era when Napoleon ruled France. This document is an adapted and shortened excerpt from Sieyes' pamphlet on the Third Estate, quoted in the Internet Modern History Sourcebook, edited by Paul Halsall, Fordham University.

Assessment Questions

1. Both documents describe France's Third Estate. Which document best explains what the Third Estate is? Cite specific details from each document to support your answer.

2. Both documents try to explain why the leaders of France's Third Estate were so angry in 1789. Which document does a better job of explaining why they were angry? Cite specific details from each document to support your answer.

Assessment 2 Basic Level

Letter from Marie Antoinette



2. (6–8) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

XUsing This Assessment

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

* Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should be able to identify the central idea of this letter is the deep love Marie Antoinette thinks the ordinary people of France feel for her and her husband, the soon-to-be King Louis XVI of France. She stresses the deep joy and affection the people expressed to the couple as well as the "kindness" Louis supposedly showed toward them. Answers to the second assessment question may vary. Most will, and should, note that the approaching French Revolution and the fate of the royal couple suggest the deep anger many in France actually felt toward the nobility and the monarchy. Some could reasonably respond that this particular crowd still might have admired the couple, since many in France did oppose the Revolution. Best responses will note some less than positive references in Marie Antoinette's letter, such as her mention of the taxes with which the poor "are overwhelmed."

Letter from Marie Antoinette

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A Primary Source Document

MY DEAREST MOTHER,

On Tuesday . . . we made our entrance into Paris. As for honors, we received all that we could possibly imagine; but they, though very well in their way, were not what touched me most. What was really affecting was the tenderness and earnestness of the poor people, who, in spite of the taxes with which they are overwhelmed, were transported with joy at seeing us. When we went to walk in the Tuileries, there was so vast a crowd that we were three-quarters of an hour without being able to move either forward or backward. The dauphin and I gave repeated orders to the Guards not to beat any one, which had a very good effect. Such excellent order was kept the whole day that, in spite of the enormous crowd which followed us everywhere, not a person was hurt. When we returned from our walk we went up to an open terrace and stayed there half an hour. I cannot describe to you, my dear mamma, the transports of joy and affection which every one exhibited towards us. Before we withdrew we kissed our hands to the people, which gave them great pleasure. What a happy thing it is for persons in our rank to gain the love of a whole nation so cheaply. Yet there is nothing so precious; I felt it thoroughly, and shall never forget it.

Another circumstance, which gave great pleasure on that glorious day, was the behavior of the dauphin. He made admirable replies to every address, and remarked everything that was done in his honor, and especially the earnestness and delight of the people, to whom he showed great kindness.

Source Information: Marie Antoinette was the daughter of Empress Maria Theresa of Austria. In 1770, she married Louis-Auguste, the dauphin of France (the "dauphin" was the person next in line to become France's king). In 1774, Louis-Auguste became Louis XVI, King of France, and Marie Antoinette became queen. During the French Revolution, they were deposed, imprisoned, and executed. This document is adapted from part of a letter Marie Antoinette wrote to her mother before the Revolution, on June 14, 1773. This letter can be found in *Italy, France, Spain, and Portugal.* Vol. 5 of *The World's Story: A History of the World in Story, Song and Art*, edited by Eva March Tappan (Boston: Houghton Mifflin, 1914), pp. 279–80.

Assessment Questions

1. Based on the text of this letter alone, what central idea about the people of France does Marie Antoinette express? Cite specific details in the text that support this central idea.

2. Based on the source information, how accurate do you think Marie Antoinette is in the judgments she makes in this letter? Explain your answer.



Assessment 2 Advanced Level

Letter from Marie Antoinette



- **2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- **2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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Assessment 2 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

* Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the central idea of this letter is the deep love Marie Antoinette thinks the ordinary people of France feel for her and her husband, the soon-to-be King Louis XVI of France. She stresses the deep joy the people expressed to the couple as well as the "kindness" Louis supposedly showed to them. Some may detect a less than positive implication in the very need Marie Antoinette has to reassure herself and her mother about the affections of the people in what seems an almost overly enthusiastic way. But the central point she intends to make is clear—that the royal couple and the poor people of France have a profound affection for one another. Answers to the second assessment question may vary. Most will, and should, be able to use the source information to note that the approaching French Revolution and the fate of the royal couple suggests the deep anger many in France actually felt toward the nobility and the monarchy. However, in response to the specific question, answers should refer to details within the text that are not positive, such as to the fact that the poor "are overwhelmed" by their taxes, or the fact that guards had to be ordered not to beat anyone.

Letter from Marie Antoinette

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 2: (9–10) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. **(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

A Primary Source Document

MY DEAREST MOTHER,

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Source Information: Marie Antoinette was the daughter of Empress Maria Theresa of Austria. In 1770, she married Louis-Auguste, the dauphin of France (the "dauphin" was the person next in line to become France's king). In 1774, Louis-Auguste became Louis XVI, King of France, and Marie Antoinette became queen. During the French Revolution, they were deposed, imprisoned, and executed. This document is adapted from part of a letter Marie Antoinette wrote to her mother before the Revolution, on June 14, 1773. This letter can be found in *Italy, France, Spain, and Portugal.* Vol. 5 of *The World's Story: A History of the World in Story, Song and Art*, edited by Eva March Tappan (Boston: Houghton Mifflin, 1914), pp. 279–80.

Assessment Questions

1. The central idea in this letter is the relationship of Marie Antoinette and her husband with the people of France. Explain her view of that relationship.

2. Within the text of this letter itself, what evidence can you see for challenging Marie Antoinette's judgment about the royal couple's relationship with the people of France? Cite specific details to support your view.

Assessment 3 Basic Level

The Levée en Masse



3. (6–8) Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interact together to describe a process or develop a central idea. This activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a text.

* Evaluating Student Responses to This Assessment

Answers to the assessment question should see from the first paragraph that every person in France was to be enlisted in aiding the war effort in some way, including children and the elderly. In addition, many public facilities, arms manufacturers, other industries, and even privately owned horses were to be put at the disposal of military authorities. Also, many public officials were to be appointed to enforce these decisions rigorously. Answers should demonstrate an awareness of the way all the steps listed contribute to this idea of an entire nation at war.

The Levée en Masse

Directions: This exercise asks you to read one primary source document carefully and answer one question about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment question that follows.

CCS Standard 3: Identify key steps in a text's description of a process related to history/social studies (e.g. how a bill becomes law, how interest rates are raised or lowered).

