



# The Enlightenment, The French Revolution and Romanticism

## Teacher Guide



Voltaire



King Louis XVI

Guillotine



Three Estates

Baron de Montesquieu









1632

**The Enlightenment**

1–92

**The French Revolution  
and Romanticism**

93–239



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# The Enlightenment

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# **The Enlightenment**

## **Teacher Guide**

Core Knowledge History and Geography™ 6



# Introduction

## ABOUT THIS UNIT

### Big Idea

The Enlightenment, or Age of Reason, was a period of history in Western Europe. During the 1600s and 1700s, Enlightenment thinkers ushered in the modern age.

Isaac Newton, René Descartes, Thomas Hobbes, John Locke, Baron de Montesquieu, and Voltaire were important thinkers of the time. With the exception of Hobbes, the Enlightenment thinkers emphasized intellectual freedom. Locke, Montesquieu, and Voltaire believed that government should guarantee the basic rights of citizens. Locke even believed that people had a right to overthrow any government that did not preserve the right to life, liberty, and property.

Across the Atlantic Ocean in North America, Thomas Jefferson, James Madison, Benjamin Franklin, and others embraced these revolutionary ideas. The American colonists' Declaration of Independence and the U.S. Constitution echo the ideas of Europe's Enlightenment thinkers.

# What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

## Grade 4

- The Middle Ages refer to the history and events between ancient and modern times, roughly from the fall of the Roman Empire in 476 CE to around 1350, just before the early Renaissance.

## Grade 5

- Christianity and the Roman Catholic Church played a critical role in the lives of all people in Europe during the Middle Ages.
- The Renaissance, which began in Italy and eventually spread to other parts of Europe, lasted from about 1400–1650.
- The Renaissance was characterized by a renewed interest in writers, works, and ideas from the Greek and Roman past.
- The Renaissance was marked by a curiosity about the physical world, which was manifested in art, scientific observation, and investigation.
- The Renaissance overlapped the Age of Exploration, a period in which Europeans ventured out to explore what was to them the unknown world, including the exploration and establishment of the British colonies in North America.
- The development of moveable type by Johannes Gutenberg (in the West) made possible widespread literacy in vernacular languages.
- Following the Renaissance, during the historical periods known as the Reformation and Counter-Reformation, Europe divided into Protestant and Catholic territories, and people were more likely to question the authority of the Church. Interest in science and education continued with Copernicus’s theory of a sun-centered universe published in 1543, supported by Galileo in 1632.

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 476 to 1787.

|            |  |
|------------|--|
| 476–1350   | The Middle Ages in Europe  |
| 476–1350   | The Roman Catholic Church governs all aspects of daily life during Middle Ages.  |
| 1400s–1650 | The Renaissance begins in Italy and spreads to other parts of Europe.  |
| 1400s–1650 | The Renaissance is characterized by renewed interest in writers, works, and ideas from early Greeks and Romans.  |
| 1400s–1650 | The Renaissance is marked by a curiosity about the physical world, which manifests itself in art, scientific observation, and investigation.   |
| 1400s–1650 | The Renaissance overlaps with the Age of Exploration, a period in which Europeans venture out to explore what is to them the unknown world, including the exploration and establishment of the British colonies in North America |
| 1450       | Gutenberg invents the printing press.  |
| 1500s      | Europe is divided into Protestant and Catholic territories during the Reformation and Counter-Reformation.   |
| 1452–1519  | Leonardo da Vinci  |
| 1543–1632  | Copernicus’s theory of a sun-centered universe (1543) is supported by Galileo’s observations in 1632.  |
| 1596–1650  | René Descartes   |
| 1651       | Thomas Hobbes’s <i>Leviathan</i>   |
| 1687       | Isaac Newton’s <i>Principia (Mathematical Principles of Natural Philosophy)</i>  |



|      |   |
|------|---|
| 1689 | John Locke's <i>Essay Concerning Human Understanding</i>    |
| 1717 | François-Marie Arouet (Voltaire) imprisoned in the Bastille |
| 1721 | Baron de Montesquieu's <i>The Persian Letters</i>           |
| 1748 | Baron de Montesquieu's <i>The Spirit of the Laws</i>        |
| 1776 | Drafting and signing of the Declaration of Independence     |
| 1787 | Drafting of the U.S. Constitution                           |

## What Students Need to Learn

Teachers: You are encouraged to use timelines and engage students in a brief review of some major intervening events to help students make a smooth transition across the gap in centuries between the ancient civilizations and the Enlightenment. Place the Enlightenment (1600s and 1700s) in chronological context, in relation to eras and movements studied in earlier grades in Core Knowledge schools (Middle Ages, Age of Exploration and Renaissance, American Revolution, etc.).

- Faith in science and human reason, as exemplified by
  - Isaac Newton and the laws of nature
  - René Descartes: “Cogito ergo sum”: “I think, therefore I am”
- Two ideas of “human nature”: Thomas Hobbes and John Locke
  - Thomas Hobbes: the need for a strong governing authority as a check on “the condition of man . . . [which] is a condition of war of everyone against everyone”
  - John Locke: the idea of the human mind as a “tabula rasa” and the optimistic belief in education; argues against doctrine of divine right of kings and for government by consent of the governed
- Influence of the Enlightenment on the beginnings of the United States
  - Thomas Jefferson: the idea of “natural rights” in the Declaration of Independence
  - Baron de Montesquieu and the idea of separation of powers in government

## AT A GLANCE

The most important ideas in Unit 3 are:

- The Enlightenment was a historical period in the 1600s and 1700s when people began to question old ideas and search for knowledge.
- Some Enlightenment thinkers, such as René Descartes, focused on reason and logic in their quest for knowledge, while others, such as Isaac Newton, placed emphasis on scientific observation and experiments.
- Thomas Hobbes, an English philosopher, concluded that a strong central government was the best type of government and was essential to preventing man’s tendency for constant infighting. According to Hobbes, while individuals gave up some freedoms, the government provided protection, security, and stability. This exchange was known as the “social contract.”

- John Locke, another English philosopher, promoted the idea of a social contract to argue against the divine right of kings. He also argued that the human mind was like a blank slate that becomes filled during one's lifetime, based on one's experiences. For this reason, education was deemed to be very important.
- Thomas Jefferson was strongly influenced by Locke's ideas, which are reflected in the Declaration of Independence.
- The Founding Fathers were also influenced by Montesquieu, a French philosopher, who argued for a balance and separation among different functions of government, as reflected in the U.S. Constitution.

## WHAT TEACHERS NEED TO KNOW

### Before the Enlightenment

#### The Middle Ages

The Middle Ages occurred between ancient and modern times, or from the fall of Rome in 476 CE to about 1350, just before the early Renaissance. During this period, Christianity was the dominant religion in Western Europe, and the Church was the single largest and most important organization in Western Europe. The Church provided stability in the face of political upheavals and economic hardships. This stability was evident both in its organization and in its message: life on Earth might be brutally hard, but it was the means to a joyful life in heaven. The Church taught that life on Earth was a time of divine testing and preparation for life after death.

At the same time, feudalism, a system in which land was offered in exchange for loyalty and military support, was the dominant political arrangement. The Middle Ages was an era of lords, knights, and castles, and also one of nuns and monks, peasants and serfs. Religious figures, such as Saint Benedict, Hildegard of Bingen, and Thomas Becket played important roles—as did kings and queens such as Charlemagne, William the Conqueror, and Eleanor of Aquitaine.

In the late Middle Ages, as feudalism weakened and kings grew stronger, some of the modern monarchies of Europe began to emerge, as did a growing sense of loyalty to monarchs. France and England fought each other in the Hundred Years' War. The French heroine, Joan of Arc, helped France win the war, but England emerged from this lengthy conflict with a stronger sense of nationhood. English kings, such as King Henry II and King John, attempted to consolidate royal power but were forced to make concessions to the nobles by establishing Parliament and signing Magna Carta, a document that guaranteed people certain rights.



## The Renaissance

The Renaissance, which began in the Italian city-states and eventually spread to other parts of Europe, is usually said to have lasted from about 1400 to 1650. The word *Renaissance* means “rebirth.” This period saw a rebirth of interest in ancient Greece and Rome, and a rediscovery of Greek and Roman works. As European scholars learned more about the writings of the ancient Greeks and Romans, interest in the ancient world increased. These scholars became known as humanists because they devoted their lives to studying the humanities and sought to find a balance between thinking about human virtues and actively participating in life. This focus on studying human culture and actively engaging in life’s pursuits was an important hallmark of the humanist movement.

The Renaissance was also a time of great artistic creativity in literature, painting, sculpture, and architecture. Beyond studying the once-forgotten Greek authors, European literature experienced its own rebirth. Writers such as William Shakespeare and Miguel de Cervantes and political theorists like Niccolò Machiavelli and Baldassare Castiglione benefited from Johannes Gutenberg’s printing press and moveable type, an invention that made possible the widespread dissemination of literature in vernacular languages. Under the patronage of wealthy individuals and families, such as the Medici in Florence, architects built gorgeous churches like the Duomo based on the classical models, and painters created beautiful new works, sometimes blending Christian and classical themes. Men such as Leonardo da Vinci came to epitomize the age, working in art, architecture, and scientific study.

## The Scientific Revolution

The scientific revolution was largely an outcropping of the Renaissance and can be credited to humanist scholars who diverted their focus from theology to the human condition and the world at large. The discoveries of Copernicus and Galileo were early episodes of this period. Beginning in the 1600s, those interested in understanding how nature worked set about the careful observation and study of natural laws, including those that governed human development and activity. Rather than simply accept what Aristotle and other ancient writers had deduced or what the Bible said, scientists gathered data, established hypotheses, performed experiments to test their suppositions, and drew conclusions. Then they repeated the process to verify their conclusions. In the years following the discoveries of Copernicus and Galileo, important discoveries were made in various fields, including mathematics, astronomy, botany, physics, optics, and medicine, paving the way for Enlightenment philosophers and thinkers, such as René Descartes, Sir Francis Bacon, and Sir Isaac Newton.

## The Age of Exploration

The Renaissance overlapped the Age of Exploration, a period of European exploration and settlement around the world. Beginning in the 1400s, Europeans set forth in a great wave of exploration and trade. They were spurred on by the riches brought back from the eastern Mediterranean during the Crusades and the money in their purses from the rise of a trade economy. Members of the European middle and upper classes wanted the luxuries that could be found in the East—fine cloth, such as silk, jewels, and, most of all, spices to improve or disguise the taste of their foods.

Several factors motivated Europeans to explore and develop international trading networks. First, Arab middlemen controlled the overland trade routes from Asia to Europe. Land routes such as the Silk Road, which originated in China and traveled across the central Asian steppes, ended in the Middle East. Europeans wanted the power and resulting wealth that would come from controlling trade. Finding all-water routes to Asia and its riches would allow European merchants to cut out Arab middlemen and reap all the profits of eastern trade. Some Europeans were also eager to spread Christianity to nonbelievers. Christian teachings had spread from Roman Palestine into parts of North Africa, and north and west into Europe. However, Christianity had not yet gained a significant foothold in Africa, the Middle East, or the rest of Asia.

Successful ventures to the Americas by explorers, such as Amerigo Vespucci and Christopher Columbus, first funded by the Spanish and Portuguese, gave way to expeditions by other European countries, including France, the Netherlands, and England. Waves of explorers, and eventually colonists, made possible the exploration and settlement of North America. Though the Spanish were the first to establish permanent settlements on the continent, the east coast of the continent would come to be dominated by the thirteen British colonies.

## The Reformation and Counter-Reformation

The Protestant Reformation began as an attempt to reform certain beliefs and practices within the Roman Catholic Church and ended with the founding of various Protestant denominations and the division of European Christianity. Though other reformers, among them English theologian Jonathan Wycliffe, had worked to change the Church, the movement gained momentum with Martin Luther in Germany in 1517. Precipitated by the selling of indulgences, or pieces of paper that promised the forgiveness of sin without true repentance, Luther drafted his Ninety-five Theses, or points of debate that challenged the Catholic Church, and posted them on the door of All Saint's Church in Wittenberg.

Because Luther questioned the authority of the pope and suggested that the ruler of a territory should lead the Church in that territory, his ideas attracted



the support of a number of princes in northern Germany. These princes were only too happy to seize Church property and declare themselves heads of new, local Christian churches that were independent of Rome. Eventually war broke out between Luther's supporters and supporters of the pope. By the time the wars and bloodshed ended in 1555, Germany had suffered through a series of terrible religious and political wars. Many thousands of people had died, and the area was divided between Protestants (those who protested against Rome, including Lutherans and some other groups) and Catholics (those who remained loyal to the pope and rejected Luther's ideas). In the years and decades following the rise of Protestantism in Germany, Protestant faiths would emerge in other parts of Europe, including in the Netherlands, France, and England, under the leadership of men such as John Calvin. In general, Protestantism was stronger in northern Europe, and Catholicism had more favor in southern Europe.

The Counter-Reformation, or Catholic Reformation, was the Roman Catholic Church's own effort to reform the Church and stop the spread of the Reformation. Recognizing that there were some problems with the Church and its policies, the pope convened the Council of Trent, a committee of important churchmen that met several times between 1545 and 1563. Numerous reforms resulted from this meeting, including banning the sale of indulgences, establishing higher education standards for priests, and reaffirming the moral standards of the clergy and various other Church teachings.

During the time of the Reformation and Counter-Reformation, interest in science and education endured. While many of the scientific theories of the ancient Greeks and Romans stood the test of time, some theories were not grounded in demonstrable facts. As scientists, philosophers, and mathematicians of the Renaissance attempted to test and prove these older theories using new scientific and mathematical tools, many of the theories were disproved and discarded. However, whether all the planets and the sun revolved around Earth or Earth revolved around the sun became a heated controversy during the Renaissance.

Until the 1500s, the most influential theory on the movement of the planets was based on the idea that Earth was stationary and at the center of the universe, and that all the planets and the stars revolved around it. This view was generally accepted by Christians because it put Earth, God's "greatest creation," at the center of the universe. Even before astronomical telescopes were invented, the Polish astronomer Nicolaus Copernicus used mathematics to try to prove or disprove this theory. At the request of Pope Clement VII, he published his findings in 1543, but his book raised little controversy at the time.

Some fifty years after Copernicus published his findings, in 1609, the Italian inventor Galileo Galilei built a telescope based on one that had been invented in the Netherlands. His study of Jupiter and the movement of its moons led him to the same conclusion as Copernicus: the sun, not Earth, was at the center of the universe. In 1632, Galileo published a book in support of the heliocentric

theory. Galileo’s book created an uproar among other scholars and the Church’s hierarchy for questioning both the ancients’ view of the world and, seemingly, the Church’s teachings. Galileo insisted his ideas were not necessarily in conflict with religious truth. He said his work investigated “how the heavens go,” whereas the Church taught “how to go to heaven.” He was summoned before the Inquisition, a Roman Catholic court organized to detect and defeat heretical ideas, and told to recant his views or be punished. He chose to recant.

## UNIT RESOURCES

### Student Component

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*The Enlightenment* Student Reader—six chapters

### Teacher Components

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*The Enlightenment* Teacher Guide—six chapters. The guide includes lessons aligned to each chapter of *The Enlightenment* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice and content reviews, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 63.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is written.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*The Enlightenment* Timeline Image Cards—nineteen individual images depicting significant events and individuals related to the Enlightenment. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

# Timeline

Some advance preparation will be necessary prior to starting *The Enlightenment* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create five time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

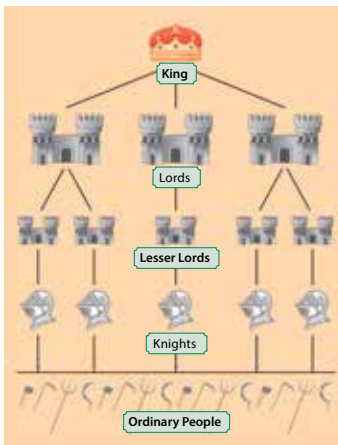
- **1300s CE**
- **1400s CE**
- **1500s CE**
- **1600s CE**
- **1700s CE**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:

|                | 1300s        | 1400s        | 1500s        | 1600s          | 1700s            |
|----------------|--------------|--------------|--------------|----------------|------------------|
|                | • •          | • • • • •    | • •          | • • • •        | • • • • •        |
| <b>Chapter</b> | <b>Intro</b> | <b>Intro</b> | <b>Intro</b> | <b>2 3 1 4</b> | <b>5 5 5 6 6</b> |

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

**1300s**



**Introduction**

**1300s**



**Introduction**

**1400s**



**Introduction**

**1400s**



**Introduction**

1400s



1400s

Introduction



Introduction

1400s



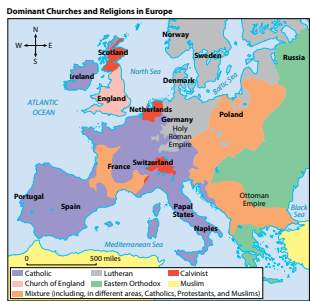
Introduction

1400s



Introduction

1500s



Introduction

1500s



Introduction

1600s



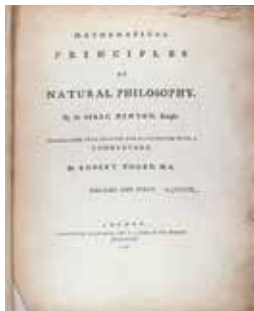
Chapter 2

1600s



Chapter 3

1600s



Chapter 1

1600s



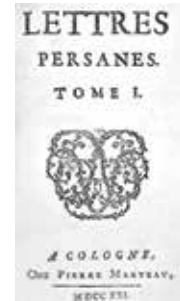
Chapter 4

1700s



Chapter 5

1700s



Chapter 5

1700s



Chapter 5

1700s



Chapter 6

1700s



Chapter 6



## The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 3 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that the first few chapters focus on the lives of important thinkers, rather than on a sequence of historical events. Consequently, the events of these chapters overlap and intersect with each other. The final two chapters focus on how Enlightenment ideas spread in France and colonial North America. Again, the events described in these chapters may also overlap or intersect with events described in other chapters.

## Understanding References to Time in *The Enlightenment Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, Chapter 1 defines the Enlightenment as “a period in history in the 1600s and 1700s” and explains that “the Renaissance paved the way for the Enlightenment.” Later chapters, however, explain that Thomas Hobbes was born in 1588 and that Montesquieu published *The Persian Letters* in 1721.

## Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

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*The Enlightenment* unit is one of nine history and geography units in the Grade 6 Core Knowledge Curriculum Series™. A total of ten days has been allocated to *The Enlightenment* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series™*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk


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After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

## Building Reading Endurance and Comprehension

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The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG™ unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

| Chapter | Big Questions   |
|---------|---|
| 1       | What part did scientific observation and reason play in Isaac Newton's thought process, and why did he hesitate to publish his findings?  |
| 2       | Why is Descartes considered to be the father of modern philosophy?  |
| 3       | Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?                                      |
| 4       | In what ways did the philosophies of Thomas Hobbes and John Locke differ?   |
| 5       | Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?                      |
| 6       | In what ways did Europe's Enlightenment thinkers inspire America's Founding Fathers to create a government by the people, for the people? |

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first several lessons to remind you to continue this practice throughout the unit.

## Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

| Chapter | Core Vocabulary   |
|---------|---|
| 1       | reason, “divine right of kings,” gravitation, calculus, epidemic, gravity, scholar    |
| 2       | philosophy  |
| 3       | Parliament, pessimist, social contract, “absolute monarchy,” authoritarian            |
| 4       | natural rights, treason, bill of rights, radical                                      |
| 5       | social order, clergy, separation of powers, pseudonym, “limited monarchy,” censorship |
| 6       | tolerate, tyranny, institute, derive, diplomat, delegate                              |

## Activity Pages

### Activity Pages



AP 1.1  
 AP 1.2  
 AP 1.3  
 AP 1.4  
 AP 3.1  
 AP 4.1  
 AP 4.2  
 AP 5.1  
 AP 6.1  
 AP 6.2

The following activity pages can be found in Teacher Resources, pages 73–90. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapters 1–6—World Map (AP 1.1)
- Chapters 1–6—Time Walk Map (AP 1.2)
- Chapter 1—A Walk Back in Time (AP 1.3)
- Chapters 1–6—Thinkers of the Enlightenment (AP 1.4)
- Chapter 3—Domain Vocabulary: Chapters 1–3 (AP 3.1)
- Chapter 4—Locke and Hobbes Venn Diagram (AP 4.1)
- Chapter 4—Locke and Descartes Venn Diagram (AP 4.2)
- Chapter 5—Voltaire’s *Candide* (AP 5.1)



- Chapter 6—Domain Vocabulary Review (AP 6.1)
- Chapter 6—Matching the Enlightenment Thinkers (AP 6.2)

## Additional Activities and Website Links

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An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.



### A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

As you may recall if you and your students completed any of the Grade 3–5 CKHG™ American History units, a critical goal of the *Core Knowledge Curriculum Series™*, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

In these earlier CKHG™ units, we have typically included a feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In the Grade 6 CKHG™ units, there are instances in which we have chosen to also include “The Pathway to Citizenship” feature in select World History units, such as this unit on *The Enlightenment*. As you will note in the later chapters of this unit, the Founding Fathers of the United States drew heavily from the ideas of the Enlightenment philosophers in conceptualizing and creating the foundations for the form of government that would be established in the new republic.

In choosing the specific content to call to your and your students' attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. Students who have used “The Pathway to Citizenship” materials throughout the *Core Knowledge Curriculum Series™* have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Freedman, Russell. *Give Me Liberty!* New York: Holiday House, 2002.

Fritz, Jean. *What's the Big Idea, Ben Franklin?* Illus. Margot Tomes. New York: Putnam Publishing Group, 1996.

Hakim, Joy. *The Story of Science: Newton at the Center.* Washington, D.C.: Smithsonian Books, 2005.

Krull, Kathleen. *Isaac Newton.* Illus. Boris Kulikov. New York: Puffin Books, 2008.

Steele, Philip. *Isaac Newton: The Scientist Who Changed Everything.* Washington, D.C.: National Geographic Children's Books, 2013.

Stokes, Philip. *Philosophy: 100 Essential Thinkers: The Ideas That Have Shaped Our World.* London: Arcturus Publishing Limited, 2012.

# THE ENLIGHTENMENT SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page

## Week 1

### Day 1


### Day 2

### Day 3

### Day 4

### Day 5

#### *The Enlightenment*

|  |   |  |   |  |
|--|---|--|---|--|
| <p>“A Walk Back in Time” and “Isaac Newton, Part 1” Additional Activity and Core Lesson (TG &amp; SR, Chapter 1, AP 1.3)</p> | <p>“Isaac Newton, Part 2” and “Thinkers of the Enlightenment” Core Lesson, continued (TG &amp; SR, Chapter 1, AP 1.4)</p> | <p> “René Descartes” Core Lesson (TG &amp; SR, Chapter 2, AP 1.4)</p> | <p>“Thomas Hobbes” Core Lesson (TG &amp; SR, Chapter 3, AP 1.4)</p> | <p>“John Locke” Core Lesson (TG &amp; SR, Chapter 4, AP 1.4)</p> |
|--|---|--|---|--|

## Week 2

### Day 6


### Day 7

### Day 8

### Day 9

### Day 10

#### *The Enlightenment*

|  |   |   |  |                        |
|--|---|---|--|------------------------|
| <p>“Locke and Hobbes Venn Diagram” and “Locke and Descartes Venn Diagram” (TG, Chapter 4, Additional Activities, AP 4.1, AP 4.2)</p> | <p> “The Enlightenment in France” Core Lesson (TG &amp; SR, Chapter 5, AP 1.4)</p> | <p>“The Enlightenment in Action” Core Lesson (TG &amp; SR, Chapter 6, AP 1.4)</p> | <p>“Domain Vocabulary Review” and “Matching the Enlightenment Thinkers” (TG, Chapter 6, Additional Activities, AP 6.1, AP 6.2)</p> | <p>Unit Assessment</p> |
|--|---|---|--|------------------------|

# THE ENLIGHTENMENT PACING GUIDE

\_\_\_\_\_ 's Class

(A total of ten days has been allocated to *The Enlightenment* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*The Enlightenment*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*The Enlightenment*

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## CHAPTER 1

# Isaac Newton

**The Big Question:** What part did scientific observation and reason play in Isaac Newton’s thought process, and why did he hesitate to publish his findings?

## Primary Focus Objectives

- ✓ Place the Enlightenment and its emphasis on science and human reason in historical context, and contrast the period with the Middle Ages and the Renaissance. (RI.6.1, RI.6.2)
- ✓ Describe how Isaac Newton explained the workings of the universe. (RI.6.1)
- ✓ Explain how Newton’s scientific achievements influenced Enlightenment thinkers. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *reason*, *gravitation*, *calculus*, *epidemic*, *gravity*, and *scholar*; and of the phrase “divine right of kings.” (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “Isaac Newton”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Prior to conducting the Core Lesson, in which students read Chapter 1 of the Student Reader, we strongly recommend that you first conduct the A Walk Back in Time activity using AP 1.3 in Teacher Resources (pages 75–77), and the Introduction Timeline Image Cards, as described at the end of this chapter under Additional Activities. We suggest that you allocate 50 percent of the first day of instruction of this unit to the completion of this activity, as per the Sample Pacing Guide on page 17. Providing students with a chronological context of events before the Enlightenment will enable students to make connections to other historical periods, as well as more fully understand the ideas espoused by the key figures of the Enlightenment.

## Materials Needed

### Activity Pages



AP 1.1  
AP 1.2  
AP 1.3  
AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Board or chart paper
- A Walk Back in Time (AP 1.3), cut into individual cards
- Introduction Timeline Image Cards
- A ball
- Display and individual student copies of Thinkers of the Enlightenment (AP 1.4)

## Core Vocabulary (Student Reader page numbers listed below)

---

**reason, n.** the ability of the mind to think clearly and understand; logic (2)

*Example:* Isaac Newton, and many other Enlightenment thinkers, relied on reason to draw conclusions about the world around them.

**“divine right of kings,” (phrase)** the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin (4)

*Example:* The king believed that the divine right of kings gave him the ability to do whatever he wanted as ruler.

**gravitation, n.** the attractive force existing between any two objects that have mass; the force that pulls objects together (6)

*Example:* Gravitation pulled the moon into orbit around the planet.

**calculus, n.** a type of advanced mathematics focused on the study of change (6)

*Example:* The student used calculus to figure out the growth rate of the mold in her science experiment.

**epidemic, n.** a situation in which a disease spreads to many people in an area or region (8)

*Example:* The epidemic spread across Europe, causing thousands of people to become very ill.

*Variations:* epidemics

**gravity, n.** the gravitational force that occurs between Earth and other bodies; the force acting to pull objects toward Earth (8)

*Example:* The players watched as the baseball flew straight up into the air before gravity pulled it back down to the ground.

**scholar, n.** a person who specializes in a specific academic subject; an expert (8)

*Example:* The scholar spent years studying the works of Socrates and other Greek philosophers.

*Variations:* scholars

### THE CORE LESSON 35 MIN

## Introduce *The Enlightenment Student Reader*

5 MIN

Distribute copies of *The Enlightenment, The French Revolution and Romanticism Student Reader*, and suggest students take a minute to look at and flip through the Table of Contents and illustrations in the first section of the book, *The Enlightenment*. Ask students to identify people, places, and events they notice as they browse. Students may mention philosophers, scientists, American leaders, and the American Revolution, for example. Explain that the events in this unit span two centuries: the 1600s and the 1700s.

Toss a ball into the air. Ask students what they observed. (*The ball went up, then down; the ball hit the floor; the ball bounced.*) Brainstorm with the class a list of questions they might ask about what happened. (*Possible responses: “Why did the ball come down? “Why didn’t it stay on the ceiling?”*) Point out that this type of scientific observation and investigation lay at the heart of a historical period we call the Enlightenment, about which students will be reading. Explain that the Enlightenment was a time when many people stopped looking only to their rulers and Church leaders for explanations of the universe. Instead, they also began looking to science and reason.

Call students’ attention to the Big Question. Tell students to look for information about Isaac Newton’s thinking and his decision to publish his findings.

Activity Page



AP 1.3

**Note to the Teacher:** Given the length of this chapter, it is recommended that you spread instruction over two days. On the first day, conduct the Walk Back in Time activity (AP 1.3), and read the first three sections of the chapter, pages 2–7. On the second day, complete the remainder of the chapter.

## Guided Reading Supports for “Isaac Newton”

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Into the Light,” Pages 2–4

Scaffold understanding as follows:

**Have students read the section “Into the Light” on pages 2–4 with a partner. Encourage students to refer to the vocabulary box as they read.**

Activity Pages



AP 1.1

AP 1.2

**CORE VOCABULARY**—Point out the vocabulary term *reason*, and explain its meaning.

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), help students better understand the geographical context of the Enlightenment. Remind students that the Renaissance began in Italy and spread north through the rest of Europe. The Reformation began in Germany and spread outward throughout the continent. Explain to students that Enlightenment thinkers lived in many different places on the continent, especially in England, France, and the Netherlands.

**Chapter 1**  
**Isaac Newton**

**Into the Light** Imagine yourself in a dark room. You can’t see anything—not even your hand in front of your face. Then, someone lights a candle. At first, you see only shapes and shadows. Then, a second candle is lit, followed by a third candle, and a fourth.

As the glow of light brightens the room, the darkness gradually turns to light. How grateful you are for the candles that brought this “enlightenment.”

Nowadays when the term Enlightenment is used, it does not refer to lighting candles, but to a period in history in Europe in the 1600s and 1700s. During that time, people all over Europe, and then throughout their colonies, believed that the darkness of the past was giving way to light. The darkness was ignorance, superstition, and prejudice; the light was knowledge and the improvement it brought.

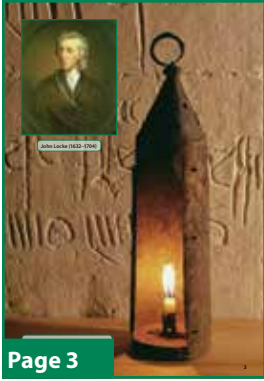
**The Big Question** What just did scientific observation and reasoning in Isaac Newton’s thought process, and why did he hesitate to publish his findings?

**Vocabulary** What “candle” brought this new light? It was reason, or people’s unique ability to question, analyze, and reach conclusions based on their own experience, and not on what some other authority said.

**reason**, n. the ability of the mind to think clearly and understand logic.

**Page 2**





**After students read the text, ask the following questions:**

**LITERAL**—What was the Enlightenment, and why did it have that name?

- » The Enlightenment was a time in the 1600s and 1700s in Europe when people began to question old ideas and search for knowledge. The name *Enlightenment* refers to the light of knowledge that supposedly replaces the darkness of superstition and ignorance.

**EVALUATIVE**—How were the Renaissance and the Enlightenment similar? How were they different?

- » Both reacted against the medieval period, with its reliance on authorities, such as Church and king. Renaissance thinkers looked primarily to the literature and arts of ancient Greece and Rome for ideas and answers. Enlightenment thinkers turned to science and reason. They did build on the work of some Renaissance scientists, such as Copernicus and Galileo.

**“Setting the Scene,” Pages 4–5**

John Locke (1632–1704), an English thinker of this period (you will read about him later), described reason as “the candle in men’s minds . . . [that] must be our last judge and guide in everything.”

The Renaissance paved the way for the Enlightenment. While Renaissance thinkers turned to ancient Greece and Rome for inspiration, educated Europeans of the 1600s and 1700s turned to reason and history. They said we no longer had to guess about the universe or accept the beliefs of ancient authorities. Instead, human beings, with reason and experience as their guides, could uncover the laws of nature and even come to understand the basic principles of human society and government.

The Enlightenment, also called the Age of Reason, changed history by creating the beginnings of the modern world we live in today. It brought revolutions in philosophy, science, mathematics, and government. It led to practical improvements that made the world a better place to live.

**Setting the Scene**

Let’s look at Western Europe in the early 1600s, on the eve of the Enlightenment. For a small group of upper-class people, those people at the top of this society, home was a palace or manor. Within the grand houses, every object—each candlestick, every table, fork, and spoon—was a work of art. The lords and ladies of this elite group dressed in lace and silk. Kings believed in the “divine right of kings”—the belief that a monarch’s right to the throne was granted by God, and that rebellion against them was a sin. In this world, everyone was obedient to the king. The king did as he pleased.

Life was very different for the lower groups or classes: the peasants, the poor, and the working class. For the poor people, life was hard. Many city dwellers worked from dawn to dusk but

**Vocabulary**  
“divine right of kings,” [dɪˈvaɪn raɪt ðə ˈkɪŋz] the belief that kings and queens have God given right to rule, and that rebellion against them is a sin

**Page 4**

**Scaffold understanding as follows:**

**SUPPORT**—Call attention to the pronunciation keys for *burghers* and *bourgeois*. Encourage students to correctly pronounce the words.

**Invite volunteers to read the section “Setting the Scene” on pages 4–5 aloud.**

**CORE VOCABULARY**—Pause to explain the phrase “divine right of kings” when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall the phrase “divine right of kings” from the Grade 5 unit *England in the Golden Age*.

**SUPPORT**—On the board or chart paper, diagram the social hierarchy described in the section. Draw a triangle or pyramid, and divide it into three horizontal sections. Label the top section “Upper class—nobles” and the bottom “Lower class—peasants, workers, soldiers.” Then label the middle section “Middle class—merchants, bankers, traders, skilled craftsmen.”

**After volunteers read the text, ask the following questions:**

**EVALUATIVE**—How was society in Europe changing around the time of the Enlightenment?

- » During the Middle Ages, society was divided into distinct social classes: kings and lords at the top, and peasants and other working people at the bottom. Around the time of the Enlightenment, a new social class referred to as the “middle class” began to grow. These people were neither super rich nor super poor, and many lived in cities as craftspeople and merchants.

owned very little. Fewer than half the babies born during this time reached adulthood. Few people lived to old age. Many were poor. Prisons were often full. Most common people had few rights or freedoms.

But a new group of people was rising, neither as rich as the nobles nor as poor as the peasants. Those who belonged to the middle group—or middle class—were destined to be the leaders of the Enlightenment. As towns and cities grew during this time, merchants, bankers, traders, and skilled craftspeople thrived.

Some grew rich and lived much like the lords and ladies who surrounded the monarchs. The members of this new middle class were called “burghers” (burˈʒəz), because they mostly lived in burghs, or towns. Today, we still call the middle class the bourgeoisie (ˌbɔːrʒwɑːˈziː), from the French word meaning town dweller.

The rising middle class had money to spare. Not only could they buy better clothes, they could afford to invest in stocks, bonds, and other forms of money to make, like banking and

**Page 5**

## “Isaac Newton,” Pages 6–7

Scaffold understanding as follows:

Read the first paragraph of “Isaac Newton” on page 6 aloud.

**CORE VOCABULARY**—Point out the vocabulary terms *gravitation* and *calculus*, and explain their meanings.

**SUPPORT**—Use World Map (AP 1.1) and Time Walk Map (AP 1.2) to have students locate the country of England. Explain that Isaac Newton was born in England in 1642. The ideas and discoveries he made while living on this small island nation almost four hundred years ago still impact us and others around the world today.

**SUPPORT**—Draw attention to the word *laws* in the last sentence of the paragraph. Read the sentence aloud, and explain that in this context, the word *laws* does not refer to laws made by governments, but rather to scientific rules or statements of scientific truth.

Have students read the remainder of the section “Isaac Newton” on pages 6–7 independently.

After students read the text, ask the following questions:

**INFERENTIAL**—Why do you think Isaac Newton compared truth to a great ocean?

» Possible answer: Truth, like a great ocean, is vast. There is so much to learn about both things, and the learning and understanding is seemingly infinite.

**EVALUATIVE**—How did people’s perceptions, or ideas, about Isaac Newton differ from who he actually was?

» Newton appeared to be very scatterbrained; no one assumed he was a genius or as smart as he really was.

**Note:** End of Part 1 of Chapter 1. Stop here and continue with the remainder of the chapter the next day.

### Activity Pages



AP 1.1

AP 1.2

**Isaac Newton**

Into this writing entered one of the greatest scientists in history a man who changed the world forever. His name was Isaac Newton (1642–1727). Newton was born in England on Christmas Day, 1642. Young Isaac was a tiny baby, described as so small he could “fit into a quart pot.” But this tiny baby grew to become an intellectual giant. Isaac Newton discovered the laws of gravitation and motion, invented a new branch of mathematics called calculus, and revealed the secrets of light and color—all within an eighteen-month period.

How did he do it? Like any person today, Newton relied on his ability to observe things and to think about what he observed. But unlike most people, Newton was actually a genius. In later life, he wrote, “I seem to have been only like a boy playing on the seashore . . . and then finding a smoother pebble or a prettier shell than ordinary, whilst the great ocean of truth lay all undiscovered before me.” The idea that truth is like a great ocean waiting to be discovered was one of the central ideas of the Enlightenment. In this regard, Newton followed in the footsteps of his countryman, Sir Francis Bacon (1561–1626).

In the early 1600s, Bacon had argued that when scientists look at the world around them, they should not always accept what past scientists thought to be true. Instead, they should use their senses to make observations and conduct experiments. By doing so, scientists would improve their knowledge and understanding of the world. He also thought that this gained knowledge of the natural world would give people the power to make better lives.

Page 6

Newton experimented with light and mirrors. He was one of the first to light the “spectrum” of the Enlightenment.

to found The Royal Society of London for Improving Natural Knowledge. The Royal Society still exists today.

Newton never stopped being fascinated by nature. He spent long childhood hours observing it. His father, a poor and illiterate man, had died before Isaac was born, and his mother was absent for long periods. By all accounts, he was a lonely boy who passed the time inventing mechanical devices and reading. Young Isaac built a tiny sundial that could actually give you the correct time. He made a clock that used the force of falling water for power.

Isaac had a reputation for being somewhat absentminded—particularly when he sat down with a good book. This reputation was made one day when he got absorbed in his reading and let the sheep he was supposed to be watching run off. (He was fined four shillings, and four pence for his runaway livestock, a considerable sum of money in those days.) Nobody knew when he went off to the university, but the . . .

Page 7

## “What Goes Up Must Come Down!,” Pages 8–11

Scaffold understanding as follows:

**SUPPORT**—Before reading the section, review with students what they have read about the Enlightenment and Isaac Newton so far (for example, the Enlightenment was the “Age of Reason” in the 1600s and 1700s, and Newton was born in England and became a child inventor).

**What Goes Up Must Come Down!**

At age nineteen, Newton entered Cambridge, one of England's finest universities, where he studied mathematics. Newton's interests took him outside the college walls, too. He read books before his professors assigned them and learned about chemistry (which wasn't taught at universities in those days) from a local pharmacist.

While Newton was at Cambridge, a deadly disease spread through England. The plague of 1665 shut down many public places, including the university. People fled from cities, hoping to escape the disease. Newton returned to his childhood home in the country. There he worked out the epidemic with little to do but think. Those two years at home were the most productive of his life.

There is a well-known story about how Newton made his most famous discovery in one of his solitary moments. Here's how the story goes: Young Isaac Newton was sitting in his garden when *poof!*—an apple fell from a tree and knocked him on the head. What would most people have done about that apple? They might have ignored it or, perhaps, eaten it. But Isaac asked, "What caused the apple to fall down in the first place?" His question led him to discover the theory that all free-fall objects on Earth, a force called gravity.

Newton wondered, "Could the same laws of gravity that attract objects to Earth apply to other parts of the universe? Why does the moon stay in its orbit? What keeps it from flying off into space?"

Centuries before Newton, but probably made important discoveries about gravity Copernicus and Galileo?

**Page 8**

**Invite a volunteer to read the first two paragraphs of "What Goes Up Must Come Down!" on page 8 aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *epidemic* when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall the word *epidemic* from the Grade 5 unit *Maya, Aztec, and Inca Civilizations*.

**Read the next paragraph of "What Goes Up Must Come Down!" on page 8 aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *gravity* when it is encountered in the text.