A Primary Source Document

- 1. From this moment until the enemy shall have been driven from the soil of the Republic, all Frenchmen are on permanent call for the service of the armies. The young men shall go to battle; the married men shall forge arms and transport provisions; the women shall make tents and clothing and shall serve in the hospitals; the children shall turn old linen into lint; the aged shall go to public places in order to arouse the courage of the warriors and preach the hatred of kings and the unity of the Republic.
- 2. The national buildings shall be converted into barracks, the public places into workshops for arms.
- 3. Arms of regulation caliber shall be reserved exclusively for those who shall march against the enemy. The guarding of the interior shall be performed with hunting pieces and side arms.
- 4. Saddle horses are to be used to complete the cavalry corps. Draft horses, other than those employed in agriculture, shall convey the artillery and the provisions.
- 5. The Committee of Public Safety is to set up without delay an extraordinary manufacture of arms of every sort which corresponds with the ardor and energy of the French people. It is, accordingly, authorized to form all the establishments, factories, workshops, and mills which shall be deemed necessary for the carrying on of these works.
- 6. The representatives of the people sent out to enforce the present law shall have the same authority in their respective districts, acting in concert with the Committee of Public Safety. They are invested with the unlimited powers assigned to the representatives of the people to the armies.
- 7. Nobody can get himself replaced in the service for which he is called. The public functionaries shall remain at their posts.

Source Information: By 1793, France was at war with Great Britain, Austria, Prussia, and Spain and the United Provinces. In response, the ruling National Convention established a mass conscription of men into the army (called the *Levée en Masse*). In a year's time, France had an army of about 800,000 soldiers. This was much larger than any other European army. The French Revolution's huge armies changed the nature of warfare in many ways. This document is adapted from a portion of *The Constitutions and Other Select Documents Illustrative of the History of France, 1789-1907*, 2nd ed., edited by F. M. Anderson (Minneapolis: H. W. Wilson Co., 1908), pp. 184–85.

Assessment Question

The Levée en Masse was not merely an order to draft all young men into the armed forces. In a way it was an order to draft the entire nation of France to fight the war. Explain how the seven points listed in this document together develop this central idea.



Assessment 3 Advanced Level

The Levée en Masse

*Key Ideas and Details

- **3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- **3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

XUsing This Assessment

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Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interact to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

* Evaluating Student Responses to This Assessment

Answers to the first assessment question should note that the passage depicts the war as "total" in that it affected all aspects of the nation's social, economic, and political life. War was no longer confined only to professional armies and their suppliers. The first paragraph shows every person in France, including children and the elderly, enlisted in aiding the war effort in some way. In addition, as the rest of the points in the passage show, the entire nation was mobilized—with public buildings converted to military use, arms manufacturers and other industries coordinated for war production, and greatly expanded state supervision of this mobilization. Answers to the second assessment question may vary. Some may feel the mobilization was a necessary means to preserve the reforms of the Revolution from outside attack by nations seeking to undo them. Others may feel this huge centralization of power undermined the Revolution's emphasis on liberty as its supreme value. There is plenty of room for debate here.

The Levée en Masse

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 3: (9–10) Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

A Primary Source Document

- 1. From this moment until the enemy shall have been driven from the soil of the Republic, all Frenchmen are on permanent call for the service of the armies. The young men shall go to battle; the married men shall forge arms and transport provisions; the women shall make tents and clothing and shall serve in the hospitals; the children shall turn old linen into lint; the aged shall go to public places in order to arouse the courage of the warriors and preach the hatred of kings and the unity of the Republic.
- 2. The national buildings shall be converted into barracks, the public places into workshops for arms.
- 3. Arms of regulation caliber shall be reserved exclusively for those who shall march against the enemy. The guarding of the interior shall be performed with hunting pieces and side arms.
- 4. Saddle horses are to be used to complete the cavalry corps. Draft horses, other than those employed in agriculture, shall convey the artillery and the provisions.
- 5. The Committee of Public Safety is to set up without delay an extraordinary manufacture of arms of every sort which corresponds with the ardor and energy of the French people. It is, accordingly, authorized to form all the establishments, factories, workshops, and mills which shall be deemed necessary for the carrying on of these works.
- 6. The representatives of the people sent out to enforce the present law shall have the same authority in their respective districts, acting in concert with the Committee of Public Safety. They are invested with the unlimited powers assigned to the representatives of the people to the armies.
- 7. Nobody can get himself replaced in the service for which he is called. The public functionaries shall remain at their posts.

Source Information: By 1793, France was at war with Great Britain, Austria, Prussia, and Spain and the United Provinces. In response, the ruling National Convention established a mass conscription of men into the army (called the *Levée en Masse*). In a year's time, France had an army of about 800,000 soldiers. This was much larger than any other European army. The French Revolution's huge armies changed the nature of warfare in many ways. This document is adapted from a portion of *The Constitutions and Other Select Documents Illustrative of the History of France, 1789-1907*, 2nd ed., edited by F. M. Anderson (Minneapolis: H. W. Wilson Co., 1908), pp. 184–85.

Assessment Questions

1. According to one historian, "The *Levée en Masse* represents a turning point in the history of warfare. From now on, war was to become total." How do the seven points listed in this document help explain what this historian means by "total" war?

2. Was the *Levée en Masse* consistent with the principles of the French Revolution or a betrayal of those principles? Explain your answer by referring to details in the document.

Assessment 4 Basic Level

The King and the Third Estate



4. (6–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

XUsing This Assessment

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

* Evaluating Student Responses to This Assessment

Answers to the first assessment question should define the terms along these lines:

"use sovereign authority"—Sovereign authority is the final authority in any society; the source of all power. In this case, the countess says this sovereign authority rests only with the king and he should use it forcefully.

"<u>block party intrigue</u>"—This refers to conflict and dishonest dealing among different political parties or other interest groups in society—in this case, conflict between the Third Estate and the other two. The appeal here is for the king to stop the Third Estate's "intrigue."

"why reject joint verification"—This is the king's view that there is no reason to reject the seating of the estates together so they can "jointly verify" the delegates' credentials.

Answers to the second assessment question should note that Louis XVI does not accept that he is giving up his "sovereign authority" by allowing the "joint verification." He says the people of the Third Estate are all still "his children" and he is still "their king." He also says that various ways of verifying delegates have been tried in the past, so he is not setting a new precedent. According to the countess, the king was also not bothered at the thought that the nobility and clergy might lose some power.

The King and the Third Estate

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

A Primary Source Document

We friends of the Queen never ceased telling the King that the Third Estate would ruin everything—and we were right. We begged him to keep them in line, to <u>use sovereign</u> <u>authority</u> to <u>block party intrigue</u>. The King told us: "But it is not clear that the Third Estate is wrong. Different procedures have been used [to verify each delegate's credentials] each time the Estates have met, so <u>why reject joint verification</u>? I am for it."

The King paid no attention to the Queen's fears. This well-informed princess knew all about the plots that were being hatched against the government. She brought them to the attention of Louis XVI, who told her: "But when all is said and done, is the Third Estate not also my children—and the greatest in number? And will I not still be their king even though the nobility may lose some of their privileges and the clergy a few snatches of their income?"

Source Information: In 1789, France's three "estates" met in the Estates General. The first two estates represented the clergy and the nobility. The Third Estate represented all the rest of the nation. King Louis XVI accepted the proposal to have all three estates meet in a joint session to verify each delegate's credentials. Since the Third Estate had the most delegates, this decision to meet as one body gave it control and soon led to its revolutionary takeover. In this document, the Countess d'Adhémar expresses her views about this decision. The countess was part of a group of nobles close to Queen Marie Antoinette. The document is adapted from a source quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

Assessment Questions

- 1. Notice the three underlined phrases in the first paragraph of this document. To fully understand this passage, you need to understand what these phrases mean in the context of the passage. First, read the source information for this document carefully. Then, briefly explain each underlined phrase as it is used in this first paragraph.
- 2. Use any of your own definitions from the first assessment question to help explain why, according to the countess, the king felt his decision about the Third Estate was the right one.

Assessment 4 Advanced Level

The King and the Third Estate

**Craft and Structure

- **4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- **4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

XUsing This Assessment

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Assessment 4 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

* Evaluating Student Responses to This Assessment

Answers to the first assessment question should define the terms along these lines:

"use sovereign authority"—Sovereign authority is the final authority in any society; the source of all power. In this case, the countess says this sovereign authority rests only with the king and he should use it forcefully.

"block party intrigue"—This refers to conflict and deceitful dealing among different political parties or other interest groups in society—in this case, conflict between the Third Estate and the other two. The appeal here is for the king to stop the Third Estate's "intrigue."

"why reject joint verification"—This is the king's view that there is no reason to reject the seating of the estates together so they can "jointly verify" the delegates' credentials.

Answers to the second assessment question should see that the countess is saying Louis XVI has accepted so much of the revolutionaries' demands that he is basically siding with them. According to her, the king was not bothered at the thought that the nobility and clergy might lose some power. He does not accept that allowing joint verification means he is giving up his "sovereign authority," whereas she obviously thinks he is giving it up.

The King and the Third Estate

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the two assessment questions that follow.

CCS Standard 4: (9–10) Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g. how Madison defines *faction* in *Federalist* No. 10).

A Primary Source Document

We friends of the Queen never ceased telling the King that the Third Estate would ruin everything—and we were right. We begged him to keep them in line, to <u>use sovereign</u> <u>authority to block party intrigue</u>. The King told us: "But it is not clear that the Third Estate is wrong. Different procedures have been used [to verify each delegate's credentials] each time the Estates have met, so <u>why reject joint verification</u>? I am for it."

<u>The King, it has to be admitted, numbered among the revolutionaries</u> at that time—a strange twist of fate that can only be explained by admitting that the hand of Providence was involved. . . .

The King paid no attention to the Queen's fears. This well-informed princess knew all about the plots that were being hatched against the government. She brought them to the attention of Louis XVI, who told her: "But when all is said and done, is the Third Estate not also my children—and the greatest in number? And will I not still be their king even though the nobility may lose some of their privileges and the clergy a few snatches of their income?"

Source Information: In 1789, France's three "estates" met in the Estates General. The first two estates represented the clergy and the nobility. The Third Estate represented all the rest of the nation. King Louis XVI accepted the proposal to have all three estates meet in a joint session to verify each delegate's credentials. Since the Third Estate had the most delegates, this decision to meet as one body gave it control and soon led to its revolutionary takeover. In this document, the Countess d'Adhémar expresses her views about this decision. The countess was part of a group of nobles close to Queen Marie Antoinette. The document is adapted from a source quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

Assessment Questions

1. Notice the three underlined phrases in the first paragraph of this document. To fully understand Countess d'Adhémar's point, you need to understand what these phrases mean in the context of the passage. Write a brief definition of each phrase as it is used in this paragraph.

2. Now explain what the countess means in the second paragraph when she says, "The King, it has to be admitted, numbered among the revolutionaries." Use any of your own definitions from the first assessment question to help explain her point here.



Assessment 5 Basic Level

Declaration of Rights



5. (6–8) Describe how a text presents information (e.g. sequentially, comparatively, causally).

*Using This Assessment

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as to its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

* Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that this simple list of briefly stated fundamental rights conveys their meaning clearly and in the broadest and most general way. Best responses should be able to see that these statements are numbered in a meaningful sequence, with the most fundamental rights followed by others derived from or secondary to the earlier ones in one way or another. For example, the first statement says men are born free with equal rights, the second statement then says political association should always aim to preserve those natural rights, etc. Answers to the second assessment question should see that de Gouges' declaration copies exactly the form of the first declaration in order to stress her view that women deserve equal treatment to men—and, with irony, to call attention to the fact that women are never mentioned in that first declaration.

Declaration of Rights

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in these documents. In order to better understand the documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 5: Describe how a text presents information (e.g. sequentially, comparatively, causally).

Document 1: A Primary Source

DECLARATION OF THE RIGHTS OF MAN AND CITIZEN

- 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
- 2. The aim of all political association is the preservation of the natural and inviolable rights of man. These rights are liberty, property, security, and resistance to oppression.
- 3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
- 4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
- 5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.
- 6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
- 7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . . .

Source Information: This document includes the first seven points of the *Declaration of the Rights of Man and Citizen*, which was adopted by France's revolutionary National Assembly on August 26, 1789. The document expresses several major Enlightenment ideas that greatly influenced the leaders of the French Revolution. It is quoted in "Law, History, and Diplomacy," The Avalon Project, Yale Law School.

Document 2: A Primary Source

DECLARATION OF THE RIGHTS OF WOMAN AND CITIZEN

Article I: Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article II: The purpose of any political association is the conservation of the natural and inviolable rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression.

Article III: The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man; no body and no individual can exercise any authority which does not come expressly from it (the nation).

Article IV: Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.

Article V: Laws of nature and reason prohibit all acts harmful to society; everything which is not prohibited by these wise and divine laws cannot be prevented, and no one can be constrained to do what they do not command.

Article VI: The law must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents.

Article VII: No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

Source Information: Playwright Olympe de Gouges addressed French women in 1791 by composing her own *Declaration of the Rights of Woman and Citizen*. This document includes her first seven articles. De Gouges was persecuted for her political beliefs, but her *Declaration of the Rights of Woman and Citizen* became important to women struggling for political rights during the nineteenth century. It is quoted in "Liberty Rhetoric and Nineteenth-Century American Women," a site prepared by Professor Catherine Lavender, Department of History, the College of Staten Island/CUNY.

Assessment Questions

- 1. "Text structure" refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Both of these documents use the same text structure. Why do you think the French revolutionary leaders used this text structure for their declaration (Document 1)?
- 2. In Document 2, Olympe de Gouges uses exactly the same text structure and many of the same phrases in her declaration. What point do you think she was trying to make by copying the *Declaration of the Rights of Man and Citizen* in such an exact way?