**SUPPORT**—Tell students that earlier in the chapter, they learned about the term *gravitation*, which is very similar to the word *gravity* and its meaning. Explain that gravitation is the attractive force existing between any two objects that have mass. The force of gravitation pulls objects together. Gravity is the gravitational force that occurs between Earth and other bodies. Gravity is the force acting to pull objects toward Earth. Gravitation is everywhere. It exists between any two bodies with mass. Everything can exhibit a gravitational attraction, and the bigger something is, the more gravitational force it can exert. Gravity is the force in action, and describes the motion of those bodies moving or falling toward Earth. Gravity is the motion of an object moving closer to Earth due to the gravitational force Earth exerts on the object. Newton explained how the gravity we feel on Earth is the result of gravitational force that can exist anywhere there is anything with mass. The gravitational force is not special to Earth, but is something that applies to anything with mass, even describing how planets move around the sun. Newton connected motion we see on Earth—like an apple falling from a tree—with motion we see far away—like planets moving across the sky.



He never knows whether the apple story is true, but Newton did formulate the theory of the law of gravity.

Copernicus concluded that Earth moves around the sun. In the early 1600s, Galileo used his telescope to find the evidence that proved Copernicus was right. (But, as you may recall, they both had plenty of trouble getting the Catholic Church to accept the fact that Earth orbits the sun.) It was left to Newton to explain what held the heavenly bodies in place in the sky.

Newton thought of the falling apple. He reasoned that the laws of science that apply on Earth must also apply everywhere else—in other words, he said, these are universal laws of science. The same force of gravity that attracted the apple, he said, keeps the moon in orbit around Earth. It also keeps the planets in orbit around the sun. (But, you might ask, if gravity binds, then why doesn't it make the moon or planets moving very fast so it orbits Earth.)

**Page 9**

**Read the next paragraph of "What Goes Up Must Come Down!" on page 8 aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *gravity* when it is encountered in the text.

**SUPPORT**—Tell students that earlier in the chapter, they learned about the term *gravitation*, which is very similar to the word *gravity* and its meaning. Explain that gravitation is the attractive force existing between any two objects that have mass. The force of gravitation pulls objects together. Gravity is the gravitational force that occurs between Earth and other bodies. Gravity is the force acting to pull objects toward Earth. Gravitation is everywhere. It exists between any two bodies with mass. Everything can exhibit a gravitational attraction, and the bigger something is, the more gravitational force it can exert. Gravity is the force in action, and describes the motion of those bodies moving or falling toward Earth. Gravity is the motion of an object moving closer to Earth due to the gravitational force Earth exerts on the object. Newton explained how the gravity we feel on Earth is the result of gravitational force that can exist anywhere there is anything with mass. The gravitational force is not special to Earth, but is something that applies to anything with mass, even describing how planets move around the sun. Newton connected motion we see on Earth—like an apple falling from a tree—with motion we see far away—like planets moving across the sky.



**Page 10**

**Have students read the remainder of the section "What Goes Up Must Come Down!" on pages 8–11 independently.**

**CORE VOCABULARY**—Point out the vocabulary term *scholar*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall the term *scholar* from the Grade 5 unit *The Renaissance*.

**SUPPORT**—Draw attention to the phrase "heavenly bodies" on page 9. Explain that in this context, the word *body* does not mean the physical form of a human being or animal but rather an inanimate object. A heavenly body is an object that exists in the sky, such as a star or a planet.

**After students read the text, ask the following questions:**

**EVALUATIVE**—Why do you think two of Isaac Newton’s most productive years occurred during an epidemic?

- » Possible response: Newton isolated himself from the outside world to prevent himself from getting sick. This likely gave him plenty of time to work independently and to reflect on the world around him.

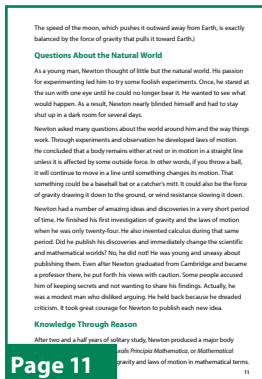
**LITERAL**—According to the story, how did Isaac Newton first come to think about the concept of gravity?

- » An apple fell from tree branches above him and hit him on the head.

**LITERAL**—What conclusion did Isaac Newton come to about the force of gravity?

- » He determined that the law of gravity applies not only to Earth, but also to other bodies in the universe.

**“Questions About the Natural World,” Page 11**



**Scaffold understanding as follows:**

**Invite volunteers to read the section “Questions About the Natural World” on page 11 aloud.**

**SUPPORT**—Revisit the Laws of Motion described in the second paragraph of the section. Demonstrate this concept by rolling a ball across the floor in the classroom. Note to students how the ball continues to move in one direction until an outside force acts upon it. Note how the ball slows down as it moves; in this instance, gravity is pulling the ball toward Earth and is gradually slowing its progress as a result. Repeat the experiment by intentionally rolling the ball into a solid object, such as a desk or wall. Call attention to the way the object changes the direction of the ball, or how it stops the ball’s motion altogether.

**After students read the text, ask the following questions:**

**LITERAL**—How did Isaac Newton’s curiosity sometimes cause him problems?

- » His curiosity led him to do some foolish things, for example staring at an eclipse without eye protection. This action caused Newton to be temporarily blinded.



**INFERENTIAL**—How would you describe Isaac Newton’s personality? What evidence from the text supports your idea?

- » Possible response: Newton was a very modest and sensitive person. According to the text, he hesitated to publish his ideas because he was afraid of being criticized.

## “Knowledge Through Reason,” Pages 11–13

Scaffold understanding as follows:

Read the first paragraph of “Knowledge Through Reason” on pages 11–12 aloud.

**SUPPORT**—Call attention to the use of the word *gravity* on the top of page 12 and the use of quotation marks around the word. Explain to students that while gravity is used to describe the natural force that draws things to Earth, the word can also mean seriousness or importance; it is a multiple-meaning word. In this case, the word *gravity* is used as a clever play on words or “inside joke.” It is meant to describe the importance of Newton’s discoveries.

Have students read the remainder of the section “Knowledge Through Reason” on page 12 independently.

After students read the text, ask the following questions:

**LITERAL**—What was the main idea in Newton’s *Principia*?

- » Certain basic laws of nature were true for the whole physical world. These laws could be discovered through observation and reason.

**EVALUATIVE**—How did Newton’s work in science influence thinking in other areas of life?

- » His work encouraged people not to accept ideas on faith but to question and search for answers.

**Distribute Thinkers of the Enlightenment (AP 1.4), and have students complete the section about Isaac Newton. If time allows, review students’ answers for accuracy. Students will continue to use AP 1.4 throughout this unit.**

Newton did not publish it immediately—perhaps because he understood the “gravity” of his discoveries. He had just begun to teach at the university. He knew his findings were revolutionary and would likely upset people.

Then, several English scholars approached Newton with a question that he could answer because of his early work. Newton told these scientists his *Principia*, and they were amazed. They urged Newton to publish this important work, and one of them even offered to pay for the printing. This work was published in 1687.

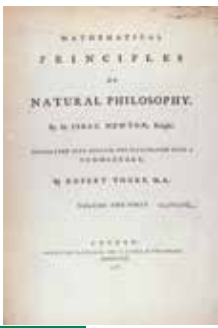
The publication of the *Principia* is one of the great events in the history of science and thought. Here was the first work to set forth mathematical principles for the operation of the natural world. Newton insisted that certain basic laws of nature held true throughout the whole physical world. These principles, he explained, could be discovered through the use of observation and reason.

Isaac Newton inspired confidence in science and reason. He showed that, through inquiry or investigation, as well as observation, calculation, and experimentation, it was possible to understand many of nature’s laws. People read his work and became more optimistic about human prospects and progress.

Thanks to Newton, more and more people gained confidence in human reason and observation as a way of understanding and explaining the world around them. Thinkers now asked, “If we can use reason to understand the laws of the physical world, can we use reason to understand laws in other areas, too?” Can reason help us understand human behavior? They began to examine politics, religion, and society. To even greater extent, they observed the world around them and asked questions.

It was Newton who had opened the door to a new understanding of the world, and the people of his era knew it. Alexander Pope, a famous poet of the 1700s, put it this way: “Nature and Nature’s laws lay hid in night: God said, ‘Let Newton be!’ and all was light.” This modest man, this intellectual giant, gifted by an English queen. So Isaac Newton of Beconsfield.

**Page 12**



**Page 13**

Volume 1 of Newton's *Principia*. Because the *Principia* or *Europe* could read it easily and be influenced by it and the other programs.

Activity Page



AP 1.4

## Timeline

- Show students the Chapter 1 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What part did scientific observation and reason play in Isaac Newton’s thought process, and why did he hesitate to publish his findings?”

- Post the image card to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: “What part did scientific observation and reason play in Isaac Newton’s thought process, and why did he hesitate to publish his findings?”
  - » Key points students should cite include: Isaac Newton, like other Enlightenment thinkers, believed the best way to better understand the world was through reason. He observed and experimented, then contemplated his observations. Newton hesitated to publish his findings because he feared criticism. Other scientists had also experienced pushback from institutions like the Catholic Church for contradicting previously accepted ideas.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*reason, gravitation, calculus, epidemic, gravity, or scholar*) or the phrase “divine right of kings,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### A Walk Back in Time (RI.6.1)

20 MIN

Activity Page



AP 1.3

**Materials Needed:** A Walk Back in Time (AP 1.3), cut into individual cards; Introduction Timeline Image Cards



**Background for Teachers:** Before beginning the activity, review What Teachers Need to Know in the Introduction, on pages 4–8, and familiarize yourself with What Students Should Already Know on page 2.

List, in any order, the following titles on the board or chart paper: Middle Ages, Renaissance, Age of Exploration, Reformation/Counter-Reformation, and Scientific Revolution. Students in Core Knowledge schools will have studied

these historical eras in Grades 4 and 5. Ask students to share anything they know or remember about these eras.

Present the Introduction Timeline Image Cards, and randomly display the ten Introduction Timeline Image Cards on the board or at the front of the room.

Divide the class into five groups; distribute two clue cards from A Walk Back in Time (AP 1.3) to each group. Have students read each clue card aloud within their small groups before determining which Timeline Image Cards the clues correspond to and retrieving their two cards from the board or front of the room.

Call on each group to explain their Timeline Image Cards to the rest of the class before placing them chronologically on the Timeline.

To elicit student responses so the Timeline Image Cards are discussed in chronological order, mention each time indicator on the Timeline and ask whether anyone has an image card for that time period.

**Note:** The cards with more generic descriptions of the Renaissance do not need to be placed in any particular order so long as they are sequenced after the Middle Ages and before the Reformation.

## CHAPTER 2

# René Descartes

**The Big Question:** Why is Descartes considered to be the father of modern philosophy?

## Primary Focus Objectives

- ✓ Summarize the major ideas of René Descartes, especially “*Cogito ergo sum*”: “I think, therefore I am.” (RI.6.2)
- ✓ Explain how Descartes’s methods and ideas broke with tradition. (RI.6.1, RI.6.2)
- ✓ Explain why Descartes is considered the father of modern philosophy. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *philosophy*. (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “René Descartes”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Display and individual student copies of Thinkers of the Enlightenment (AP 1.4)

## Core Vocabulary (Student Reader page numbers listed below)

**philosophy, n.** the study of ideas about knowledge, life, and truth; literally, love of wisdom (14)

*Example:* The scholar studied philosophy for years, dedicating his work toward a better understanding of the meaning of life.

*Variations:* philosophies



## Introduce “René Descartes”

5 MIN

Activity Pages

AP 1.1  
AP 1.2

Begin the lesson by reviewing the Introduction Timeline Image Cards about events leading to the Enlightenment, as well as the Chapter 1 card about Isaac Newton. Have students review the World Map (AP 1.1) and Time Walk Map (AP 1.2); have students use the maps to locate present-day France. Explain that today’s lesson discusses an influential Enlightenment thinker, René Descartes, who was born in France and traveled through Holland and Bavaria (present-day Netherlands and part of Germany).

Call students’ attention to the Big Question. Tell students to look for reasons why René Descartes is considered the father of modern philosophy as they read the text.

## Independent Reading of “René Descartes”

30 MIN

Activity Page



AP 1.4

Ask students to take out their copies of Thinkers of the Enlightenment (AP 1.4). Direct students to read the entire chapter independently, completing the section about René Descartes on Thinkers of the Enlightenment as they read.

Tell students that if they finish reading the chapter before their classmates, they should copy the Big Question and write a response, as well as write a sentence using the Core Vocabulary word from the chapter.

**SUPPORT**—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *philosophy*, *Bavaria*, *doubt*, *undeniable*, and *existence*. Have students repeat the pronunciation of each word.

**SUPPORT**—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using the Core Vocabulary word.

**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

## Guided Reading Supports for “René Descartes”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “The Soldier,” “Young René,” and “Awakening,” Pages 14–17

**Scaffold understanding as follows:**

**Invite a volunteer to read the section “The Soldier” on page 14 aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *philosophy* when it is encountered in the text.

**Note:** Students may recall the word *philosophy* from the unit *Ancient Greece and Rome*.

**SUPPORT**—Call attention to the pronunciation key for René Descartes on page 14. Say the name aloud, and then have students repeat the name with you.

**SUPPORT**—Call attention to the image of Descartes on page 15, and invite a volunteer to read the caption aloud.

**Have students read the sections “Young René” and “Awakening” on pages 16–17 independently.**

**After students read the text, ask the following questions:**

**LITERAL**—How would you describe René Descartes’s early life?

- » Descartes’s early life was challenging. He lost his parents at an early age and lived with his grandmother before being sent away to boarding school. He was also frequently sick.

**LITERAL**—What did Descartes’s family expect him to become? What did he enjoy instead?

- » His family expected him to become a lawyer. Descartes enjoyed traveling. He also developed a fascination with mathematics.

**INFERENTIAL**—Why do you think much of Descartes’s studying and thinking occurred during the wintertime?

- » Possible response: Descartes disliked the cold winter weather, and instead of going outside, occupied his time indoors with expanding his mind.

**Chapter 2**  
**René Descartes**

**The Soldier** The young soldier sat writing in his tent. He was a frail, well-educated French gentleman. It was not unusual for young gentlemen of the 1600s to become soldiers of fortune—that is, soldiers who joined armies not to fight for a great cause but for travel and adventure.

**The Big Question** Why is Descartes considered to be the father of modern philosophy?

**Vocabulary** *philosophy*, the study of ideas about knowledge, life, and truth; literally, love of wisdom.

**What we know:** The young soldier was René Descartes (1596/1597/1598/1599). He would become known as the “father of modern philosophy.” As you read on, you’ll get to know this young soldier and learn how he began a revolution in thought.

**Page 14**



**Page 15**

**Young René**


As a boy, René Descartes lived with his grandmother. His mother had died when he was about one year old. René enjoyed being alone in the garden with time to think. Shortly after turning ten, he was sent to boarding school. Because René was often sick as a child, he was allowed to sleep late before getting up his studies for the day.

After boarding school, René went on to study law because that is what his family expected him to do. However, he had no real interest in law. As a young man, René still enjoyed sleeping late and being alone to think, but he also discovered that he loved to travel. This love of travel may be the reason René joined the army. At twenty-two, he went to Holland (today called the Netherlands) and signed on as an unpaid officer in the Dutch army.

**Awakening**

During his time in Holland, Descartes became fascinated with mathematics and wrote several papers on the subject. He spent just over a year there. Then he traveled for a winter before joining the Swedish army. (Sweden was once a kingdom; today it is part of Germany.) A soldier’s life is usually pictured as difficult, but in Sweden, Descartes managed to keep up his old habits of rising late and spending time alone with his thoughts.

He was content with life until the snows came and temperatures quickly dropped.



**Page 16**

## “I Think, Therefore I Am” and “The Price of Fame,” Pages 17–19

**Scaffold understanding as follows:**

**Have students read the section “I Think, Therefore I Am” on pages 17–19 with a partner.**

**SUPPORT**—Call attention to the image of Descartes’s book *Discourse on Method* on page 18, and invite a volunteer to read the caption aloud. Ask: In what language do you think the book is written? Students may note that Descartes was a Frenchman, and the book was likely published in French. Students may also suggest the possibility that the book may have been written in Latin, because the famous saying attributed to Descartes, “*Cogito ergo sum*,” is in Latin.

huddled up for warmth and deep in thought, that he had two important insights: He decided there are moments of light that showed him great truths about life.

**“I Think, Therefore I Am”**

Although Descartes was a devoted Catholic and always kept a strong belief in God, he also placed high value on human reason. He used reason to explore the human condition and to explain his belief in God. Descartes’s use of reason began what we know today as the modern age of philosophy.

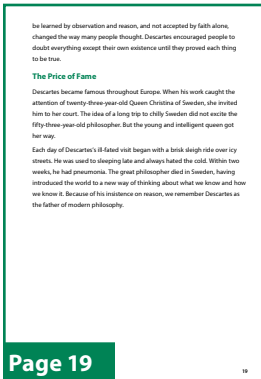
After his time in the army, Descartes went back to Holland. For young thinkers, that was the place to explore new ideas and express them freely. Unlike other European nations at the time, Holland did not punish those who questioned religious or political traditions. In the 1600s, Holland, a Protestant country, became the center of the European printing industry. New ideas flowed there like never before in Europe.

Descartes became best known for his book *Discourse on Method*. In its introduction, he takes his reader back to the winter in snow-covered Bavaria. He explains that it was there that he began to doubt and to question. He began to think on his own about the ideas that there is only one thing in this world we can be sure of—our thoughts and therefore our own existence. Descartes writes, “There is just one thing that is undeniable: I am thinking. This alone proves my existence.” He recognized that whatever his thoughts were right or wrong, they were his thoughts. If he was thinking them, he must, in fact, exist. He concludes in Latin: “*Cogito ergo sum*.” In English, this means, “I think, therefore I am.” With this certainty about his own existence and his powers of reasoning, Descartes set out to question everything else in the universe. He left this message for truth-seekers: “It is not enough just to have a fine mind; the main thing is to learn how to apply it properly.”

**Page 17**



Page 18



Page 19

Read the section “The Price of Fame” on page 19 aloud.

After you read the text, ask the following questions:

**LITERAL**—What one thing was Descartes certain of?

- » His thoughts were his own, and they proved his existence.

**LITERAL**—Why did Descartes choose to live in Holland for much of his life?

- » Holland allowed more freedom of thought and expression than other European countries.

**EVALUATIVE**—How did Descartes change the way people thought about their world?

- » He showed people how to use observation and reason to find truths, rather than accepting them on faith alone. He encouraged people to question everything except their own existence.

**EVALUATIVE**—How were the ideas of Isaac Newton and René Descartes similar? How were they different?

- » Both Isaac Newton and René Descartes were interested in studying the world around them and in asking questions, even those that challenged previously accepted ideas. While Newton focused mainly on studying natural laws, Descartes reflected on human reason.

#### Activity Page



AP 1.4

Have students take out **Thinkers of the Enlightenment (AP 1.4)** and complete the section about René Descartes. If time allows, review students’ answers for accuracy.

**Note:** If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

## Timeline

- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why is Descartes considered to be the father of modern philosophy?”
- Post the image card to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: “Why is Descartes considered to be the father of modern philosophy?”
  - » Key points students should cite include: He introduced a new way of thinking about what we know and how we know it. He insisted on using reason.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Write a sentence using the Core Vocabulary word (*philosophy*).

To wrap up the lesson, ask several students to share their responses.

**Note:** Be sure to check students’ written responses to Thinkers of the Enlightenment (AP 1.4) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.



# Thomas Hobbes

**The Big Question:** Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?

## Primary Focus Objectives

- ✓ Explain Thomas Hobbes’s conclusions about human nature. (RI.6.1, RI.6.2)
- ✓ Describe the type of all-powerful government favored by Hobbes. (RI.6.1, RI.6.2)
- ✓ Identify major historical events that occurred during Hobbes’s time, and tell how they influenced his life and philosophy. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *Parliament*, *pessimist*, *social contract*, and *authoritarian*; and of the phrase “absolute monarchy.” (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “Thomas Hobbes”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Display and individual student copies of Thinkers of the Enlightenment (AP 1.4)

## Core Vocabulary (Student Reader page numbers listed below)

**Parliament, n.** the original lawmaking branch of the English government that is made up of the House of Lords and the House of Commons (22)

*Example:* Parliament passed a new law that increased taxes on imported goods.

**pessimist, n.** a person who tends to see the worst in a situation or who believes the worst will happen (25)

*Example:* A true pessimist, Sally always assumed the worst about the people she met.

*Variations:* pessimists

**social contract, n.** an agreement among individuals in a society and a ruler or government; individuals give up some of their freedoms in exchange for protection by the ruler or government (25)

*Example:* Thomas Hobbes believed in a social contract between the people and a strong, protective government.

*Variations:* social contracts

**“absolute monarchy,” (phrase)** a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions (25)

*Example:* Subjects in the absolute monarchy were often unhappy; they had no power to stop their king from increasing taxes and waging wars on foreign countries.

*Variations:* absolute monarchies

**authoritarian, adj.** requiring absolute obedience to a ruler or government; not allowing personal freedom (27)

*Example:* The authoritarian ruler punished any citizen who spoke out against the government.

## THE CORE LESSON 35 MIN

### Introduce “Thomas Hobbes”

5 MIN

Introduce the chapter by first reviewing the Timeline Image Cards from Chapter 1 and Chapter 2. Next, ask students to list some of the rules people have to obey in modern America and some of the people who are in charge of making and enforcing these rules. Then ask: What would happen if we didn't have these rules? What would happen if we took a bunch of modern Americans to a desert island where there were no rules and no authorities to enforce rules? Would the people get along, or would they fight? Tell students that they are going to read about a philosopher named Thomas Hobbes, who asked similar questions back in the 1600s.

Call students' attention to the Big Question. Tell students to look for reasons why Thomas Hobbes believed in the need for an all-powerful ruler.

### Guided Reading Supports for “Thomas Hobbes”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Long Life,” Pages 20–21

### Activity Pages



AP 1.1

AP 1.2

**Chapter 3**  
**Thomas Hobbes**

**Long Life** A European living in the 1600s had little chance of living past the age of forty. Against all odds, Thomas Hobbes (1588–1679) more than doubled that life expectancy. Born in 1588 in the English village of Malmesbury, Hobbes lived to be ninety-one. It was a long and difficult life.

**The Big Question**  
Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?

This was a stormy era for his country's government, and through it all, Hobbes had something to say. Often his ideas were not what people wanted to hear. At times, he was forced to flee for his life and burn his own writings. Thomas Hobbes was certainly not the most popular philosopher of his times. Who was this man? And what did he say that put people in such an uproar?

**Page 20**

**Page 21**

### Scaffold understanding as follows:

Read the first paragraph of “Long Life” on page 20 aloud.

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate the country of England. Explain to students that like Isaac Newton, Thomas Hobbes was also an Englishman.

Invite a volunteer to read the remaining paragraph of “Long Life” on page 20 aloud.

**SUPPORT**—Call attention to the image of Thomas Hobbes on page 21, and invite a volunteer to read the caption aloud.

After the volunteer reads the text, ask the following questions:

**INFERENTIAL**—Why can Thomas Hobbes be considered remarkable for his time?

- » He lived until he was ninety-one; he lived roughly twice as long as the average person during his time.

**EVALUATIVE**—How did Thomas Hobbes compare to other philosophers of his time?

- » Hobbes was often unpopular relative to other philosophers who lived at the same time.

## “Young Thomas Hobbes,” Pages 22–23

### Scaffold understanding as follows:

Have students read the section “Young Thomas Hobbes” on page 22 with a partner. Encourage students to refer to the vocabulary box as they read.

**CORE VOCABULARY**—Point out the vocabulary term *Parliament*, and review its meaning.

**Note:** Students in Core Knowledge schools may recall learning about Parliament in the Grade 5 unit *England in the Golden Age*.

**Young Thomas Hobbes**

Thomas Hobbes entered Oxford University when he was only fifteen years old. By the standards of the time, that was young to be entering college, but not as young as you might think. The typical student began university studies between ages sixteen and eighteen.

After graduation, Hobbes became a tutor for the son of a nobleman. His position included teaching with his pupil, who was only a few years younger than he was. Hobbes would continue his tutoring career for many years. Traveling abroad in Europe with young noblemen gave him the chance to meet interesting people. In France, Hobbes met with Descartes.

Each time Hobbes returned to England, he came back to political unrest. The problem was a conflict between the king and Parliament. As you have read, the ruling monarchs in those days, in this case the Stuarts, believed in the divine right of kings. These rulers did not want to grant Parliament any lawmaking power—the ability to write and pass laws. The struggle between Parliament and the king went on for decades.

Hobbes supported the king in this conflict. When he saw Parliament threatening to take control from the Stuarts, he worried about his own safety. The philosopher fled to France and settled in Paris.

The English Parliament did finally seize control. King Charles I was tried before a court, convicted, and executed. His son, Prince Charles, sought safety in Paris, where Hobbes tutored him in mathematics. They developed a friendship that would one day protect Hobbes.

**Vocabulary**  
*Parliament*, as the original lawmaking branch of the English government that made up of the House of Lords and the House of Commons.

**Page 22**



AP 1.1  
AP 1.2

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate the country of France. Have students trace the distance between England and France with their fingers. Explain that travel during this time was much more difficult than travel today. Hobbes would have had to sail across the English Channel to continental Europe before traveling overland to reach his destination in France.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How would you describe the political situation in England during Hobbes’s lifetime?

- » The political situation in England was turbulent; there was constant conflict between the Crown and Parliament.

**LITERAL**—Why did Hobbes flee from England to France?

- » He supported the English monarch and believed in the divine right of kings. Hobbes worried about his safety because of his beliefs.

## “Hobbes Is Heard,” Pages 23–26

**Scaffold understanding as follows:**

**Read the first two paragraphs of the section “Hobbes Is Heard” on page 23 aloud.**

**SUPPORT**—Call attention to the pronunciation key for *Leviathan*. Pronounce the word for students, and then ask them to repeat it with you.

**SUPPORT**—Refer back to the image of Hobbes on page 21. Point out the word *Leviathan* on the side of the book on the table.

**Have students read the remainder of “Hobbes Is Heard” on pages 23–26 independently. Encourage them to refer to the vocabulary box as they read.**

**CORE VOCABULARY**—Point out the vocabulary terms *pessimist* and *social contract*, and the phrase “absolute monarchy,” and explain their meanings.

**SUPPORT**—Call attention to the idiom “when left to their own devices” in the first paragraph on page 25. Explain to students that this phrase means to figure something out or to achieve something on your own. Hobbes believed that humans were incapable of making, and therefore could not be trusted to make, the best decisions for society.

**SUPPORT**—Call attention to the image of Hobbes’s *Leviathan* on page 24, and call on a volunteer to read the caption aloud. Ask students to consider who or what the leviathan, or monster, shown on the cover resembles. What symbols or clues lead them to this conclusion? (*It looks like a king. He is wearing a crown and holding a sword and a scepter.*)

**Hobbes Is Heard**

With an eye on the ever-changing and often violent English political scene, Hobbes drew his own conclusions about the purpose and nature of government. In the spirit of the Enlightenment, Hobbes observed events and used his mind to reason about what should be.

Hobbes put forth his ideas in several works. His most famous book, *Leviathan* (LĕVĭ-ə-THĭ-ən), was published while Hobbes was in France. A leviathan, or sea monster, appears in the Bible as an all-powerful ruler of the seas. In his book, Hobbes argues that government should be all-powerful, like the leviathan.

Hobbes provides reasons why he thought government should be all-powerful. He starts by describing human beings in what he called the “state of nature.” Hobbes goes on to say that people are naturally cruel, greedy, and selfish. He explains that they have two main desires: to feel pleasure and to avoid pain. People will do just about anything to meet those selfish ends, Hobbes believed.

**Page 23**

**Page 24**

Because people were so naturally selfish, Hobbes did not expect that they, when left to their own devices, could be trusted to make choices that would benefit the entire community or even preserve order.

Hobbes was a pessimist about human nature, and it was his pessimism that made him believe in strong government. Hobbes looked at the chaos and war of his own century and concluded that, without a strong government, people would live in a constant state of war. In his most famous statement, Hobbes said that without government, human life would be "solitary, poor, nasty, brutish, and short."

What should be done about this unhappy condition? Was there any hope? Hobbes thought a strong government was the answer. He wrote that people must enter into a "social contract." As part of this contract, they must give up some of their individual freedoms and turn them over to a powerful leader or assembly. Strong leaders, strict laws, and stiff punishments would protect selfish individuals from waging war on each other. Society would best be served, Hobbes believed, by an absolute monarchy with an all-powerful ruler. Only such a government—a *leviatán*—could ensure peace and safety.

You might ask: What about freedom? Did Hobbes picture a world in which everyone was a slave to government? Hobbes's argument may surprise you.

**Vocabulary**  
**pessimist**, a person who tends to see the worst in a situation or who believes the worst will happen

**social contract**, an agreement among individuals in a society and a ruler or government; individuals give up some of their freedoms in exchange for protection by the ruler or government

**"absolute monarchy"** (gívrául) a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions

**leviatán**, a mythical sea creature

Page 25

## After students read the text, ask the following questions:

**LITERAL**—How did Thomas Hobbes describe human beings in their natural state?

- » He described them as cruel, greedy, and selfish; he believed humans were willing to do anything to get what they wanted.

**LITERAL**—What kind of government did Hobbes favor?


- » He favored a strong government with strict laws to keep people from fighting each other.

## "Pupil Crowned King" and "Hobbes's Importance," Pages 26–27

by its logic and the way that he defined freedom. Hobbes argued that real human freedom is the ability to live peacefully without being threatened by others. Because, in his opinion, people are naturally selfish and cruel, there must be strong laws to protect us from each other. A social government, according to Hobbes, does not limit a person's liberty. Quite the opposite: it is the powerful government protecting people from their worst impulses that actually makes real liberty possible.

**Pupil Crowned King**

When things quieted down in England, Hobbes returned home. In 1660, the monarchy was restored, and his former pupil, Prince Charles, became King Charles II. For several years, Hobbes published his ideas without incident. Then came two terrible years for the English. The plague swept England in 1665, and a great fire destroyed much of London in 1666. People sought comfort in their religious faith, and soon anyone who spoke against religion was in trouble.



Much of London was destroyed in the Great Fire of London. The fire started in a bakery on

Page 26

## Scaffold understanding as follows:

Have students read the sections "Pupil Crowned King" and "Hobbes's Importance" on pages 26–27 independently. Encourage them to refer to the vocabulary box on page 27 as they read.

**SUPPORT**—Call attention to the pronunciation key for *Behemoth*. Say the word aloud, and ask students to repeat it with you.

**SUPPORT**—Explain that *behemoth* means something enormous or powerful. In the Bible story of Job, it is used to describe a huge beast.

**CORE VOCABULARY**—Point out the vocabulary term *authoritarian*, and explain its meaning.

## After students read the text, ask the following questions:

**LITERAL**—How did events in England during the 1660s affect Hobbes?

- » The restoration of the monarchy in 1660 meant Hobbes could publish freely. The plague and the fire caused people to return to religion; and Hobbes's ideas fell out of favor.

**LITERAL**—Why is Thomas Hobbes considered an important philosopher?

- » He had a dark view of human nature and believed in strong government and an authoritarian society. This was different from many other thinkers.

Many people saw Hobbes and his ideas about the British nature of human beings as *authoritarian*. They wanted to ban Leviathan and banish the philosopher. Fearful for his safety, Hobbes burned many of his papers. Luckily, his former pupil King Charles II spoke up for the philosopher and protected him. The king did, however, forbid Hobbes from publishing any more of his writings. When Hobbes presented another major work, *Behemoth* (bib'neo'th), the king banned its publication. *Behemoth* was not published until three years after Hobbes's death.

**Hobbes's Importance**

In his old age, Hobbes was largely ignored by fellow philosophers and scientists. Although he insisted on his own belief in God, most saw him as a threat to religion. He continued to submit papers, but his works were banned away. The elderly Hobbes had been described as an angry, bitter man.

So why was Hobbes important? He put forth a stark view of human nature and a very authoritarian model of how society should be organized.

People as individuals, he contended, are not basically good. A strong government or a strong leader is necessary to make laws for the peace and safety of the population. Keep his ideas in mind as you read on. And get ready to meet other thinkers whose views differed sharply from those of Thomas Hobbes.

**Vocabulary**  
**authoritarian**, a person who believes that requiring absolute obedience to a ruler or government is not allowing personal freedom

Page 27

## Activity Page



### AP 1.4

Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Thomas Hobbes. If time allows, review students' answers for accuracy.



## Timeline

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- Show students the Chapter 3 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?”
- Have a volunteer post the image card to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: “Why did Thomas Hobbes believe in the need for an all-powerful ruler as the leader of the government?”
  - » Key points students should cite include: Hobbes believed that humans were naturally selfish and could not make decisions in the best interest of society when left to their own devices. Hobbes believed that a powerful government was necessary to preserve order.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*Parliament*, *pessimist*, *social contract*, or *authoritarian*) or the phrase “absolute monarchy,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### Domain Vocabulary: Chapters 1–3 (RI.6.4, L.6.6)

30 MIN

#### Activity Page



AP 3.1

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–3 (AP 3.1)

Distribute AP 3.1, Domain Vocabulary: Chapters 1–3, and direct students to complete the crossword puzzle using the vocabulary terms they have learned in their reading about *The Enlightenment*. This activity may be assigned for homework.

## CHAPTER 4

# John Locke

**The Big Question:** In what ways did the philosophies of Thomas Hobbes and John Locke differ?

## Primary Focus Objectives

- ✓ Summarize John Locke’s philosophy about human knowledge and the responsibilities of government. (RI.6.2)
- ✓ Contrast Locke’s ideas with the ideas of Thomas Hobbes. (RI.6.1, RI.6.2)
- ✓ Explain how the English government after the Glorious Revolution reflected Locke’s philosophy. (RI.6.1)
- ✓ Understand the meaning of the following domain-specific vocabulary: *natural rights*, *treason*, *bill of rights*, and *radical*. (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “John Locke”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1  
AP 1.2  
AP 1.4  
AP 4.1  
AP 4.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Display and individual student copies of Thinkers of the Enlightenment (AP 1.4)
- Individual student copies of Locke and Hobbes Venn Diagram (AP 4.1)
- Individual student copies of Locke and Descartes Venn Diagram (AP 4.2)

## Core Vocabulary (Student Reader page numbers listed below)

**natural rights, n.** rights that all people are born with and that cannot be taken away by the government (28)

*Example:* Locke believed that the natural rights of humankind included life, liberty, and property.

**treason, n.** disloyalty to a country by helping an enemy (32)

*Example:* The spy was convicted of treason for sharing government secrets with an enemy country.

*Variations:* treasons

**bill of rights, n.** a series of laws that protect the liberties and freedoms of citizens (32)

*Example:* The U.S. Bill of Rights protects freedom of speech, religion, press, assembly, and petition.

**radical, adj.** favoring large or widespread changes (33)

*Example:* The idea that Earth revolves around the sun was considered a radical idea by many people.

## THE CORE LESSON 35 MIN

### Introduce “John Locke”

5 MIN

Activity Page



AP 1.4

Begin the lesson by first reviewing Isaac Newton, René Descartes, and Thomas Hobbes using the Timeline Image Cards and Thinkers of the Enlightenment (AP 1.4). Write the following topic on the board: The Rights of Human Beings. Then write: All citizens have a right to \_\_\_\_\_. Have students complete the statement by naming one human right they think a good government must provide and protect. Ask students to compare the rights that they named. Tell students they will be reading about the human rights that the philosopher John Locke considered most important.

Call students’ attention to the Big Question. Tell students to look for the ways the philosophies of John Locke and Thomas Hobbes differed as they read the text.

### Guided Reading Supports for “John Locke”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Rights Versus Rulers,” Pages 28–29

Scaffold understanding as follows:

Read the first paragraph of “Rights Versus Rulers” on page 28 aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary term *natural rights* when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall the term *natural rights* from the Grade 5 unit *The Civil War*.

**Chapter 4**  
**John Locke**

**Rights Versus Rulers** People have certain natural rights. A monarch's right to rule depends on the consent, or agreement, of the people. If a monarch rules poorly, people can and should throw him out.

**The Big Question** In what ways did the philosophies of Thomas Hobbes and John Locke differ?

**Vocabulary** These were bold ideas in England in the 1600s. People could get in big trouble for having such thoughts. Yet the Enlightenment spirit and confidence in human reason gave the English philosopher John Locke (1632–1704) the courage to speak his mind. Locke's ideas about government were very different from those of Thomas Hobbes. While Hobbes believed government should be all-powerful, Locke believed the job of government was to protect the natural rights or liberties of its subjects. If the government failed to do that, he said, the people should overturn it and create a new government.

**The King's Scholar** Young John Locke was a fine student. He was named a "King's scholar" at Westminster School and awarded a scholarship to Oxford University. Locke spent three years studying history and writing at Oxford.

**Page 28**



AP 1.1  
AP 1.2



## Invite a volunteer to read the remainder of “Rights Versus Rulers” on page 28 aloud.

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate the country of England. Explain to students that like Isaac Newton and Thomas Hobbes, John Locke was also an Englishman.

### After the volunteer reads the text, ask the following questions:

**LITERAL**—What did John Locke believe was the role of government?

- » Locke believed it was the job of the government to protect citizens’ natural rights.

**LITERAL**—What did John Locke believe people had the right to do if their government did not do its job?

- » Locke believed that if the government failed to do its job, the people could overthrow the government and replace it with a new one.

## “The King’s Scholar” and “Locke on Knowledge: The Blank Page,” Pages 28–31

For thinkers such as John Locke, the late 1600s were good years to be in school. Teachers encouraged students to use reason and to experiment, to think deeply about everything from science and government to religious faith.

Locke studied medicine and became a medical doctor. However, he never earned a living as a doctor. Locke’s fame came from his writings about human knowledge and politics. John Locke’s ideas launched a new era of thought in England that eventually echoed around the world.

**Locke on Knowledge: The Blank Page**

What book was top of the best-seller list in the late 1600s? Everyone who was anyone was reading Locke’s *Essay Concerning Human Understanding*. In this book, Locke sets forth an important idea about the way humans think and learn. Each person, he states, comes into this world with a mind like a *tabula rasa*—that’s Latin for a blank tablet, like a blank sheet of paper. We have no knowledge at birth, and Locke believed, all of our knowledge comes through experience.

Locke explains, “If a child were kept in a place where he never saw any other colors but black and white till he were a man, he would have no . . . ideas of scarlet [red] or green.”

So how do we get the ideas to fill up our blank page? According to Locke, the Bacon before him, our senses provide us with experience. We learn about

### Scaffold understanding as follows:

### Have students read “The King’s Scholar” and “Locke on Knowledge: The Blank Page” on pages 28–31 with a partner.

### After students read the text, ask the following questions:

**LITERAL**—Why were the 1600s a good time for Locke to be in school?

- » Teachers encouraged students to use reason and to experiment, to think deeply about everything from science and government to religious faith.

**LITERAL**—What did Locke study at school?

- » He studied medicine and became a medical doctor, though that is not how he earned his living.

**LITERAL**—What does the phrase *tabula rasa* mean, and how is it connected to John Locke?

- » *Tabula rasa* means “blank slate”; Locke believed that the mind is a blank slate when a person is born and that this slate is filled with and defined by experiences during the person’s life.

**EVALUATIVE**—How did Locke’s views on human nature differ from those of Thomas Hobbes?

- » Locke thought human nature was neither good nor bad; Hobbes thought humans were naturally selfish and warlike.

## “Locke on Politics: Life, Liberty, and Property,” Page 31

We reflect on, or think about, the sensations. We compare them and judge them and then make decisions about our lives.

While Thomas Hobbes described people as being naturally selfish and warlike, Locke took a very different view. He saw human nature as neither good and kind nor bad and violent. He explained that people become what they are because of the events they experience. A person who has been only fighting and cruelty will likely be violent and cruel. In a later book on education, Locke advised parents to treat their children with tenderness and kindness, so that they too would learn to be kind.

**Locke on Politics: “Life, Liberty, and Property”**

John Locke believed that people, given the right experiences, could be reasonable and moral. He also believed that all people are born with certain natural rights. These, he believed, include the right to “life, liberty and property.” Locke took a bold stand. It is the government’s duty, he declared, to preserve the rights of the citizens. What happens if a government denies people their rights or fails to protect those rights? Locke claimed that if a government fails to protect the natural rights of its people, those people have the right to revolt and overthrow the government. It was an idea that would sweep through Europe and across the Atlantic to England’s American colonies.