Assessment 5 Advanced Level

Declaration of Rights



- **5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- **5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

XUsing This Assessment

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Assessment 5 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, chapters, as well as to its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

* Evaluating Student Responses to this Assessment

Acceptable responses to the first assessment question should see that both declarations use a simple list of briefly stated fundamental rights effectively to convey their meanings clearly and in the broadest and most general way. Best responses should be able to see that these statements are numbered in a meaningful sequence, with the most fundamental rights followed by others derived from or secondary to the earlier ones in one way or another. De Gouges's declaration copies exactly the form of the first declaration in order to stress her view that women deserve equal treatment with men—and, with irony, to call attention to the fact that women are never mentioned in that first declaration. Answers to the second assessment question may vary. Some may agree with de Gouges that the original *Declaration of the Rights of Man and Citizen* deliberately left women out and did not intend for them to be covered by its rights. Others may feel the declaration uses the word "man" in a generic sense that includes all human beings. The best answers will back up their claims by referring to the specific wording and nuances of meaning within some of the rights listed. There is plenty of room for debate about this.

The French Revolution. Permission granted to reproduce for classroom use only. ©2014 MindSparks. (800) 421-4246. www.mindsparks.com

Declaration of Rights

Directions: This exercise asks you to read two primary source documents carefully and answer questions about specific details in these documents. In order to better understand the documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 5: (9–10) Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

Document 1: A Primary Source

DECLARATION OF THE RIGHTS OF MAN AND CITIZEN

- 1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
- 2. The aim of all political association is the preservation of the natural and inviolable rights of man. These rights are liberty, property, security, and resistance to oppression.
- 3. The principle of all sovereignty resides essentially in the nation. No body nor individual may exercise any authority which does not proceed directly from the nation.
- 4. Liberty consists in the freedom to do everything which injures no one else; hence the exercise of the natural rights of each man has no limits except those which assure to the other members of the society the enjoyment of the same rights. These limits can only be determined by law.
- 5. Law can only prohibit such actions as are hurtful to society. Nothing may be prevented which is not forbidden by law, and no one may be forced to do anything not provided for by law.
- 6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eyes of the law, are equally eligible to all dignities and to all public positions and occupations, according to their abilities, and without distinction except that of their virtues and talents.
- 7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . . .

Source Information: This document includes the first seven points of the *Declaration of the Rights of Man and Citizen*, which was adopted by France's revolutionary National Assembly on August 26, 1789. The document expresses several major Enlightenment ideas that greatly influenced the leaders of the French Revolution. It is quoted in "Law, History, and Diplomacy," The Avalon Project, Yale Law School.

Document 2: A Primary Source

DECLARATION OF THE RIGHTS OF WOMAN AND CITIZEN

Article I: Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.

Article II: The purpose of any political association is the conservation of the natural and inviolable rights of woman and man; these rights are liberty, property, security, and especially resistance to oppression.

Article III: The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man; no body and no individual can exercise any authority which does not come expressly from it (the nation).

Article IV: Liberty and justice consist of restoring all that belongs to others; thus, the only limits on the exercise of the natural rights of woman are perpetual male tyranny; these limits are to be reformed by the laws of nature and reason.

Article V: Laws of nature and reason prohibit all acts harmful to society; everything which is not prohibited by these wise and divine laws cannot be prevented, and no one can be constrained to do what they do not command.

Article VI: The law must be the expression of the general will; all female and male citizens must contribute either personally or through their representatives to its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions, and public employment according to their capacity and without other distinctions besides those of their virtues and talents.

Article VII: No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.

Source Information: Playwright Olympe de Gouges addressed French women in 1791 by composing her own *Declaration of the Rights of Woman and Citizen*. This document includes her first seven articles. De Gouges was persecuted for her political beliefs, but her *Declaration of the Rights of Woman and Citizen* became important to women struggling for political rights during the nineteenth century. It is quoted in "Liberty Rhetoric and Nineteenth-Century American Women," a site prepared by Professor Catherine Lavender, Department of History, the College of Staten Island/CUNY.

Assessment Questions

- 1. In Document 2, Olympe de Gouges uses exactly the same text structure and many of the same phrases that appear in Document 1. Why do you think she copied that text structure in such an exact way?
- 2. Do you think de Gouges was fair in the implied criticism her declaration makes about the original *Declaration of the Rights of Man and Citizen* (Document 1)? Why or why not?



Assessment 6 Basic Level

Voltaire and Robespierre



6. (6–8) Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts).

*Using This Assessment

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Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

* Evaluating Student Responses to This Assessment

Acceptable answers to the first assessment question should see that Voltaire criticizes Europe's long-lasting and widespread pattern of violence based on religious disagreements. His solution is for Europeans to adopt a deep sense of tolerance and regret about their past. Best responses will see from Document 2 that his call for tolerance is also based on the idea that intellectual certainty, especially about religious or theological questions, is impossible and even "absurd." Acceptable answers to the second assessment question may vary. Many will see Robespierre as driven by the fanatic sense of certainty that Voltaire warns against. Robespierre is so certain his ideas are right that he justifies terror to enforce them. In a revolution, he seems to believe, all opponents are such dangerous enemies that only terror can control them. Others may feel Robespierre is not guilty of the crimes Voltaire condemns since his ideas are purely secular and political, not religious. Would Voltaire have included politically motivated violence and intolerance while condemning religiously motivated violence and intolerance? There is some room here for debate about this.

Voltaire and Robespierre

Directions: This exercise asks you to read three primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Document 1: A Primary Source

I say there is scarce any city or borough in Europe where blood has not been spilled for religious quarrels. I say that the human species has sensibly diminished, because women and girls were massacred as well as men. I say that Europe would have been one-third better peopled if there had been no theological disputes. And lastly, I say, that so far from forgetting those abominable times, we should frequently take a view of them, to inspire an eternal horror for them; and that it is for our age to make reparation by toleration, for this long collection of crimes, which has taken place through the want of toleration, during sixteen barbarous centuries.

Source Information: This document is a statement by French philosopher Voltaire. "Voltaire" was the pen name of François-Marie Arouet, a writer known for his plays and other writings, especially his criticism of the French Catholic Church. He was a key Enlightenment figure who deeply influenced many of the leaders of the French Revolution. This statement is from Voltaire's tract *The Ignorant Philosopher*. It can be found on page 80 of a collection of Voltaire's works titled *Essays and Criticisms* (New York: Peter Eckler Publishing Company, 1920).

Document 2: A Primary Source

Doubt is not a pleasant condition, but certainty is an absurd one.

Source Information: This is another statement by Voltaire. It is from a letter to Frederick William, Prince of Prussia, dated November 28, 1770. It can be found in *Voltaire in His Letters*, edited by S. G. Tallentyre (New York: G. P. Putnam's Sons, 1919), p. 232.

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Document 3: A Primary Source

This great purity of the French revolution's basis, the very sublimity of its objective, is precisely what causes both our strength and our weakness. Our strength, because it gives to us truth's ascendancy over imposture, and the rights of the public interest over private interests; our weakness, because it rallies all vicious men against us. . . . Without, all the tyrants encircle you; within, all tyranny's friends conspire; they will conspire until hope is wrested from crime. We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and terror: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

Source Information: Maximilien Robespierre was a leader of the French Revolution during its most radical phase (1793–94). At that time, he was on the Committee of Public Safety, a twelve-man body chosen by the National Convention to govern the nation at a time of crisis. Foreign enemies were attacking France, and radical leaders feared that many inside France were also enemies of the Revolution. This passage is from Robespierre's February 5, 1794, speech "On the Moral and Political Principles of Domestic Policy." It is quoted in the Internet Modern History Sourcebook, edited by Paul Halsall, Fordham University.

Assessment Questions

1. In Documents 1 and 2, Voltaire criticizes a pattern of behavior and a way of thinking he sees as central in Europe's history. What is he criticizing and what solution does he recommend?

2. Briefly explain Robespierre's claim in Document 3 that "the springs of popular government in revolution are at once virtue and terror." Based on Documents 1 and 2, do you think Voltaire would agree? Why or why not?

Assessment 6 Advanced Level

Voltaire and Robespierre

🗙 Craft and Structure

- **6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

X Using This Assessment

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Assessment 6 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

* Evaluating Student Responses to This Assessment

Acceptable answers to the first assessment question should see that Voltaire criticizes Europe's long history of violence based on differing religious and theological beliefs. He suggests it is the duty of his age to make up for this terrible past by adopting a new spirit tolerance. His claim that doubt, however unsatisfying, is preferable to certainty also suggests the supreme importance of tolerance. Given this, it seems logical that Voltaire would oppose Robespierre's views. Robespierre insists his side represents "truth's ascendancy over imposture," and he sees all opponents of the Revolution as dangerous enemies who should never be tolerated at all. However, Voltaire's focus is entirely on religious disputes, and so some may question whether he would have extended his criticism to Robespierre's call for political uses of terror and intolerance. Acceptable answers to the second assessment question may vary and should be debated. The Enlightenment did proclaim a new age of reason and tolerance against ancient superstition and religious fanaticism. However, it condemned past ignorance in the name of a very certain sense of the power of reason. Answers to this question therefore depend on how these aspects of the Enlightenment itself are evaluated.

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Voltaire and Robespierre

Directions: This exercise asks you to read three primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

CCS Standard 6: (9–10) Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. **(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Document 1: A Primary Source

I say there is scarce any city or borough in Europe where blood has not been spilled for religious quarrels. I say that the human species has sensibly diminished, because women and girls were massacred as well as men. I say that Europe would have been one-third better peopled if there had been no theological disputes. And lastly, I say, that so far from forgetting those abominable times, we should frequently take a view of them, to inspire an eternal horror for them; and that it is for our age to make reparation by toleration, for this long collection of crimes, which has take place through the want of toleration, during sixteen barbarous centuries.

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Document 2: A Primary Source

Doubt is not a pleasant condition, but certainty is an absurd one.

Source Information: This is another statement by Voltaire. It is from a letter to Frederick William, Prince of Prussia, dated November 28, 1770. It can be found in *Voltaire in His Letters*, edited by S. G. Tallentyre (New York: G. P. Putnam's Sons, 1919), p. 232.

Document 3: A Primary Source

This great purity of the French revolution's basis, the very sublimity of its objective, is precisely what causes both our strength and our weakness. Our strength, because it gives to us truth's ascendancy over imposture, and the rights of the public interest over private interests; our weakness, because it rallies all vicious men against us. . . . Without, all the tyrants encircle you; within, all tyranny's friends conspire; they will conspire until hope is wrested from crime. We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and terror: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

Source Information: Maximilien Robespierre was a leader of the French Revolution during its most radical phase (1793–94). At that time, he was on the Committee of Public Safety, a twelve-man body chosen by the National Convention to govern the nation at a time of crisis. Foreign enemies were attacking France, and radical leaders feared that many inside France were also enemies of the Revolution. This passage is from Robespierre's February 5, 1794, speech "On the Moral and Political Principles of Domestic Policy." It is quoted in the Internet Modern History Sourcebook, edited by Paul Halsall, Fordham University.

Assessment Questions

1. Robespierre supports the Revolution's use of terror, saying, "Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue." What do you think Voltaire might say in response to this? Cite specific details from Documents 1 and 2 as evidence in support of your answer.

2. Both Voltaire and Robespierre were examples of, or were influenced by, the Enlightenment. Why do you think their views differ as greatly as they seem to in these documents?



Assessment 7 Basic Level

The Reign of Terror



7. (6–8) Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

*Using This Assessment

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

* Evaluating Student Responses to This Assessment

Acceptable answers to the assessment question should note the angry and determined tone of Billaud-Varenne's speech as a sign of how literal he is about the need to "exterminate the revolution's enemies." He says "half measures" are not enough; the revolution must achieve "liberty, regardless of the price." The two tables (Documents 2 and 3) confirm how widespread the use of terror was and how serious Billaud-Varenne and the other radicals were in supporting its use. Best answers will note that Billaud-Varenne does not identify the individuals or groups he sees as enemies, whereas the tables suggest these perceived enemies came from all social classes and many different regions of France.

The Reign of Terror

Directions: This exercise asks you to study three documents carefully and answer one question focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 7: Integrate visual information (e.g. in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Document 1: A Written Primary Source

It is by taking advantage of the energy of the People that we will finally exterminate the enemies of the revolution. We will lack neither food supplies nor plots of land on which to grow this food. Even more importantly, and what we must hope for, is that all the malicious people disappear from the face of the earth. As we stated before the Convention, it is finally time, it is more than time, that we settle the fate of the revolution. Indeed, we must congratulate ourselves, for it is in fact the very misfortunes of the People that increase their energy and make us equal to the task of exterminating our enemies. . . . The time has come to act . . . the time for deliberations is over. We must place all our enemies under arrest this very day. [Applause]

If revolutions drag on, it is because only half measures are taken. Let us leave it to weaker minds to worry about the results of the revolution. We work everything out . . . we see the grand vision of what must be achieved for the happiness of the People . . . let us boldly go along the path we have set for ourselves. Let us save the People, they will assist us. They want liberty regardless of the price. Let us crush the enemies of the revolution, and starting today, let the government take action, let the laws be executed, let the lot of the People be strengthened, and let liberty be saved.

Source Information: France's National Convention voted on September 5, 1793, to declare that "Terror Is the Order of the Day." This meant that it would use force against France's own citizens to protect the Revolution. One of those speaking in favor of this use of terror was Jacques Nicolas Billaud-Varenne. This passage is adapted from some of his remarks. Billaud-Varenne was a radical who joined the Committee of Public Safety and was one of the key leaders of the Terror. The passage is adapted from a source quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

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Document 2: A Comparative Primary Source

Total Number of Death Sentences during the Terror, 1793-94, by Region

Paris	2,639
Parisian Region	27
North	551
East	243
Southeast	3,158
South	434
Center	124
Southwest	476
West	8,674
Northwest	268

Source Information: Adapted from *The Incidence of the Terror during the French Revolution: A Statistical Interpretation* by Donald Greer (Cambridge, MA: Harvard University Press, 1935), p. 143.