**The Mysterious Dr. van der Linden**

When King James II sat on the throne of England in the 1680s, he was an unpopular ruler. He set aside Parliament’s laws and appointed Catholics to high offices. Many people feared he would disband Parliament and take power away from the Protestant Church of England.

King James was not a fan of John Locke. He was well aware of Locke’s political views. Unlike Hobbes, who had favored an absolute monarchy, Locke had sided with Parliament. So people against the Stuart monarch were able to overthrow the king. The philosopher’s name soon appeared on a list of persons wanted for treason.

Fearing for his life, Locke fled to Holland, where he went into hiding under the name Dr. van der Linden. Locke was not about to be silenced by threats. He wrote that we will continue to love truth and to seek it without worrying about “whom it pleases or displeases.” He used his time in Holland to complete his Essay Concerning Human Understanding.

King James II did not agree with John Locke’s political views and believed that they challenged the monarchy.

**Vocabulary**  
treason, n. delinquency to a country by helping an enemy

**Bill of Rights**, n. a series of laws that protect the liberties and freedoms of citizens


While in Holland, Locke met Prince William of Orange, husband of James II’s daughter, Mary. Locke became one of Prince William’s supporters. In 1688, Parliament unseated King James II and invited William and Mary to come from Holland to take the English throne. Locke returned to England as a companion to Mary. For Locke, it was more than a chance to return home in safety. John Locke was a philosopher who got to see his ideas put to use. Parliament attached conditions to its invitation to William and Mary. To become king and queen, William and Mary had to give up many of their royal powers to Parliament, limiting the strength of the monarchy. Parliament also called for a bill of rights.

This change in government in 1688 was called the Glorious Revolution. Unlike most revolutions, there was no bloodshed or violence, but it was one of the most important in history. From 1688 onward, no

**Page 31**

Scaffold understanding as follows:

Have students read “Locke on Politics: Life, Liberty, and Property” on page 31 independently.

 **SUPPORT**—Ask students to consider the natural rights outlined by Locke; are some or all of these words familiar? If so, where do the students recognize them from? Tell students that they will read more about natural rights in upcoming chapters.

**Note:** Students in Core Knowledge schools may recall learning in the Grade 4 units *The American Revolution* and *The United States Constitution* that the Declaration of Independence included the rights of life, liberty, and the pursuit of happiness.

After students read the text, ask the following question:

**LITERAL**—What three natural rights did John Locke believe a government must protect?

» Locke believed the government must protect the rights to life, liberty, and property.

## “The Mysterious Dr. van der Linden,” Pages 31–33

name soon appeared on a list of persons wanted for treason.

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This change in government in 1688 was called the Glorious Revolution. Unlike most revolutions, there was no bloodshed or violence, but it was one of the most important in history. From 1688 onward, no


**Page 32**

Scaffold understanding as follows:

Invite volunteers to read the first three paragraphs of “The Mysterious Dr. van der Linden” on pages 31–32 aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary term *treason* when it is encountered in the text.

**Note:** Students in Core Knowledge schools may recall the word *treason* from the Grade 4 unit *The American Revolution* or from the Grade 5 unit *England in the Golden Age*.

 **SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate the country of Holland. Explain to students that today we know Holland as the Netherlands. Unlike many other countries in Europe at the time of the Enlightenment, the government of Holland did not prevent scholars from expressing new and radical ideas or persecute them for their beliefs.

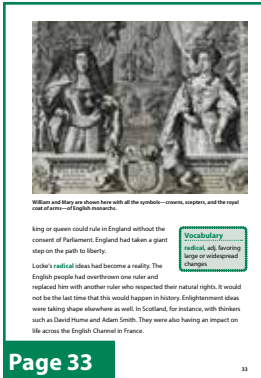
Have students read the remainder of “The Mysterious Dr. van der Linden” on pages 32–33 independently. Encourage them to refer to the vocabulary boxes as they read.

### Activity Pages



AP 1.1  
AP 1.2





**CORE VOCABULARY**—Point out the vocabulary terms *bill of rights* and *radical*, and explain their meanings.

**Note:** Students may recall learning about the American Bill of Rights in the Grade 4 unit *The United States Constitution*, and about the English Bill of Rights in the Grade 5 unit *England in the Golden Age*.

**After students read the text, ask the following questions:**

**EVALUATIVE**—How did Locke's experiences in England compare to those of Hobbes?

- » Both Locke and Hobbes were forced to flee their home country because of their beliefs.

**LITERAL**—What happened during the Glorious Revolution, and what did Locke think of it?

- » During the Glorious Revolution, the English Parliament drove out an absolute monarch, King James II. Parliament replaced him with two constitutional monarchs, William and Mary. Locke was strongly in favor of the revolution and even became an adviser to Queen Mary.

Activity Page



AP 1.4

**Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about John Locke. If time allows, review students' answers for accuracy.**

## Timeline

- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "In what ways did the philosophies of Thomas Hobbes and John Locke differ?"
- Invite a volunteer to post the image card to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: "In what ways did the philosophies of Thomas Hobbes and John Locke differ?"
  - » Key points students should cite include: Unlike Hobbes, who believed that humans were naturally cruel and selfish, Locke believed that humans were born as blank slates. They could develop into good or bad people based on their experiences in life. While Hobbes favored a

strong, all-powerful leader to rule over society, Locke believed that it was the role of the government to protect the natural rights of citizens. Should the government fail to protect those natural rights or go so far as to violate them, citizens had the right to replace their government.

- Choose one of the Core Vocabulary terms (*natural rights, treason, bill of rights, or radical*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities



### Locke and Hobbes Venn Diagram (RI.6.1, RI.6.2)

20 MIN

Activity Page



AP 4.1

**Materials Needed:** Locke and Hobbes Venn Diagram (AP 4.1)

Using information from Chapters 3 and 4 of *The Enlightenment* Student Reader, have students compare and contrast John Locke and Thomas Hobbes using Locke and Hobbes Venn Diagram (AP 4.1). After students complete the Venn diagram, have them write several sentences comparing the two Enlightenment thinkers.



### Locke and Descartes Venn Diagram (RI.6.1, RI.6.2)

20 MIN

Activity Page



AP 4.2

**Materials Needed:** Locke and Descartes Venn Diagram (AP 4.2)

Using information from Chapters 2 and 4 of *The Enlightenment* Student Reader, have students compare and contrast John Locke and René Descartes using Locke and Descartes Venn Diagram (AP 4.2). After students complete the Venn diagram, have them write several sentences comparing the two Enlightenment thinkers.

# The Enlightenment in France

**The Big Question:** Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?

## Primary Focus Objectives

- ✓ Characterize the ideas of Montesquieu and Voltaire. (RI.6.1, RI.6.2)
- ✓ Explain how the French ruling class tried to keep the message of the Enlightenment from reaching most French people. (RI.6.1, RI.6.2)
- ✓ Explain the importance of the *Encyclopedia*. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *social order*, *clergy*, *separation of powers*, *pseudonym*, and *censorship*; and of the phrase “limited monarchy.” (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “The Enlightenment in France”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1

AP 1.2

AP 1.4

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Individual student copies of Thinkers of the Enlightenment (AP 1.4)

## Core Vocabulary (Student Reader page numbers listed below)

**social order, n.** a system—formed by institutions, organizations, customs, and beliefs—that helps to maintain accepted ways of behaving (36)

*Example:* The government helped enforce the social order by passing new laws to govern the people.

*Variations:* social orders

**clergy, n.** in the Christian Church, people, such as priests, who carry out religious duties (36)

*Example:* The distressed parishioners looked to the clergy for guidance during the troubling time.

**separation of powers, n.** the division of responsibilities among multiple branches of government (38)

*Example:* The U.S. Constitution outlines the separation of powers among the legislative, executive, and judicial branches of government.

**pseudonym, n.** a fake name, frequently used by authors (39)

*Example:* The author wrote under a pseudonym to prevent readers from discovering who she really was.

*Variations:* pseudonyms

**“limited monarchy,” (phrase)** a government in which the power of the king or queen is restricted by a governing body such as Parliament (41)

*Example:* After the Glorious Revolution, England created a limited monarchy.

*Variations:* limited monarchies

**ensorship, n.** the practice of removing or prohibiting books, art, films, or other media that the government finds offensive, immoral, or harmful (41)

*Example:* The government enforced the censorship of all materials it believed to be harmful to the public.

*Variations:* censorships

## THE CORE LESSON 35 MIN

### Introduce “The Enlightenment in France”

5 MIN

Begin the lesson by first reviewing Isaac Newton, René Descartes, Thomas Hobbes, and John Locke using the Timeline Image Cards and Thinkers of the Enlightenment (AP 1.4).

#### Activity Pages



AP 1.1

AP 1.2

AP 1.4



Display World Map (AP 1.1) and Time Walk Map (AP 1.2). Explain that up until this point, students have read about three English philosophers (Newton, Hobbes, and Locke) and one French philosopher (Descartes). Have students locate England and France. Point out the title of this chapter, and explain that now they will read about more philosophers from France.

Call students’ attention to the Big Question. Tell students to look for reasons why Montesquieu believed that it was important to limit the power of a ruler and of any one branch of government as they read the text.



## Independent Reading of “The Enlightenment in France”

30 MIN

Activity Page



AP 1.4

Ask students to take out their copies of Thinkers of the Enlightenment (AP 1.4). Direct students to read the entire chapter independently, completing the sections about Montesquieu and Voltaire on Thinkers of the Enlightenment as they read.

Tell students that if they finish reading the chapter before their classmates, they should copy and answer the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

**SUPPORT**—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *Bastille*, *Montesquieu*, *pseudonym*, *Voltaire*, and *philosophes*. Have students repeat the pronunciation of each word.

**SUPPORT**—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

## Guided Reading Supports for “The Enlightenment in France”

30 MIN

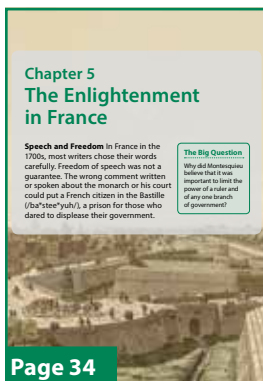
When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “Speech and Freedom,” Pages 34–36

Scaffold understanding as follows:

Read the first paragraph of “Speech and Freedom” on page 34 aloud.

**SUPPORT**—Call attention to the pronunciation key for *Bastille*. Say the word, and then ask students to repeat it with you.







**Invite a volunteer to read the second paragraph of “Speech and Freedom” on page 36 aloud.**

**SUPPORT**—Call attention to the image of the Bastille on pages 34–35, and have a student read the caption aloud. Explain to students that the Bastille was a very large fortress and prison in Paris, France.

**After the volunteer reads the text, ask the following question:**

**LITERAL**—Why did most writers in France during the 1700s choose their words carefully?

- » Writers were at risk of being imprisoned for their words or beliefs, especially if they spoke out against the monarch or government.

## “The Baron,” Pages 36–37

But threats of prison did not silence the voices of the Enlightenment. In earlier years, scientists and philosophers, such as Newton, Descartes, Hobbes, and Locke had opened eyes and minds. Like them, thinkers of the 1700s had powerful ideas. They would find a way to be heard.

**The Baron**

Charles-Louis de Secondat was born a noble and had a grand title, Baron de Montesquieu (mōnshōeē'kyōō). He inherited wealth and a government position. He did not, however, spend his life enjoying high society. Instead, Baron de Montesquieu became one of the most important authors of the 1700s.

When it came to politics, the baron knew what he was talking about. He had traveled around Europe and watched government at work in Italy and England. He'd read widely about ancient and medieval times and about Chinese and Native American cultures.

In the spirit of the Enlightenment, Montesquieu observed, studied, and reasoned. Then he drew this conclusion: France was in big trouble. Montesquieu saw most of the people suffering poverty and injustice. A strict social order enforced by the monarch and

**Vocabulary**

social order, in a system—formed by institutions, organizations, customs, and beliefs—that helps to maintain accepted ways of behaving

change in the Christian Church, people, such as priests, who carry out religious duties

**Page 36**

**Scaffold understanding as follows:**

**SUPPORT**—Call attention to the pronunciation key for *Montesquieu*. Say the name, and then have students repeat it with you.

**Have students read “The Baron” on pages 36–37 with a partner. Encourage them to refer to the vocabulary box on page 36 as they read.**

**CORE VOCABULARY**—Point out the vocabulary terms *social order* and *clergy*, and explain their meanings.

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate the countries of England, Italy, and Holland. Explain that Montesquieu, much like other philosophers of his time, traveled throughout Europe. His ideas were influenced by what he saw in these places.

**After students read the text, ask the following questions:**

**LITERAL**—What made Montesquieu an authority on government?

- » He had studied the governments of European countries and had read about past civilizations and about Chinese and Native American cultures.

**LITERAL**—What conclusion did Montesquieu draw about France’s government, and why?

- » He determined that France’s government was in big trouble. The country had a strict social order, and many people were struggling with poverty.

**LITERAL**—Why did Montesquieu keep his identity as author of *The Persian Letters* a secret?

- » The book made fun of the French ruling class. Montesquieu could have been thrown in prison for publishing these ideas in his own name.

### Activity Pages



AP 1.1

AP 1.2


## “On the King and His Court,” Pages 37–38

Yes, Montesquieu was a wise man. He was wise enough to know that if he openly criticized the French government or the Church, he could be imprisoned. So he wrote in secret. Like others you've read about, Montesquieu did much of his work in England. In 1721, he published *The Persian Letters*. As far as readers know, the authors were Ubak and Rica, two travelers from Persia who were exploring France. The book was a collection of their letters home. The clever, humorous Persians were pure fiction, but readers recognized their criticisms of the French ruling class as absolutely true to real life.

**On the King and His Court**

In one of his first letters home, Ubak explains that he and Rica had left their quiet lives to search for wisdom. “Our purpose,” Ubak writes, “is to educate ourselves about the customs and social arrangements in the West.” Remember, as fictional characters, Ubak and Rica had nothing to fear from the French government. They could speak freely, whereas Montesquieu could not.

The book, *The Persian Letters*, was a hit. Readers laughed and loud. They also recognized some harsh truths, such as when Rica reports on the king of France. Why, the clever monarch could make people who had always used coins to buy and sell goods believe that paper was money! “This king is a great magician,” Rica declares, explaining that when the monarch ran low on money to support his wife, he



Basin de Montesquieu found a clever way to spread his ideas.

**Page 37**

### Scaffold understanding as follows:

**SUPPORT**—Read the section title aloud. Note that the word *court* is a multiple-meaning word. It can mean a place to play a sport, such as basketball or tennis. It can mean a place where legal trials are held. It can mean the ministers, nobles, and other officials who attend, or serve, a monarch. Make sure students understand that the section title uses the third meaning of *court*.

### Have students read “On the King and His Court” on pages 37–38 independently.

### After students read the text, ask the following question:

**EVALUATIVE**—Why do you think foreigners, or in the instance of Montesquieu, writers pretending to be foreigners, could speak out against the king of France, but French writers could not?

- » Possible answer: Foreigners were not subjects of France, whereas French people were. The government did not want its own people speaking out against it, but it could not do as much to prevent foreigners from doing the same thing.

## “Montesquieu’s Pen Strikes Again,” Pages 38–39

Need More money? If making money were that simple, everyone would be rich.

In another letter, Ubak speaks his mind about the French court. He describes the life of a court nobleman trying to “conceal the fact that he has nothing to do by looking busy.”


**Montesquieu’s Pen Strikes Again**

It did not take long for fans to figure out that the real author of *The Persian Letters* was none other than the Baron de Montesquieu. The soon published again, this time using his own name. In *The Spirit of the Laws*, Montesquieu bases his writings on what he’d learned about the governments of the world. He praises the British for limiting the power of the monarch and protecting the rights of the people.

What is the best way to protect liberty? In *The Spirit of the Laws*, Montesquieu puts forward an important idea. He suggests that a country must limit the power of its ruler and, in fact, of any one branch of government. This could best be done, he explains, with a “separation of powers.” Montesquieu pictured a government in which the monarch held the executive power, a parliament made the laws, and courts ensured justice. He believed that each branch of government could check

**Vocabulary**

separation of powers, n. the division of responsibilities among multiple branches of government.




As a nobleman, Montesquieu could have lived a life of ease, unencumbered about anything he did or said. However, he chose to work as a philosopher. He wrote about ways to improve how society functioned.

**Page 38**

### Scaffold understanding as follows:

Invite a volunteer to read the first two paragraphs of “Montesquieu’s Pen Strikes Again” on page 38 aloud.

 **CORE VOCABULARY**—Point out the vocabulary term *separation of powers*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall learning about separation of powers in the Grade 4 unit *The United States Constitution*.

Read the third paragraph in the section, on the bottom of page 38 to the top of page 39, aloud.

**SUPPORT**—Call attention to the word *parliament*. Explain to students that this word is not capitalized because it refers to a lawmaking assembly. When capitalized, *Parliament* refers to Great Britain’s lawmaking assembly.

Have students read the remainder of “Montesquieu’s Pen Strikes Again” on page 39 independently.

**After students read the text, ask the following questions:**

**LITERAL**—How did Montesquieu believe government power should be divided?

- » He believed power should be divided among three branches: executive, legislative, and judicial.

**LITERAL**—How did Montesquieu feel about slavery?

- » He was strongly against it. He called it a “most shocking violation of nature.”

**LITERAL**—What did Montesquieu believe was the most effective method of change?

- » He believed in peaceful, modest reforms instead of rebellion.

**EVALUATIVE**—Can you identify another Enlightenment thinker with whom Montesquieu might have agreed? How were their beliefs similar?

- » Possible response: Montesquieu would most likely agree with John Locke. Both men believed in the importance of limiting the power of government.

**Activity Page**



AP 1.4

**Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Montesquieu. If time allows, review students’ answers for accuracy.**

**“The Prisoner,” Pages 39–41**

one day become part of the U.S. Constitution. You will read more about this in the next chapter.

At about the same time that Montesquieu suggested dividing government powers, he also furiously attacked slavery. He wrote that enslaving a person because of color was not a reasonable act. It was no more logical than enslaving someone because of “a long or short face.” In *The Spirit of the Laws*, Montesquieu describes slavery as “the most shocking violation of nature.”

The baron did not suggest extreme social changes. He did not call for rebellion or democracy. Rather, he sought peaceful, modest reforms that would give people happier lives. He pictured a wise, enlightened monarch who listened to the people and whose power was held in check by a government and courts of justice.

**The Prisoner**

Now let’s go behind the walls of the Bastille. Once a military fortress protecting the city of Paris, the Bastille had become a royal prison. It is just four years before Montesquieu published *The Persian Letters*. A young man, François Mardechal (ah’foor’ah’yeel), is locked in the Bastille. What is his crime? He has written verses making fun of the French government! For eleven months, the young author continues his writing behind the stone walls of the Bastille. Now he uses the pseudonym Voltaire (vohlt’air’). It would become an extremely famous pen name!

Like other Enlightenment thinkers, Voltaire examined society and then launched a battle to improve it. His weapon was his wit. Voltaire targeted greedy officials, lazy nobles, and evil institutions. He hated slavery and religious intolerance. Voltaire used humor to point out social wrongs and religious intolerance. He made the ruling classes seem foolish. The government ignored Montesquieu’s criticisms, accepting

**Vocabulary**

**pseudonym, n.**  
a false name;  
frequently used  
by authors

**Page 39**

**Scaffold understanding as follows:**


**Read the first paragraph of “The Prisoner” on page 39 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *pseudonym*, and explain its meaning.

**SUPPORT**—Call attention to the pronunciation keys for *Arouet* and *Voltaire*. Say each name, and then ask students to repeat them with you.

**Have students read the remainder of “The Prisoner” on pages 39–41 with a partner.**

**CORE VOCABULARY**—Point out the phrase “limited monarchy,” and explain its meaning.

 **SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate France and England. Explain that Voltaire fled from France to England.

**Activity Pages**



AP 1.1

AP 1.2



Page 40

## After students read the text, ask the following questions:

**LITERAL**—Why was Arouet (Voltaire) in the Bastille?

- » He had written verses that made fun of the French government.

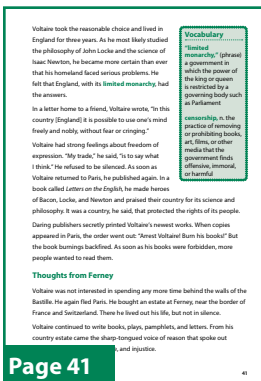
**LITERAL**—Why did Voltaire go to live in England?

- » He had insulted a nobleman and was given the choice of going to jail or going to England. He chose England.

**EVALUATIVE**—What opinion did Montesquieu and Voltaire share about the English government?

- » Both men admired England’s limited monarchy and supported such a system for France.

## “Thoughts from Ferney,” Pages 41–42



Page 41

## Scaffold understanding as follows:

Have students read “Thoughts from Ferney” on pages 41–42 with a partner.

**CORE VOCABULARY**—Point out the vocabulary term *ensorship*, and explain its meaning.

**SUPPORT**—Using World Map (AP 1.1) and Time Walk Map (AP 1.2), have students locate France and Switzerland, including the border between the two countries. Explain that Voltaire eventually left France and took up permanent residence in Switzerland. There, he was able to write freely without fear of imprisonment.

After students read the text, ask the following question:

**INFERENTIAL**—What did Voltaire mean when he said, “I do not agree with a word that you say, but I will defend to the death your right to say it!”?

- » Possible response: He was saying that freedom of speech should be absolute, should be a protected right of all people, including those who disagreed with one another.

Have students take out **Thinkers of the Enlightenment (AP 1.4)** and complete the section about Voltaire. If time allows, review students’ answers for accuracy.

### Activity Pages



AP 1.1

AP 1.2

AP 1.4

## “Voices of Change” and “Enlightenment Reaches the People,” Pages 42–43

A steady stream of visitors kept Voltaire from being lonely at Ferney. In fact, his many guests nicknamed him “the innkeeper of Europe.” There must have been some lively discussions at Ferney. Voltaire never failed to stand up against oppression and injustice. An argument with a visitor may have prompted him to declare his famous law: “I do not agree with a word that you say, but I will defend to the death your right to say it!”

### Voices of Change

Voltaire and Montesquieu set examples for other free thinkers to follow. In the coffeehouses and salons of Paris, people were meeting and talking. Some met in small private groups known as salons. They were usually hosted by women. The French thinkers became known as philosophes, /filoZAF/“zawfu”, which means lovers of wisdom. The philosophes discussed and debated ways to achieve a fairer society. They expressed their ideas in books and pamphlets. Voltaire was among the group of philosophes who wrote and published the great *Encyclopédie* (Ensyklopedee in English). In more than thirty large volumes that were published over twenty years, they summed up the major ideas and discoveries of the Enlightenment.

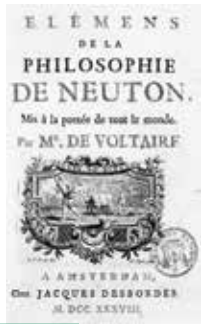
At first these new ideas about freedom, rights and liberty, and calls for reform remained within the upper and middle classes. Despite the efforts of Montesquieu and Voltaire, and others, including the brilliant Jean Jacques Rousseau (zhaw/zhak/roo/ro/uh), the Enlightenment had not yet reached the masses of people.

### Enlightenment Reaches the People

Not until the late 1700s did the message of the Enlightenment begin to reach the ordinary people of Paris. It seeped from the city into rural villages, where peasants still toiled each day and paid high taxes—just as they always had.

At last, the masses began to question the way things were. They began to see the possibility of a better life in a fairer world. They imagined a society that protected equal their needs. King’s power was powerful out, and there was no turning back.

Page 42



Page 43

Scaffold understanding as follows:

Read the first paragraph of “Voices of Change” on page 42 aloud.

**SUPPORT**—Call attention to the pronunciation key for *philosophes*. Say the word aloud, and have students repeat it with you.

Have students read the remainder of “Voices of Change” and “Enlightenment Reaches the People” on page 42 independently.

After students read the text, ask the following question:

**LITERAL**—What was the *Encyclopédie*, and what did it have to do with the Enlightenment?

» The *Encyclopédie* was a collection of the ideas of Enlightenment thinkers in more than thirty volumes. It was written by Voltaire and other *philosophes*.

**Note:** If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

## Timeline

- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?”
- Invite a volunteer to post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question: “Why did Montesquieu believe that it was important to limit the power of a ruler and of any one branch of government?”
  - » Key points students should cite include: Limiting the power of a ruler or any one branch of government would prevent that ruler or branch from becoming too powerful, and ultimately tyrannical.



- Choose one of the Core Vocabulary terms (*social order, clergy, separation of powers, pseudonym, or censorship*) or the phrase “limited monarchy,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

**Note:** Be sure to check students’ written responses to Thinkers of the Enlightenment (AP 1.4) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

## Additional Activities

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**Voltaire’s *Candide*** (RI.6.1, RI.6.2, RI.6.3, RI.6.6)

20 MIN

Activity Page



AP 5.1

**Materials Needed:** sufficient copies of Voltaire’s *Candide* (AP 5.1)

Distribute copies of Voltaire’s *Candide* (AP 5.1). Have students read the excerpt from *Candide* independently or with a partner before answering the analysis questions. Discuss students’ responses as a class. You may also choose to ask students to complete this activity page as homework.

# The Enlightenment in Action

**The Big Question:** In what ways did Europe’s Enlightenment thinkers inspire America’s Founding Fathers to create a government by the people, for the people?

## Primary Focus Objectives

- ✓ Explain how ideas of the Enlightenment helped inspire American leaders to declare independence. (RI.6.1)
- ✓ Recognize specific Enlightenment ideas reflected in the Declaration of Independence and the U.S. Constitution. (RI.6.1)
- ✓ Explain how the American patriots Thomas Jefferson, Benjamin Franklin, and James Madison each embodied the spirit of the Enlightenment. (RI.6.1, RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tolerate*, *tyranny*, *institute*, *derive*, *diplomat*, and *delegate*. (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “The Enlightenment in Action”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

### Activity Pages



AP 1.1  
AP 1.2  
AP 1.4  
AP 6.1  
AP 6.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Time Walk Map (AP 1.2)
- Individual student copies of Thinkers of the Enlightenment (AP 1.4)
- Individual student copies of Domain Vocabulary Review (AP 6.1)
- Individual student copies of Matching the Enlightenment Thinkers (AP 6.2)

## Core Vocabulary (Student Reader page numbers listed below)

**tolerate, v.** to accept different beliefs or practices (46)

*Example:* Many Protestants did not tolerate Catholics living in Europe.

*Variations:* tolerates, tolerating, tolerated

**tyranny, n.** a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship (46)

*Example:* The Founding Fathers wished to prevent tyranny in the United States.

**institute, v.** to establish or start something new (48)

*Example:* The town council wished to institute a new procedure for voting.

*Variations:* institutes, instituting, instituted

**derive, v.** to get something from a source (48)

*Example:* The Framers of the Constitution believed it was important for the government to derive its power from the people.

*Variations:* derives, deriving, derived

**diplomat, n.** a person who represents a government in its relationships with other governments (50)

*Example:* The diplomat traveled to France to speak with the country's leaders.

*Variations:* diplomats

**delegate, n.** a representative (50)

*Example:* Georgia sent more than one delegate to the Constitutional Convention to represent the state.

*Variations:* delegates

## THE CORE LESSON 35 MIN

### Introduce "The Enlightenment in Action"

5 MIN

Activity Pages



AP 1.1  
AP 1.2



Using the Timeline Image Cards, World Map (AP 1.1), and Time Walk Map (AP 1.2), point out that the chapters and discussion thus far have focused on Enlightenment thinkers living in Europe and their ideas. Read the chapter subhead "Ideas Across the Ocean" and Thomas Jefferson's quote. Again using the displayed World Map and Time Walk Map, explain that this chapter will focus on the influence of the Enlightenment thinkers on America's Founding Fathers. Explain to students that the term "Founding Fathers" refers to the individuals who led the thirteen British colonies in their fight for independence from Great Britain and eventually established the United States as a country. Call students' attention to the Big Question. Tell students to look for ways Europe's Enlightenment thinkers inspired America's Founding Fathers to create a government by the people, for the people.

### Guided Reading Supports for "The Enlightenment in Action"

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Ideas Across the Ocean,” Pages 44–46

**Chapter 6**  
**The Enlightenment in Action**

**Ideas Across the Ocean** “I hold that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical.”  
—Thomas Jefferson

**The Big Question**  
In what way did European Enlightenment thinkers inspire America’s founding fathers to create a government by the people, for the people?

Although these words were not actually about rebelling against the British, Thomas Jefferson was making it clear that rebellion is at times inevitable. When American colonists became unhappy under the heavy hand of Great Britain’s rule, they defended their liberty and launched a revolution. The fact is that many of the revolutionaries’ ideas—and some of the words they used to declare independence—echoed Britain and France’s greatest thinkers. The spirit of the Enlightenment had crossed the Atlantic Ocean.

**Page 44**



**Page 45**

Believed that the government of a nation should be the best interests of the people it serves.

Scaffold understanding as follows:

Invite a volunteer to read the two paragraphs following the Thomas Jefferson quote on pages 44–46 aloud.

After the volunteer reads the text, ask the following questions:

**LITERAL**—Who or what inspired the revolutionaries in America?

- » The ideas of Enlightenment thinkers in Europe inspired and influenced revolutionaries in America.

**EVALUATIVE**—How did American revolutionaries use the ideas of John Locke?

- » They followed Locke’s argument that if a government takes away liberty, citizens have the duty to protest, and if the government does not listen to citizens’ demands, they must replace the government.

## “Thomas Jefferson: An Enlightened Man,” Pages 46–48

What should citizens do if their government takes away their liberty? According to the Enlightenment thinker John Locke, it is the duty of those citizens to protest. They must demand change. What if the government does not listen to their demands? Then they must replace that government with a new one.

**Thomas Jefferson: An Enlightened Man**

In 1776, American colonists decided they could no longer tolerate Great Britain’s rule. They were tired of paying taxes while having no voice in government. The colonists had asked for change. They had demonstrated and protested without the desired results. Finally, they took extreme action. The colonists proclaimed their freedom from Great Britain in the Declaration of Independence.

**Vocabulary**  
*tolerate*, to be accept different beliefs or practices.

*tyranny*, a type of government in which one person usually rules all power usually ruling in a harsh and brutal way, a dictatorship.

Do you remember who wrote that famous declaration? A committee of patriots had selected thirty-three-year-old Thomas Jefferson to draft the colonists’ formal demands for freedom. “I will do as well as I can,” Jefferson promised the committee. He wrote a ringing attack against tyranny and a call for freedom that people still quote today.

Jefferson was well suited for the task. With private tutors as a child, a college degree, and training in the law, he had had the best education available. He’d made the most of his schooling—reading and studying for long hours each day.

Jefferson seems to have been interested in everything. He examined fossil bones and Native American mounds. He collected books for his library. He observed life and figured out how to make it better. Jefferson invented the first steam shovels and a clock that could tell the day of the week as well as the time. It is not by chance

**Page 46**

Scaffold understanding as follows:

 Read the first paragraph of “Thomas Jefferson: An Enlightened Man” on page 46 aloud.

**CORE VOCABULARY**—Point out the vocabulary term *tolerate*, and explain its meaning.

 Read the second paragraph of “Thomas Jefferson: An Enlightened Man” on page 46 aloud.


**CORE VOCABULARY**—Point out the vocabulary term *tyranny*, and explain its meaning.

**Note:** Students may recall learning the term *tyranny* in the unit *Ancient Greece and Rome*.

Have students read the remainder of “Thomas Jefferson: An Enlightened Man” on pages 46–48 with a partner. Encourage students to refer to the vocabulary box on page 48 as they read.



**CORE VOCABULARY**—Point out the vocabulary terms *institute* and *derive*, and explain their meanings.

 **SUPPORT**—Call attention to the excerpt from the Declaration of Independence on page 48. Explain to students that Jefferson adapted the ideas of John Locke in this famous document. However, instead of listing property as a natural right as Locke did, Jefferson included the “pursuit of happiness” as a fundamental human right.

**Note:** Students in Core Knowledge schools may recall the Declaration of Independence excerpt from the Grade 4 units *The American Revolution* and *The United States Constitution*.

**After students read the text, ask the following questions:**

**LITERAL**—Why was Thomas Jefferson particularly well suited to writing the Declaration of Independence?


- » Jefferson had years of education, including a college degree, and had spent countless hours reading and studying.

**EVALUATIVE**—In what ways was Thomas Jefferson similar to the other Enlightenment thinkers you have read about so far?

- » Jefferson, like the other Enlightenment thinkers, dedicated much of his life to asking questions about and observing the world around him. He studied the works of many other thinkers and challenged the ideas of the past.

 **LITERAL**—What did the Declaration of Independence do?

- » It announced that the American colonies were separating from Great Britain.

 **LITERAL**—What are three rights in the Declaration of Independence?

- » The Declaration of Independence says that all men have the right to life, liberty, and the pursuit of happiness.

**LITERAL**—What ideas did Jefferson include in the Declaration of Independence that echo the beliefs of John Locke?

- » Possible answer: All citizens have natural rights to life and liberty; when a government does not grant those rights, the people have the right to change or overthrow it. The government gets its power from the people.

Activity Page



AP 1.4

**Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about Thomas Jefferson. If time allows, review students’ answers for accuracy.**



## “Benjamin Franklin: The American *Philosophe*,” Pages 48–50


Scaffold understanding as follows:

Have students read “Benjamin Franklin: The American *Philosophe*” on pages 48–50 independently.

**CORE VOCABULARY**—Point out the Core Vocabulary term *diplomat*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall the term *diplomat* from the Grade 5 units *The Age of Exploration* and *The Renaissance*.

After students read the text, ask the following questions:

 **LITERAL**—What is one thing Benjamin Franklin is famous for?

- » Possible answers: He is famous for *Poor Richard’s Almanack*, helping Thomas Jefferson with the Declaration of Independence, experimenting with electricity, and inventing the lightning rod.

**LITERAL**—How did Benjamin Franklin expand his knowledge of philosophy?

- » Franklin corresponded with and visited *philosophes* in Europe. He also recorded his responses to the ideas of others and original ideas of his own.

**INFERENTIAL**—What do you think Franklin meant when he wrote, “Fish and visitors smell after three days”?

- » Possible answer: Guests, like food, become unwanted after time. While fish might be delicious on the first day (and equally guests may be welcome, too), their presence starts to become less welcome over time.

Have students take out **Thinkers of the Enlightenment (AP 1.4)** and complete the section about Benjamin Franklin. If time allows, review students’ answers for accuracy.

## “An Enlightened Government,” Pages 50–51

Scaffold understanding as follows:

 Invite volunteers to read “An Enlightened Government” on pages 50–51 aloud.

**CORE VOCABULARY**—Point out the vocabulary term *delegate*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall the word *delegate* from the Grade 4 units *The United States Constitution* and *Early Presidents*.

Here’s another idea Locke and Jefferson shared. In the late 1600s, Locke declared that a government has a duty to preserve its citizens’ natural rights. If their rights are not protected, citizens should change or replace the government. Compare Locke’s opinion with the passage from the Declaration of Independence.

... to secure these rights, [life, liberty, and the pursuit of happiness] governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government. . . .

Both Locke and Jefferson described a government that gets its power from the people. That bold, defined idea—the idea, as Jefferson said, that “governments . . . derive their just powers from the consent of the governed”—led to the Glorious Revolution of 1688 and the American Revolution that began in 1776. Thomas Jefferson clearly admired the Enlightenment ideas of John Locke and found inspiration in his writings.

**Benjamin Franklin: The American *Philosophe***

When you read about Voltaire, you learned that the French word *philosophe* means a lover of wisdom. Benjamin Franklin (1706–1790) became known as an American philosopher. Franklin, who had no formal education, spent much of his long life seeking knowledge. He read widely. He studied, experimented, invented, and traveled. When Franklin traveled to Britain, he particularly enjoyed his time in Edinburgh, where he visited with David Hume and other Scottish Enlightenment figures whose works he had read and absorbed. From 1757 to 1774, Franklin exchanged letters with European thinkers and scientists, who worked on the French Encyclopédie.

**Page 48**

Franklin did more than study what others had to offer. He added to the world’s store of knowledge himself. He was a witty author who wrote these gems of wisdom: “There may be a secret, if true, of them and a dead” or “Fish and visitors smell after three days.” Franklin included such memorable sayings in his *Poor Richard’s Almanack*. Like other annual almanacs, Franklin’s was based on a calendar, but his was more entertaining and contained more useful information. He aimed to help people improve themselves. Franklin also helped Jefferson write the Declaration of Independence.

As a scientist, the enlightened Franklin experimented with electricity and invented the lightning rod. He also invented bifocal glasses. He encouraged others to invent things too.



**Page 49**

### Activity Page




AP 1.4

Franklin helped to found the American Philosophical Society as a place for discussion. Like the Royal Society in England, the American Philosophical Society still exists today. It is a politician and diplomat, he traveled to France, seeking support for America’s revolution against Great Britain. Franklin rose to fill in Paris, he was a welcome addition to intellectual discussions.

**An Enlightened Government**

You may have learned how the delegates to America’s Constitutional Convention wrote a code of laws for the new independent nation. Among these delegates was James Madison of Virginia, whose work at the convention earned him the nickname “Father of the Constitution.” Like the European thinkers of the Enlightenment, Madison studied and observed. When faced with the job of drafting a constitution, he threw himself into the task with true Enlightenment spirit.

Picture a hot night in 1787. Although it’s nearly midnight, James Madison is awake. In an upstairs chamber of a Philadelphia boarding house, he spends long hours reading and taking notes by candlelight. He lists problems that must be solved. He studies governments of other times and other lands.




**Page 50**




**After students read the text, ask the following question:**

**LITERAL**—What Enlightenment ideas were included in the U.S. Constitution?

- » Possible answers: The people have unalienable rights. The government must “promote the general welfare” by protecting the rights of its citizens. Each branch of government can “check” certain acts by other branches.

 **LITERAL**—When was the U.S. Constitution written?

- » It was written in 1787.

 **LITERAL**—Who was the “Father of the Constitution”?

- » James Madison

**Have students take out Thinkers of the Enlightenment (AP 1.4) and complete the section about James Madison. If time allows, review students’ answers for accuracy.**

**Activity Page**



AP 1.4

**“Merci, Monsieur Montesquieu,” Pages 51–52**


**Scaffold understanding as follows:**

 **Have students read the section “Merci, Monsieur Montesquieu” independently.**

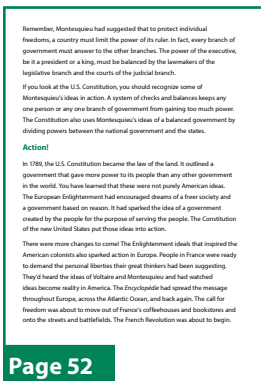
**After students read the text, ask the following questions:**

**LITERAL**—What aspects of U.S. government do we owe to the French thinker Montesquieu?

- » Possible answers: We owe the separation of powers, and checks and balances, to Montesquieu.

 **LITERAL**—What stops one branch of government from becoming too powerful?

- » A separation of powers and checks and balances help prevent one branch of government from becoming too powerful.




## “Action!,” Pages 52–53




**Scaffold understanding as follows:**

**Read aloud the section “Action!” on page 52.**

 **SUPPORT**—Point out the phrase “law of the land” in the first sentence of the section. Explain that this phrase means the Constitution is the law that governs all other laws and lawmaking in the United States.

**SUPPORT**—Draw attention to the image of the French Revolution on page 53. Invite a volunteer to read the caption aloud.

**After reading the text, ask the following questions:**

 **LITERAL**—What does the U.S. Constitution do?

» It outlines, or organizes, the government.

**LITERAL**—What Enlightenment ideas does the U.S. Constitution put into action?

» Possible responses: It creates a government based on reason. It creates a government created by the people for the purpose of serving the people.

**LITERAL**—What effect did Enlightenment ideas have in Europe?

» They led to the French Revolution.