Document 3: A Comparative Primary Source

Number of Death Sentences during the Terror, 1793–94, by Social Class

Nobles	1,058
Clergy	920
Upper Middle Class	1,964
Lower Middle Class	1,488
Working Class	4,389
Peasants	3,961
No Status Given	200

Source Information: Adapted from *The Incidence of the Terror during the French Revolution: A Statistical Interpretation* by Donald Greer (Cambridge, MA: Harvard University Press, 1935), p. 163.

Assessment Question

These three documents all provide evidence about the Terror of 1793–94 during the French Revolution. What conclusions about the Terror do *all three* documents support? Explain your answer by referring to details in each document.

Assessment 7 Advanced Level

The Reign of Terror

🖈 Integration of Knowledge and Ideas

- **7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

XUsing This Assessment

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Assessment 7 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

* Evaluating Student Responses to This Assessment

Acceptable answers to the assessment question should note the angry and determined tone of Billaud-Varenne's speech as a sign of how serious and literal he is about the need to "exterminate the revolution's enemies." He suggests such enemies are numerous and that "half measures" are not enough. The revolution, he says, must achieve "liberty, regardless of the price." The two tables (Documents 2 and 3) confirm how widespread the Revolution's use of terror was. In a sense, the tables prove that Billaud-Varenne was serious in what he and the other radicals proposed to do. Answers to the second assessment question should note that Billaud-Varenne makes no effort to identify the individuals or groups he most fears as enemies of the revolution. The tables raise many questions about this—such as why so many victims of the Terror were peasants or members of the working class, rather than the nobility or upper middle class, or why the Terror was used so extensively in some regions and not others. The tables do not answer these questions, but they do raise them.

The Reign of Terror

Directions: This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 7: (9–10) Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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Source Information: France's National Convention voted on September 5, 1793, to declare that "Terror Is the Order of the Day." This meant that it would use force against France's own citizens to protect the Revolution. One of those speaking in favor of this use of terror was Jacques Nicolas Billaud-Varenne. This passage is adapted from some of his remarks. Billaud-Varenne was a radical who joined the Committee of Public Safety and was one of the key leaders of the Terror. The passage is adapted from a source quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

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Number of Death Sentences during the Terror, 1793–94, by Social Class

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Peasants	3,961
No Status Given	200

Source Information: Adapted from *The Incidence of the Terror during the French Revolution: A Statistical Interpretation* by Donald Greer (Cambridge, MA: Harvard University Press, 1935), p. 163.

Assessment Questions

- 1. These three documents all provide evidence about the Terror of 1793–94 during the French Revolution. What conclusions about the Terror do *all three* documents support? Explain your answer by referring to details in each document.
- 2. Billaud-Varenne defines the Terror simply as a program to "exterminate the enemies of the revolution." Do the two tables (Documents 2 and 3) lead you to question the adequacy of that way of defining the Terror's purpose? Why or why not?



Assessment 8 Basic Level

Abolition of Slavery



8. (6-8) Distinguish among fact, opinion, and reasoned judgment in a text.

*Using This Assessment

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

* Evaluating Student Responses to This Assessment

Responses to the first assessment question should see that the pamphlet is carefully reasoned. It admits that slavery violates the Revolution's central principle of individual liberty. However, it then notes that an immediate abolition of slavery would violate another central principle of the Revolution, that is, property rights—in this case, the rights of plantation owners to their slaves as a form of property. Immediate abolition would also weaken the colonies and harm the French economy substantially. Therefore, the pamphlet backs gradual or delayed emancipation. It justifies this by comparing this form of temporary slavery to conscription into the army. Answers to the second assessment question should focus on the pamphlet's assumption that slaves are a legitimate form of property. Those favoring immediate abolition would not accept this assumption. They also might question how disruptive an end to slavery would actually be, and they might also dispute the pamphlet's equating of temporary slavery to enlistment in the armed forces. But their main point would be that the Revolution's commitment to individual liberty should ensure the freeing of the slaves. Best answers may speculate as to why this did not occur during the French Revolution.

Abolition of Slavery

Directions: This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

CCS Standard 8: Distinguish among fact, opinion, and reasoned judgment in a text.

A Primary Source Document

At a time when a new light has come to enlighten minds in all Europe; when the French National Assembly has already destroyed feudalism in the kingdom; when it has established the Rights of Man and recognized that God has created all men free; when it sees that this liberty should only be hampered by chains the people give themselves voluntarily to prevent the strongest from taking away the liberty, life or property of the weakest; then it follows that slavery should only continue to exist for criminals condemned according to the laws. In consequence liberty ought to be restored to that multitude of unfortunate beings, our brothers though of different color, whom European greed has kidnapped annually for nearly three centuries from the coasts of Africa and condemned to an eternal captivity, hard work, and harsh treatment.

The political interests and property rights that would be infringed if freedom was suddenly restored to the Negroes of our colonies are without doubt great obstacles to fulfilling the wish to help these unfortunate Africans. If the French nation entirely prohibited the Negro slave trade, if it broke at the same time the chains of all those who live in our colonies, that would jolt commerce too violently. It would risk the loss of the plantations in the colonies and the immense shipping that they feed. Moreover, if France alone undertook something similar, it would render itself a tributary of the other nations that possess sugar colonies and which would keep their slaves. . . .

I propose making Negro slavery like the condition of soldiers by providing an enlistment for a definite time at the end of which freedom would be restored to them. The enlistment of a soldier is a veritable slavery, since from the moment that he contracts his engagement until its expiration, he cannot break it without being punished by death. During all this time he is neither master of his time nor of his actions; he is subject, on pain of punishment, to blindly obey the orders of his superiors; he is subjugated to fatigue, danger, to exposing himself often to an almost certain death.

Being able to be kept similarly in slavery only for a limited time, the Negroes will be therefore no more slaves than a soldier.

Source Information: The *Declaration of the Rights of Man and Citizen* raised the hopes of those who opposed slavery. Yet many who backed the French Revolution also feared that an end to slavery would have a harmful effect on France's colonies and its economy. There was little support in the National Assembly for the immediate abolition of slavery. One proposal about slavery was described in a 1789 pamphlet titled *The Abolition of Negro Slavery or Means for Ameliorating Their Lot.* This document is adapted from portions of that pamphlet. The pamphlet is quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

Assessment Questions

1. This pamphlet says the French Revolution is "a new light . . . come to enlighten minds in all Europe." It then says this "new light" should lead to the freeing of the slaves, *but only gradually*. Explain its reasoning for this by citing details from the text.