## Timeline

- Show students the Chapter 6 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “In what ways did Europe’s Enlightenment thinkers inspire America’s Founding Fathers to create a government by the people, for the people?”
- Have volunteers post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 3 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: “In what ways did Europe’s Enlightenment thinkers inspire America’s Founding Fathers to create a government by the people, for the people?”
  - » Key points students should cite include: Both John Locke and Montesquieu influenced the Founding Fathers a great deal. Thomas Jefferson adapted Locke’s ideas of natural rights when writing the Declaration of Independence as well as Locke’s argument that a government can and should be overthrown if it violates the rights of its people. Montesquieu inspired James Madison to create a separation of powers in the U.S. government.
- Choose one of the Core Vocabulary words (*tolerate, tyranny, institute, derive, diplomat, or delegate*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary Review (RI.6.4)

20 MIN

Activity Page



AP 6.1

**Materials Needed:** Domain Vocabulary Review (AP 6.1)

Distribute AP 6.1, Domain Vocabulary Review, and direct students to fill in the blanks using the vocabulary terms they have learned in their reading about *The Enlightenment*. This activity may be assigned for homework.

### Matching the Enlightenment Thinkers (RI.6.1, RI.6.2)

20 MIN

Activity Page



AP 6.2

**Materials Needed:** Matching the Enlightenment Thinkers (AP 6.2)

Distribute AP 6.2, Matching the Enlightenment Thinkers, and direct students to match each Enlightenment thinker in the left column with what they are best known for in the right column. Review students’ responses as a class. This activity may be assigned for homework.

# Teacher Resources

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## Unit Assessment: *The Enlightenment*

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### A. Circle the letter of the best answer.

1. Which statement best describes the beliefs of the Enlightenment thinkers?
  - a) They had faith that absolute monarchs would govern wisely and fairly.
  - b) They believed that science and reason could improve people's lives.
  - c) They believed religion alone could answer all questions about life.
  - d) They believed that the ancient Greeks and Romans knew all there was to know.
2. Which groups played the greatest role in the Enlightenment?
  - a) peasants and farmers
  - b) soldiers and military leaders
  - c) scientists and philosophers
  - d) explorers and adventurers
3. How did the Enlightenment differ from the Renaissance?
  - a) During the Enlightenment, kings and queens no longer held power.
  - b) During the Enlightenment, governments always treated the poor and the rich equally.
  - c) During the Enlightenment, Europe became less powerful than America.
  - d) During the Enlightenment, people increasingly looked to science and reason to answer their questions about the natural world.
4. In which part of the world did the Enlightenment begin?
  - a) Europe
  - b) Asia
  - c) the United States
  - d) South America
5. Which of the following best describes Isaac Newton?
  - a) influential scientist
  - b) father of democracy
  - c) friend of the poor peasants
  - d) leader of religious thought
6. Newton's theory of gravity draws what conclusion?
  - a) People descended from apes.
  - b) A natural force pulls objects toward Earth.
  - c) The monarch does not rule by divine right.
  - d) Eating at least one apple each day promotes good health.



7. Why is René Descartes known as the “father of modern philosophy”?
  - a) He wrote a new constitution for his country.
  - b) He plotted to overthrow the monarch.
  - c) He used reason to ask questions and find truths.
  - d) He discovered medicines that improved health.
8. Descartes encouraged people to doubt everything except
  - a) the word of the Church.
  - b) a monarch’s right to rule.
  - c) their own existence.
  - d) the law.
9. Which of the following ideas is associated with Thomas Hobbes?
  - a) I think, therefore I am.
  - b) tabula rasa
  - c) life, liberty, and the pursuit of happiness
  - d) the need for a strong government
10. Which statement best describes Thomas Hobbes’s conclusions about human nature?
  - a) People are naturally selfish and greedy.
  - b) Given the choice, people will help one another.
  - c) People in a society are naturally peaceful.
  - d) Given the choice, people will help only family members.
11. Which type of government did Thomas Hobbes support?
  - a) an absolute monarchy
  - b) a monarch whose power is limited by a parliament
  - c) democracy with government officials elected by the people
  - d) no government
12. Which did Hobbes consider most important for a strong society?
  - a) human rights
  - b) law and order
  - c) exploration and discovery
  - d) scientific research
13. What did John Locke consider a government’s most important duty?
  - a) to force all citizens to practice a single religion
  - b) to expand the nation’s borders
  - c) to avoid war and promote world peace
  - d) to protect the natural rights of citizens

- 14.** Locke believed that a good government gets its power from
- God.
  - the people.
  - military strength.
  - a strict monarch.
- 15.** According to Locke, which of the following is true?
- People are born naturally greedy and selfish.
  - People are born with no rights whatsoever.
  - Some people are born good while others are born evil.
  - People develop their ideas through life experiences.
- 16.** Both Locke and Hobbes lived through a period in English history that brought
- many political struggles between Parliament and the monarchy.
  - a better way of life for all citizens.
  - the collapse of the British Empire.
  - total democracy.
- 17.** How did John Locke feel about England's Glorious Revolution?
- He was against it because it gave too much power to the monarch.
  - He supported it because it created a stronger Parliament and a bill of rights.
  - He opposed any form of rebellion.
  - He was disappointed because it did not provide total democracy.
- 18.** John Locke's ideas were considered radical because he
- said that people had the right to overthrow a bad government.
  - was a friend and tutor to King Charles II.
  - left his home in England to live in Paris.
  - had ideas that differed from those of Thomas Hobbes.
- 19.** What was Montesquieu's purpose in writing *The Persian Letters*?
- to promote friendship between Persia and France
  - to encourage Persian travelers to visit France
  - to criticize French government and society
  - to encourage a revolution in Paris
- 20.** Why did Voltaire write under a pen name?
- He could get in trouble for speaking against the French monarchy.
  - He did not think anyone would buy a book he had written.
  - He was embarrassed by his ideas.
  - French noblemen were not allowed to write books.

- 21.** Which of the following did Voltaire most value?
- a) an orderly society with strictly enforced laws
  - b) the freedom to express one's opinions
  - c) living according to the religious teachings of the Church
  - d) loyalty to the crown
- 22.** The French *philosophes* were
- a) scholars and thinkers who considered ways to achieve a better society.
  - b) monarchs who refused to give up total control.
  - c) peasants and poor farmers who launched a revolt against the monarchy.
  - d) noble men and women of the French court.
- 23.** Which of John Locke's ideas influenced the American patriots' decision to fight a war for independence from Great Britain?
- a) People are the way they are because of their experiences in life.
  - b) One's mind at birth is like a blank sheet of paper.
  - c) People should rebel against a government that does not protect their rights.
  - d) People learn about their world through their senses of sight, hearing, smell, taste, and touch.
- 24.** Who was known as an American *philosophe*?
- a) George Washington
  - b) Benjamin Franklin
  - c) Thomas Hobbes
  - d) René Descartes
- 25.** Which of Montesquieu's ideas greatly influenced the organization of the U.S. government, as outlined in the Constitution?
- a) A government needs strict laws to keep people in order.
  - b) The use of reason helps people understand the world.
  - c) A separation of powers will keep any one branch of government from becoming too strong.
  - d) People must question everything except their own existence.

**B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on the line.**

**Terms**

\_\_\_\_\_ **26.** social contract

\_\_\_\_\_ **27.** reason

\_\_\_\_\_ **28.** divine right of kings

\_\_\_\_\_ **29.** censorship

\_\_\_\_\_ **30.** gravity

\_\_\_\_\_ **31.** radical

\_\_\_\_\_ **32.** philosophy

\_\_\_\_\_ **33.** natural rights

\_\_\_\_\_ **34.** authoritarian

\_\_\_\_\_ **35.** absolute monarchy

**Definitions**

**a)** the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin

**b)** the practice of removing or prohibiting books, art, films, or other media that the government finds offensive, immoral, or harmful

**c)** favoring large or widespread changes

**d)** an agreement among individuals in a society and a ruler or government; individuals give up some of their freedoms in exchange for protection by the ruler or government

**e)** the study of ideas about knowledge, life, and truth; literally, love of wisdom

**f)** requiring absolute obedience to a ruler or government; not allowing personal freedom

**g)** the ability of the mind to think clearly and understand; logic

**h)** a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions

**i)** rights that all people are born with and that cannot be taken away by the government

**j)** the gravitational force that occurs between Earth and other bodies; the force acting to pull objects toward Earth

## Performance Task: *The Enlightenment*

---

**Teacher Directions:** The Enlightenment, a philosophical movement that began in Europe, marked a significant shift in the ways people viewed their relationships with each other, their governments, and the world around them. Philosophers and the common people turned to reason as a way to connect with what they observed.

Ask students to write a persuasive essay explaining which *philosophe* or Enlightenment thinker had the greatest impact on the Age of Enlightenment. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to provide three to five pieces of evidence in support of why their chosen Enlightenment thinker had the greatest impact on the Age of Enlightenment.

|  |   |
|--|---|
| <b>Philosopher's Name</b>  | <b>John Locke</b>   |
| <b>Background</b>  | <ul style="list-style-type: none"><li>• Born and studied in England, fled to Holland</li><li>• Studied to become a medical doctor, but did not practice medicine</li></ul>  |
| <b>Beliefs</b>   | <ul style="list-style-type: none"><li>• Humans are born a tabula rasa, or blank slate</li><li>• All people are born with natural rights: life, liberty, property</li><li>• Role of government is to protect natural rights of citizens; citizens may overthrow government if it violates those rights</li></ul>   |
| <b>Achievements/<br/>Influence on the Age<br/>of Enlightenment</b> | <ul style="list-style-type: none"><li>• Adviser to Mary (of William and Mary), and played role in Glorious Revolution that led England to become a limited monarchy</li><li>• Views on natural rights and the social contract inspired Thomas Jefferson in writing the Declaration of Independence; ideas influenced American patriots during the American Revolution</li></ul> |

## Performance Task Scoring Rubric

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**Note:** Students should be evaluated on the basis of their persuasive essay using the rubric.

Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written responses.

|                      |   |
|----------------------|---|
| <b>Above Average</b> | Response is accurate, detailed, and persuasive and includes five specific examples. The essay clearly shows student understanding of the roles and significance of Enlightenment thinkers. The writing is clearly articulated and focused, demonstrates strong understanding of the subjects discussed, and includes at least five examples; a few minor errors may be present. |
| <b>Average</b>       | Response is mostly accurate and somewhat detailed and includes four specific examples. The essay shows student understanding of the roles and significance of Enlightenment thinkers. The writing is focused and demonstrates control of conventions, and includes at least four examples; some minor errors may be present.  |
| <b>Adequate</b>      | Response is mostly accurate and includes three examples but lacks detail. The essay helps show student understanding of the roles and significance of Enlightenment thinkers, but references few details from the text, including only three examples. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.                     |
| <b>Inadequate</b>    | Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the Enlightenment and includes less than three examples. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.                                       |





Name \_\_\_\_\_

Date \_\_\_\_\_

## ***The Enlightenment Performance Task Notes Table***

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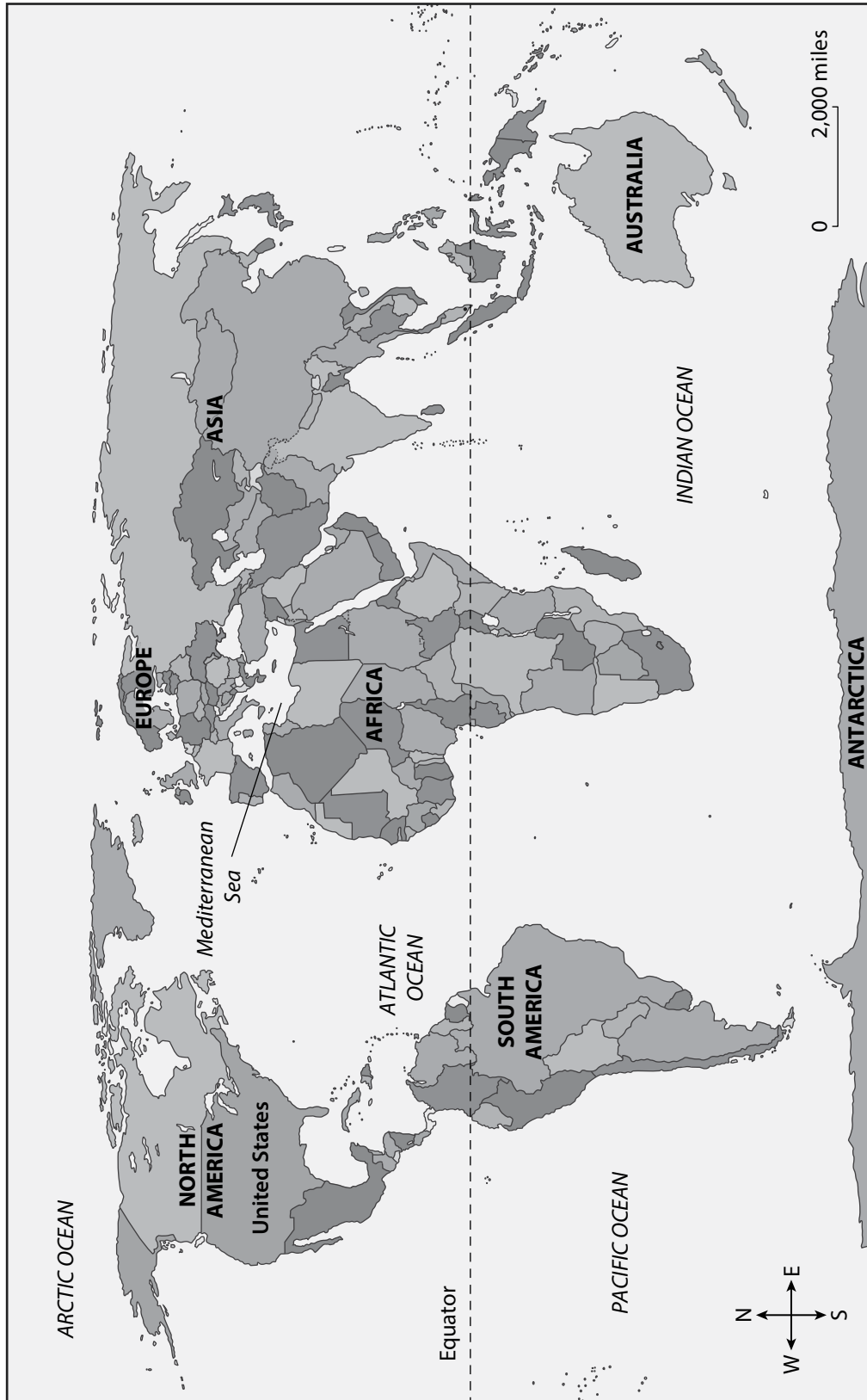
Use the table below to help organize your thoughts as you refer to *The Enlightenment*. You do not need to complete the entire table to write your persuasive essay, but you should try to have three to five specific examples of why you believe your chosen *philosophe* or Enlightenment thinker had the greatest impact on the Enlightenment.

|  |  |
|--|--|
| <b>Philosopher's Name</b>  |  |
| <b>Background</b>  |  |
| <b>Beliefs</b>   |  |
| <b>Achievements/<br/>Influence on the Age<br/>of Enlightenment</b> |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

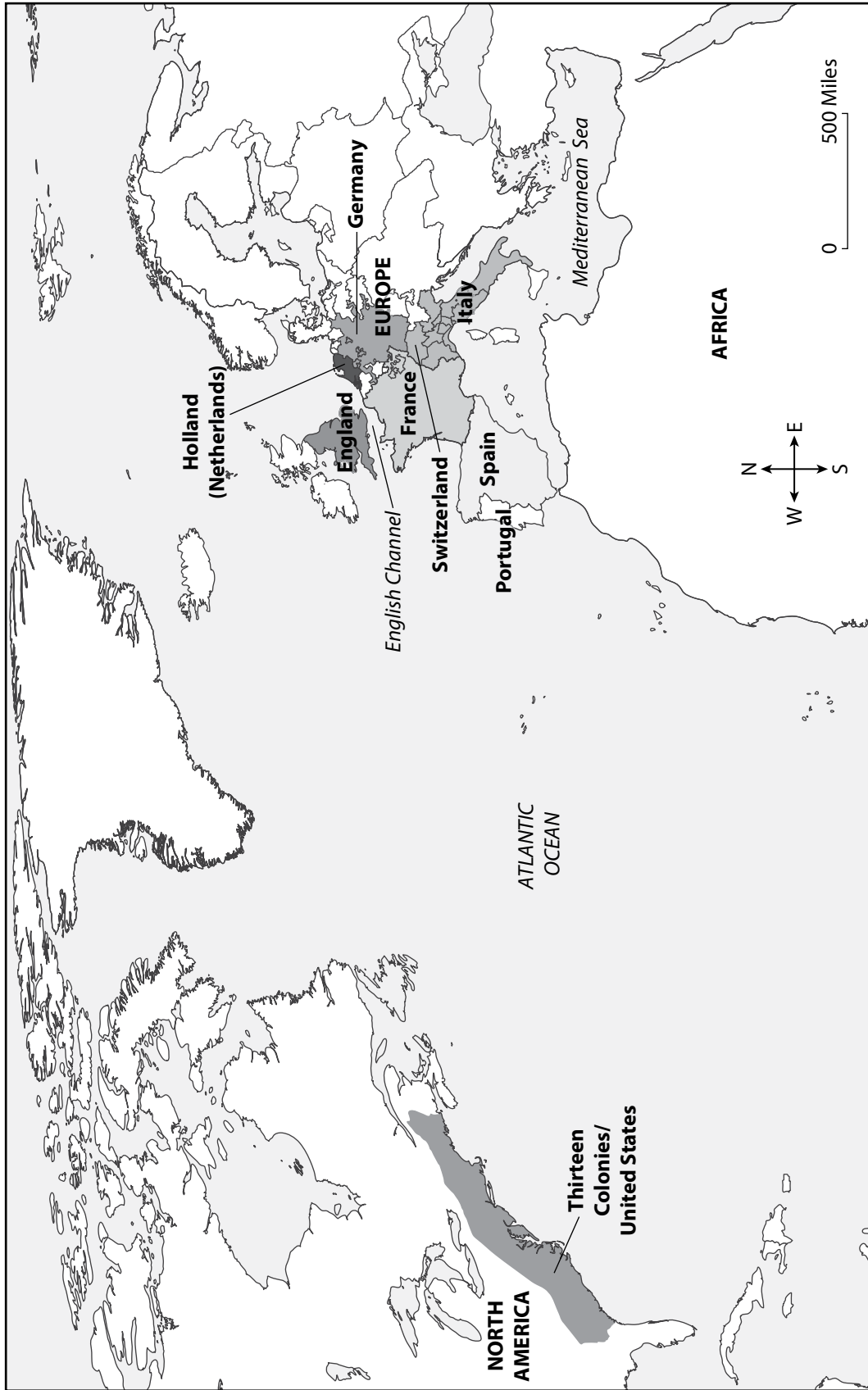
**World Map**



Name \_\_\_\_\_

Date \_\_\_\_\_

**Time Walk Map**



**Activity Page 1.3**

**Use with Chapter 1**

**A Walk Back in Time**

**Cut out each of the clue cards below to be used during the introduction to *The Enlightenment* unit**

- 476 CE–1350 CE
- Society was based on a system of loyalty.
- The king was at the top of the social order.

- 476 CE–1350 CE
- The pope is the leader of the Catholic Church.
- The Catholic Church controlled all aspects of daily life for people living during this time.

- 1400s–1650 CE
- An intellectual movement that first began in the Italian city-states
- Ideas from this time eventually spread to other parts of Europe.

- 1400s–1650 CE
- Scholars had a renewed interest in the early Greeks and Romans, including their writers, works, and ideas.

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.3 (Continued)

## Use with Chapter 1

### A Walk Back in Time

**Cut out each of the clue cards below to be used during the introduction to *The Enlightenment* unit.**

- 1400s–1650 CE
- Renaissance scholars and artists were curious about the physical world.
- This curiosity showed up in art, scientific observation, and investigation.

- 1400s–1650 CE
- During the Age of Exploration, many Europeans left Europe to explore what was to them the unknown world.
- This exploration led to the establishment of the British colonies in North America.

- 1450 CE
- Invented by Johannes Gutenberg, this machine made it possible to print many copies of texts and books in a short period of time.
- A growing number of people had access to printed materials, which helped spread ideas across Europe.

- 1500s
- Europe became divided between Catholic and Protestant territories during this time.
- A growing number of people questioned the authority of the Catholic Church.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.3 (Continued)**

**Use with Chapter 1**

**A Walk Back in Time**

**Cut out each of the clue cards below to be used during the introduction to *The Enlightenment* unit.**

- 1452–1519
- Leonardo da Vinci was not only a talented artist, he was also a designer and scientist who sketched many of his inventions and ideas.

- 1500s–1600s
- Scientific discoveries by people, such as Copernicus and Galileo, helped others better understand the world and the universe.
- Copernicus theorized that Earth revolved around the sun in 1543.
- Galileo’s observations, with the help of a telescope, helped prove Copernicus’s theory in 1632.

**Activity Page 1.4****Use with Chapters 1–6****Thinkers of the Enlightenment**

**Complete the following table about the thinkers of the Enlightenment.**

1. Summarize a major idea of each thinker.
2. Identify the country where each thinker was born.
3. Read the following quotations. Match each quote with the thinker who said it by writing the letter of his quote in the table.
  - a) “[Slavery is] the most shocking violation of nature.”
  - b) “I think, therefore, I am.”
  - c) “I do not agree with a word that you say, but I will defend to the death your right to say it!”
  - d) “If men were angels, no government would be necessary.”
  - e) Without a strong government, life is “solitary, poor, nasty, brutish, and short.”
  - f) “I hold that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical.”
  - g) “I seem to have been only like a boy playing on the seashore . . . whilst the great ocean of truth lay all undiscovered before me.”
  - h) “Three may keep a secret, if two of them are dead.”
  - i) All humans are entitled to the natural rights of “life, liberty, and property.”

Name \_\_\_\_\_ Date \_\_\_\_\_

**Thinkers of the Enlightenment**

| <b>Thinker</b>       | <b>Major Idea(s)</b> | <b>Homeland</b> | <b>Quotation</b> |
|----------------------|----------------------|-----------------|------------------|
| Isaac Newton         |                      |                 |                  |
| René Descartes       |                      |                 |                  |
| Thomas Hobbes        |                      |                 |                  |
| John Locke           |                      |                 |                  |
| Baron de Montesquieu |                      |                 |                  |

Name \_\_\_\_\_ Date \_\_\_\_\_

**Thinkers of the Enlightenment**

| <b>Thinker</b>    | <b>Major Idea(s)</b> | <b>Homeland</b> | <b>Quotation</b> |
|-------------------|----------------------|-----------------|------------------|
| Voltaire          |                      |                 |                  |
| Thomas Jefferson  |                      |                 |                  |
| Benjamin Franklin |                      |                 |                  |
| James Madison     |                      |                 |                  |

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 3.1

### Use with Chapter 3

### Domain Vocabulary: Chapters 1–3

Complete the crossword puzzle by solving each clue with words from the box.

|                    |                        |           |               |         |         |
|--------------------|------------------------|-----------|---------------|---------|---------|
| reason             | gravitation            | calculus  | epidemic      | gravity | scholar |
| philosophy         | divine right of kings* | pessimist | authoritarian |         |         |
| absolute monarchy* | social contract*       |           |               |         |         |

\*No spaces between words are included in the puzzle.

#### Across

2. a person who tends to see the worst in a situation or who believes the worst will happen
3. a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions
4. a situation in which a disease spreads to many people in an area or region
5. a person who specializes in a specific academic subject; an expert
7. the gravitational force that occurs between Earth and other bodies; the force acting to pull objects toward Earth
8. an agreement among individuals in a society and a ruler or government; individuals give up some of their freedoms in exchange for protection by the ruler or government
9. the ability of the mind to think clearly and understand; logic
10. the attractive force existing between any two objects that have mass; the force that pulls objects together
11. the study of ideas about knowledge, life, and truth; literally, love of wisdom

#### Down

1. the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin
3. requiring absolute obedience to a ruler or government; not allowing personal freedom
6. a type of advanced mathematics focused on the study of change

Name \_\_\_\_\_ Date \_\_\_\_\_

**Domain Vocabulary: Chapters 1–3**

A crossword puzzle grid with 11 numbered starting points for words. The grid consists of white squares for letters and black squares for empty space. The numbered squares are:

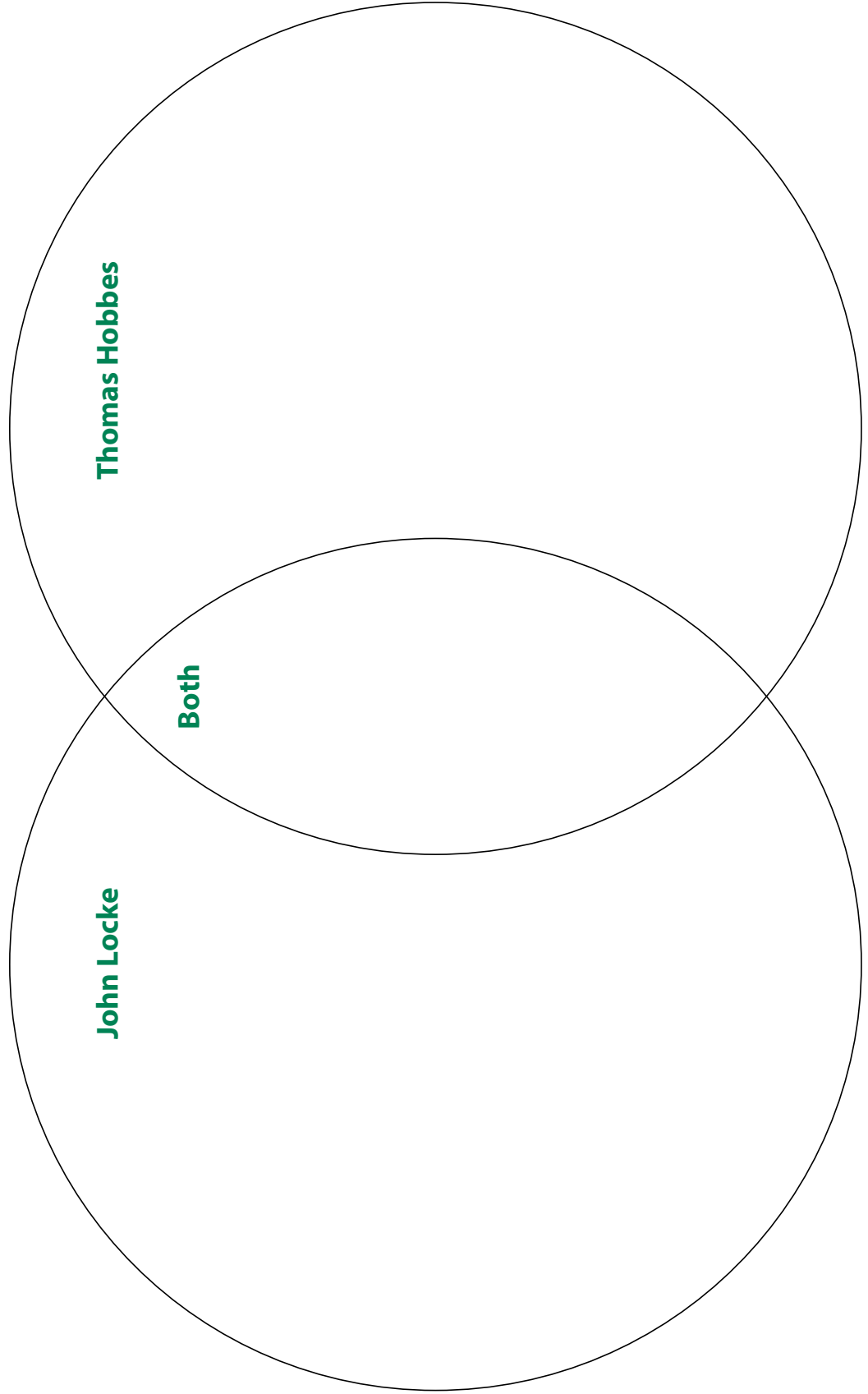
- 1: Top-left corner, 10 squares across.
- 2: Second row, second column, 5 squares across.
- 3: Third row, third column, 15 squares across.
- 4: Second row, fourth column, 5 squares across.
- 5: Fourth row, fifth column, 5 squares across.
- 6: Fifth row, sixth column, 10 squares across.
- 7: Sixth row, seventh column, 15 squares across.
- 8: Eighth row, eighth column, 10 squares down.
- 9: Ninth row, ninth column, 5 squares across.
- 10: Tenth row, tenth column, 10 squares down.
- 11: Eleventh row, eleventh column, 5 squares across.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Locke and Hobbes Venn Diagram**

Compare and contrast the lives and ideas of John Locke and Thomas Hobbes by completing the Venn diagram below. List the ideas unique to Locke in the left circle and the ideas of Hobbes in the right circle. List the similar ideas of both men where the circles overlap.



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 4.1 (Continued)**

**Use with Chapter 4**

Write several sentences comparing and contrasting the two Enlightenment thinkers.

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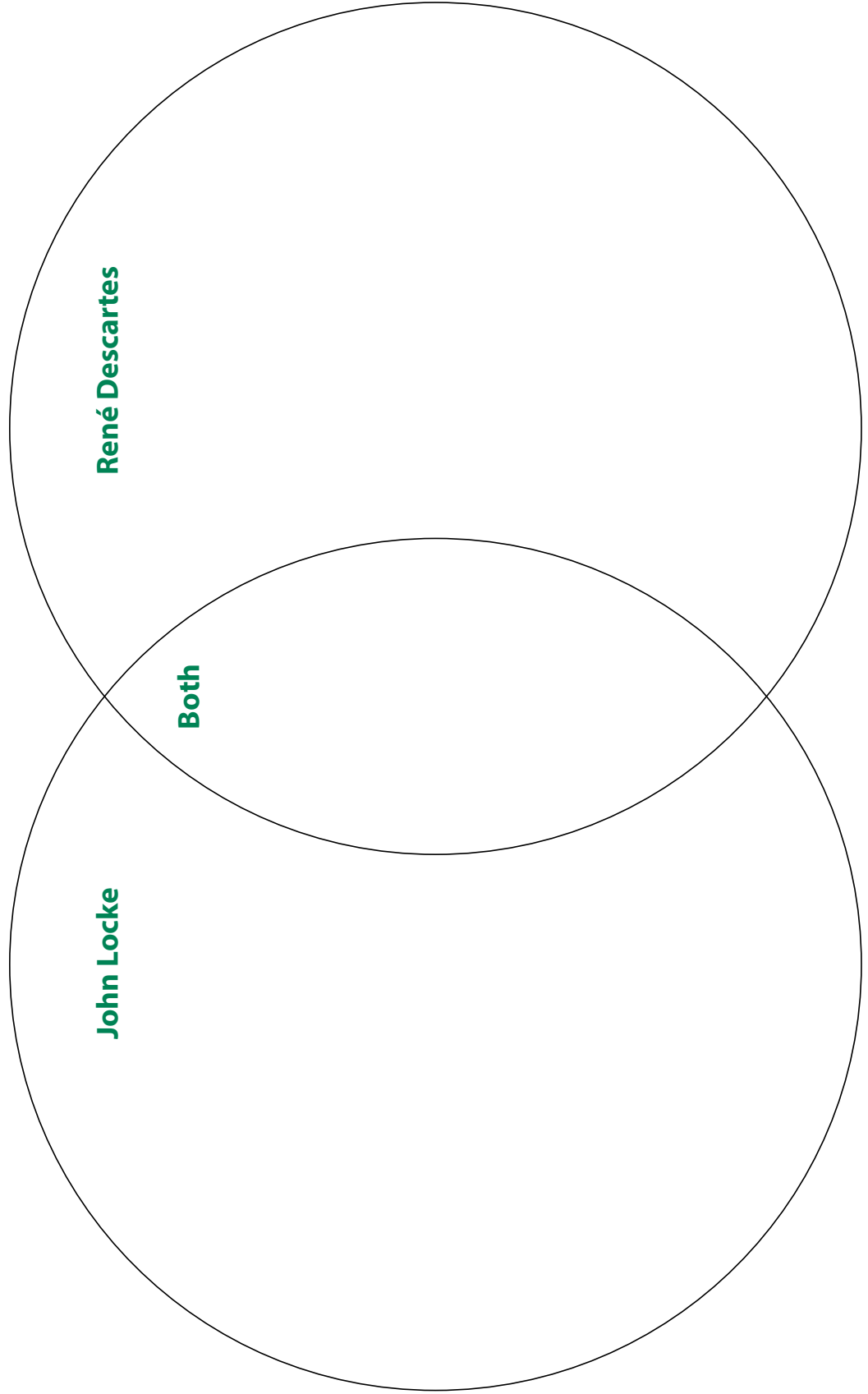
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Name \_\_\_\_\_ Date \_\_\_\_\_

### Locke and Descartes Venn Diagram

Compare and contrast the lives and ideas of John Locke and René Descartes by completing the Venn diagram below. List the ideas unique to Locke in the left circle and the ideas of Descartes in the right circle. List the similar ideas of both men where the circles overlap.





Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 5.1

## Use with Chapter 5

### Voltaire's *Candide*

Published in 1759, *Candide* is Voltaire's best-known work and a prime example of the philosophical values of the Enlightenment. On the surface, *Candide* is a humorous story of an inexperienced young man traveling around the world, but ultimately it is a serious work on the nature of good and evil.

**Read the excerpt from the beginning of *Candide*. Then answer the questions that follow.**

In the country of Westphalia, in the castle of the most noble Baron of Thunder-ten-tronckh, lived a youth whom Nature had endowed with a most sweet disposition. . . . He had a solid judgment joined to the most unaffected simplicity; and hence, I presume, he had his name of Candide. . . .

Pangloss, the teacher, was the oracle of the family, and little Candide listened to his instructions with all the simplicity natural to his age and disposition.

Master Pangloss taught the metaphysico-theologo-cosmolonigology. He could prove to admiration that there is no effect without a cause; and, that in this best of all possible worlds, the Baron's castle was the most magnificent of all castles. . . .

"It is demonstrable," said he, "that things cannot be otherwise than as they are; for as all things have been created for some end, they must necessarily be created for the best end. Observe, for instance, the nose is formed for spectacles, therefore we wear spectacles. The legs are visibly designed for stockings, accordingly we wear stockings. Stones were made to be hewn and to construct castles, therefore My Lord has a magnificent castle; for the greatest baron in the province ought to be the best lodged. Swine were intended to be eaten, therefore we eat pork all the year round: and they, who assert that everything is right, do not express themselves correctly; they should say that everything is best."

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 5.1 (Continued)**

**Use with Chapter 5**

**Voltaire's *Candide***

1. Pangloss believes that everything in the world is made or designed with the best purpose possible in mind. This philosophy was popular in France at the time Voltaire wrote *Candide*. Voltaire refused to believe that everything was for the best and wrote his story to poke fun at what he considered a ridiculous philosophy. From the passage, how can you tell that Voltaire was making fun of this philosophy?

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2. Why do you think Voltaire might have questioned Pangloss's ideas that "everything is best" and "things cannot be otherwise than as they are"? Why might it be dangerous to believe that those statements are true?

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Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 6.1

## Use with Chapter 6

### Domain Vocabulary Review

Fill in the blank with the correct word or phrase from the word bank. Not all words will be used.

|                |                  |                   |               |                      |            |
|----------------|------------------|-------------------|---------------|----------------------|------------|
| reason         | calculus         | epidemic          | gravity       | scholar              | philosophy |
| Parliament     | pessimist        | absolute monarchy | authoritarian | treason              |            |
| bill of rights | radical          | social order      | clergy        | separation of powers |            |
| pseudonym      | limited monarchy | censorship        | tolerate      | tyranny              |            |
| institute      | derive           | diplomat          | delegate      |                      |            |

1. Isaac Newton is credited with inventing \_\_\_\_\_, an area of mathematical study.
2. Montesquieu argued that a(n) \_\_\_\_\_ was necessary to prevent a single leader or part of the government from becoming too strong.
3. James Madison believed that a government should \_\_\_\_\_ its power from the people.
4. Unlike in a(n) \_\_\_\_\_ where the monarch is all-powerful, the powers of the king or queen are restricted by the governing assembly in a \_\_\_\_\_.
5. *Philosophes* who spoke out against the monarch could be convicted of \_\_\_\_\_.
6. The Founding Fathers declared their independence from Britain after experiencing years of \_\_\_\_\_ under the king and Parliament.
7. As a part of its program of \_\_\_\_\_, the government banned many of Voltaire's writings and burned his books.
8. To protect his identify, Voltaire used a(n) \_\_\_\_\_ when writing.
9. Thomas Hobbes is often considered a(n) \_\_\_\_\_ because of his negative views of humankind.
10. The ideas of Enlightenment thinkers were considered to be \_\_\_\_\_ by many people.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 6.2

## Use with Chapter 6

### Matching the Enlightenment Thinkers

Match each Enlightenment thinker in the left column with what they are best known for in the right column.

- |                               |  |
|-------------------------------|--|
| _____ 1. Isaac Newton         | a) Believed that the separation of powers was necessary to prevent leaders or governments from becoming too powerful |
| _____ 2. René Descartes       | b) Considered to be the Father of the U.S. Constitution  |
| _____ 3. Thomas Hobbes        | c) Believed that each human's mind was a <i>tabula rasa</i> or "blank slate"   |
| _____ 4. John Locke           | d) American diplomat who was welcomed into philosophical circles in Europe   |
| _____ 5. Baron de Montesquieu | e) Imprisoned in the Bastille for his writings against the French government   |
| _____ 6. Voltaire             | f) Considered to be the father of modern philosophy  |
| _____ 7. Thomas Jefferson     | g) Believed in the importance of a strong, all-powerful ruler  |
| _____ 8. Benjamin Franklin    | h) Invented the field of calculus, and discovered and wrote about many of the laws that govern the natural world     |
| _____ 9. James Madison        | i) Authored the Declaration of Independence  |

## Answer Key: *The Enlightenment*

### Unit Assessment (pages 64–68)

A. 1. b 2. c 3. d 4. a 5. a 6. b 7. c 8. c 9. d 10. a 11. a 12. b 13. d 14. b 15. d 16. a 17. b 18. a 19. c  
20. a 21. b 22. a 23. c 24. b 25. c

B. 26. d 27. g 28. a 29. b 30. j 31. c 32. e 33. i 34. f 35. h

### Activity Pages

#### Thinkers of the Enlightenment (AP 1.4) (pages 78–80)

| Thinker                     | Major Idea(s)  | Homeland                        | Quotation   |
|-----------------------------|--|---------------------------------|---|
| <b>Isaac Newton</b>         | People should use observation, scientific experimentation, and human reason to better understand the world.  | England                         | <b>g)</b> “I seem to have been only like a boy playing on the seashore . . . whilst the great ocean of truth lay all undiscovered before me.” |
| <b>René Descartes</b>       | Emphasis on human reason, “Cogito ergo sum”  | France                          | <b>b)</b> “I think, therefore, I am.”   |
| <b>Thomas Hobbes</b>        | Humans are inherently selfish; an all-powerful government is necessary to maintain social order  | England                         | <b>e)</b> Without a strong government, life is “solitary, poor, nasty, brutish, and short.”   |
| <b>John Locke</b>           | Each person is born a tabula rasa; all people are born with natural rights; it is the role of government to protect natural rights, otherwise citizens have the right to overthrow the government                  | England                         | <b>i)</b> All humans are entitled to the natural rights of “life, liberty, and property.”   |
| <b>Baron de Montesquieu</b> | Separation of powers and checks and balances to prevent leaders and government from becoming too powerful; spoke out against slavery   | France                          | <b>a)</b> “[Slavery is] the most shocking violation of nature.”   |
| <b>Voltaire</b>             | Spoke out against corruption, laziness of nobility and government officials, and religious intolerance; believed France should become a limited monarchy   | France                          | <b>c)</b> “I do not agree with a word that you say, but I will defend to the death your right to say it!”                                     |
| <b>Thomas Jefferson</b>     | Agreed with ideas of John Locke; believed that all men had natural rights and that the British colonies had the right to declare independence from Great Britain because the government was violating their rights | British colonies, United States | <b>f)</b> “I hold that a little rebellion now and then is a good thing, and as necessary in the political world as storms in the physical.”   |
| <b>Benjamin Franklin</b>    | American philosophe; believed in importance of scientific study and inquiry  | British colonies, United States | <b>h)</b> “Three may keep a secret, if two of them are dead.”   |
| <b>James Madison</b>        | Studied the works of Enlightenment thinkers; adopted ideas of Montesquieu when writing the U.S. Constitution   | British colonies, United States | <b>d)</b> “If men were angels, no government would be necessary.”   |

## Domain Vocabulary: Chapters 1–3 (AP 3.1) (pages 81–82)

### Across

2. pessimist
3. absolute monarchy
4. epidemic
5. scholar
7. gravity
8. social contract
9. reason
10. gravitation
11. philosophy

### Down

1. divine right of kings
3. authoritarian
6. calculus

## Locke and Hobbes Venn Diagram (AP 4.1) (pages 83–84)

**Locke (left):** Government has a duty to protect people's natural rights; tabula rasa—all knowledge comes from experience; senses help people decide what is best; people are reasonable and moral; if government fails to protect rights, people can overthrow it.