2. Some supporters of the French Revolution said slavery should be abolished *immediately*, not gradually. How might they have criticized this pamphlet's reasoning?

Assessment 8 Advanced Level

Abolition of Slavery

🖈 Integration of Knowledge and Ideas

- **8. (9–10)** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **8.** (11–12) Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

XUsing This Assessment

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Assessment 8 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students' ability to read closely in order to understand a text in these ways.

* Evaluating Student Responses to This Assessment

Responses to the first assessment question should first note that the pamphlet's proposal is for a gradual end to slavery, not immediate abolition. The pamphlet admits that slavery violates the Revolution's central principle of individual liberty. However, it also says immediate abolition would violate another central revolutionary principle, that is, property rights—the property in this case being the slaves. Immediate abolition would also weaken the colonies and harm the French economy substantially. The pamphlet backs a form of delayed emancipation, comparing this temporary slavery to conscription into the army. Answers to the second assessment question may vary. All should see that the argument is based mainly on the claim that property rights and individual rights are in conflict in the case of slavery. A gradual form of emancipation is then seen as the logical way to compromise between these conflicting values. Some may accept this as a logical argument (even if they disagree with it). Others may see it as illogical ever to view human beings as a form of property. Others may question why the pamphlet's solution (gradual emancipation) does not also violate the property rights of slave owners almost as much as immediate abolition would.

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Abolition of Slavery

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A Primary Source Document

At a time when a new light has come to enlighten minds in all Europe; when the French National Assembly has already destroyed feudalism in the kingdom; when it has established the Rights of Man and recognized that God has created all men free; when it sees that this liberty should only be hampered by chains the people give themselves voluntarily to prevent the strongest from taking away the liberty, life or property of the weakest; then it follows that slavery should only continue to exist for criminals condemned according to the laws. In consequence liberty ought to be restored to that multitude of unfortunate beings, our brothers though of different color, whom European greed has kidnapped annually for nearly three centuries from the coasts of Africa and condemned to an eternal captivity, hard work, and harsh treatment.

The political interests and property rights that would be infringed if freedom was suddenly restored to the Negroes of our colonies are without doubt great obstacles to fulfilling the wish to help these unfortunate Africans. If the French nation entirely prohibited the Negro slave trade, if it broke at the same time the chains of all those who live in our colonies, that would jolt commerce too violently. It would risk the loss of the plantations in the colonies and the immense shipping that they feed. Moreover, if France alone undertook something similar, it would render itself a tributary of the other nations that possess sugar colonies and which would keep their slaves. . . .

I propose making Negro slavery like the condition of soldiers by providing an enlistment for a definite time at the end of which freedom would be restored to them. The enlistment of a soldier is a veritable slavery, since from the moment that he contracts his engagement until its expiration, he cannot break it without being punished by death. During all this time he is neither master of his time nor of his actions; he is subject, on pain of punishment, to blindly obey the orders of his superiors; he is subjugated to fatigue, danger, to exposing himself often to an almost certain death.

Being able to be kept similarly in slavery only for a limited time, the Negroes will be therefore no more slaves than a soldier.

Source Information: The *Declaration of the Rights of Man and Citizen* raised the hopes of those who opposed slavery. Yet many who backed the French Revolution also feared that an end to slavery would have a harmful effect on France's colonies and its economy. There was little support in the National Assembly for the immediate abolition of slavery. One proposal about slavery was described in a 1789 pamphlet titled *The Abolition of Negro Slavery or Means for Ameliorating Their Lot.* This document is adapted from portions of that pamphlet. The pamphlet is quoted in "Liberty, Equality, Fraternity: Exploring the French Revolution," a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project.

Assessment Questions

1. What does this pamphlet propose to do about France's slave systems, and how does it reason to reach this conclusion? Cite specific details in the text to support your answer.

2. In your view, does the pamphlet's reasoning support its proposal logically, or is it biased excuse-making? Cite specific details in the text to support your answer.



Assessment 9 Basic Level

Napoleon Bonaparte



9. (6–8) Analyze the relationship between a primary and secondary source on the same topic.

XUsing This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

* Evaluating Student Responses to This Assessment

Answers to the first assessment question should note the many specific references Napoleon makes to the values and ideals of the French Revolution as a way to motivate his troops. He refers to these soldiers as "republican phalanxes, soldiers of liberty," seeking not conquest but to remove "haughty kings" and "crush the tyrants" who enslave others. He also tells the Italians he is invading that it is "the French people," not an army that has come to liberate them. Some may also detect an effort at a democratic personal style in Napoleon's tone of affection in appealing to his men and their own deepest values. Answers to the second assessment question may vary. Document 2 makes clear the way Napoleon imposed a new kind of authoritarian rule to replace the Revolution's commitment to political democracy. However, the document also shows that he supported many of its social and economic reforms. Answers here will depend on what is seen as the essential core of the French Revolution's goals and programs.

Napoleon Bonaparte

Directions: This exercise asks you to read two documents carefully and answer two questions about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

CCS Standard 9: Analyze the relationship between a primary and secondary source on the same topic.

Document 1: A Primary Source

Heretofore you fought for sterile rocks, made famous by your courage, but useless to the fatherland. Today, by your accomplishments you equal the armies of Holland and the Rhine. Destitute of everything, you have supplied everything. You have won battles without cannon, crossed rivers without bridges, made forced marches without shoes, camped without brandy and often without bread. Only republican phalanxes, soldiers of liberty, could have endured what you have endured. Soldiers, you have our thanks! The grateful nation will owe its prosperity to you.

Soldiers, your fatherland has the right to expect great things of you. Will you justify its faith? The greatest obstacles have been overcome; but you still have battles to fight, cities to take, rivers to cross. Which of you lacks courage? No, there is no one. Everyone is burning to extend the glory of the French people; everyone wishes to humiliate those haughty kings who dare contemplate binding us in fetters. Everyone wishes to dictate a glorious peace.

Peoples of Italy, the French army comes to break your chains; the French people is the friend of all peoples. Come to them with confidence. Your property, your religion, and your customs will be respected. We are waging war as generous enemies, and we wish only to crush the tyrants who enslave you.

Source Information: In the spring of 1796, Napoleon Bonaparte led France's armies in an invasion of Italy. He quickly defeated the Austrians and part of Piedmont, Italy, in several battles. Then on April 26, he gave a speech to his armies. This speech can be found in *Pageant of Europe* by Raymond Phineas Stearns (New York: Harcourt, Brace, and Company, 1947), pp. 404–406.

Document 2: A Secondary Source

In July 1794, revolutionary excitement faded, and France turned against the Terror. One of the last to be guillotined was Robespierre himself. A government ruled by wealthier members of the middle classes came to power, headed by a five-member Directory. It was distrusted both by radicals and by royalists and others who wanted to restore the old order. In 1795, some royalists attacked the National Convention that had set up the Directory. Army troops led by General Napoleon Bonaparte dispersed them.