**Hobbes (right):** People should give up individual freedoms to all-powerful government (social contract) for the good of society; people are cruel, greedy, and selfish.

**Hobbes and Locke (center):** Both believed in and wrote about the social contract, but Locke was more willing to see it rewritten periodically. Both men were born in England and forced to flee their home country because of their beliefs. Both philosophers trying to figure out the best way for people to live together; interested in “freedom.”

## Locke and Descartes Venn Diagram (AP 4.2) (pages 85–86)

**Locke (left):** Born in England. Emphasized the existence of natural rights and the role of government in protecting those natural rights.

**Descartes (right):** Born in France. Became interested in travel and mathematics. Focused study on internal connection to external world.

**Locke and Descartes (center):** Both lived in Holland to pursue their studies. Both used reason to draw conclusions about the world around them. Both studied and trained for other professions, but each dedicated his life's work to philosophy.

## Voltaire's *Candide* (AP 5.1) (pages 87–88)

1. There are several indications that Voltaire is making fun of Pangloss. The narrator says that Pangloss teaches “metaphysico-theologo-cosmologonology,” which is obviously a made-up subject. This is meant to poke fun at Pangloss as a head-in-the-clouds philosopher. Voltaire also makes fun of Pangloss's ideas by making them so silly. According to Pangloss, we wear glasses because we have noses that are made for wearing glasses. This is silly because we wear glasses in order to see better, and they just happen to rest on our noses. We don't wear glasses because of our noses. The ideas that follow this one are equally silly. By making Pangloss's ideas seem silly, Voltaire is able to make fun of a philosophy that he disagrees with.
2. Voltaire questioned Pangloss's ideas because he thought they were both wrong and dangerous. He did not see how a world in which millions of people die from diseases, governmental oppression, wars, and natural disasters could be seen as the “best” of all possible worlds. He also worried that people who believed “things cannot be otherwise than as they are” would make no effort to improve the world by curing diseases or improving government. As an Enlightenment thinker, he believed the world could be made better, but not if everybody assumed that “things cannot be otherwise than as they are.”

## Domain Vocabulary Review (AP 6.1) (page 89)

1. calculus
2. separation of powers
3. derive
4. absolute monarchy, limited monarchy
5. treason
6. tyranny
7. censorship
8. pseudonym
9. pessimist
10. radical

## Matching the Enlightenment Thinkers (AP 6.2) (page 90)

1. h
2. f
3. g
4. c
5. a
6. e
7. i
8. d
9. b





# The French Revolution and Romanticism

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# **The French Revolution and Romanticism**

## **Teacher Guide**

Core Knowledge History and Geography™ 6

# Introduction

## ABOUT THIS UNIT

### The Big Idea

Enlightenment ideas, coupled with the struggle and success of the English colonists in North America to obtain their independence from Great Britain, helped accelerate the French Revolution. The storming of the Bastille, the signing of the Declaration of the Rights of Man, and the reforms that followed brought about sweeping social change in France.

The philosophies of Locke and Rousseau, which stressed individual freedoms, and the recent American Revolution, helped ignite the start of the French Revolution in 1789. Following the excesses and failures of Louis XVI, the *ancien régime* disintegrated. The *ancien régime*, or “old order,” was the French social and political system characterized by an absolute monarchy, with other members of society belonging to one of three classes: clergy (the First Estate), nobility (the Second Estate), and common people (the Third Estate). In 1789, the National Assembly was formed and the Tennis Court Oath was signed, moving the country irrevocably forward on the path toward revolution. After a period of radical changes and terror, the French Revolution ended when Napoleon Bonaparte made his name in the military and rose to become dictator, and then emperor of France.

Great art, music, and literature flourished during the French Revolution and Napoleonic rule. Neoclassicism, or a return to the forms and influences of Greek and classical art, took hold. Jacques-Louis David’s *The Oath of the Horatii* is an example of this movement. Theories of the sublimity of nature, the “noble savage,” and other Romantic ideals articulated by Rousseau were subsequently expressed in poetry by Byron and Wordsworth; in music by Schubert, Chopin, Schumann, and Beethoven; and in art by John Constable and others.



# What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with the following ideas:

- The Renaissance began in Italy and eventually spread to other parts of Europe, lasting from about 1400–1650.
- The Renaissance was characterized by a renewed interest in writers, works, and ideas from the Greek and Roman past.
- The Renaissance was marked by a curiosity about the physical world, which was manifested in art, scientific observation, and investigation.
- The Renaissance overlapped the Age of Exploration, a period in which Europeans ventured out to explore what was to them the unknown world, including the exploration and establishment of the British colonies in North America.
- The development of moveable type by Johannes Gutenberg (in the West) made possible widespread literacy in vernacular languages.
- Following the Renaissance, during the historical periods known as the Reformation and Counter-Reformation, with Europe divided into Protestant and Catholic territories, people were more likely to question the authority of the Church. Interest in science and education continued with Copernicus’s theory of a sun-centered universe published in 1543, supported by Galileo in 1632.
- The Enlightenment was a historical period in the 1600s and 1700s when people questioned old ideas and searched for knowledge.
- Some philosophical thinkers, such as René Descartes, focused on reason and logic in their quest for knowledge, while others, such as Isaac Newton, placed emphasis on scientific observation and experiments.
- Thomas Hobbes, an English philosopher, concluded that a strong central government was the best type of government and was essential to preventing man’s tendency for constant infighting. According to Hobbes, while individuals gave up some freedoms, the government provided protection, security, and stability. This exchange was known as the “social contract.”
- John Locke, another English philosopher, promoted the idea of a social contract to argue against the divine right of kings. He also argued that the human mind was like a blank slate that becomes filled during one’s lifetime, based on one’s experiences. For this reason, education was deemed to be very important.
- Thomas Jefferson was strongly influenced by Locke’s ideas, which are reflected in the Declaration of Independence.
- The Founding Fathers were also influenced by Montesquieu, a French philosopher, who argued for a balance and separation among different functions of government, as reflected in the U.S. Constitution.

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1649 to 1838.

|                       |  |
|-----------------------|--|
| 1649                  | During the English Civil War, King Charles I was tried and executed.   |
| 1661–1715             | Louis XIV, the Sun King, had the palace of Versailles built.   |
| 1688–1689             | During the Glorious Revolution, the English Bill of Rights limited the power of kings and queens, and created a more democratic government in England. |
| late 1600s–late 1700s | The class structure during the <i>ancien régime</i> consisted of Three Estates.  |
| 1712–1778             | The writings of Jean-Jacques Rousseau inspired the Romantic movement, including work by the writers William Wordsworth and Lord Byron.                 |
| 1715–1774             | Louis XV became king at age five; his reign lasted almost sixty years.   |
| 1770                  | Marriage of Louis XVI and Marie Antoinette   |
| 1770–1827             | Ludwig van Beethoven, one of the greatest composers of all time, effectively conveyed different emotions through his music.                            |
| 1774–1792             | During her reign as queen, Marie Antoinette lived a life of luxury, without any concern for how ordinary people lived.                                 |
| 1776                  | In the Declaration of Independence, written at the start of the American Revolution, Americans also stated the rights of individual Americans.         |
| May–July 1789         | The ordinary people of the Third Estate decided that the Third Estate should be the National Assembly.   |
| June 17, 1789         | Deputies of the National Assembly signed the Tennis Court Oath; the French Revolution had begun.   |



|                  |  |
|------------------|--|
| July–August 1789 | Storming of the Bastille sparked violence in the streets of Paris and throughout the countryside.  |
| August 1789      | The National Assembly created a Bill of Rights; the Declaration of the Rights of Man was written.  |
| October 1789     | The women’s march to Versailles  |
| August 1792      | Mob violence erupts at the Tuileries.  |
| 1792–1793        | After a new legislative assembly, the National Convention, was elected, Louis XVI and Marie Antoinette were put to death.                |
| 1793–1805        | During the French Revolution, there were many changes to French society, including the French calendar.                                  |
| 1793             | Jacques-Louis David’s <i>Death of Marat</i> was an example of neoclassicism.   |
| 1793–1794        | During the Reign of Terror, anyone suspected of speaking or acting against the Revolution might be sentenced to death by the guillotine. |
| July 1794        | Maximilien Robespierre was sentenced to death.   |
| 1799             | The French Revolution ended when Napoleon Bonaparte overthrew the Directory and became dictator of France.                               |
| 1804             | Napoleon Bonaparte crowned himself emperor of France.  |
| 1805–1809        | By 1810, much of Europe was under Napoleon’s control. Russia and the Ottoman Empire remained outside of his control.                     |
| 1812–1814        | Napoleon’s invasion of and retreat from Russia   |
| 1815             | Napoleon escaped from Elba and returned to Paris.  |
| June 1815        | Napoleon lost the battle of Waterloo and was exiled to St. Helena, where he died.  |
| 1838             | Eugène Delacroix’s portrait of the composer Chopin is an example of Romantic art.  |

## What Students Need to Learn

Teachers: While the focus here is on the French Revolution, make connections with what students already know about the American Revolution, and place the American and French revolutions in the larger global context of ideas and movements.

- The influence of Enlightenment ideas and of the English Civil War on revolutionary movements in America and France
- The American Revolution: the French alliance and its effect on both the Americans and the French
- The old regime in France (*ancien régime*)
  - The social classes: the Three Estates
  - Louis XIV, “the Sun King”: Versailles
  - Louis XV, who ruled for almost sixty years
  - Louis XVI: the end of the old regime
  - Marie Antoinette: the famous legend of “Let them eat cake”
- 1789: from the Three Estates to the National Assembly
  - July 14, Bastille Day
  - Declaration of the Rights of Man
  - October 5, Women’s March to Versailles
  - “Liberty, Equality, Fraternity”
- Louis XVI and Marie Antoinette sentenced to the guillotine
- Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”
- Revolutionary arts and the new classicism
- Napoleon Bonaparte and the First French Empire
  - Napoleon as military genius
  - Crowned Emperor Napoleon I: reinventing the Roman Empire
  - The invasion of Russia
  - Exile to Elba
  - Wellington and Waterloo
- The revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms during the neoclassical period in:
  - Jacques-Louis David, *The Oath of the Horatii*
- A reaction against neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature in Romantic art in:
  - Eugene Delacroix, *Liberty Leading the People*

## What Students Need to Learn CONTINUED

- Romantic composers and works:
  - Beethoven as a transitional figure: Symphony No. 9, fourth movement
  - Franz Schubert, *lieder* (art songs): “Die Forelle” (“The Trout”), “Gretchen am Spinnrade” (“Gretchen at the Spinning Wheel”)
  - Frederic Chopin: “Funeral March” from Piano Sonata No. 2 in B flat Minor, “Minute Waltz”, “Revolutionary” Etude in C Minor
  - Robert Schumann, Piano Concerto in A Minor
- Romantic poets and works:
  - William Wordsworth: “I Wandered Lonely as a Cloud”
  - Lord Byron: “Apostrophe to the Ocean”

## AT A GLANCE

The most important ideas in Unit 4 are:

- The ideas of the Enlightenment influenced people to take action in England (the English Civil War) and in America (the American Revolution). The same ideas, and the events in England and America, sowed the seeds for the French Revolution.
- During the *ancien régime*, the French social classes were divided into Three Estates, with the clergy represented in the First Estate, nobility in the Second Estate, and common people, including the bourgeois, in the Third Estate.
- French kings ruled with absolute authority during the *ancien régime*.
- Louis XIV, who was known as the Sun King, had the luxurious palace of Versailles built and was one of the most powerful kings in all of French history.
- Louis XV continued the extravagant spending of Louis XIV; those living at the palace during his reign recognized the likelihood of financial ruin.
- Louis XVI and Queen Marie Antoinette were the last French monarchs before the French Revolution.
- In 1789, the Third Estate established the National Assembly.
- Ordinary people stormed the Bastille on July 14, 1789; this date is still celebrated in France in a way similar to July 4 in the United States.
- The National Assembly wrote “The Declaration of the Rights of Man,” which limited the power of the monarchy, to which Louis XVI agreed.

- In 1792, the National Convention eliminated the monarchy and declared that France was a republic. The National Convention also tried Louis XVI for treason. Both Louis XVI and his queen, Marie Antoinette, were executed.
- The French Revolution, especially the rule of the National Convention, brought changes to religion, culture, and art, including the start of neoclassicism.
- The Committee of Public Safety and Robespierre's extreme efforts to eliminate opposition to the French Revolution led to the Reign of Terror.
- In the 1800s, France and much of Europe fell under the control of the Emperor Napoleon Bonaparte, one of the greatest military minds of all time.
- Following a disastrous attempt to invade Russia, Napoleon was banished to Elba. He managed to escape and return to Paris, only to lose the battle at Waterloo and to be banished again to St. Helena.
- The period following the French Revolution and the rise and fall of Napoleon spurred a new artistic movement known as Romanticism, which glorified nature and placed emphasis on emotions and feelings.

## WHAT TEACHERS NEED TO KNOW

### The Enlightenment

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The philosophers of ancient Greece first explored the idea of using reason to think about the universe and humanity. Because the Romans adopted many Greek ideas and traditions, they, too, favored reason over speculation, and revered rationality, natural order, and natural law. The rationale for reason continued through time, through the rise of Christianity, through the Renaissance and the Protestant Reformation, and through the emergence of the scientific revolution. It was the culmination of these forces of thought, experience, experimentation, and discovery that resulted in a scholarly interest in the classics and an interest in discussion and conversation about intellectual subjects. The salons of Paris became symbols of the Enlightenment, as many educated thinkers gathered in the salons to philosophize. Women figured prominently in these discussions. This movement reflected a state of mind that flourished in many parts of Europe.

#### John Locke

John Locke was an English philosopher. He was raised under the influences of the Church of England and a classical education at the Westminster School. He was sixteen when Charles I was beheaded at the end of the English Civil War, and that no doubt had an impact on his beliefs. Locke later attended Oxford.

He was soon bored by the archaic curriculum, and instead became engrossed in the writings of contemporary philosophers, such as Francis Bacon and René Descartes. He was also intrigued by the scientists of the scientific revolution, and influenced by the works of Robert Boyle and Sir Isaac Newton. John Locke soon showcased his own thinking, introducing the idea of a social contract, an understood agreement between the ruler and the ruled, defining the rights of each based on a rational consent to be governed. He also promoted religious tolerance, and the idea of *tabula rasa*, that humans are born with a clean slate (aside from an innate power of reflection) and that slate is written based on one's experiences in life.

## Montesquieu

Montesquieu was a French philosopher. He was raised in a well-to-do household with noble ancestry and was educated near Paris, along with other children of prominent Bordeaux families. He married a wealthy Protestant. Blessed with social and financial security, Montesquieu was able to focus on practicing law and advancing his knowledge of the sciences. He was also interested in writing. His first publication, *The Persian Letters*, poked fun at Parisian civilization, mocked Louis XIV, lambasted social classes, hinted at the theories of Thomas Hobbes, and criticized Roman Catholic doctrine. It was disrespectful and shocking, and made Montesquieu quite famous. He thrived under his newfound popularity. He joined the French Academy and frequented the Paris salons, joining in on the discussions. Montesquieu was best known for his political thought. He presented a classification of governments, describing the republic as virtuous, the monarchy as honorable, and despotism as fearful. He also argued for the theory of separation of powers, stating that political authority must be divided into legislative, executive, and judicial branches, and that each branch of government should check the power of the other two, in order to protect people's liberty.

## Voltaire

Voltaire was a French writer. Not much is known of his childhood other than that he was raised by his bourgeois godfather. He attended a Jesuit College, and it was there that he learned to appreciate classical taste but to despise religious instruction. He became interested in England and learned English so that he could read the writings of John Locke. This worked in his favor, as he was exiled from France for fighting with a French aristocrat and went to England. When he returned to France, his goal was to promote English values. Voltaire's multitude of writings share some common themes: the establishment of religious tolerance, the growth of material prosperity, and respect for the rights of man by eliminating torture and useless punishments. Only a few of his writings remain today, but he is known for his role during the Enlightenment and his influence on the French Revolution.

## Jean-Jacques Rousseau

Jean-Jacques Rousseau was a Swiss philosopher, writer, and political theorist. His father was a watchmaker and his mother was a noblewoman who died shortly after Rousseau was born. When Rousseau was ten, his father was forced to flee Geneva or face imprisonment. At fifteen, Rousseau also fled Geneva, and, supported by a wealthy baroness, lived as an adventurer and a Roman Catholic convert, gaining the education he had missed as a boy. He arrived in Paris at the age of thirty and quickly became involved in the salons and the *Encyclopédie*, a publication edited by the *philosophe* Denis Diderot. After this introduction to Enlightenment society, Rousseau gained popularity through his writing. His forceful and eloquent style attracted public attention. His main belief was that people are good by nature but corrupted by society and civilization. Therefore, the history of human life on Earth has been a history of decay. Rousseau's most famous writing, *The Social Contract*, argues that man would not be corrupted by society if that society were based on a genuine social contract in which people would retain their freedom as long as their government abided by the people's general will.

## The Enlightenment in America

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The Enlightenment swept across Europe in a relatively short period of time. It was not long before the ideas of John Locke and Montesquieu crossed the Atlantic Ocean to the British colonies, where they inspired leaders of the eventual United States to separate themselves from Great Britain and form a new country.

### Thomas Jefferson, the Declaration of Independence, and Natural Rights

Following the French and Indian War, the British colonies came under increased scrutiny by Parliament. The colonists grew increasingly dissatisfied with their relationship with Great Britain. Taxation without representation and various other abuses by the British Crown led many colonists to the conclusion that action must be taken.

As the author of the Declaration of Independence, Thomas Jefferson drew inspiration from Locke's concept of natural rights. While Locke contended that all people have the right to "life, liberty, and property," Jefferson adapted his words in the Preamble of the Declaration of Independence, stating that "all men" are entitled to certain natural rights, including "Life, Liberty, and the pursuit of Happiness." Jefferson further expanded upon Locke's conception of the social contract by explaining that "governments are instituted among Men" for the purpose of protecting such rights, and "That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government."

## Montesquieu and the U.S. Constitution

The ideas of Montesquieu strongly influenced James Madison in helping draft the U.S. Constitution. Montesquieu believed in the separation of powers in government. The division of power and responsibility among three branches—legislative, executive, and judicial—would prevent any one part of government from becoming too powerful and oppressing its people. Madison adopted the concept of separation of powers in drafting the U.S. Constitution, outlining the three distinct branches that make up the U.S. government to this day.

### UNIT RESOURCES

#### Student Component

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*The French Revolution and Romanticism* Student Reader—twelve chapters

#### Teacher Components

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*The French Revolution and Romanticism* Teacher Guide—twelve chapters. The guide includes lessons aligned to each chapter of *The French Revolution and Romanticism* Student Reader, with a daily Check for Understanding and Additional Activities, such as vocabulary practice, cross-curricular connections, and virtual field trips, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 210.

- » The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- » The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation. In this unit, the presentation is either written or visual.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

*The French Revolution and Romanticism* Timeline Image Cards—twenty-eight individual images depicting significant events and individuals related to the French Revolution. In addition to an image, each card contains a caption, a chapter number, and the Big Question, which outlines the focus of the chapter. You will construct a classroom Timeline with students over the course of the

entire unit. The Teacher Guide will prompt you, lesson by lesson, as to which image card(s) to add to the Timeline. The Timeline will be a powerful learning tool enabling you and your students to track important themes and events as they occurred within this expansive time period.

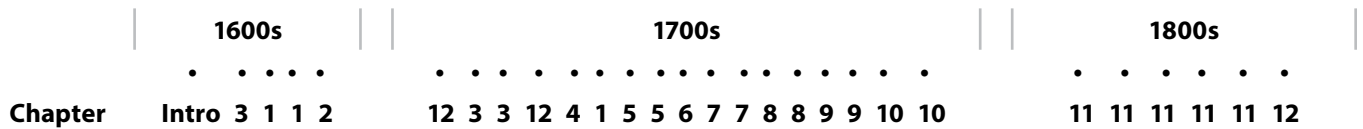
## Timeline

Some advance preparation will be necessary prior to starting *The French Revolution and Romanticism* unit. You will need to identify available wall space in your classroom of approximately fifteen feet on which you can post the Timeline image cards over the course of the unit. The Timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls, whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the image cards can be attached with clothespins!

Create three time indicators or reference points for the Timeline. Write each of the following dates on sentence strips or large index cards:

- **1600s**
- **1700s**
- **1800s**

Affix these time indicators to your wall space, allowing sufficient space between them to accommodate the actual number of image cards that you will be adding to each time period as per the following diagram:



You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.

|                     |   |   |  |   |              |
|---------------------|---|---|--|---|--------------|
|                     | <b>1600s</b>  |   | <b>1600s</b>   |   | <b>1600s</b> |
|                     |  |  |  |  |              |
| <b>Introduction</b> | <b>Chapter 3</b>  | <b>Chapter 1</b>  | <b>Chapter 1</b>   |   |              |



1600s



Chapter 2

1700s



Chapter 12

1700s



Chapter 3

1700s



Chapter 3

1700s



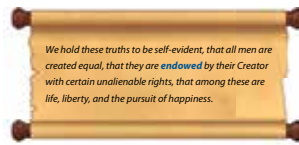
Chapter 12

1700s



Chapter 4

1700s



Chapter 1

1700s



Chapter 5

1700s



Chapter 5

1700s



Chapter 6

1700s



Chapter 7

1700s



Chapter 7

1700s



Chapter 8

1700s



Chapter 8

1700s



Chapter 9

1700s



Chapter 9



Chapter 10



Chapter 10



Chapter 11



Chapter 11



Chapter 11



Chapter 11



Chapter 11



Chapter 12

### The Timeline in Relation to Content in the Student Reader

The events highlighted in the Unit 4 Timeline are in chronological order, but the chapters that are referenced are not. The reason for this is that while the events of the French Revolution and of Napoleon Bonaparte’s rule are presented in chronological order within the Student Reader, other events, such as the development of the Romantic movement, are not. The American Revolution is discussed in Chapter 1 of the Student Reader, but the reigns of Louis XIV and Louis XV, discussed in Chapter 2, occurred earlier than the American Revolution. Romanticism is presented in the final chapter but includes people and events that overlap with the events of the French Revolution and the reign of Napoleon.

### Understanding References to Time in *The French Revolution and Romanticism Unit*

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. For example, early chapters refer to the historical eras known as the Enlightenment, which spanned decades, and the *ancien régime*, which spanned centuries. Other chapters place events more exactly, such as issuing of the Declaration of the Rights of Man on August 27, 1789, or the crowning of Napoleon as emperor in 1804.

## Time to Talk About Time

Before you use the Timeline, discuss with students the concept of time and how it is recorded. Here are several discussion points that you might use to promote discussion. This discussion will allow students to explore the concept of time.

1. What is time?
2. How do we measure time?
3. How do we record time?
4. How does nature show the passing of time? (Encourage students to think about days, months, and seasons.)
5. What is a specific date?
6. What is a time period?
7. What is the difference between a specific date and a time period?
8. What does *CE* mean?
9. What is a timeline?

## USING THE TEACHER GUIDE

### Pacing Guide

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*The French Revolution and Romanticism* unit is one of nine history and geography units in the Grade 6 *Core Knowledge Curriculum Series*™. A total of twenty-five days has been allocated to *The French Revolution and Romanticism* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 6 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

### Reading Aloud

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Cognitive science suggests that, even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the *Core Knowledge Curriculum Series*, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or a volunteer. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Turn and Talk


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After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach, e.g., reading manageable sections of each chapter and then discussing what has been read, is an effective and efficient way to ensure that all students understand the content before proceeding to the remainder of the chapter.

## Building Reading Endurance and Comprehension

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The ultimate goal for each student is to be capable of reading an entire chapter independently with complete comprehension of the subject matter. Therefore, while it is important to scaffold instruction as described above to ensure that students understand the content, it is also important to balance this approach by providing opportunities for students to practice reading longer and longer passages entirely on their own.

One or more lessons in each Grade 6 CKHG™ unit will be designated as an Independent Reading Lesson in which students are asked to read an entire chapter on their own before engaging in any discussion about the chapter. A  adjacent to a lesson title will indicate that it is recommended that students read the entire chapter independently.

During each Independent Reading Lesson, students will be asked to complete some type of note-taking activity as they read independently to focus attention on key details in the chapter. They will also respond, as usual, by writing a response to the lesson's Check for Understanding.

It will be especially important for the teacher to review all students' written responses to any Independent Reading Lesson prior to the next day's lesson to ascertain whether all students are able to read and engage with the text independently and still demonstrate understanding of the content.

If one or more students struggle to maintain comprehension when asked to read an entire chapter independently, we recommend that, during the next

Independent Reading Lesson opportunity, you pull these students into a small group. Then, while the remainder of the class works independently, you can work with the small group using the Guided Reading Supports that are still included in the Teacher Guide for each lesson.

## Big Questions

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At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

| Chapter | Big Questions  |
|---------|--|
| 1       | Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?  |
| 2       | What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?                           |
| 3       | How did French kings use their absolute power?   |
| 4       | How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?  |
| 5       | What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together? |
| 6       | What sequence of events caused people to storm the Bastille, and why did the unrest spread?  |
| 7       | How significant was the Declaration of the Rights of Man, and what prompted the women's march to Versailles?   |
| 8       | What happened to the royal family?   |
| 9       | Why do you think the revolutionaries wanted to change so much of French society?   |
| 10      | What was the Reign of Terror?  |
| 11      | What were the various reasons the people of France were willing to accept Napoleon as their emperor?   |
| 12      | What were the differences between the Neoclassical and the Romantic artists, and how were those differences reflected in their work?                     |

**Note:** You may want to suggest that students devote a separate section of their notebook to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter's Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit. This note will be included as a prompt in the first three lessons to remind you to continue this practice throughout the unit.



## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

| Chapter | Core Vocabulary   |
|---------|---|
| 1       | “absolute monarch,” censor, reform, “divine right of kings,” tyrannical, treasury |
| 2       | regime, “parish priest,” tithe, Third Estate, feudal, bourgeois                   |
| 3       | reign, courtier, duke   |
| 4       | dauphin, indulge, “foreign ambassador,” arrogance                                 |
| 5       | interest, Estates-General, delegation   |
| 6       | “finance minister,” province, archive, title deed, yoke                           |
| 7       | natural law, “citizens’ militia,” constitutional monarchy                         |
| 8       | Legislative Assembly, republic, despotism, guillotine                             |
| 9       | cathedral, civic, piety, classicism, neoclassicism                                |
| 10      | tribunal, Law of Suspects, Jacobin, royalist, traitor, famine                     |
| 11      | coronation, grapeshot, national bank, artillery, Cossacks, exile                  |
| 12      | symphony, corrupt   |

## Activity Pages

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### Activity Pages



AP 1.1  
AP 1.2  
AP 2.1  
AP 2.2  
AP 3.1  
AP 3.2  
AP 4.1  
AP 4.2  
AP 8.1  
AP 9.1  
AP 11.1  
AP 12.1  
AP 12.2  
AP 12.3

The following activity pages can be found in Teacher Resources, pages 220–236. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—World Map (AP 1.1)
- Chapters 1, 4, 11—Map of Europe (AP 1.2)
- Chapter 2—The Three Estates (AP 2.1)
- Chapter 2—Why Not Change? (AP 2.2)
- Chapter 3—The Three Monarchs: Key Facts (AP 3.1)
- Chapter 3—What Does it Mean? (AP 3.2)
- Chapter 4—Notes About Queen Marie Antoinette (AP 4.1)
- Chapter 4—Domain Vocabulary: Chapters 1–4 (AP 4.2)
- Chapter 8—Domain Vocabulary: Chapters 5–8 (AP 8.1)
- Chapter 9—Notes About Religion, Culture, and Art (AP 9.1)
- Chapter 11—Diary of a Napoleonic Foot Soldier (AP 11.1)

- Chapter 12—Neoclassicism Versus Romanticism (AP 12.1)
- Chapter 12—Domain Vocabulary: Chapters 9–12 (AP 12.2)
- Chapter 12—A Romantic Poem (12.3)

## Fiction Excerpt

The following fiction excerpt can be found and downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

This excerpt may be used with the chapter specified either for additional class work or at the end of the unit as review and/or a culminating activity. Be sure to make sufficient copies for your students prior to conducting the activity.

- Chapter 12—“Apostrophe to the Ocean” by Lord Byron (FE 1)

## Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter in this Teacher Guide. While there are many suggested activities, you should choose only one or two activities per chapter to complete based on your students’ interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

## CROSS-CURRICULAR CONNECTIONS

### Language Arts

#### Literature

- Wordsworth: “I Wandered Lonely as a Cloud”
- Byron: “Apostrophe to the Ocean”

### Visual Arts

#### Paintings

- David: *The Oath of the Horatii*
- Delacroix: *Liberty Leading the People*

### Music

- Beethoven: Symphony No. 9 (fourth movement)
- Schubert: “Die Forelle,” “Gretchen am Spinnrade”
- Chopin: “Funeral March” from Piano Sonata No. 2 in B flat minor, “Minute Waltz,” “Revolutionary” Etude in C minor
- Schumann: Piano Concerto in A minor



Dickens, Charles. *A Tale of Two Cities*. Saddleback's Illustrated Classics. Costa Mesa: Saddleback Educational Publishing, 2007.

Dumas, Alexandre. *The Man in the Iron Mask*. Saddleback's Illustrated Classics. Costa Mesa: Saddleback Educational Publishing, 2007.

Orczy, Baroness, and Emmuska Orczy. *The Scarlet Pimpernel*. Dover Thrift Editions. New York: Dover Publications, 2002.

Rude, George. *The French Revolution: Its Causes, Its History, and Its Legacy After 200 Years*. New York: Grove Press, 1994.

Towle, Sarah. *Beware Madame la Guillotine: Travel to the French Revolution with Murderess Charlotte Corday*. London: Time Traveler Tours LLC, 2014.

*What Life Was Like During the Age of Reason, France 1660–1800*. Alexandria, VA: Time-Life, 1999.

# THE FRENCH REVOLUTION AND ROMANTICISM SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

## Week 1

**Day 1**

**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *The French Revolution and Romanticism*

|   |   |   |   |   |
|---|---|---|---|---|
| <p>“Roots of the Revolution”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 1)</p> | <p>“The Three Estates”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 2)</p> | <p>“Why Not Change?”<br/>(TG &amp; SR Chapter 2,<br/>Additional Activity, AP 2.2)</p> | <p>“A Capital Tale: Capital of<br/>Kings – Episode 3”<br/>(TG Chapter 3,<br/>Additional Activity)</p> | <p>“The Absolute Monarchs”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 3)</p> |
|---|---|---|---|---|

## Week 2

**Day 6**


**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *The French Revolution and Romanticism*

|   |  |   |  |  |
|---|--|---|--|--|
| <p>“Virtual Field Trip to<br/>Versailles” and “What Does<br/>It Mean?”<br/>(TG, Chapter 3, Additional<br/>Activities, AP 3.2)</p> | <p>“<i>The Man in the Iron Mask</i>”<br/>and “A Letter to Versailles”<br/>(TG, Chapter 3,<br/>Additional Activities)</p> | <p> “Queen Marie<br/>Antoinette”<br/>Core Lesson and “Notes<br/>About Queen Marie<br/>Antoinette”<br/>(TG &amp; SR, Chapter 4, AP 4.1)</p> | <p>“The Third Estate Revolts”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 5)</p> | <p>“A Time of Violence”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 6)</p> |
|---|--|---|--|--|

## Week 3

**Day 11**

**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *The French Revolution and Romanticism*

|   |   |   |   |   |
|---|---|---|---|---|
| <p>“A Capital Tale: Capital of<br/>Kings – Episode 4”<br/>(TG Chapter 6,<br/>Additional Activity)</p> | <p>“Toward a New<br/>Government”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 7)</p> | <p>“From Monarchy to<br/>Republic”<br/>Core Lesson<br/>(TG &amp; SR, Chapter 8)</p> | <p>“<i>A Tale of Two Cities</i>”<br/>(TG, Chapter 8,<br/>Additional Activities)</p> | <p>“<i>A Tale of Two Cities</i>”<br/>(continued)<br/>(TG, Chapter 8,<br/>Additional Activities)</p> |
|---|---|---|---|---|

# THE FRENCH REVOLUTION AND ROMANTICISM SAMPLE PACING GUIDE

For schools using the Core Knowledge Sequence.

TG–Teacher Guide; SR–Student Reader; AP–Activity Page; FE–Fiction Excerpt

## Week 4

**Day 16**


**Day 17**

**Day 18**

**Day 19**

**Day 20**

### *The French Revolution and Romanticism*

|   |  |  |  |   |
|---|--|--|--|---|
| <p> "Religion, Culture, and Art"<br/>Core Lesson and "Notes About Religion, Culture, and Art"<br/>(TG &amp; SR, Chapter 9, AP 9.1)</p> | <p>"The Oath of the Horatii" by Jacques-Louis David" and "Domain Vocabulary: Chapters 5–8"<br/>(TG, Chapter 9, Additional Activities AP 8.1)</p> | <p>"The Reign of Terror"<br/>Core Lesson<br/>(TG &amp; SR, Chapter 10)</p> | <p>"CHALLENGE: <i>The Scarlet Pimpernel</i>"<br/>(TG, Chapter 10, Additional Activities)</p> | <p>"Napoleon Bonaparte: Empire Builder" Day 1<br/>Core Lesson<br/>(TG &amp; SR, Chapter 11)</p> |
|---|--|--|--|---|

## Week 5

**Day 21**

**Day 22**

**Day 23**

**Day 24**

**Day 25**

### *The French Revolution and Romanticism*

|   |  |   |   |                        |
|---|--|---|---|------------------------|
| <p>"Napoleon Bonaparte: Empire Builder" Day 2<br/>Core Lesson<br/>(TG &amp; SR, Chapter 11)</p> | <p>"The Romantic Revolution"<br/>Core Lesson<br/>(TG &amp; SR, Chapter 12)</p> | <p>"Romantic Composers"<br/>(TG, Chapter 12, Additional Activities)</p> | <p>"Romantic Composers"<br/>(TG, Chapter 12, Additional Activities)</p> | <p>Unit Assessment</p> |
|---|--|---|---|------------------------|

# THE FRENCH REVOLUTION AND ROMANTICISM PACING GUIDE

\_\_\_\_\_ 's Class

(A total of twenty-five days has been allocated to *The French Revolution and Romanticism* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series*™.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*The French Revolution and Romanticism*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*The French Revolution and Romanticism*

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## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*The French Revolution and Romanticism*

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# THE FRENCH REVOLUTION AND ROMANTICISM PACING GUIDE

\_\_\_\_\_’s Class

(A total of twenty-five days has been allocated to *The French Revolution and Romanticism* unit in order to complete all Grade 6 history and geography units in the *Core Knowledge Curriculum Series™*.)

## Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

### *The French Revolution and Romanticism*

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## Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

### *The French Revolution and Romanticism*

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# Roots of the Revolution

**The Big Question:** Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?

## Primary Focus Objectives

- ✓ Understand how the influence of Enlightenment ideas, of English rights, and of the Glorious Revolution affected revolutionary movements in America and France. **(RI.6.3)**
- ✓ Explain the French alliance during the American Revolution and its effect on both sides. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *censor, reform, tyrannical, and treasury*; and of the phrases “absolute monarch” and “divine right of kings.” **(RI.6.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “Roots of the Revolution.”

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.1  
AP 1.2

- Display and individual student copies of World Map (AP 1.1)
- Display and individual student copies of Map of Europe (AP 1.2)
- Introduction and Chapter 1 Timeline Image Cards
- Three-column chart on board or chart paper (see page 119)

## Core Vocabulary (Student Reader page numbers listed below)

**“absolute monarch,” (phrase)** a king or queen who has the unchecked authority to do whatever he or she wants without any restrictions **(60)**

*Example:* The political thinkers of the Enlightenment disagreed with the supreme authority that absolute monarchs had over their subjects.

*Variations:* absolute monarchs

**censor, v.** to remove or prohibit books, art, film, or other media that the government finds offensive, immoral, or harmful **(61)**

*Example:* The government officials discussed whether to censor that book.

*Variations:* censors, censored

**reform, n.** an improvement (62)

*Example:* The king worked to make reforms to the tax laws of his country.

*Variations:* reforms

**“divine right of kings,” (phrase)** the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin (63)

*Example:* The king believed that the divine right of kings gave him the ability to do whatever he wanted as ruler.

**tyrannical, adj.** characteristic of a tyrant or tyranny; cruel or unjust (64)

*Example:* The peasants wanted to revolt against their tyrannical ruler.

*Variations:* tyranny (noun), tyrant (noun)

**treasury, n.** a place where money and other riches of a government are kept (67)

*Example:* They elected a new official to run the treasury.

## THE CORE LESSON 35 MIN

### Introduce *The French Revolution and Romanticism Student Reader* 5 MIN

Show the Introduction Timeline Image Card and place it on the Timeline. Tell students that the events recounted in this unit were an outgrowth of the historical period known as the Enlightenment. If students have read *The Enlightenment* unit, ask them what they remember about its important thinkers and their new ideas. (*Descartes: Doubt everything until your reason proves it true. Newton: People can use reason to understand the world. Locke: People establish governments to safeguard their natural rights, and they can rebel and establish a new government if their present one is endangering their rights. Montesquieu: Separation of powers within government is the only way to safeguard liberty. Voltaire: England’s limited monarchy was the best way to safeguard freedom.*)

Ask or tell students how Enlightenment ideas motivated the American revolutionaries. (*These ideas led people to realize that they had rights and that governments should protect those rights, not take them away. They began to question their leaders’ wisdom and competence. They began to believe in their own power. They created a government based on many of these ideas.*)

Tell students that in this unit, they will be learning about the ideas and events that led to the French Revolution, which were somewhat different from the events that led to the American Revolution.



# Introduce “Roots of the Revolution”

5 MIN

Point out the word *roots* in the chapter title. Explain that in this instance, the word does not refer to something physical, such as tree roots, but rather to the causes of something—in this case, the causes of the French Revolution.

Have students note the images of the three *philosophes* on page 59. Explain that this chapter will pick up with a review of the events of the Enlightenment and then explain some of the effects of those events.

Call students’ attention to the Big Question. Tell students to look for the descriptions of the Enlightenment ideas that spread across France, and think about why those ideas might have seemed dangerous to some.

# Guided Reading Supports for “Roots of the Revolution”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “The Spread of Ideas,” Pages 58–61

**Scaffold understanding as follows:**

**Read aloud the first three paragraphs of the section on pages 58–60.**

**SUPPORT**—Point out the word *aristocrats* in the first paragraph on page 58. Ask students to recall from previous units what an aristocrat is (*a member of the upper class or nobility whose position is usually inherited*).

**Invite volunteers to read aloud the remaining four paragraphs in the section.**

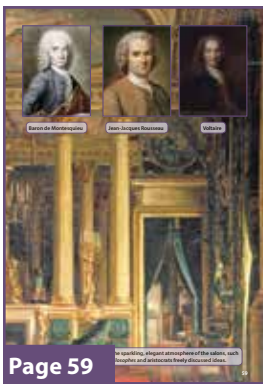
**CORE VOCABULARY**—Pause to explain the phrase “absolute monarch” when it is encountered in the text.

**SUPPORT**—Students in Core Knowledge schools may recall learning about John Locke, Baron de Montesquieu, and Voltaire in *The Enlightenment* unit. Invite students to share what they remember about each philosopher’s ideas.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What were salons?

- » They were social gatherings where people discussed Enlightenment ideas.



The salons attracted writers, poets, musicians, important government officials, and other liberal-minded aristocrats, as well as many members of the rapidly growing middle class.

These people talked about the Enlightenment ideas that were sweeping across Europe: ideas about natural rights, the rights of man, religious tolerance, freedom of speech and of the press, and political freedom to choose their own leaders. For some, ideas about political freedom were considered dangerous in France had a monarchy. The king ruled because he was born to do that very thing.

If you had been a guest at one of these salons, you might have heard about the ideas of John Locke. Locke was an English philosopher who argued that all people have certain natural rights and that the people of a nation have the right to get rid of any government that takes away these rights. Or you might have heard people refer to one of the French philosophers (fuh"lah"zohf"). The philosophers were the thinkers of the Enlightenment. They believed in justice, tolerance, and freedom. They wanted to limit the power of the absolute monarchs and give the people a voice in government. The most famous philosopher was Montesquieu (mohntay"shoo"wee' zhah'loo'wee).

**Vocabulary**  
"absolute monarch," (ahwuh) a king or queen who has the unchecked authority to do whatever he or she wants without any restrictions.

**Page 60**



## LITERAL—What two ideas came from John Locke?

- » John Locke said that all people have certain natural rights and that people have the right to get rid of any government that takes away these rights.

## LITERAL—Who were the three most famous *philosophes*, and what did they believe?

Create a three-column chart, such as the one shown, on the board or chart paper to record student answers.

| Montesquieu  | Jean-Jacques Rousseau   | Voltaire   |
|--|---|--|
| Balanced government, such as England's, was better than absolute monarchy. | People are born free but usually end up enslaved.<br>Kings should rule by the will of the people, not by the will of God. | The Catholic Church deliberately kept people in ignorance and superstition, and refused to tolerate any disagreements. |

## "Talk of Change," Pages 61–62

Montesquieu wrote critically of French government and society in the French letters in *The Spirit of the Laws*, he set forth his views, or political theories, on how best to govern. He praised the English for establishing and preserving a balance of power between Parliament and the king. He felt that such a balanced government was better than the absolute monarchy of the Bourbon (boor"buhr) kings. Bourbon was the family name of the line of kings who had ruled France for two hundred years.

Rousseau was the most radical, or extreme. He complained that people are born free but have had made and up enslaved. He summarized the political state of the world in a famous line: "Man is born free and everywhere he is in chains." Rousseau wanted to see those chains broken and destroyed. He also angered the French rulers by insisting that kings should rule by the will of the people, not by the will of God.

Voltaire was the wisest and most popular of the philosophers. He was a great advocate of religious freedom, and he used humor and satire to make his points. He made the French people laugh at his jokes and finally turned the institution he most hated, the Catholic Church. He claimed that the Church deliberately kept people in ignorance and superstition and refused to tolerate any disagreements.

**Talk of Change**

In the salons of Paris, people could discuss the ideas of these thinkers openly and freely. But elsewhere, they had to be more careful. They were not free to criticize the state (the French government) in public.

Both writings and speech were censored. Works of Voltaire and the other philosophers had to be circulated in manuscript form or sent to other salons and then smuggled.

**Vocabulary**  
"censor," to remove or prohibit books, art, films, or other media that the government finds offensive, immoral, or harmful.

**Page 61**

## Scaffold understanding as follows:

Have students read the section independently. Encourage them to refer to the vocabulary boxes on pages 61 and 62 as they read.

**CORE VOCABULARY**—Review the meanings of the words *censor* and *reform*.

**Note:** Students in Core Knowledge schools may recall the word *reform* from the Grade 4 unit *Medieval Europe*.

After students read the text, ask the following questions:

**LITERAL**—How did the French government respond to the ideas of the Enlightenment?

- » The French government censored Enlightenment writings.

**EVALUATIVE**—Why did the middle- and upper-class French find the Enlightenment ideas appealing?

- » They liked the idea of having a voice in government, especially after several hundred years of rule under the Bourbon kings.

Despite this censorship, Enlightenment ideas continued to spread in France. Many well-educated members of the middle and upper classes found these ideas appealing. They had the idea of having a voice in government, something they had never had under the rule of the Bourbon king. Even some members of the aristocracy were growing tired of the king's absolutist ideas and hoped for change. Some of the officials who were supposed to censor books secretly helped banned authors circulate their writings.


By the late 1780s, the ideas of the Enlightenment had been simmering in the minds of French people for decades. Some philosophers, including Voltaire, believed that the best road to change was to convince the king to make reforms. Radical thinkers thought that more drastic steps were needed. They didn't want to rely on the king's goodwill to give them the freedoms they desired. They wanted to limit the king's power. After all, the English had done it. The French could do it, too.

**The Influence of English Rights**

Many French thinkers had visited England and been impressed with English 17th-century, the English way of government.

**Vocabulary**  
"reform," to change or improve.

**Page 62**



## “The Influence of English Rights,” Pages 62–64

### Scaffold understanding as follows:

#### Invite volunteers to read the section aloud.

**CORE VOCABULARY**—Pause to explain the phrase “divine right of kings” and the word *tyrannical* when they are encountered in the text.

**Note:** Students in Core Knowledge schools may recall the phrase “divine right of kings” from the Grade 5 unit *England in the Golden Age* and from the Grade 6 unit *The Enlightenment*.

**SUPPORT**—Students in Core Knowledge schools may recall the word *tyranny* from Unit 2, *Ancient Greece and Rome*. Help students make the connection between *tyranny* (a noun) and *tyrannical* (an adjective).

**SUPPORT**—Students in Core Knowledge schools may recall learning about the English Civil War, the trial and execution of Charles I, and the Glorious Revolution in the Grade 5 unit *England in the Golden Age*. Encourage volunteers to share what they remember of those events.

**SUPPORT**—Display World Map (AP 1.1). Explain that the events described in this chapter so far occurred in Europe. Have students locate Europe on the map. Display Map of Europe (AP 1.2), and have students find France, home of the *philosophes*, and England. Note the proximity between the two countries. Help students understand that this proximity allowed for a relatively easy flow of people and ideas back and forth between the two countries.

**Post the Timeline Image Cards about the execution of Charles I and the Glorious Revolution to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.**

**After volunteers read the text, ask the following question:**

**EVALUATIVE**—How did the French regard the Glorious Revolution in England? Why did they react this way?

- » The officials in the French government regarded the Glorious Revolution as a threat to their position because it proved that a limited monarchy was a system that would work. French intellectuals regarded the Glorious Revolution as an alternative to absolute monarchy.

was firmly established. Parliament had passed the Bill of Rights, which forced the king to share power with it and limited the government's right to treat people unfairly, without restrictions. But it had taken a bloody civil war in the 1640s and the Glorious Revolution of 1688–1689 to establish English limited monarchy.

High officials of the French government worried. In 1649, the English had executed their king, Charles I. Imagine—ordinary people just across the English Channel executing a monarch who ruled by the divine right of kings.

**Vocabulary**  
“divine right of kings” referred to the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin.



This Parliament of English successfully limited the power of kings. Charles I is shown in the English Parliament, but he was ultimately defeated.

**Page 63**

#### Activity Pages



AP 1.1

AP 1.2

Indeed, English ideas traveled easily to France. Many liberal thinkers, including Voltaire and Montesquieu, believed that the English system was better than their own.

Some French intellectuals began to ask, “Why not France? Why not have a limited monarchy like the English? Why must we continue to suffer the rejection of a tyrannical Church and state?”

**Vocabulary**  
Enlightenment, and characteristic of a tyrant or tyranny; equal or equal.

**Enlightenment and America**

Meanwhile, the light of these new ideas reached across the ocean to America. Men who would soon risk their lives and fortunes in a revolution against Great Britain enthusiastically absorbed Enlightenment ideas. Americans, such as Benjamin Franklin, James Madison, and Thomas Jefferson, were already well acquainted with the rights won by the English in the Glorious Revolution. They expected those same rights for the American colonists.

Enlightenment ideas gave the American revolutionaries the ammunition they needed to fight for their independence and for a new kind of government, one that went far beyond what many French intellectuals of the time could



Benjamin Franklin James Madison Thomas Jefferson

**Page 64**

## “Enlightenment and America” and “Let Me Volunteer,” Pages 64–65



### Activity Page




AP 1.1

### Scaffold understanding as follows:

#### Have students read the sections “Enlightenment and America” and “Let Me Volunteer” independently or with a partner.

**Note:** Students in Core Knowledge schools may recall learning about the American Revolution, including the involvement of Marquis de Lafayette, in the Grade 4 unit *The American Revolution*.

 **SUPPORT**—Display World Map (AP 1.1), and have students locate North America. Indicate the approximate area of the English colonies on the eastern coast of the United States. Note the distance between France and the North American colonies.

**SUPPORT**—Remind students of the influence of Enlightenment ideas, specifically those of John Locke, on the Declaration of Independence. Students may recall this information from the Grade 6 unit *The Enlightenment* or from the Grade 4 unit *The United States Constitution*.

**Post the Timeline Image Card about the Declaration of Independence to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.**

### After students read the text, ask the following questions:

**EVALUATIVE**—How did the Glorious Revolution influence Americans in their own pursuit of freedom?

- » They were well acquainted with the rights won by the English in the Glorious Revolution, and they expected those same rights for the American colonists.

**LITERAL**—What did Marquis de Lafayette do to help with American colonists? Why did he help?

- » He bought a ship and volunteered to help fight with the colonists. He believed in the ideals of the Enlightenment, and he was also seeking military fame and glory.

## “France to the Rescue,” Pages 66–67

### Scaffold understanding as follows:

#### Invite volunteers to read the section aloud.

**CORE VOCABULARY**—Pause to explain the meaning of the word *treasury* when it is encountered in the text.

**France to the Rescue**

The French king, Louis XVI, was an absolute monarch. He had no sympathy for the ideas of the American Revolution. France and Great Britain had been enemies for centuries. The French and Indian War had cost the French enormous sums of money and the loss of almost all of France's territory in North America. Nothing made King Louis happier than seeing the British humiliated by the upstart American revolutionaries, even though he didn't share their beliefs.

In February 1778, France and the United States signed the Treaty of Alliance, agreeing to help each other fight Great Britain. France sent money, equipment, twelve thousand soldiers, thirty-two thousand sailors, and a large naval fleet.

Many of the Frenchmen who fought side by side with the Americans—especially Lafayette—admired the courage of the Americans. They saw firsthand how a handful of determined revolutionaries who believed in the ideals of the Enlightenment could defy a mighty empire. Among the liberal intellectuals in France, the success of the United States made the desire for liberty burn more brightly.

The American Revolution to some extent contributed to an



King Louis XVI of France agreed to help the Americans fight the British.

**Page 66**

unexpected way to the French desire for reform. The war was costly. The French treasury was still feeling the effects of the very expensive French and Indian War. This, alongside many other problems in France in the 1790s—such as wide-scale disinflation with high taxation, food shortages, economic hardship, and a social structure that gave ordinary people very few rights—would all contribute to a chain of events, the outcome of which was a second major revolution.

**Vocabulary**

**treasury**, n. a place where money and other riches of a government are kept

**Page 67**

**Note:** Grade 6 students in Core Knowledge schools may recall the word *treasury* from the unit *Ancient Greece and Rome*.

**SUPPORT**—Point out the references to the French and Indian War in the first and last paragraphs of the section. Remind students that the war occurred in Europe and North America in 1754–1763. It involved France, Great Britain, and the American colonists, as well as many Native American groups. Students in Core Knowledge schools may recall learning about the French and Indian War in the Grade 4 unit *The American Revolution*.

**After volunteers read the text, ask the following question:**

**LITERAL**—Why did King Louis XVI agree to help the American colonists even though he didn't share their beliefs?

» He wanted to see Great Britain lose.

**LITERAL**—What was the Treaty of Alliance?

» It was a treaty signed by France and the United States. The treaty said they would help each other fight Great Britain.

**LITERAL**—How did the Frenchmen who fought alongside Lafayette feel about the Americans?

» Most of them admired the Americans for fighting for their beliefs.

**LITERAL**—What effect did helping the Americans have on France?

» It cost a lot of money from an already-low treasury and contributed to the desire for reform.

## Timeline

- Review with students the Chapter 1 Timeline Image Cards that have already been placed on the Timeline. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?”



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: “Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?”
  - » Key points students should cite include: all people have certain natural rights; people have the right to get rid of any government that takes away their rights; people should have a voice in government; a balanced government is preferable; kings should rule by the will of the people, not by the will of God; the French state feared those ideas because they threatened the rule of France’s absolute monarchs.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*censor*, *reform*, *tyrannical*, or *treasury*) or phrases (“absolute monarch” or “divine right of kings”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

# The Three Estates

**The Big Question:** What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?

## Primary Focus Objectives

- ✓ Describe the old regime (*ancien régime*) in France. (RI.6.2)
- ✓ Identify the social classes, or Three Estates, of French society. (RI.6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *regime, tithe, Third Estate, feudal, bourgeois*; and of the phrase “parish priest.” (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “The Three Estates.”

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

### Activity Pages



AP 2.1

AP 2.2

- Display and individual student copies of The Three Estates (AP 2.1)
- Sufficient copies of Why Not Change? (AP 2.2)
- Board or chart paper for pyramid diagrams (see page 127)

## Core Vocabulary (Student Reader page numbers listed below)

**regime, n.** a period of rule (70)

*Example:* The strict regime of the monarch lasted more than fifty years.

*Variations:* regimes

**“parish priest,” (phrase)** a person in a local church who has the training or authority to carry out certain religious ceremonies or rituals (70)

*Example:* We watched the parish priest conduct the baptism.

*Variations:* parish priests

**tithe, n.** one-tenth of a person’s income, paid to support a church (70)

*Example:* They pay their tithe on the first of the month.

*Variations:* tithes



**Third Estate, n.** In France, everyone who was not a member of the nobility or clergy; included everyone from the poorest of the poor to the wealthy middle class (71)

*Example:* The Third Estate revolted against the nobility during the French Revolution.

**feudal, adj.** relating to the medieval system of exchanging land for service and loyalty (71)

*Example:* The feudal system tied many peasants to the land they worked.

*Variations:* feudalism (noun)

**bourgeois, n.** the wealthy members of French society, such as landlords, who were also part of the Third Estate; people who were neither nobles or peasants (72)

*Example:* Many of the bourgeois were landlords and people who acquired the privilege of overseeing financial affairs as property managers.

## THE CORE LESSON 35 MIN

### Introduce “The Three Estates”

5 MIN

Use the Introduction and Chapter 1 Timeline Image Cards to review what students read and discussed previously. Explain that so far, they have read mostly about the impact of the Enlightenment thinkers and events outside of France. Now, they will read about life in France during a comparable time period.

Read the chapter title and note the use of the word *estates*. Explain that in the United States today, the word *estate* usually refers to property. In France, however, the word used to have a very different meaning—an Estate was a social class.

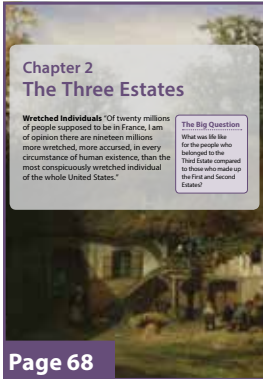
Call students’ attention to the Big Question. Tell students to note details about each of the Three Estates as they read.

### Guided Reading Supports for “The Three Estates”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Wretched Individuals,” Pages 68–70



**Scaffold understanding as follows:**

**Read aloud the quotation that begins the section “Wretched Individuals” on page 68.**

**SUPPORT**—Point out the word *wretched* in the section title and the quotation. Explain that it means miserable. Ask students to restate the quotation in their own words.

**Read aloud the remainder of the section on page 70.**

**CORE VOCABULARY**—Pause to explain the term *regime* when it is encountered in the text.

**SUPPORT**—Note the phrase *ancien régime* in the last paragraph of the section. Point out that this phrase is italicized. Explain that the italics indicate that the phrase is in a language other than English—in this case, French. Make sure that students understand that even though the *ancien régime* began in the Middle Ages, it continued in France for hundreds of years, well into the 1700s.

**After you read the text, ask the following questions:**

**INFERENTIAL**—What was the *ancien régime*?

- » It was France’s old regime or the type of rule and social classes that had existed in France for hundreds of years.

**LITERAL**—Who occupied the lowest social position in French society for hundreds of years?

- » French peasants

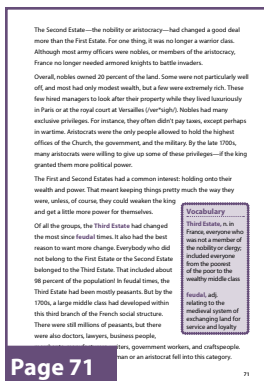
## “Three Social Classes,” Pages 70–72



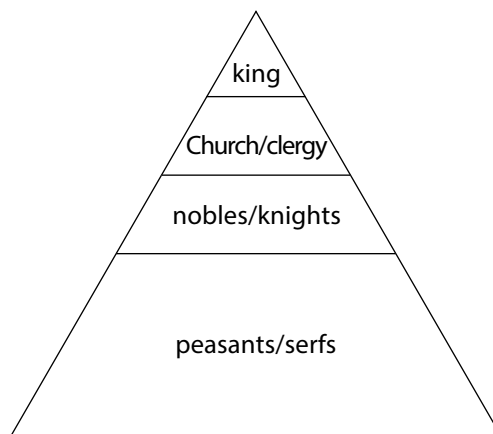
**Scaffold understanding as follows:**

**Invite a volunteer to read aloud the first paragraph of “Three Social Classes” on page 70.**

**SUPPORT**—On the board or chart paper, draw a pyramid diagram of feudal society during the *ancien régime*, similar to the one shown. Designate a very small section at the top of the pyramid and label it “the king.” Under that, designate a slightly larger area and label it “Church/clergy.” Under that, designate a larger area than the church and clergy and label it “nobles/knights.” Finally, designate the area below the nobles/knights, which should include a significant area in the middle of the pyramid, to the bottom of the pyramid, and label it “peasants/serfs.” Point out to students that the size of the social class increases as you move down



the pyramid, representing a larger number of people in feudal society. Leave the pyramid on display as students read the section.



### Activity Page



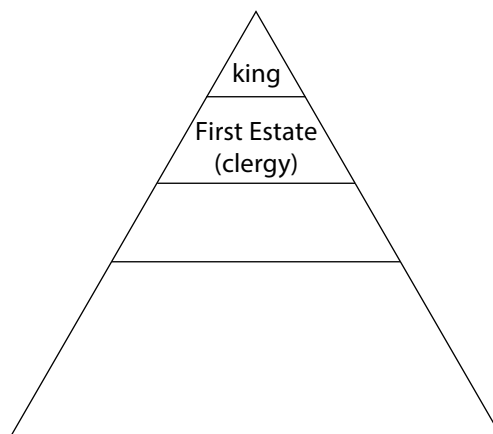
AP 2.1

**Distribute The Three Estates (AP 2.1) for students to complete as they read this section.**

**Invite volunteers to read aloud the next two paragraphs of the section, about the First Estate, on page 70.**

**CORE VOCABULARY**—Pause to explain the terms “parish priest” and *tithe* when they are encountered in the text.

**SUPPORT**—Next to the feudal pyramid, draw a new pyramid with the same sections but no labels except “king” at the top. In the section of the new pyramid under king, add the label “First Estate” (clergy). Leave the pyramid on display. You will be adding to it as students read the chapter.



**Have students add details about the First Estate to AP 2.1. Then invite volunteers to read the next three paragraphs in the section on page 71.**

**SUPPORT**—Point out the word *aristocracy* in the first paragraph on page 71. Students may recall the discussion of the word *aristocrats* from Chapter 1. Guide students in understanding that the aristocracy was the upper or wealthy class in society, whose members, known as aristocrats, often inherited their positions.



**Have students add details about the Second Estate to AP 2.1. Then invite volunteers to read aloud the remainder of the section.**

**CORE VOCABULARY**—Pause to explain the terms *Third Estate* and *feudal* when they are encountered in the text.

**SUPPORT**—Refer back to the second pyramid diagram. As a review of the section, add the following label to the middle section of the diagram: “Second Estate” (nobles/military officers).

**Have students add details about the Third Estate to AP 2.1. Tell students they will be reading more about the Third Estate, so they should leave room to add more details to the activity page.**

**SUPPORT**—Refer back to the second pyramid diagram. As a review of the section, add the following label to the bottom section of the diagram: “Third Estate” (peasants, merchants, craftspeople). Compare the two pyramids. Note that while this class was almost completely made up of peasants in medieval times, the Third Estate in the 1700s was more diverse and also included wealthier landlords and businesspeople. Leave the diagram on display. Tell students you will add other groups to the bottom section of the diagram later.

**SUPPORT**—Draw attention to the image on the top of page 72. Explain that each person in the cartoon represents a different estate. Guide students to identify the estate represented by each figure. (*the bearded man in blue: First Estate; the soldier: Second Estate; and the man lying on the ground: Third Estate*) Ask students what is happening in the cartoon. (*The First and Second Estates are standing on a rock. The Third Estate is pinned under the rock.*) Discuss with students what statement this cartoon might be making. (*Possible response: The First and Second Estates keep the Third Estate down.*)

**After volunteers read the text, ask the following questions:**

**LITERAL**—How did the Third Estate change by the 1700s?

- » There were still mostly peasants, but a new group developed that included professional people, government workers, and craftspeople.

**EVALUATIVE**—What did the First and Second Estates have that the Third Estate did not have?

- » They had wealth, power, and privilege.

**INFERENTIAL**—What did the Third Estate have that the other Estates did not?

- » It had the most people. It was the largest of the Three Estates, making up 98 percent of the population.

## “Classes Within the Third Estate,” Pages 72–74



### Activity Page



AP 2.1



### Scaffold understanding as follows:

Have students read the first three paragraphs of the section with a partner. Encourage students to refer to the vocabulary box on page 72 as they read.

**CORE VOCABULARY**—Point out the vocabulary word *bourgeois* and explain its meaning. Pronounce it slowly, then have students repeat it with you.

**SUPPORT**—Refer back to the second pyramid diagram. Add “bourgeois” to the label in the bottom section of the diagram: “Third Estate” (peasants, merchants, craftspeople, bourgeois).

Have students add information about the bourgeois to AP 2.1, The Three Estates.

Have students read the remainder the section independently.

**SUPPORT**—Refer back to the second pyramid diagram. Add “working class” to the label in the bottom section of the diagram: “Third Estate” (peasants, merchants, craftspeople, bourgeois, working class).

**SUPPORT**—Point out the phrase “*sans culottes*” in the last paragraph of the section. Ask students why the phrase is in italics. (*It is from another language.*) To help students understand the phrase, refer back to the cartoon on page 72. Note the way the Second and Third Estate figures are dressed—their pants stop at their knees. The *sans culottes* wore long pants that fell to the ankles, similar to what we wear today.

Have students add information about the working class to AP 2.1. Invite volunteers to share the details they added and correct any misconceptions.

After students read the text, ask the following questions:

**LITERAL**—Who was the wealthiest group in the Third Estate?

» the bourgeois

**EVALUATIVE**—Why did the bourgeois hold a deep resentment toward the nobility?

» The bourgeois had done much of the work to build up the country while the nobility spent their lives in idle pleasure.

## EVALUATIVE—Why did the groups within the Third Estate feel that it was time for a change?

- » They felt they had spent far too much time under the rule of an absolute monarch, and they were unhappy with the structure of French society. Each group within the Third Estate was envious of the social class immediately above it, i.e., the bourgeois were envious of the nobles, and the working class were envious of the bourgeois.

### “Life of a Peasant,” Pages 74–75

#### Scaffold understanding as follows:

Have students read the section “Life of a Peasant” independently.

Have students add notes about peasant life to AP 2.1, The Three Estates. Invite volunteers to share their notes and correct any misconceptions.

After students read the text, ask the following questions:

**LITERAL**—Who was the poorest group in the Third Estate?

- » the peasants

**LITERAL**—What was the salt tax?

- » It was a tax peasant families had to pay for every member of the household who was seven years or older.

**EVALUATIVE**—How were the working class who lived in cities similar to the peasants of the Third Estate? How were they different?

- » They were similar because they were nearly as poor and hungry as the peasants. They were different because they lived in the cities and worked as butchers, bakers, stonemasons, servants, and furniture makers. The peasants, who lived outside the cities, worked primarily on farms.

#### Activity Page



AP 2.1

A shortage of bread meant that many went hungry. The working class, especially in Paris, eventually became known as the sans culottes (literally, those without knee breeches because they wore long trousers. Later they wore red woolen hats to show support for the Revolution. (This term was used during and after the Revolution.)

**Life of a Peasant**  
The peasants of France were better off than peasants in most other European countries. But they were the poorest members of the Third Estate, and the ones who paid the most taxes. These were the “wretched” individuals whom Thomas Jefferson wrote about.  
Imagine that you are a young girl, daughter of a poor peasant family in rural France in the 1700s. What is your life like?  
First of all, your house is very small, with a dirt floor. Your father keeps it that way on purpose. If he made any improvements to the house, it would be worth more and he would have to pay higher taxes.  
Most of your time is spent working in the fields and garden, and taking care of your younger brothers and sisters. The fields and garden don't produce much, just barely enough grain to make bread for the family. You used to have to milk the cow and put cow manure on the fields for fertilizer. But last year, the crop failed and your father sold the cow for food to feed the family through the winter. However, it wasn't quite enough, and you and your brother were sent up to the main road to beg for food.  
You heard your parents talking the other day. They were upset because your brother's birthday was approaching and he was about to turn seven and that too would mean more taxes. Your family has to pay a special tax—a salt tax—for every member of your household seven and older.  
On Sundays, you go to Mass at the village church. The priest is generally kind, but your parents are still angry that they have to pay a tithe of 10 percent of

**Page 74**

During times when there were shortages of food, French peasants suffered greatly.

Yesterday, some men came and took your father away. Your mother said it could be okay—he was going to work on the main road to Paris, which needed repair. She assured you he would be back in a few days, or maybe a week. Several other men from the village had to go too. Unfortunately, your father doesn't get paid for his work. Working for the government for free is a kind of tax called a corvée (kahr'-vay), your mother says. But the family is lucky. At least they didn't take your father away to the army, which happened to some men in the next village. Most of those men never returned to their families.

At night, as you sit by the light of a candle, your mother sometimes tells stories about her childhood. She grew up in the village, and her childhood endured the same hardships, and she wished some wonder if things will ever change.

**Page 75**

## Timeline

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- Show students the Chapter 2 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?”
- Post the image card to the Timeline under the date referencing the 1600s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: “What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?”
  - » Key points students should cite include: The Third Estate, which included most of the French population (the middle class, the working class, and the peasants), paid almost all the taxes and did all of the manual work and commerce. They were the ones who worked the hardest and contributed the most money to the state. They were looked down on by the people of the other Estates. They had fewer privileges and owned less land than the clergy of the First Estate and the nobility of the Second Estate.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter, direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*regime, tithe, Third Estate, feudal, bourgeois*) or the phrase “parish priest,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.



## Additional Activities

### Why Not Change? (RI.6.2)

45 MINUTES

Activity Page



AP 2.2

**Materials Needed:** sufficient copies of Why Not Change? (AP 2.2)

Organize students into groups of six. One person should be an observer/recorder who will take notes; each remaining person will represent one of the following: First Estate: clergyman (or nun), Second Estate: aristocrat/noble, Third Estate: bourgeois, working class, and peasant. The five characters should discuss whether they think changes should be made to French society as it presently exists; they should explain their reasons for or against any change. Give students five minutes to organize their thoughts and the points they will make during the discussion; students should take positions based on the information in the reading.

Remind students that the First and Second Estates will resist most changes; the Third Estate will take the opposite view.

Allow twenty-five minutes for the discussion. During this time, the observer should record the points made by each person for or against changes, writing these points down on the activity page.

Reconvene the entire class and compare the similarities and/or differences between the arguments made by each character in different groups. Discuss possible implications of the differences of opinion among the characters representing the different Estates.

# The Absolute Monarchs

**The Big Question:** How did the French kings use their absolute power?

## Primary Focus Objectives

- ✓ Describe life at Versailles. **(RI.6.2)**
- ✓ Identify Louis XIV, “the Sun King,” and describe his reign. **(RI.6.2)**
- ✓ Identify Louis XV and describe his reign. **(RI.6.2)**
- ✓ Explain the meaning of the quotation, “Après moi, le déluge” (“After me, the deluge.”) **(RI.6.2, L.6.5)**
- ✓ Identify and describe Louis XVI. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *reign*, *courtier*, and *duke*. **(RI.6.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “The Absolute Monarchs”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** Prior to conducting the Core Lesson, in which students read Chapter 3 of the Student Reader, we recommend that you first watch “A Capital Tale: Capital of Kings,” as described at the end of this chapter under Additional Activities, with your class. You may wish to devote a day to watching the video and discussing it as a class, prior to conducting the Core Lesson. Providing students with history from the medieval French monarchy will help them more fully understand the absolute monarchs that came to power in France.

## Materials Needed

### Activity Pages



AP 3.1  
AP 3.2

- Display and individual student copies of The Three Monarchs: Key Facts (AP 3.1)
- Individual student copies of What Does It Mean? (AP 3.2)
- Internet access to Amazon’s MHz network or DVD series *Paris: The Great Saga*
- Internet access for virtual field trip to Versailles
- Internet access, movie streaming service, or *Man in the Iron Mask* DVD and (optional) abridged version of book

## Core Vocabulary (Student Reader page numbers listed below)

**reign, v.** to rule over a country as its czar, king, or queen **(76)**

*Example:* The Bourbon kings reigned as absolute monarchs in France before the French Revolution.

*Variations:* reign (noun), reigns, reigning, reigned

**courtier, n.** a person who serves as a friend or adviser to a ruler in his or her court (76)

*Example:* The courtier offered the king advice about taxes.

*Variations:* courtiers

**duke, n.** a male noble who rules a small territory (78)

*Example:* The duke has a great reputation among the people in the area.

*Variations:* dukes

## THE CORE LESSON 35 MIN

### Introduce “The Absolute Monarchs”

5 MIN

Review the Timeline Image Cards from Chapters 1 and 2. Ask students to recall what they read about the *ancien régime*. Where did the monarchs—kings and queens—fit into the class structure of France at this time? (*They were at the top of the pyramid.*) Indicate the area of the Timeline that corresponds to the mid-1600s. Explain that in this chapter, students will read about a king who came to power in the mid-1600s and became one of the most powerful kings in French history, as well as about the French kings who followed him.

Call students’ attention to the Big Question. Tell students to look for ways that this king and his descendants used their power.

### Guided Reading Supports for “The Absolute Monarchs”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Louis XIV—‘I Am the State,’” Pages 76–77

**Scaffold understanding as follows:**

**SUPPORT**—Before reading, list the names Louis XIV, Louis XV, and Louis XVI on the board or chart paper. Explain that these are the absolute monarchs that students will read about in this chapter. Note the letters at the end of each name. Explain that these letters are Roman numerals, and that they are used to chronologically identify different kings with the same first name. Read the names aloud, modeling how to read the Roman numerals correctly.

**Invite volunteers to read the section “Louis XIV—‘I Am the State’” on page 76. Note that the phrase “I am the State” is in quotation marks, and explain that this was a famous statement made by Louis XIV that is now often associated with him to explain his view of his role as the king.**

Chapter 3  
The Absolute Monarchs

**Louis XIV—“I Am the State”** Would you have wanted to be an attendant at Versailles, the court of the King Louis XIV, the great Sun King? King Louis XIV reigned from 1643 to 1715. If so, you would have had to follow many rules of behavior in order to find favor with King Louis.

**The Big Question**  
How did French kings use their absolute power?

To be a successful courtier (*kohr-tee-er*), you had to be willing to put up with a little discomfort. The palace contained more than two hundred guestrooms, but most were small and uncomfortable—cold in winter, hot in summer. If you were lucky, you might have caught a glimpse of the spacious living quarters of the king and queen.

**Vocabulary**  
reign, *n.* to rule over a country as its king, king, or queen

**courtier** is a person who serves as a friend or adviser to a ruler in his or her court.

**Most important, you always had to keep in mind that the king was the center of the world. He was the sun, and everything revolved around him. You would have taken every opportunity to gain his favor.**

Page 76



Ask students to speculate as to the meaning of this remark and explain that, as they read this chapter, the meaning and significance of this quotation will become clearer.

**CORE VOCABULARY**—Pause to explain the vocabulary terms *reign* and *courtier* when they are encountered in the text. Explain that *reign* is used here as a verb, but it can also be used as a noun, as in “the reign of Louis XIV.”

**Note:** Students in Core Knowledge schools may recall the word *reign* from the Grade 5 units *Maya, Aztec, and Inca Civilizations* and *Early Russia*.

**SUPPORT**—Draw attention to the image of Louis XIV on page 77. Invite a volunteer to read the caption aloud.

Activity Page



AP 3.1

**Distribute The Three Monarchs: Key Facts (AP 3.1), and have students record details about Louis XIV from this section.**

**After volunteers read the text, ask the following questions:**

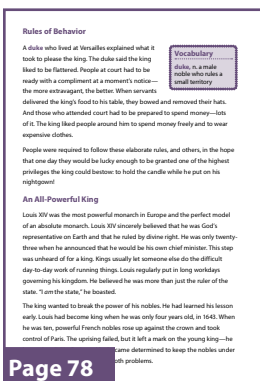
**LITERAL**—When did Louis XIV reign?

» 1643–1715

**INFERENTIAL**—Why do you think King Louis XIV was called “the Sun King”?

» Like the sun that planets in the solar system revolve around, he was the center of everything. Everything revolved around him.

## “Rules of Behavior” and “An All-Powerful King,” Page 78



Scaffold understanding as follows:

**Have students read the sections “Rules of Behavior” and “An All-Powerful King” on page 78 with a partner. Encourage students to refer to the vocabulary box as they read.**

**Note:** Students in Core Knowledge schools may recall the word *duke* from the Grade 4 unit *Medieval Europe*.

**SUPPORT**—Note the statement “he ruled by divine right” in the first paragraph of “An All-Powerful King.” Make sure students connect this to the phrase “divine right of kings,” which they learned in Chapter 1. Review what “divine right” means. (*the belief that monarchs have a God-given right to rule and that rebellion against them is a sin*)

**SUPPORT**—Note the idiom “under his thumb” in the last paragraph of “An All-Powerful King.” Explain that having someone under your thumb means having complete control over that person.

**Have students add to their notes about Louis XIV on The Three Monarchs: Key Facts (AP 3.1).**

Activity Page



AP 3.1

**After students read the text, ask the following questions:**

**LITERAL**—How was Louis XIV “the perfect model of an absolute monarch”?

- » He believed he got his power from God. He served as his own chief minister.

**INFERENTIAL**—What do you think Louis XIV meant when he said, “I am the State”?

- » He meant that he was the government of France. All power was in his hands.

**EVALUATIVE**—What happened when Louis XIV was ten? How did that event affect him?

- » French nobles rebelled against the king. Even though the uprising failed, Louis became determined to keep the nobles under his control.

**“View of Versailles,” Pages 79–80**

**Scaffold understanding as follows:**

**Have students read the section “View of Versailles” on pages 79–80 independently.**

**Have students add more details about Louis XIV to AP 3.1.**

**After students read the text, ask the following questions:**

**LITERAL**—What was Versailles?

- » It was an enormous palace several miles outside of Paris. It contained more than one thousand rooms. Its most famous room was the Hall of Mirrors, a long room with one wall all of mirrors and the opposite wall all of windows looking out over the gardens.

**EVALUATIVE**—How did Louis XIV use Versailles to control the nobles?

- » He required that the nobles live at least part of the year at Versailles. He used favors to make the nobles dependent on him.

**LITERAL**—What happened to France during Louis XIV’s reign?

- » France became one of Europe’s most prosperous nations and a center of European culture. France also became involved in wars that left it deeply in debt.

**Activity Page**



**AP 3.1**

**View of Versailles**

Previous kings had lived in the royal palace of the Tuileries (shown here) in Paris. But Louis built a magnificent palace at Versailles, eleven miles outside Paris. The palace was as long as seven football fields and was surrounded by grand gardens noted for more than a million red and yellow tulips. The palace contained more than one thousand rooms, including a library, a theater, council rooms, and spacious apartments for the king and queen.

The most striking feature of Versailles was the Hall of Mirrors. One long wall consisted of seventeen tall windows overlooking the gardens. The opposite wall held seventeen huge, gold-framed mirrors. At night, the room was lit by thirty-two crystal chandeliers holding thousands of wax candles whose light was reflected in the mirrors. Versailles was the center of the cultural world of France and the envy of every monarch in Europe.



**Page 79** Wall Home in Europe

## “Louis XV,” Pages 80–81



### Activity Page



AP 3.1



### Scaffold understanding as follows:

Have students read the section “Louis XV” on pages 80–81 independently.

Have students take out **The Three Monarchs: Key Facts (AP 3.1)** and add notes about King Louis XV.

After students read the text, ask the following questions:

**LITERAL**—Who was Louis XV?

» He was Louis XIV's great-grandson.

**EVALUATIVE**—How was Louis XV different from his great-grandfather?

» He was not as interested in governing or as capable as Louis XIV.

**LITERAL**—What main military activity was France involved in during Louis XV's reign? What were the consequences?

» The main military activity was the French and Indian War. France lost its colonies in North America and India.

**INFERENTIAL**—How did Louis XV leave behind a financial crisis?

» His involvement in the French and Indian War was costly. He also heavily taxed the poor and spent extravagantly.

Tell students there is a famous quotation that is often attributed to Louis XV, “Après moi, le déluge” (“After me, the deluge”). He may have said this to show that he knew he was leaving France worse off than his father had.

## “A Young Prince,” Pages 82–83

### Scaffold understanding as follows:

Invite volunteers to read the section “A Young Prince” on pages 82–83 aloud.

**SUPPORT**—Note the word *omen* in the first paragraph of the section. Make sure students understand that an omen is a warning or sign of events to come. Omens can be good or bad. Reread the paragraph, and ask students whether they think the courtier's death was regarded as a good omen or a bad one.

Have students take out **The Three Monarchs: Key Facts (AP 3.1)** and add notes about King Louis XVI.

### Activity Page



AP 3.1

#### A Young Prince

On August 23, 1754 a baby boy was born at the palace of Versailles. A courier was sent to King Louis XV, who was at another palace at the time, to announce the birth of his grandson, Louis Auguste. The courier never arrived. He was thrown from his horse and broke his neck. Perhaps it was an omen! The baby boy would grow up to be King Louis XVI, the last absolute monarch of France, who would one day die in a bloody revolution.

Louis XVI was kind and generous, but he had trouble making decisions. He was more interested in hunting than in the affairs of the country. Louis was a skilled and famous hunter. He kept a detailed account of each hunt, listing the number of stag, deer, and wild boar that he had killed. He also counted up, by month and year, the number of game birds that he had shot.

Once off his horse, Louis XVI was shy and awkward. At this time in history, France needed a strong and courageous leader, but Louis was neither of those things. He was an ordinary man, not especially bright or talented or bold. He was not suited to the task before him.

When Louis was fifteen, he married the beautiful fourteen-year-old Marie Antoinette, daughter of the Austrian empress, Maria Theresa. Louis adored and indulged his wife. Five years later, Louis and Marie Antoinette took the throne. "I feel like the universe is going to fall on me," Louis said when he became king. And, indeed, it eventually did.

Page 82



Louis XVI married the young Austrian royal Marie Antoinette on May 16, 1770.

Page 83

## Timeline

### After students read the text, ask the following questions:

#### LITERAL—What kind of king was Louis XVI?

- » He was more of an ordinary man than a king. He was kind and generous but had trouble making decisions. France needed a strong and courageous leader, but he was neither of those things.

#### LITERAL—Whom did King Louis XVI marry when he was fifteen?

- » Marie Antoinette

#### INFERENTIAL—What do you think Louis XVI meant when he said, "I feel like the universe is going to fall on me"?

- » Possible responses: He felt that the job of king was too big for him. He felt that something bad was going to happen.