Napoleon came to be seen as a great hero. In 1799, he seized control of the government by force. Napoleon ruled France as a king might have. In 1804, he even crowned himself Emperor Napoleon I. However, Napoleon did not restore France's old order. Instead, he kept many of the Revolution's biggest changes. Peasants were able to keep the lands they had taken from the estates of the nobles. Also, all citizens remained equal under the law. Napoleon made the central government much more powerful, but that was actually a major aim of most of the revolutionaries as well. One big change he did make was to end the Revolution's attacks on the Catholic Church.

Napoleon led France's armies to victory after victory against other nations in Europe. And his troops carried their revolutionary ideas and pride with them. At first, many Europeans welcomed these new ideas. But soon, they grew angry at the way Napoleon's armies treated them. This treatment led other lands to become just as nationalistic as France was. Then in 1812, Napoleon finally went too far. He tried to conquer Russia. In the end, the bitter Russian winter trapped his forces, dealing him a blow from which he never recovered.

Source Information: This secondary source provides a brief summary of Napoleon's rule. The passage is excerpted and adapted from the background information provided in the lesson "France under Napoleon" in *The French Revolution* (Culver City, CA: MindSparks, 2009).

Assessment Questions

- 1. In Document 1, Napoleon makes a strong appeal to his troops to fight with courage and enthusiasm. Does he also appeal to them as a supporter of the French Revolution and its ideals? Cite specific details in the text to support your answer.
- 2. Based on Document 2, do you think Napoleon actually did support and fulfill the ideals of the French Revolution? Why or why not?

Assessment 9 Advanced Level

Napoleon Bonaparte

🖈 Integration of Knowledge and Ideas

- **9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- **9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

XUsing This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 9 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

* Evaluating Student Responses to This Assessment

Answers to the assessment question should note the many specific references Napoleon makes to the values and ideals of the French Revolution as a way to motivate his troops. He refers to them as "republican phalanxes, soldiers of liberty," seeking not conquest but to remove "haughty kings" and "crush the tyrants" who enslave others. He also tells the Italians he is invading that it is "the French people," not an army that has come to liberate them. He adopts a democratic tone in the affection he seems to express toward his men and their own deepest values. On the other hand, he is clearly motivating them mainly to engage in wars of conquest. The secondary source (Document 2) makes it clear that Napoleon put an end to the Revolution's efforts to create a democratic system. However, it also makes it clear that he supported the Revolution's new civic order eliminating aristocratic distinctions and making all citizens equal before the law. Answers to the question, therefore, will depend on what is defined as the essential core of the French Revolution's goals and programs.

The French Revolution. Permission granted to reproduce for classroom use only. ©2014 MindSparks. (800) 421-4246. www.mindsparks.com

Napoleon Bonaparte

Directions: This exercise asks you to read two documents carefully and answer one question about specific details in them. One document is a primary source and the other is a secondary source. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment question that follows.

CCS Standard 9: (9–10) Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Document 1: A Primary Source

Heretofore you fought for sterile rocks, made famous by your courage, but useless to the fatherland. Today, by your accomplishments you equal the armies of Holland and the Rhine. Destitute of everything, you have supplied everything. You have won battles without cannon, crossed rivers without bridges, made forced marches without shoes, camped without brandy and often without bread. Only republican phalanxes, soldiers of liberty, could have endured what you have endured. Soldiers, you have our thanks! The grateful nation will owe its prosperity to you.

Soldiers, your fatherland has the right to expect great things of you. Will you justify its faith? The greatest obstacles have been overcome; but you still have battles to fight, cities to take, rivers to cross. Which of you lacks courage? No, there is no one. Everyone is burning to extend the glory of the French people; everyone wishes to humiliate those haughty kings who dare contemplate binding us in fetters. Everyone wishes to dictate a glorious peace.

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Source Information: In the spring of 1796, Napoleon Bonaparte led France's armies in an invasion of Italy. He quickly defeated the Austrians and part of Piedmont, Italy, in several battles. Then on April 26, he gave a speech to his armies. This speech can be found in *Pageant of Europe* by Raymond Phineas Stearns (New York: Harcourt, Brace, and Company, 1947), pp. 404–406.

Document 2: A Secondary Source

In July 1794, revolutionary excitement faded, and France turned against the Terror. One of the last to be guillotined was Robespierre himself. A government ruled by wealthier members of the middle classes came to power, headed by a five-member Directory. It was distrusted both by radicals and by royalists and others who wanted to restore the old order. In 1795, some royalists attacked the National Convention that had set up the Directory. Army troops led by General Napoleon Bonaparte dispersed them.

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Napoleon led France's armies to victory after victory against other nations in Europe. And his troops carried their revolutionary ideas and pride with them. At first, many Europeans welcomed these new ideas. But soon, they grew angry at the way Napoleon's armies treated them. This treatment led other lands to become just as nationalistic as France was. Then in 1812, Napoleon finally went too far. He tried to conquer Russia. In the end, the bitter Russian winter trapped his forces, dealing him a blow from which he never recovered.

Source Information: This secondary source provides a brief summary of Napoleon's rule. The passage is excerpted and adapted from the background information provided in the lesson "France under Napoleon" in *The French Revolution* (Culver City, CA: MindSparks, 2009).

Assessment Question

Consider this statement: "Napoleon should be seen not as a dictator who destroyed the French Revolution but as a revolutionary hero who fulfilled the French Revolution's greatest ideals." Do you agree or disagree? Use details from *both* documents to support and explain your answer.



Writing Assessment 1

The French Revolution

**College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning, and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

XUsing This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 1 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counter claims.

* Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

The French Revolution

The Standard: Write a brief essay that presents a well-reasoned argument focused on historical content.

The Question

Using your background history knowledge and the primary source documents listed here, explain why <u>you</u> <u>do or do not agree</u> with the following statement:

"The world hoped the French Revolution would be a great turning point in humanity's struggle for liberty, equality, and constitutional government. However, it was a complete failure."

Documents: Base your essay on your general background knowledge and all of the primary and secondary source documents in *The French Revolution* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.



Writing Assessment 2

The French Revolution

**College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

XUsing This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Writing Assessment 2 is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

* Evaluating Student Responses to Writing Assessment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

The French Revolution

The Standard: Write an informative/explanatory essay clearly describing and explaining historical events and trends.

The Question

On November 9, 1799, Napoleon overthrew the Directory in France and began his long career as France's sole ruler. At that time, you are a reporter for a major newspaper in a large city in the eastern United States. Your editor has sent you to Paris to find out why the French Revolution has had this outcome. You collect a set of primary sources to use in writing a long feature article for your editor back in the United States. Your task in this assignment is to write that article in response to your editor's request. In your essay, explain why the Revolution unfolded as it did by referring specifically to evidence in several or all of the sources for this lesson.

Documents: Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in *The French Revolution* Assessments.

Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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