- Show students the Chapter 3 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: "How did French kings use their absolute power?"
- Post the image cards to the Timeline under the dates referencing the 1600s and 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: "How did French kings use their absolute power?"
  - » Key points students should cite include: they did everything they could to control the most powerful nobles; they spent extravagant amounts of money for their own purposes; they believed in ruling by divine right; they failed to make changes when criticized.

**Note:** You may want to suggest that students devote a separate section of their notebooks to the Big Questions of this unit. After reading each chapter,



direct students to number and copy the chapter’s Big Question and then write their response underneath. If students systematically record the Big Question and response for each chapter, by the end of the unit, they will have a concise summary and study guide of the key ideas in the unit.

- Choose one of the Core Vocabulary words (*reign, courtier, or duke*), and write a sentence using the word.


To wrap up the lesson, ask several students to share their responses.

## Additional Activities

**Video: “A Capital Tale: Capital of Kings”** (RI.6.2, RI.6.7)

45 MINUTES

**Materials Needed:** Internet access; access to Amazon’s MHz network or purchased DVD

 **Background for Teachers:** The video is available through Amazon’s MHz network. MHz costs \$7.99/month, but a free seven-day trial is also available. Please note that in Chapter 6 you will be watching a later program in this series. You may need to adjust your schedule so you can watch both videos within the seven-day period. Program DVDs are also available for purchase on Amazon.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the media may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You may want to preview the entire video before class. However, we have determined parts of the video that can be played to break down the 52-minute video into 30 minutes of playing time, to allow for approximately 15 minutes of discussion.

Play Season 1, Episode 3 (“A Capital Tale: Capital of Kings”) from the series *Paris: The Great Saga*. Tell students that some of the interviews and dialogue are in French, but there are subtitles they can read to understand what is being said.

Here are the times to play:

00:00–15:36

This is an introduction to the city of Paris during the 1200s. Students can see what the city was like back then.

Discuss the following (5 minutes):

- The city is described as *insalubrious*. What does *insalubrious* mean? (*Unhealthy; salubrious means healthy.*)
- Why did the monarchy start taxing? (*to help clean up the city*)

- What did the king do with the taxes? (*He had a few roads paved, then had walls built to protect the city—this is when the Louvre was first built.*)
- Describe the structure of the city at this time. (*tall houses, narrow streets, just the beginning of the building of magnificent structures*)
- Repeat the quote from the video (at 9:17 minutes): “Paris symbolized the power of the monarchic state. That is why everything had to be protected at all costs.” Have students offer what that statement means to them, based on what they have read so far in the Student Reader.

25:00–32:47

This explains the Paris uprising led by Etienne Marcel. Students can see an early incident of an uprising led by the citizens of Paris.

Discuss the following (3 minutes):

- Ask students to identify the core vocabulary words used in this section, and relate their meanings to what they have read so far in the Student Reader. (*bourgeois*: the wealthy landlords and businessmen who eventually became part of the Third Estate; *dauphin*: *dauphin* is used to refer to Louis XVI.)
- Why did the monarchy become wary of the Parisians at this point? (*They were wary of another uprising.*) What did the monarchy do in response? (*They continued to build up their defenses, this time in the form of the Bastille and Vincennes.*)

32:47–36:21

This section shows how the monarchy started to turn Paris into a city of elegance, fashion, and culture.

Discuss the following (2 minutes):

- Paris was newly prosperous at this time. People from all over Europe moved there. Trades flourished, particularly the printing trade. Because of this, ideas spread rapidly. Among these ideas was Martin Luther’s Protestantism. This led to intense religious battles that made the prosperous and happy times short-lived.

45:30–51:00 (the end)

This section finally introduces King Louis XIV.

Discuss the following (5 minutes):

- Have students share what they think of the representation of the Sun King after what they have learned about him in the Student Reader. (*Accept all reasonable responses.*)



**Materials Needed:** Internet access, video and photos from the Chateau de Versailles website



**Background for Teachers:** Construction of the palace, outbuildings, and gardens began in 1661 and continued for approximately fifty years. By 1685, 36,000 workers with 6,000 horses were at work building, draining, moving, and planting. In addition to construction of buildings, about 37,000 acres of land had to be drained because the soil was too wet to grow plants. There were 1,400 fountains built and 15,000 plants grown, including 3,000 orange, pomegranate, and myrtle trees. More than 1,000 nobles and their 4,000 servants lived in the palace.

Before conducting the virtual field trip, visit the Chateau de Versailles website and gather several still photos to print and display, such as: the Hall of Mirrors, the Apollo Room, and the Gallery of Great Battles. Preview the video at the site, as well, to familiarize yourself with its content. To access the video, click the box that reads “The history of the Palace in video,” located under the word *Discover* on the photo at the top of the page.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the website and images may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Begin the activity by reviewing what students read about Versailles. (*It was built outside the city of Paris by Louis XIV. It was extravagant.*) Then play the video about Versailles’s history. After the video, ask the following questions:

1. Which French king first started to build on the grounds that would eventually become Versailles?
  - » King Louis XIII
2. What did he originally build there?
  - » a hunting lodge
3. How did Versailles expand during King Louis XIV’s reign?
  - » It was expanded to include room for the royal family, the royal court, and government departments, as well as for servants, cooks, and stable staff.
4. At the end of King Louis XIV’s reign, he moved his bed chambers. Where did he move them, and what does this say about his personality?
  - » He moved them to the center of the palace. This is characteristic of his nickname, the Sun King, and his belief that he was the center of the world.

5. What changes did King Louis XV make when he moved to the palace? Compare them to what Louis XIV had done.
  - » He had smaller apartments built for comfort and privacy. This was almost opposite to the large and showy structures Louis XIV had built. He also had an opera house built and updated the facades.
6. What forced King Louis XVI and his family to leave Versailles?
  - » the French Revolution

Display the image of the Hall of Mirrors. Ask students what the Hall of Mirrors was used for. (*It was the court's main ceremonial reception room.*)

Display the image of the Apollo Room. Ask students why King Louis XIV would have had a room by that name. (*Louis XIV chose the symbol of the sun early in his life, and this was a way for him to honor Apollo, the sun god and god of arts and peace. It is in reference to his nickname, the Sun King.*) Point out to students that the Apollo Room was used as a throne room from 1682 onward. Also point out that Versailles also included the Hercules Room, the Diana Room, the Venus Room, the Mars Room, and the Mercury Room, all references to ancient Roman mythology.

Display the image of the Gallery of Great Battles. Point out to students that it is the largest room in the palace. It was designed in 1833. It displays 33 paintings depicting the greatest battles in French history (up to Napoleon in 1809). Tell students that King Louis XVI died in 1793, so this was built after the end of the old regime. Ask students whether they think the legacy of the three monarchs had an impact on the design and construction of this great gallery.

### What Does It Mean? (RI.6.4)

15 MINUTES

Activity Page



AP 3.2

**Materials Needed:** sufficient copies of What Does It Mean? (AP 3.2)

Have students complete the activity page either in class or as homework.

### The Man in the Iron Mask (RI.6.7)

30 MINUTES

**Materials Needed:** Internet access and video from YouTube website or movie streaming service or a TV, DVD or Blu-Ray player, and DVD or Blu-Ray of *The Man in the Iron Mask* (1998), and (optional) abridged version of the book



**Background for Teachers:** Alexandre Dumas's *The Man in the Iron Mask* is based on a French legend. Supposedly, there was a political prisoner who died in the Bastille (a fortress in Paris that became a prison and was later the setting of a mob uprising during the French Revolution). The man was known to wear a black, velvet cloth, and only after the legend became more popular did the

story say his mask was made of iron. There was a mystery to the man's identity; he was originally thought to be just an English nobleman, then he was thought to be a son of Louis XIV and Louise de la Valliere. Enlightenment thinker Voltaire crafted the most common identity theory: the man was the older, illegitimate brother of Louis XIV. Dumas wrote a tale about this mysterious figure, and this book was actually a continuation of Dumas's wildly popular tale, *The Three Musketeers*. A movie based on the book was released in 1998, starring Leonardo DiCaprio. DiCaprio plays both King Louis XIV and his fictional brother, Philippe. Tired of watching the king spend money and ignore the plight of Paris, and after the death of his son, one of the musketeers plots to set free the imprisoned man in the iron mask, who is rumored to be the king's brother. Be sure that students understand that the novel and film are historical fiction, i.e., while set in a historical period with characters who lived during that time, the events depicted, such as the replacement of Louis XIV by Philippe, are fictional.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the video clips may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Play video clip 1, stopping at 0:55. It is a little more than one minute long. Ask students what this clip says about King Louis XIV. (*He doesn't care about the people of Paris.*)

Play video clip 2, stopping at 2:04, explaining that students will encounter Aramis, the person at the end of the first clip. Point out that Aramis and the two other men with him were known as the Three Musketeers. Ask students to describe the person who is under the mask. Students should say that it looks just like Leonardo DiCaprio, the actor playing King Louis XIV.

Play video clip 3, stopping at 1:56. It is a little more than two minutes long. Have students pay attention to the reasons the musketeers are using to justify their plot to have Phillippe replace Louis XIV on the throne.

Play video clip 4, stopping at 2:04. It is a little more than two minutes long. Tell students that this is when Phillippe replaces Louis. Have students describe what they see of the setting (*Versailles*).

You might also want to provide an abridged version of the book, such as the Saddleback's Illustrated Classics title listed in *Books* on page 111 of this unit's Introduction, for students to read.

After students have watched the movie clips, use the following questions to guide a class discussion:

What did the musketeers want to do?

» They wanted to replace Louis XIV with Philippe.

What did they hope would happen as a result?

» Possible responses: Philippe would help the people of France. Philippe would be a better king than Louis.

The story is fiction, but Dumas wrote it to send a message. What do you think Dumas's message was?

- » Possible responses: Kings should take care of their people. Kings should treat people fairly.



### A Letter from Versailles (W.6.3, W.6.4)

20 MINUTES

**Materials Needed:** paper, pens or pencils

Have students imagine that they are aristocrats staying at Versailles. Students should each write a letter from the aristocrat to a friend, describing life at the court. Have students base their letters on details in the Student Reader. Remind them that the primary pastime of the nobles at court was to attend to the king and the activities of the court at Versailles. Have students consider whether this would be an enjoyable way to pass the time. Encourage volunteers to read their letters aloud in class.

# Queen Marie Antoinette

**The Big Question:** How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?

## Primary Focus Objectives

- ✓ Identify Marie Antoinette and describe her effect on the French people. **(RI.6.2)**
- ✓ Explain the meaning behind the legendary saying, “then let them eat cake.” **(RI.6.2, L.6.5)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *dauphin*, *indulge*, *arrogance*; and of the phrase “foreign ambassador.” **(RI.6.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “Queen Marie Antoinette”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 1.2  
AP 4.1

- Display copy of Map of Europe (AP 1.2)
- Individual student copies of Notes About Queen Marie Antoinette (AP 4.1)

## Core Vocabulary (Student Reader page numbers listed below)

**dauphin, n.** the title given to the prince who is next in line to inherit the French throne **(84)**

*Example:* The crowd was excited to see the dauphin in person as the king and queen brought him to the chapel.

**indulge, v.** to allow someone to do what they want; to spoil someone **(84)**

*Example:* The king decided to indulge his wife’s expensive tastes and let her buy anything she wanted.

*Variation:* indulges, indulged



**“foreign ambassador,” (phrase)** a person from another country who is an official representative of his or her government (88)

*Example:* Several European foreign ambassadors visited the White House.

*Variation:* foreign ambassadors

**arrogance, n.** a belief or feeling of superiority (91)

*Example:* Because of her arrogance, the queen did not think about other people’s thoughts or feelings.

*Variation:* arrogant (adjective)

## THE CORE LESSON 35 MIN

### Introduce “Queen Marie Antoinette”

5 MIN

Use the Timeline Image Cards to review the *ancien régime* and France’s absolute monarchs: Louis XIV, Louis XV, and Louis XVI. Remind students that these kings lived expensive, extravagant lives. Ask: Who paid the taxes that funded those lifestyles? (*the Third Estate*). Tell students that in this chapter, they will get to know another key figure in the French monarchy, Louis XVI’s wife, Marie Antoinette.

Call students’ attention to the Big Question. Tell students to look for ways that Marie Antoinette lived an extravagant lifestyle and identify the reasons that the people of France turned against the royal family.

### Independent Reading of “Queen Marie Antoinette”

30 MIN

Activity Page



AP 4.1

Distribute Notes About Queen Marie Antoinette (AP 4.1). Direct students to read the entire chapter independently, completing the activity page as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

**SUPPORT**—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce, and then briefly explain each word: *dauphin*, *indulge*, *Tuileries*, *foreign ambassador*, *beautician*, and *Le Petit Trianon*. Have students repeat the pronunciation of each word.

**SUPPORT**—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“The Future King and Queen,” Pages 84–86

Scaffold understanding as follows:

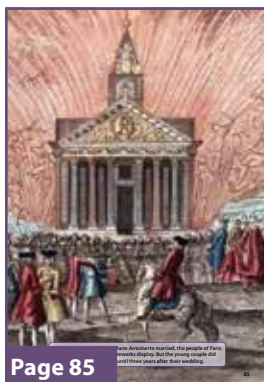
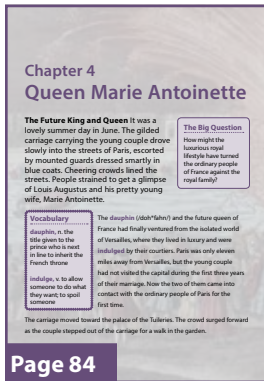
Read aloud the section “The Future King and Queen” on pages 84–86.

**CORE VOCABULARY**—Pause to explain the word *dauphin* when it is encountered in the text. Pronounce the word slowly, and then ask students to repeat it with you. Also point out and explain the meaning of the word *indulge*.

After you read the text, ask the following question:

**INFERENTIAL**—Why do you think the dauphin and his wife waited until three years after their wedding before visiting Paris?

- » Possible answers: They didn’t care to visit Paris. They were too busy enjoying their extravagant lifestyle at Versailles.



“Louis XVI,” Page 86

Scaffold understanding as follows:

Invite volunteers to read the section aloud.

**SUPPORT**—Point out the idiom “spread like wildfire” in the first paragraph. Tell students that this phrase is an idiom. Explain that it means “to spread rapidly.” Then point out the phrase “gain their favor” in the same paragraph. Tell students that it means to get the approval of the king and queen by flattering or pleasing them.

**SUPPORT**—Display Map of Europe (AP 1.2), and have students locate Austria in relation to France. Discuss reasons why Austria and France were enemies. Explain that both France and Austria were trying to increase their control over land in Europe.

Activity Page



AP 1.2

The young woman was tall and graceful. Most of all the people noticed her blue eyes. By comparison, the dauphin was awkward and shy, but he clearly adored his wife as she strolled along the garden path.

A few days later, back at the palace of Versailles, Marie Antoinette wrote a letter to her mother, the Empress Maria Theresa of Austria, describing the day:

We made our entrance into Paris. . . . The poor people . . . in spite of the taxes with which they are overwhelmed, were transported with joy at seeing us. . . . 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 . . . joy and affection which ever were exhibited toward 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. . . . I felt it thoroughly, and shall never forget it.

**Louis XVI**

Less than a year later, word spread like wildfire through the palace at Versailles—King Louis XVI was dead! Swabians had killed him so quickly that people were not quite prepared. The courtiers frantically searched the palace for Louis and Marie Antoinette. They recalled the time long and quiet, and everyone was eager to be the first to gain their favor. They were found at last, alone together, kneeling in prayer. Their prayer was overheard just as the door opened: "Protect us, O God! He is too young to die!" He was indeed, she was sixteen.

Some French people disliked the new queen simply because she was Austrian—Austria was a traditional enemy of France. But others were happy with their new monarchs. They saw the young couple as a breath of fresh air and hope for the future. King Louis XVI had simple tastes, unlike his extravagant grandfather. Marie Antoinette was considered kind and generous.

**After volunteers read the text, ask the following question:**

**LITERAL**—Why did some people dislike Marie Antoinette?

- » She was Austrian, and Austria was France’s enemy.

**LITERAL**—Why did people feel hopeful about Louis XVI and Marie Antoinette?

- » They were young and virtuous, which gave people hope about the future. Louis’s tastes were simpler than his grandfather’s. Marie Antoinette was seen as kind and generous.

**“Dangerous Advice,” Pages 87–88**

**Scaffold understanding as follows:**

**Have students read the section “Dangerous Advice” on pages 87–88 with a partner.**



When Louis and Marie Antoinette married (shown here), they had not expected to have to rule France as a king and queen.

**Dangerous Advice**

Things began to go badly right away. Critics said that Marie Antoinette interfered in her husband’s decisions about matters of state. (It wasn’t true, but that didn’t stop the rumors.) She had been a rich and spoiled child. Now she was determined to have her way. And her husband continued to indulge her, just as her parents had.

Allowing the court to gossip about the queen and overstate her influence was a big mistake for Louis. First of all, the courtiers realized his weakness. If they wanted something from the king, they decided that they could go through the queen. She could get anything from him.

More serious than that, though, was what happened when Louis XVI fired his grandfather’s ministers. At Louis XVI’s direction, his ministers had begun to make reforms. Louis XVI had wanted the aristocrats to pay a fair portion of taxes. The poor had no voice in the matter, but

**SUPPORT**—Call students’ attention to the phrase “matters of state” in the first paragraph. Remind students that *state* can refer to government, as well as to territory. This was the case in Louis XIV’s declaration, “I am the State.” In this instance, it refers to rumors that Marie Antoinette was involved in government, either directly or through influence over her husband.

**SUPPORT**—Note the phrase “and saved the heads of Louis XVI and Marie Antoinette” in the final paragraph of the section. Explain that this is an example of a literary technique called foreshadowing. It is a hint about what happens to Louis XVI and Marie Antoinette during the French Revolution. Invite volunteers to use this hint to speculate about what they think may happen to the king and queen.

**After students read the text, ask the following question:**

**LITERAL**—What did Louis XVI do that made the aristocracy happy?

- » He dismissed his grandfather’s ministers who had been working to make reforms, such as making the aristocracy pay more in taxes.

**“The Extravagant Queen,” Pages 88–89**

**Scaffold understanding as follows:**

**Have students read the section “The Extravagant Queen” on pages 88–89 independently. Encourage students to refer to the vocabulary box on page 88 as they read.**

the antoinette had a loud voice. They resisted the reforms. So when Louis XVI dismissed his grandfather's ministers, the antoinette was happy. "It's going to be a good time," she antoinette said among themselves. They would be able to live their lives just as before. There is debate as to whether the reforms began by Louis XVI, if continued and expanded, could have prevented the French Revolution—and saved the heads of Louis XVI and Marie Antoinette. It's impossible to say, but when Louis XVI dismissed his grandfather's advisers, these much-needed reforms stopped, and France was put back on the road to revolution.

**The Extravagant Queen**  
Marie Antoinette's greatest weaknesses were that she liked to spend money and liked to have a good time—even when she should have been attending to her duties as queen.

She wasn't well-educated (almost no women were at that time). She wasn't interested in affairs of state, unless they were a source of gossip or scandal. The young queen hated to be bored. So she awarded boredom, even when it meant sending her queen's friends, such as receiving foreign ambassadors, attending important dinners, and so on. What she did like to do was gossip and stage dramatic productions in which she played a part.

Most of all, she liked to spend money. And her husband indulged her. He gave her an allowance that was twice what the previous queen had received. She was constantly in debt.

She spent enormous amounts of money, and she liked to gamble. She often lost what would today amount to hundreds of thousands of dollars in one night. She was constantly in debt. She constantly bought jewelry worth nearly two million dollars a year.

**Page 88**



Marie Antoinette loved a life of luxury with little understanding of how ordinary people lived. Here she is seen in the public gardens with ladies of the royal court.

Much of that went to jewels. Even though she could wear the dazzling French crown jewels whenever she wished, she bought jewelry of her own on top of it all. She was particularly fond of the most expensive jewels of all, diamonds.

Marie Antoinette had her own personal dressmaker and beautician. She wore her hair piled up with hairpieces that reached upward of several feet. Her hairpieces were sometimes decorated with miniature scenes of people, houses, and animals.

**Page 89**

**CORE VOCABULARY**—Point out the vocabulary phrase “foreign ambassador,” and explain its meaning. Read aloud the sentence in which the phrase is used, in the second paragraph of the section. Explain that it was customary for royalty and government officials to receive, or welcome, representatives from other countries.

**SUPPORT**—Call students’ attention to the sentence in the text that states Marie Antoinette “wasn’t interested in affairs of state.” Explain that this sentence validates the prior section’s discussion of false rumors that Marie Antoinette was interfering in her husband’s governing decisions. Marie Antoinette wasn’t interested in her duties as queen at all.

**After students read the text, ask the following questions:**

**LITERAL**—What did Marie Antoinette spend her allowance on?

» She spent it on gambling, clothes, and jewelry.

**INFERENTIAL**—How does the description of Marie Antoinette’s hairstyles help you understand what she was like?

» Her hairstyles were elaborate and extravagant, just like her.

**“Queen Marie as a Peasant” and “Marie Antoinette and the Revolution,” Pages 90–91**

**Scaffold understanding as follows:**

**Read aloud the section “Queen Marie as Peasant.”**

**SUPPORT**—Draw attention to the image on page 90. Invite a volunteer to read the caption aloud. Ask students how a real peasant’s house would differ from the house shown in the image. (Possible response: it would be smaller.)

**Invite volunteers to read aloud the section “Marie Antoinette and the Revolution.”**

**SUPPORT**—Discuss the famous story about Marie Antoinette and her supposed quote, “then let them eat cake.” Make sure students understand that even though this is the most famous quotation attributed to her, she didn’t really say it. Because people were so angry about the conditions of the Third Estate and Marie Antoinette’s extravagances, it was easy for them to believe she’d said it.

**CORE VOCABULARY**—Discuss the meaning of the word *arrogance* when it is encountered, noting that the “then let them eat cake” statement attributed to Marie Antoinette exemplifies the perception of Marie Antoinette as arrogant.

**Queen Marie as a Peasant**  
The most scandalous extravagance—one that earned Marie Antoinette the hatred of the French people—was La Petit Trianon (la-pet-ee-oh-ay-tyon), a small mansion on the grounds of Versailles that Louis gave her. She had the grounds around the mansion enclosed with fences and gates to keep people out. The public was allowed to walk through the rest of the gardens at Versailles. Inside, she had a theater built alongside gardens containing a lake and river. But perhaps the most insulting thing was the title “peasant village” that she had built inside the grounds. She had people posing as peasants walking around the village, which was complete with farm animals. She herself would dress in a simple white dress and stroll through the village pretending to be a peasant. Meanwhile, the government went into crisis and people went hungry, and the real peasants suffered under the weight of taxes.



Marie Antoinette even had her own living quarters in her peasant village—though she

**Page 90**

**Marie Antoinette and the Revolution**  
Many people believe that Marie Antoinette’s extravagant spending and thoughtless behavior caused the French Revolution. Thomas Jefferson thought so. Jefferson spent time in France before the French Revolution and knew Marie Antoinette.

Jefferson was oversimplifying things, though. It wasn’t Marie Antoinette’s fault. There were many factors that helped cause the French Revolution. But the behavior of Marie Antoinette did play a part. Her extravagance certainly didn’t reduce the government’s heavy debt, and it caused the people to hate her. She became the symbol of all that many French people thought was wrong with the monarchy and the age-old social structure in France.

A famous story is told about Marie Antoinette. It is said that when the Revolution began and the people were rising in the streets demanding bread, she asked a servant what the uproar was about. “They are hungry, your majesty. They are rioting for bread,” was the response. “Well,” said Marie Antoinette, calmly, “then let them eat cake.”

Historians now believe this never happened. But the important point is that the people believed it happened, and they did not recall the story. Because of Marie Antoinette’s arrogance, extravagance, and lack of concern about her people, they were eager to believe it. And once the people were convinced that their queen was cold-hearted and cruel, their loyalty to the king and queen began to weaken.

**Page 91**

**After volunteers read the text, ask the following question:**

**LITERAL**—What was Le Petit Trianon?

- » It was a small mansion on the grounds of Versailles that Marie Antionette turned into a pretend peasant village. Marie liked to dress up as a simple peasant woman and stroll about the village.

**EVALUATIVE**—How might Marie Antoinette’s behavior have added to the factors that led to the French Revolution?

- » Her spending added to the country’s debt. Her practice of playing peasant at Le Petit Trianon mocked peasant life. She played on her husband’s loyalty and love for her, and he made decisions that benefited her and hurt the country. She was a symbol of what the French people hated most about the monarchy and the social structure in France.

**Note:** If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

## Timeline

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- Show students the Chapter 4 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: “How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?”
- Post the image card to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?”
  - » Key points students should cite include: the ordinary people could not understand, and they ultimately despised, the way the royal family spent so much on extravagances; the ordinary people struggled to pay taxes while the royal family had used tax money to build Versailles; the ordinary people were shocked at Marie Antoinette’s lack of concern for their well-being, while mocking them at Le Petit Trianon.

- Choose a Core Vocabulary word (*dauphin*, *indulge*, or *arrogance*) or phrase (“foreign ambassador”), and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

**Note:** Be sure to check students’ written responses to Notes About Marie Antoinette (AP 4.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

## Additional Activities

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### Domain Vocabulary: Chapters 1–4 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 4.2

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 1–4 (AP 4.2)

Distribute AP 4.2, Domain Vocabulary: Chapters 1–4, and direct students to match the definitions to the vocabulary terms they have learned in their reading about *The French Revolution and Romanticism*.

This activity may be assigned for homework.

# The Third Estate Revolts

**The Big Question:** What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together?

## Primary Focus Objectives

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- ✓ Describe what happened at the 1789 meeting of the Estates-General. (RI.6.3)
- ✓ Understand Louis XVI's role in the meeting. (RI.6.3)
- ✓ Understand how the National Assembly came into existence. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *interest*, *Estates-General*, and *delegation*. (RI.6.4)

## What Teachers Need to Know

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For background information, download the CKHG Online Resource “The Third Estate Revolts”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Core Vocabulary (Student Reader page numbers listed below)

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**interest, n.** the money paid by a borrower for the use of someone else's money (94)

*Example:* The interest that he paid on the loan was almost more than the original loan amount.

**Estates-General, n.** an assembly made up of representatives from France's Three Estates (94)

*Example:* The king called a meeting of the Estates-General to discuss the possibility of new taxes.

**delegation, n.** a group of people chosen to speak on behalf of a larger group (97)

*Example:* A delegation from the Third Estate sought to meet with representatives from the other two Estates.

*Variations:* delegations



## Introduce “The Third Estate Revolts”

5 MIN

Use the Timeline Image Cards for Chapters 3 and 4 to review the rule of France’s absolute monarchs and the role of Marie Antoinette. Remind students about the discontent of the Third Estate, caused by their heavy tax burden, the lack of privilege afforded the wealthy bourgeois, and the resentment of Marie Antoinette’s extravagance and seeming insensitivity.

Explain that these factors contributed to a key turning point in French history, one which students will read about in this chapter.

Call students’ attention to the Big Question, and encourage them to look for details about the Estates-General as they read.

## Guided Reading Supports for “The Third Estate Revolts”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Time of Crisis,” Pages 92–94



Scaffold understanding as follows:

**Invite volunteers to read aloud the first two paragraphs of the section on pages 92 and 94.**

**CORE VOCABULARY**—Pause to explain the vocabulary term *interest* when it is encountered in the text. Discuss the impact of interest on a loan and why someone would want to consider the interest before taking on a loan.

**Have students read the remainder of the section with a partner. Encourage students to refer to the vocabulary box as they read.**

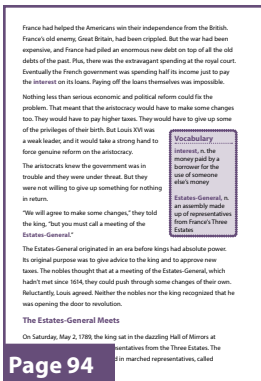
**CORE VOCABULARY**—Review the vocabulary term *Estates-General*. Explain that the word *estates* here refers to the Estates, or social classes, of French society. The assembly was made up of representatives from each of the Three Estates.

**After students read the text, ask the following questions:**

**LITERAL**—What was the Estates-General?

- » It was an assembly made up of representatives from each of France’s Three Estates.





## LITERAL—What was the Estates-General's purpose?

- » Its purpose was to give advice to the king and approve new taxes.

## EVALUATIVE—Why did the king call a meeting now, considering that the Estates-General had not met since 1614?

- » The aristocrats demanded that the king call the meeting because they knew that France was in a financial crisis. They were under pressure to pay more taxes and give up some of their privileges, but they wanted something in return.

## “The Estates-General Meets,” Pages 94–95

### Scaffold understanding as follows:

Have students read the section “The Estates-General Meets” on pages 94–95 independently.

After students read the text, ask the following questions:

## LITERAL—What were the old rules of the Estates-General?

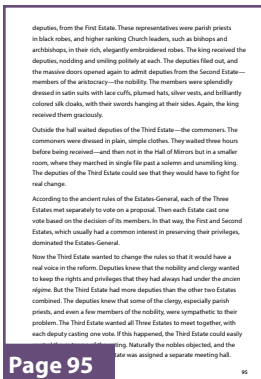
- » Each of the Three Estates met separately to vote on a proposal, then each Estate cast one vote. The First and Second Estates usually were in agreement, so they dominated the Estates-General.

## LITERAL—What changes did the Third Estate suggest for the meeting of the Estates-General?

- » They wanted all Three Estates to meet together and for each deputy, instead of each Estate, to have one vote.

## EVALUATIVE—Why did the Third Estate want to do things differently during this meeting?

- » They wanted to have a real voice in the reform, and they wanted it to be fair. They had more deputies and wanted the Three Estates to meet together and have each deputy cast one vote.



## “A National Assembly is Created,” Pages 96–98

### Scaffold understanding as follows:

Invite volunteers to read the section “A National Assembly Is Created” aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary term *delegation* when it is encountered in the text.



The ordinary person in voice as they took their seats expressed no doubt by the king and the nobility were overwhelmingly united.

**A National Assembly is Created**

In the large meeting hall assigned to the Third Estate, the deputies wandered around, getting acquainted with one another. The public was admitted to the hall, and they crowded around the deputies, offering advice and support. Over the next few days, the meetings were noisy and confusing. Some deputies argued, but others argued for nothing less.

**Page 96**

Then a constitution and the end of the ancien régime. A pamphlet written by a clergyman named Abbé Sieyès (ah-bay-ay-ay) created a stir. Sieyès was known as a champion of the poor. He had a weak voice and was not an effective public speaker, so he wrote a pamphlet to express his ideas about the Third Estate. The pamphlet was read by many people and often quoted during arguments for reform.


What is the Third Estate? Everything!  
What has it been up to now in the political order? Nothing!  
What does it demand? To become something!

By the end of the month, all they could agree on was that they should ask deputies from the First Estate to join them in their meeting hall. The deputies sent a delegation to the hall where the clergy were meeting.

"The gentlemen of the commons," announced the leader of the delegation in solemn tones, "invoke the gentlemen of the clergy, in the name of the God of Peace and for the national interest, to meet them in their hall to consult upon the means of bringing about the concord [agreement] which is so vital at this moment for the public welfare."

Some clergy were excited at the announcement and would have gone immediately. But other, more conservative clergymen—mostly those higher in the Church who came from noble families—wanted to discuss the proposal first.

**Vocabulary**  
deputation, n. a group of people chosen to speak on behalf of a larger group.



Abbé Sieyès writes a powerful argument, which is read aloud to the Third Estate, which stirred the bourgeois to revolt.

**Page 97**

**SUPPORT**—Make sure students take note of the time indicators in this section. The events described here took place over the course of many weeks. You may wish to draw a timeline on the board or chart paper to track the events of this section.

**After students read the text, ask the following questions:**

**LITERAL**—Who was Abbé Sieyès?

- » He was a clergyman and champion of the poor. He was not comfortable speaking in public, so he wrote a pamphlet used to persuade the bourgeois to revolt.

**LITERAL**—What was the first decision reached by the Third Estate?

- » They decided to ask deputies from the First Estate to join them.

**INFERENTIAL**—Why did the suggested name “National Assembly” spark such a furious debate?

- » Possible response: The name suggested that the Third Estate would take over governing the entire country themselves. That was an act of rebellion and revolution.

## “The Tennis Court Oath,” Pages 98–99

The delegation went back to their meeting hall to wait. They were prepared to remain in session until an answer was received. Hours passed, and the delegation was sent again to repeat the invitation. Still no answer. Days passed. Finally on June 13, three priests appeared at the door of the meeting hall. They wanted to join with the deputies of the Third Estate. Inside the hall the deputies cheered, clapped, and embraced the priests and one another with tears in their eyes. Over the next few days, more priests followed, and then more.

The Third Estate was ready now to begin its real work. Abbé Sieyès reminded the deputies that the Third Estate represented 98 percent of the population. He suggested a new name: the National Assembly. The suggestion raised an uproar in the hall. Immediately a debate over the name raged furiously, with as many as one hundred deputies all shouting at once. To take that name would mean that the Third Estate intended to represent the whole nation and take on the responsibility for reform. There would be no going back. The debate continued into the night, while outside a summer thunderstorm raged.

The next morning, June 17, 1789, the rain ended and the sky was clear. The deputies met again and voted. The name, National Assembly, was agreed upon by a vote of 491 to 89. When news of the vote reached the meeting of the First Estate, they took a vote as well and agreed to join the new National Assembly. Eventually, the nobles would also join them.

**The Tennis Court Oath**

The king was outraged when he heard the news, and so the next day, when deputies of the National Assembly arrived at their meeting hall, they found the doors locked. The king planned to hold a separate meeting of the Three Estates and declare the actions of the Third Estate illegal. He intended to keep the commons in their place. But the deputies would not back down.

**Page 98**

Someone suggested that they meet at a nearby building that housed the royal indoor tennis courts. The deputies crowded into the building, which was called a crowd gathered shouting, “Vive l’Assemblée!” (vay-ay-lay-ay-ay). “Long live the assembly!”

Inside, deputies debated moving their meeting to Paris, where they would have the protection of the people. Then a group decided one to speak. He urged them not to move to Paris, but instead to take an oath to stay together, to stay persistent in their goal, and never to separate until they had written a constitution.

Then, Jean-Sébastien Bailly (zhay-ay-ay) “who had been chosen to lead the meeting, stood on a table made from a door opened off its hinges. One by one, the deputies came forward, arms raised in salute, and signed the oath. This came to be known as the Tennis Court Oath. Every deputy but one agreed. A constitution would be written. The French Revolution had begun.



This picture by Jean-François Le Sueur depicts the historic scene of the deputies’ oath and glorious moment—the beginning of the

**Page 99**

**Scaffold understanding as follows:**

**Read aloud the section “The Tennis Court Oath” on pages 98–99.**

**After you read the text, ask the following questions:**

**LITERAL**—How did the king react to the formation of the National Assembly?

- » He locked them out of the meeting hall and planned to hold a separate meeting of the Three Estates and to declare the National Assembly illegal.

**LITERAL**—What was the Tennis Court Oath? Why was it significant?

- » The oath was a promise by the National Assembly that they would stay together until they had written a new constitution for France. It was important because it started the French Revolution.

## Timeline

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- Show students the Chapter 5 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together?”
- Post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: “What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together?”
  - » Key points students should cite include: The aristocracy demanded that the king call the meeting to discuss the possibility of raising taxes, which they refused to do without getting something in return. The king and the aristocracy did not want the Three Estates to meet together because the Third Estate was a lot bigger and they did not want their influence at the meeting.
- Choose one of the Core Vocabulary words (*interest*, *Estates-General*, or *delegation*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

# A Time of Violence

**The Big Question:** What sequence of events caused people to storm the Bastille, and why did the unrest spread?

## Primary Focus Objectives

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- ✓ Describe the storming of the Bastille on July 14. **(RI.6.3)**
- ✓ Understand the reaction in the French countryside to the fall of the Bastille. **(RI.6.1)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *province*, *archive*, *title deed*, and *yoke*; and of the phrase “finance minister.” **(RI.6.4)**

## What Teachers Need to Know

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For background information, download the CKHG Online Resource “A Time of Violence”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

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- Internet access to Amazon’s MHz network or DVD series *Paris: The Great Saga*

## Core Vocabulary (Student Reader page numbers listed below)

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**“finance minister,” (phrase)** the government official in charge of a country’s money **(102)**

*Example:* The king spoke to the finance minister about the new tax plan he was going to propose.

*Variations:* finance ministers

**province, n.** an area or region similar to a state **(107)**

*Example:* The violence in the city of Paris spread to provinces throughout France.

*Variations:* provinces

**archive, n.** a place where public records or historical documents are kept **(107)**

*Example:* Researchers looked for details about the Bastille in France’s archives.

*Variations:* archives

**title deed, n.** a document stating a person’s legal ownership **(107)**

*Example:* The couple signed the title deed when they bought their house.

*Variations:* title deeds

**yoke, n.** a harness used to restrain work animals; something that takes away people's freedom (107)

*Example:* Revolutionaries saw the rule of absolute monarchs as a yoke that needed to be thrown off.

*Variations:* yokes

## THE CORE LESSON 35 MIN

### Introduce “A Time of Violence”

5 MIN

Use the Timeline Image Cards for Chapter 5 to review the meeting of the Estates-General, the formation of the National Assembly, and the Tennis Court Oath.

Ask students how they might feel if they were an absolute monarch whose authority was being threatened by the people. Have them suggest actions they might take to bring about a peaceful resolution of the situation at Versailles. Tell them that in this chapter, they will read about Louis XVI's response to the demands of the National Assembly.

Call students' attention to the Big Question. Students may recognize the word *Bastille* from their reading about Voltaire in the unit *The Enlightenment*. Remind students that the Bastille was an important building in Paris. Make sure students also understand that *storm* in this instance refers not to a weather phenomenon but to a sudden or strong attack.

### Guided Reading Supports for “A Time of Violence”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The State Is Set for Violence,” Pages 100–102

**Scaffold understanding as follows:**

**Invite volunteers to read aloud the first three paragraphs of the section on page 100.**

**SUPPORT**—Point out the section title and the idiom “the stage is set.”

Ask students what they think it means. If needed, guide students to understand that it means the conditions are right for something to happen, or that something is likely to happen. Discuss what has already happened that has “set the stage” so far. Then point out the phrase “rumors started to fly.” Ask students whether rumors really can fly. This phrase uses a metaphorical image to show that the rumors spread quickly (similar to the phrase “spread like wildfire”).

#### Chapter 6 A Time of Violence

**The Stage Is Set for Violence**  
King Louis XVI was angry that the new National Assembly refused to disband—and he was nervous, so nervous that he no longer trusted his own French troops. He had his Swiss Guards brought from France's borders to the outskirts of Paris to protect him.

**The Big Question**  
What sequence of events caused people to storm the Bastille, and why did the unrest spread?

The people of Paris and the deputies of the National Assembly were alarmed. Rumors started to fly. What was the king planning to do with these troops? Would he send the deputies of the Third Estate just when they thought they might make some changes, maybe get a little freedom and relief from the overwhelming tax burdens?

Was the king going to stop them now? On July 8, one of the strongest leaders of the new assembly spoke out angrily. He said that all these troops arriving in Paris every day were “preparations for war.” The members of the assembly should not sit quietly and watch this happen, he argued.

Page 100



**Invite volunteers to read aloud the remainder of the section on page 102.**

**CORE VOCABULARY**—Pause to explain the vocabulary term “finance minister” when it is encountered in the text.

**SUPPORT**—Point out that the wealthy people referred to in the last paragraph of the section could mean the nobility, but it could also mean wealthy members of the Third Estate, such as the bourgeois.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What was the first thing the king did in response to the formation of the National Assembly?

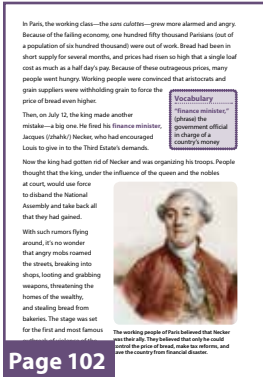
» He brought in his Swiss Guards to protect him.

**LITERAL**—Why were the *sans culottes* angry?

» They were angry because they were out of work, bread prices had skyrocketed, and they were hungry.

**LITERAL**—How did the people of France feel about the king firing his finance minister? How did they respond?

» They were worried that the king would disband the National Assembly and force things to return to the way they used to be. They reacted by initiating mob violence throughout the streets of Paris.



**“To the Bastille!” Pages 103–105**

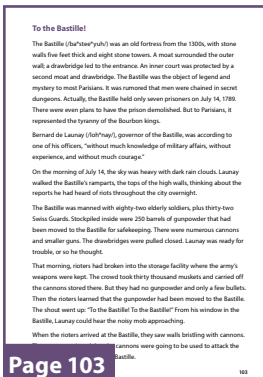
**Scaffold understanding as follows:**

**Have students read the section “To the Bastille!” on pages 103–105 independently.**

**SUPPORT**—Students in Core Knowledge schools may recall that the Bastille was the prison where the *philosophe* Voltaire was held. Although the Bastille was used as a prison in the 1700s, few prisoners were there in 1789 when the rioters stormed the building.

**SUPPORT**—Note the reference to the Bourbon kings in the first paragraph of the section. Explain that the absolute monarchs that students read about in Chapter 3—Louis XIV, Louis XV, and Louis XVI—were members of the Bourbon dynasty.

**SUPPORT**—Reread the fourth and fifth paragraphs of the section. Make sure students understand that the rioters were more interested in obtaining the weapons and gunpowder than in freeing the prisoners in the Bastille. The mob feared an attack by the king’s forces. They wanted the weapons to defend themselves in case of such an attack.





## After students read the text, ask the following questions:

### LITERAL—What was at the Bastille at the time of the attack?

- » It was a prison, although there were few prisoners. Guns, gunpowder, and cannons were stored there and were protected by soldiers and the Swiss Guards.

### LITERAL—What happened to Launay, the governor of the Bastille?

- » He was taken prisoner at first, but the mob eventually killed him.

### INFERENTIAL—Why do you think the rioters targeted the Bastille?

- » Possible response: to take hold of the guns and ammunition so they could be better armed; it would be a key move in their revolt if they could take control of the important fortress.

### INFERENTIAL—Why do you think Louis XVI wrote “nothing” in his journal on the day of the Bastille attack?

- » Possible answer: He didn’t realize the significance of the mob storming the Bastille; he didn’t know how to react.

An official delegation went to Launay to ask him to remove the cannons from the walls and to hand over the fortress to a group of citizen soldiers. Launay agreed to remove the cannons, but he refused to surrender the Bastille.

As news of the crisis spread, more and more sans-culottes joined the crowd outside the Bastille. Several men broke the pallys holding the drawbridge, and the crowd surged into the courtyard where there was a second set of drawbridges. Shots rang out from the crowd and from the soldiers on the ramparts. The crowd shouted, “Down with the bridge!”

Eventually, realizing that resistance was useless, Launay opened the gates. Counts of armed men immediately surged into the prison, taking the soldiers and Swiss Guards captive and firing the seven prisoners.

Launay was taken prisoner, but his guards could not protect him from the angry mob. Before he could reach safety, Launay was brutally killed, along with another defender. Many people were horrified at the savagery of the mob. But to many, the fall of the Bastille was the true beginning of the Revolution.



Page 104

The Bastille, which had symbolized the absolute power of the French kings, fell on July 14, 1789. Within one year, it was completely ruined and its bricks sold as souvenirs.

The morning after the fall of the Bastille, King Louis was awakened early with the news. “Is this a rebellion?” he asked the officials who had brought him the news.

“No sire, this is a revolution,” was the now famous reply. Strangely, the king wrote the following journal entry for the day: “Sire,” meaning “nothing.”

**The Great Fear**

Maybe the biggest reason why the Great Fear happened was that the king was returning to office too late. But rioting and violence continued. In Paris, two of the king’s officials were attacked and killed by a mob in a particularly gruesome manner.

at the countryside. A poor harvest in 1788 had led to a short supply in the countryside as



Page 105

## “The Great Fear,” Pages 105–107

### Scaffold understanding as follows:

### Invite volunteers to read the section aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary terms *province*, *archive*, *title deed*, and *yoke* when they are encountered in the text. Note the two meanings of the word *yoke*. Make sure students understand which meaning is being used in the text. (*something that takes away people’s freedom*)

**Note:** Students in Core Knowledge schools may recall the word *province* from the Grade 3 unit *Canada*.

**SUPPORT**—Make sure students understand the cause and effect of the Great Fear. It was not a result of the storming of the Bastille. It was, instead, a reflection of the same anger and hunger that caused the storming of the Bastille. Both events were outgrowths of the same feelings toward the king and the living conditions of the Third Estate. Both included attempts by the poor to arm themselves against anticipated attacks by royal forces.

well as in the cities. Peasants attacked millers who were accused of hoarding grain. They destroyed fences and walls on estates, killing animals in the private forests of the nobility. They broke into the manors where nobles lived. Sometimes they killed the manor lord and his family. Some nobles decided to flee France and settle in other countries. They were called émigrés (ay-mee-gray).

As the violence continued, a period of confusion and panic known as the Great Fear swept the countryside. Wild rumors spread that bands of violent ruffians—British troops or Spanish troops—on the pay of the nobility, were ransacking the countryside, burning crops and murdering peasants. In a panic, peasants armed themselves with whatever they could find—knives, pitchforks, hoes. They hid in the forest or in caves.



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When the murdering gangs failed to materialize, the fear passed as quickly as it had appeared. But the people continued rioting. In villages, the king's officials abandoned their offices. They were replaced with middle-class mayors and officials friendly to the Revolution. Central authority was breaking down. The militia did not help because most of its members sympathized with the rioters.

In Versailles, the National Assembly was in session working on reforms and a constitution. News of the summer's riots and looting alarmed the deputies. A duke who was one of the richest nobles of the land spoke to the assembly:

"In several provinces the whole people form a kind of league for the destruction of the manor houses, the sweeping of the lands, and especially for the seizure of the archives where the title deeds to feudal properties are kept. It seems to throw off at last a yoke that has for many centuries weighed it down."

The question that faced the National Assembly now was what to do about the violence.

**Vocabulary**  
 province, n. an area or region similar to a state  
 archive, n. a place where public records or historical documents are kept  
 title deed, n. a document stating a person's legal ownership  
 yoke, n. a harness used to restrain work animals; something that takes away people's freedom

Page 107

## After volunteers read the text, ask the following questions:

### LITERAL—What happened in the countryside following the fall of the Bastille?

- » Rioting occurred in the countryside. Peasants attacked mills looking for flour and bread. They also broke into aristocratic houses, sometimes killing the inhabitants.

### LITERAL—What was the Great Fear?

- » The period of time when the rioters were spreading throughout the countryside and there were rumors that the nobles had hired violent ruffians (British or Spanish troops) to burn crops and murder peasants. To defend themselves against these rumored ruffians, the peasants armed themselves and hid in caves.

### LITERAL—What problem faced the National Assembly?

- » Possible answer: how to address the violence.

## Timeline

- Show students the Chapter 6 Timeline Image Card. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What sequence of events caused the people to storm the Bastille, and why did the unrest spread?"
- Post the image card to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

### Ask students to:

- Write a short answer to the Big Question: "What sequence of events caused the people to storm the Bastille, and why did the unrest spread?"
  - » Key points students should cite include: the king had brought Swiss Guards to the city to protect himself; the king fired his finance minister, whom the people of Paris believed to be an ally of the working class; the *sans culottes* were out of work and hungry; bread prices skyrocketed; rioters started to roam the streets, break into shops, and steal bread. The unrest continued to spread because the peasants outside of the city were hungry and tired of paying high prices for bread as well.
- Choose one of the Core Vocabulary terms (*province, archive, title deed, or yoke*) or the phrase "finance minister," and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

Video: “A Capital Tale: Capital of Revolution” (RI.6.2, RI.6.7)

45 MINUTES

**Materials Needed:** Internet access; access to Amazon’s MHz network or purchased DVD



**Background for Teachers:** The video is available through Amazon’s MHz network. MHz costs \$7.99/month, but a free seven-day trial is also available. Program DVDs are also available for purchase on Amazon.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the media may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

You may want to preview the entire video before class. However, we have determined parts of the video that can be played to break down the 52-minute video into 15 minutes of playing time, to allow for approximately 30 minutes of discussion.

Play Season 1, Episode 4 (“A Capital Tale: A Capital of Revolution”) from the series *Paris: The Great Saga*. Remind students that some of the interviews and dialogue are in French, but there are subtitles they can read to understand what is being said.

Here are the times to play:

00:00–05:21

This shows students another glimpse of what Paris was like at the beginning of the reign of the three monarchs, and at the beginning of the Enlightenment.

**Note:** Be sure to end at 05:21, as there are several references to prostitution after this point until the ninth minute of the video.

Discuss the following (20 minutes):

- The meaning of the word *incubator*, as in the phrase “incubator of revolutionary ideas,” which the narrator uses to describe a restaurant/salon. Ask students whether they have heard the word before. Guide students to understand that the traditional meaning of the word is an apparatus in which eggs are hatched. Have students discuss how the word is used in the video.
- The difference between the west side and east side of Paris. Divide the class in half and identify one half as the west side of Paris and the other half as the east side. Allow students time to discuss the characteristics of their side, and then have them act out those characteristics. (*west side = luxurious; east side = poor*)

09:26–13:15

This shows students the origin of the Bastille.

**Note:** Be sure to stop at this point as there is an inappropriate scene around the fourteenth minute.

Discuss the following (5 minutes):

- Explain how the Bastille was “a symbol of the excesses of monarchy.” It was a glorious fortress, the biggest one around, yet it wasn’t really used to defend the city. As a prison, it was perceived to be used excessively. People were imprisoned without much reason; one only had to be denounced by the king to be sent to the Bastille.

14:26–18:11

This shows students the attack on the Bastille.

Discuss the following (5 minutes):

- The Bastille was supposed to be a protector of the city and an impenetrable structure. Ask students how the narrator and interviewees in the video describe the fall of the Bastille. Have students share their ideas as to why the Bastille fell so easily.

# Toward a New Government

**The Big Question:** How significant was the Declaration of the Rights of Man, and what prompted the women’s march to Versailles?

### Primary Focus Objectives

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- ✓ Describe the provisions of the Declaration of the Rights of Man. **(RI.6.3)**
- ✓ Understand the October 1789 women’s march to Versailles and its results. **(RI.6.3)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *natural law* and *constitutional monarchy*; and of the phrase “citizens’ militia.” **(RI.6.4)**

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “Toward a New Government”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Core Vocabulary (Student Reader page numbers listed below)

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**natural law, n.** a system of rights or justice that is shared by all people and that comes from nature, not the rules of society **(110)**

*Example:* According to natural law, all people should be treated as equal.

**“citizens’ militia,” (phrase)** an army composed of the people of a nation rather than soldiers **(112)**

*Example:* The National Guard is an example of a citizens’ militia.

**constitutional monarchy, n.** government by a king or queen whose power is limited by a constitution **(115)**

*Example:* Protests against the absolute monarchy resulted in the formation of a constitutional monarchy.

*Variations:* constitutional monarchies

## Introduce “Toward a New Government”

5 MIN

Use the Timeline Card for Chapter 6 to review what students read previously about the storming of the Bastille and the Great Fear. Remind students that at the end of Chapter 6, the National Assembly was left with the decision of how best to address the violence that was occurring throughout France.

Call students’ attention to the Big Question. Point out that it has two distinct parts to it. Tell students to look for two sets of details: one about the Declaration of the Rights of Man and one about the women’s march to Versailles.

## Guided Reading Supports for “Toward a New Government”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “The Night of August 4,” Pages 108–110

Scaffold understanding as follows:

Read aloud the first three paragraphs of the section “The Night of August 4” on page 108.

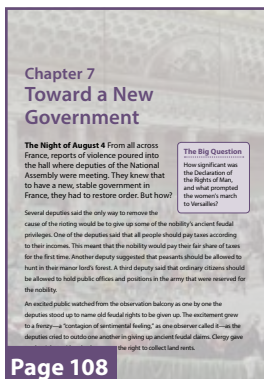
**SUPPORT**—On the board or chart paper, list the changes proposed in the National Assembly. Help students connect each change with the complaints of the Third Estate prior to the Revolution. Each one either removes a privilege of the First or Second Estate or opens a door of advancement to the Third Estate.

Read aloud the last two paragraphs of the section on page 110.

After you read the text, ask the following question:

**LITERAL**—What did the National Assembly do on the night of August 4, 1789?

- » They got rid of the feudal system of the old regime by removing many privileges of the clergy and nobility.



## “The Declaration of the Rights of Man,” Pages 110–112

Scaffold understanding as follows:

Have students read the section “The Declaration of the Rights of Man” on pages 110–112. Encourage students to refer to the vocabulary box on page 110 as they read.

**CORE VOCABULARY**—Point out the vocabulary term *natural law*, and explain its meaning.

**Note:** Students in Core Knowledge schools may recall reading about natural rights in the Grade 4 unit *The United States Constitution*. Explain that natural law is based on the same principle.

**SUPPORT**—Read aloud the first two articles of the Declaration of the Rights of Man as they are listed on the bottom of page 110. Help students connect the ideas in these articles with ideas they have studied in *The Enlightenment* unit and in Chapter 1, such as John Locke’s natural rights of life, liberty, and property, and the right to replace governments that do not protect people’s natural rights.

After students read the text, ask the following questions:

**LITERAL**—According to some deputies, what should France’s new constitution be based on?

- » They believed it should be based on the rights of man and natural law, like the English Bill of Rights and the American Bill of Rights.

**LITERAL**—Why did some deputies disagree with this idea?

- » They believed that what worked for the Americans and the British would not work for France because the French had no experience with freedom. They had lived under feudalism for too long.

**LITERAL**—What were some of the rights protected by the Declaration of the Rights of Man?

- » The Declaration protected the rights of liberty, property, security, resistance to oppression, freedom of speech, freedom of religion, and equal justice. It also stated people were equal before the law and had the right to say how they would be governed.

One of the more conservative deputies tried to stop the proceedings. He passed a note to the president of the assembly that read, “Suspend the session. They have all gone quite mad!”

But the session continued through the night. By daylight, the rights and privileges of the French feudal system of the ancient regime had been swept away. Some of the changes were later modified, but the door was opened for a new system of government and a constitution.

**The Declaration of the Rights of Man**

The National Assembly was ready to begin framing a constitution for the new nation.

Some deputies argued that a strong constitution must be based on the rights of man, and must protect those rights, which are rights granted to all men by natural law.

Some deputies nodded in agreement. Yes, they must have a Bill of Rights, like the English had passed in 1689 and like the Bill of Rights the American Congress was working on. The ideas of freedom and equality must be based on the basis for the constitution.

Other deputies disagreed. It works for the Americans and the British, they said, because they have a history of freedom. But the people of France have lived for centuries under a feudal system. They might not yet be ready for equality.

The two sides continued to debate, but in the end, the supporters of natural rights won. On August 27, 1789, the National Assembly issued the Declaration of the Rights of Man.

The first article of the Declaration read, “Men are born and remain free and equal in rights.”

security, and resistance to oppression.”

**Page 110**

**Vocabulary**  
natural law, n. a system of rights or justice that is shared by all people and that comes from nature, not from the rules of society.



The Declaration of the Rights of Man was not only about the rights of French citizens—it claimed that all people had natural rights.

Other articles in the Declaration gave citizens freedom of speech, freedom of religion, and equality. The Declaration promised that no one would receive more rights than others.

**Page 111**

## “Women March to Versailles,” Pages 112–115

Scaffold understanding as follows:

Invite volunteers to read aloud the first five paragraphs of the section on pages 112–113.



The Declaration also stated that the people had the right to have a say in how they would be governed. The absolute monarchy was abolished. After much debate, they decided that the king could remain on the throne, but he would no longer have absolute power.

The deputies were finally ready to begin drafting a constitution. But they still had many disagreements. For instance, how much power should the king have? These debates were going on when once again, the poor people spoke.

**Women March to Versailles**

In Paris, the shortage of bread was reaching a crisis. Fighting broke out in bread lines; bakers were threatened with hanging.

Among the poor working classes, women were the ones in charge of getting the daily supply of bread. They also often worked for wages. Because of this, women especially felt the burden of the shortage of bread and of the widespread unemployment.

On October 5, 1793 a rough and angry crowd of women gathered at city hall demanding bread. They were told they would have to see the king, as the crowd of women began the long hike to Versailles. Some were well-dressed bourgeois women who generally believed that if the king knew what was happening in the palace, he would fix the problem. They marched side by side with ordinary women. Some of the women who marched were armed with pikes; some tore down shop signs, some criticized the queen.

Along the way, other women joined them. The crowd eventually grew to more than ten thousand. Many of the women carried breadsticks and kitchen knives. It had begun to rain, and by the time they reached Versailles in the late afternoon, they were soaked and muddy.

At Versailles, the king and the National Guard had been waiting for the women. It was a surprise. The king and the National Guard had been waiting for the women. It was a surprise. The king and the National Guard had been waiting for the women. It was a surprise.

**Vocabulary**  
*constitutional monarchy*: a government by a king or queen whose power is limited by a constitution

**Page 112**

**CORE VOCABULARY**—Pause to explain the phrase “citizens’ militia” when it is encountered in the text. Make sure students understand the nature of a militia. It is made up of ordinary citizens, not professional soldiers.

**SUPPORT**—Note the name of the leader of the citizens’ militia in Paris, Marquis de Lafayette. Make sure students understand that this is the same Lafayette who fought with George Washington in the American Revolution, as described in Chapter 1.

**Invite volunteers to read the remainder of the section aloud.**

**SUPPORT**—Reread the chant, “We are bringing the baker, the baker’s wife, and the baker’s boy—now we shall have bread!,” which appears on the bottom of page 114. Ask students who they think the baker is. Guide students to understand that the women are referring to the king as the baker, Marie Antoinette as the baker’s wife, and their son as the baker’s boy. The women think that because they are bringing the royal family to Paris, things will change, and they will have bread again.

**After volunteers read the text, ask the following questions:**

**LITERAL**—Why did women march to Versailles?

- » The poor working women were angry and they demanded bread at city hall. The city officials told them they would have to see the king, so they made the long walk to Versailles.

**LITERAL**—Why did women feel the burden of the bread shortage the most?

- » Women were the ones in charge of getting the daily supply of bread, and because women often worked for wages, the increase in bread prices, along with the unemployment at the time, really hurt women.

**LITERAL**—Where did the National Guard take the royal family?

- » They took them to the Tuileries, once the royal palace in Paris but now vacant and dusty.

The women who protested wanted the king to come to Paris to solve the problem of the shortage of bread. Other women wanted to see the king in person. Some women wanted Lafayette to lead the march to Versailles. The National Guard heard the news of the women’s march, they demanded that Lafayette lead them to Versailles to bring the king back to Paris to face the protesters.

By this time, the women had arrived at Versailles and pushed into the hall where the National Assembly was meeting. The women shouted at the deputies from the galleries being the meeting hall. As deputies tried to continue debating the constitution, one woman shouted down at them: “Who’s talking down there? Make the chatterboxes shut up. That’s not the point: the point is that we want bread!”

Finally, a delegation of six women was allowed to meet with the king. “Owe, we want bread,” said the spokeswoman of the group. “We know my heart,” answered the king. “I will order all the bread in Versailles to be collected and given to you.” The king thought that was the end of the crisis and went to bed.

In the next morning, the queen was awakened by a mob of women had broken into the palace.

**Page 113**

and they were looking for her. Two of the queen’s bodyguards were killed as they tried to stop the mob. “We want to cut off her head,” they screamed.

The terrified queen leaped out of bed and fled through a hidden staircase to the king’s room. When the mob reached the queen’s empty bedroom, they dashed her bedposts with knives.

Lafayette’s men arrived and managed to clear the palace of the rioters, but the crowd had gathered in the courtyard, where they shouted, “The king to Paris! The king to Paris!”

Finally, the king appeared on his balcony overlooking the noisily crowded courtyard below. “My friends,” he announced, “I will go to Paris with my wife and children.” The queen and the royal children also appeared before the crowd.

That afternoon, they set out for Paris through the mud and rain. The National Guard rode in front of the coach that carried the king and queen and their children, while Lafayette himself rode beside the coach. The crowd of women walked alongside the carriage, carrying pikes with the heads of the queen’s guards. Some of the women shouted words at the queen, and others chanted, “We are bringing the baker, the baker’s wife, and the baker’s boy—now we shall have bread!”

**Page 114**

## “Reforms and the Constitution,” Page 115

**Scaffold understanding as follows:**

**Have students read the section “Reform and the Constitution” on page 115 with a partner. Encourage them to refer to the vocabulary box as they read.**

**CORE VOCABULARY**—Point out the vocabulary term *constitutional monarchy*, and explain its meaning.

After six long hours, the royal family reached Paris and was taken to the Tuileries. Dust and cobwebs filled the rooms—very different from the magnificent palace at Versailles. But neither the king, nor queen, nor their son could ever see Versailles again. Their daughter would survive the events that were about to occur, but would spend much of her remaining life outside of France.

**Reforms and the Constitution**

The deputies of the National Assembly followed the king to Paris and began announcing a series of reforms that turned France upside down. In its first eighteen months, the assembly passed laws that formed the basis of a new constitution.

The deputies created a limited constitutional monarchy: the assembly would make the laws, and the king and his ministers were responsible for enforcing them.

The government took over the lands of the Catholic Church and sold them to pay off its heavy debts. The assembly decided that clergy would be elected by the voters—property-owning males—and paid by the state; thus, priests became elected state officials. This angered many religious believers, turning them against the Revolution.

The king agreed to approve both the Declaration of the Rights of Man and the constitution. Many people thought that the Revolution was completed, but they were wrong—another, more violent, upheaval was coming.

**Vocabulary**  
*constitutional monarchy*: a government by a king or queen whose power is limited by a constitution

**Page 115**

**After students read the text, ask the following questions:**

**LITERAL**—How was power divided in France’s new constitutional monarchy?

- » The assembly made the laws, and the king and his ministers were responsible for enforcing them.

**LITERAL**—How did the role of the Church change?

- » The government took away the Church’s land, and the clergy were elected by voters and paid by the state.

## Timeline

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- Show students the Chapter 7 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “How significant was the Declaration of the Rights of Man, and what prompted the women’s march to Versailles?”
- Post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “How significant was the Declaration of the Rights of Man, and what prompted the women’s march to Versailles?”
  - » Key points students should cite include: The Declaration of the Rights of Man provided a new structure for government. It proposed rights and introduced principles. It not only declared rights for the French citizens, it claimed that all people had natural rights. The women’s march to Versailles was a result of continued hunger, lack of jobs, and rising prices of wheat and bread. The women wanted to deal with the king directly, so they marched to Versailles to demand that he make changes, or come back to Paris so they could monitor his response to their demands.
- Choose one of the Core Vocabulary terms (*natural law* or *constitutional monarchy*) or the phrase “citizens’ militia,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

## CHAPTER 8

# From Monarchy to Republic

**The Big Question:** What happened to the royal family?

### Primary Focus Objectives

- ✓ Describe the attempted escape of the royal family and its results. **(RI.6.3)**
- ✓ Understand the makeup of the Legislative Assembly, and the radicals' revolutionary ideals of "liberty, equality, and fraternity." **(RI.6.3)**
- ✓ Understand the conflict between France and Austria. **(RI.6.2)**
- ✓ Understand the actions of the National Convention. **(RI.6.5)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *Legislative Assembly*, *republic*, *despotism*, and *guillotine*. **(RI.6.4)**

### What Teachers Need to Know

For background information, download the CKHG Online Resource "From Monarchy to Republic":

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

- Internet access or *A Tale of Two Cities* DVD; abridged version of the novel (optional)

### Core Vocabulary (Student Reader page numbers listed below)

**Legislative Assembly, n.** a group of representatives with the power to make laws for the country **(118)**

*Example:* The Legislative Assembly passed a new voting law to better represent the people of the nation.

**republic, n.** a government in which people elect representatives to rule for them **(118)**

*Example:* The citizens of the republic believed their representatives were not listening to them, and so they voted them out of office.

*Variations:* republics

**despotism, n.** tyranny; rule by a leader who has total and often oppressive power (123)

*Example:* The citizens were enraged by the recent acts of despotism.

*Variations:* despotisms, despotic (adj.)

**guillotine, n.** a machine designed to behead people quickly and with little pain (123)

*Example:* The guard took the prisoner to the guillotine and covered his head with a plain white cloth.

*Variations:* guillotines

## THE CORE LESSON 35 MIN

### Introduce “From Monarchy to Republic”

5 MIN

Use the Timeline Image Cards from Chapter 7 to review the writing of the Declaration of the Rights of Man and the women’s march to Versailles. Remind students where the last chapter left off: the king and his family had been taken from Versailles by the National Guard and brought back to Paris to the now vacant castle, the Tuileries.

Call students’ attention to the Big Question, and tell students that this chapter explains more about how the Revolution affected the royal family.

### Guided Reading Supports for “From Monarchy to Republic”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “Escape!,” Pages 116–118

**Scaffold understanding as follows:**

**Read the section “Escape!” on pages 116–118 aloud.**

**After you read the text, ask the following questions:**

**LITERAL**—How did the royal family try to escape from the Tuileries?

- » They fled Paris at night, wearing disguises, using a carriage to take them to Austria.

**LITERAL**—Why did the royal family decide to escape to Austria?

- » They thought the queen’s brother, the Austrian emperor, might be able to help them.

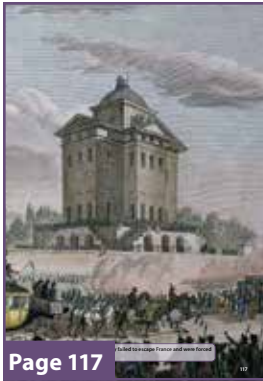
Chapter 8  
From Monarchy  
to Republic

**Escape!** Shortly after midnight on June 21, 1791, a plump man in dark clothes passed through the palace gates of the Tuileries. The guard paid little attention; he had seen a duke leave at the same time every night. But this night it was different. This night, the man in dark clothes was actually the king of France in disguise!

**The Big Question:** What happened to the royal family?

Once through the gates, the king entered a waiting carriage. Inside were two women and two children: the king's sister, his two children, his daughter, and his son dressed as a little girl, and the children's governess. In the dim light, another woman approached the carriage. It was Marie Antoinette, dressed in a simple dress and hat. The royal family was attempting to escape to Austria. There, the queen's brother, the Austrian emperor, might be persuaded to invade France and restore the monarchy to its old powers. Their plans failed. They were discovered when they reached the town of Varennes (vuh'vayn) by a man who recognized the king from his image on French money. The king and his family were brought back to Paris in handcuffs. Soldiers of the National Guard lined the streets of Paris, their muskets leveled as they passed the carriage, but they were silent.

Page 116



**LITERAL**—How were they caught?

- » A man in Varennes recognized the king because his image was on French money.

**LITERAL**—What happened to the king when he returned to Paris?

- » He'd lost his power and the trust of his people. He and his family became prisoners in the Tuileries.

**“A New Legislative Assembly,” Pages 118–119**

**Scaffold understanding as follows:**

**Invite volunteers to read the section “A New Legislative Assembly” aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary terms *Legislative Assembly* and *republic* when they are encountered in the text.

**Note:** Students in Core Knowledge schools may recall the word *republic* from the Grade 5 unit *England in the Golden Age*, or the Grade 4 units *Dynasties of China*, *The United States Constitution*, and *Early Presidents*.

**SUPPORT**—Note the word *radicals* in the third and fourth paragraphs of the section. Students in Core Knowledge schools may recall the word *radical* from the Grade 5 unit *The Civil War*. Remind students that a radical is someone who favors large or widespread changes. Compare this with conservatives, who usually want to minimize the amount of change.

**SUPPORT**—Draw attention to the last paragraph in the section. On the board or chart paper, draw a diagram of the assembly chamber, with the president in the middle, the radicals on the left, and conservatives on the right. Use the diagram to explain the terms *left-wing* and *right-wing*. Make sure students understand that these terms are still used today to describe the political leanings of people and political parties.

**After volunteers read the text, ask the following questions:**

**LITERAL**—What replaced the National Assembly?

- » the Legislative Assembly

**EVALUATIVE**—How were the Legislative Assembly’s conservatives different from the radicals?

- » Conservatives wanted France to remain a limited monarchy. Radicals wanted to get rid of the monarchy altogether and make France a republic.

All had read the official notice that had been posted, warning the people: “Whoever applauds the king shall be flogged (whipped); whoever insults him shall be hanged.”

Now the king had lost not only the limited power he had as a constitutional monarch but also the love and trust of his people. He and his family would now be prisoners in the palace of the Tuileries.

**A New Legislative Assembly**

In September 1791, the National Assembly finished its job and stepped down. A new Legislative Assembly took its place, composed of younger men with different ideas. However, the old problems remained—jobs and bread were still in short supply—and the people were getting angry once again.

The Legislative Assembly held its meetings in the royal riding school in the gardens of the Tuileries, which now housed the king. In the center of the hall sat the president.

The new deputies of the assembly were solid members of the middle class and included many lawyers, but they were deeply divided into two factions, which held conflicting ideas. Some deputies were conservatives who wanted to keep the limited monarchy. Other deputies were radicals who wanted to get rid of the king and set up a republic.

The radicals sat to the left of the president, and the conservatives sat to his right. Soon people began to refer to deputies as “left-wingers” or “right-wingers.” Elsewhere in France, there were some people whose views were even more extreme than the views of the deputies in the Legislative Assembly. On the one hand, there were radicals who wanted to sweep away all of the old and set up a republic. On the other hand, there were conservatives who wanted to go back to the absolute monarchy. By this time, however, most conservatives had left the country.

**France at War**

The Austrian emperor, Leopold II, who was also Maria Antonette’s brother, supported the extreme right-wingers. He did not support the Revolution in France—after all, it set a bad example. Other Europeans might start wanting liberty and equality too, and then what would happen to European monarchs like him? And, revolution could spread to European colonies too. Then what would happen? Indeed revolution did spread beyond Europe. On August 22, 1791, fifty thousand enslaved workers took up a French colonial island in the Caribbean called St. Domingue. With its sugar plantations, this island was the richest Caribbean colony. After the revolt, the island would be renamed Haiti, and it would become the first black republic in the world.

**Page 118**

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**Page 119**

## “France at War,” Pages 119–122

When Austria threatened to attack France, the radicals in the assembly responded with enthusiasm. They felt this would give France an opportunity to spread its revolutionary ideals: liberty—freedom of speech, religion, the press, and so on; equality—all citizens equal under the law, no special privileges for any one group; fraternity—the comradeship of all French citizens working together for the good of France.

“France must rise to the full height of her mission!” shouted one deputy.

“Yes, yes!” shouted the others. And then they declared war on Austria.

The war went badly for France. “It is not able to understand,” raged Lafayette.

“How we could ever get into war without the slightest preparation!”

The poorly trained soldiers fled at the sight of the well-equipped, well-trained armies of the enemy. Their flight left the road to Paris open. Rumors spread wildly through Paris. The king

and queen are traitors! They have betrayed us to the enemy!

How else could the French army be so easily beaten? Once again, the sans culottes turned to violence.

Early in the morning of August 10, 1792, the king and queen, who had been awake all night, listened to the church bells ring an ominous alarm. They knew that something terrible was about to happen. The royal Swiss Guards stood by, ready to defend the Tuileries. Then



The French aristocrat Marquis de Lafayette

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had taken over the city government, and a mob was rapidly approaching the Tuileries.

When the mob broke through the heavy oak gates, the palace defenders were ready. They fired muskets and cannon, and the mob retreated.

But then there was a new sound—not a mob, but marching feet. It was the militia from the provinces, mainly from the southern province of Marseille (now “Marseilles”). These were rough and ragged men who had marched all the way to Paris to join the fight against the Austrians. Along the way, they sang a song, “The Marseillaise” (imuh“may“wee”), that later would become the French national anthem. The troops were intent on de-throning the king.

Despite heroic efforts by the palace guards, the militia and mob forced their way into the palace. Meanwhile, a deputy of the National Assembly was with the royal family, ready to take them to safety.

“Look, sire!” he cried, as he pointed out the window. “A whole people are advancing! If the palace must fall, let it fall, but let the crown be saved!”

The king and his family hurried through the back of the palace and made their way across the gardens to seek protection of the Legislative Assembly, which was meeting in the riding school. But the assembly could not protect them.

Meanwhile, the mob burst into the palace and slaughtered five hundred members of the Swiss Guards. Then they killed anyone else they could find in the palace—cooks, maids, and servants—and went from room to room, looting and destroying. More than one thousand people perished.

The violence marked the end of the monarchy. The king and his family were taken as prisoners to the Temple, a medieval fortress. The executioner drew slowly so people in the streets could witness the royal family on its nightmarish journey to the guillotine.

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### Scaffold understanding as follows:

Invite volunteers to read aloud the first six paragraphs of the section on pages 119–120.

**SUPPORT**—Point out the phrase “extreme right-wingers” in the first paragraph. Ask students what extreme right-wingers most likely wanted. (*to retain the monarchy*)

**SUPPORT**—Discuss the efforts of the French army and the reactions of the people in France. The French army never had a chance. They were less prepared, less trained, and less armed than the Austrians, but to many people in France, particularly the *sans culottes*, there was another reason for France’s loss, one that had no basis in fact: the mistaken belief that the king and queen made sure the French lost the war. That made them traitors in the eyes of the revolutionaries.

Invite volunteers to read the remainder of the section aloud.

After volunteers read the text, ask the following questions:

**LITERAL**—Who was Leopold II?

- » He was emperor of Austria and Marie Antoinette’s brother.

**EVALUATIVE**—Why did France declare war on Austria?

- » Austria first threatened to attack France, and the radicals in the assembly thought it was a way to spread their revolutionary ideas of liberty, equality, and freedom throughout Europe.

**LITERAL**—What occurred as a result of France’s poor showing in the war with Austria?

- » The *sans culottes* took control of the city government and then attacked the Tuileries with the help of the militia to take the king and his family prisoner.

**LITERAL**—Where were the king and queen taken after the attack on the Tuileries?

- » They were taken to a medieval fortress called the Temple.

**LITERAL**—What was the National Convention?

- » It was the new, more radical legislative assembly that was elected.



## “The Death of the King” and “The Fate of the Queen,” Pages 122–125

Scaffold understanding as follows:

Read aloud the first four paragraphs of the section “The Death of the King” on pages 122–123.

**CORE VOCABULARY**—Pause to explain the vocabulary word *despotism* when it is encountered in the text.

**SUPPORT**—Note the word *tyranny* in the fourth paragraph of the section. Help Core Knowledge students recall the definition of *tyranny* from *Ancient Greece and Rome* and *The Enlightenment*: a type of government in which one person illegally seizes all power, usually ruling in a harsh and brutal way; a dictatorship.

Read aloud the remainder of the section “The Death of the King” on page 123.

**CORE VOCABULARY**—Pause to explain the vocabulary word *guillotine* when it is encountered in the text. Use the image on page 124 to show students what a guillotine looks like. Explain that the guillotine was meant to be a fair and humane method of execution. Because it was a machine, it did not allow for human error in the act of execution (as opposed to a human executioner, for example, whose ax strike might miss its mark), and it treated all victims equally. It was also believed to provide a painless death.

**SUPPORT**—Call students’ attention to “The Marseillaise.” Explain that the song is now France’s national anthem.

Read aloud the section “The Fate of the Queen” on page 124.

After reading the text, ask the following questions:

**LITERAL**—What did the National Convention decide about Louis XVI?

- » They decided to strip him of his crown and title. Then they decided he was guilty of conspiracy against the nation and that his punishment should be death.

**LITERAL**—How did King Louis XVI and Marie Antoinette die?

- » They were executed by guillotine.

**LITERAL**—How did the crowd react to Louis XVI’s execution?

- » The crowd cheered and danced.



Even the Tuileries, the palace that had become a prison, was no longer safe for the royal family.

In September, a new and far more radical legislative assembly, the National Convention, was elected. It would soon decide the fate of King Louis XVI and Queen Marie Antoinette.

**The Death of the King**

On September 22, 1792, the National Convention declared France a republic and announced the end of the monarchy. Louis was hounded and had no power. Stripped of his crown and title, he was to be known as Louis Capet (ka'pay). The revolutionaries were not sure what to do with him, though. They spent hours debating his fate.

“The king must be killed,” declared the young delegate—but could—despite Antoine de Saint-Just (an'twan'buhsuh'stood'), “Royalty is an eternal crime. The king must not have a long trial. He must be killed.”

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“But what was his crime?” others asked. “Should a man be killed just because he was born a king?”

Despite these objections, the king was put on trial. In the convention, one delegate argued against the trial. “I am tired of my part of despotism—tormented by the tyranny I am forced to exercise.”

But the trial went on, and Louis was found guilty of conspiracy against the nation. What would be his punishment? Imprisonment? Banishment?

After three days of debate, the vote was taken and his verdict was announced: the king must die! The most shocking vote in favor of the death penalty was cast by the former Duke of Orléans, a cousin of Louis who had changed his name to Philippe Egalité (fil'oz'ay' ay'gal'ay'tay), or Philip Equality. Later, when the revolution went out of control, Philippe Egalité would himself be executed.

On January 21, 1793, Louis, the descendant of Bourbon king who had ruled France for centuries, was driven in a cartage to the guillotine. Light of heart, weak during life, he approached his death with dignity and high courage. Louis calmly climbed the steps to the guillotine, his priest beside him; he placed his head beneath the heavy blade that hung high above him.

He began to speak. “I die innocent. . . .” but a roll of drums drowned out his words. The blade fell and the crowd cheered, “Long live the Republic!” Some formed a human chain that danced around the guillotine singing “The Marseillaise.”

The king was dead, and the queen would soon follow in his footsteps.

**Vocabulary**

**despotism**, *n.*  
tyranny; rule by a leader who has total and often oppressive power

**guillotine**, *n.*  
a machine designed to behead people quickly and with little pain

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**The Fate of the Queen**

On the morning of October 16, 1793, Marie Antoinette dressed herself for the last time. She wore a white dress, stockings, and silk shoes. Guards escorted her from her dark prison cell and placed her in an open cart for the long ride to the guillotine. She too had been tried, convicted, and sentenced to death. The only reminder that she had been a queen was in her bearing. She held her head high, but gave way the quivering, lovely Marie Antoinette. Here was a tired old woman, dressed in plain clothing more fit for a chambermaid.

As she climbed the steps to the guillotine, some observers stated that she accidentally stepped on her executioner’s foot and said, “Pardon me. I do not mean to do it.” Those, it is claimed by some, were her last words.

His execution horrified many European who

**Page 124**



**Page 125**



## Timeline

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- Show students the Chapter 8 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What happened to the royal family?”
- Post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: “What happened to the royal family?”
  - » Key points students should cite include: The royal family tried to escape to Austria, but they were caught and sent to the Tuileries. After the war with Austria, an angry mob attacked the Tuileries and the militia took the royal family as prisoners and sent them to the Temple. They were put on trial, found guilty, and sentenced to death. The king was beheaded first, and then the queen.
- Choose one of the Core Vocabulary terms (*Legislative Assembly*, *republic*, *despotism*, or *guillotine*), and write a sentence using the term.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### Domain Vocabulary: Chapters 5–8 (RI.6.4, L.6.6)

30 MINUTES

#### Activity Page



AP 8.1

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 5–8 (AP 8.1)

Distribute AP 8.1, Domain Vocabulary: Chapters 5–8, and direct students to solve the riddles using the words in the word box. This activity may be assigned for homework.

### *A Tale of Two Cities* (RI.6.7)

90 MIN

**Materials Needed:** Internet access; abridged version of the novel (optional)



**Background for Teachers:** Allow two days for this activity. Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** If Internet access is not available, you might also rent or borrow a DVD or Blu-ray of the 1980 version of *A Tale of Two Cities*, starring Chris Sarandon and Alice Krige.

Play the movie trailer for *A Tale of Two Cities*. The trailer lasts a little more than three minutes, but you can stop around 02:50 before the cast is introduced. Ask students what they predict the movie will be about based on the trailer. This trailer is for a nonexistent movie, using clips from other movies such as *Les Misérables* and *Emma*, to show scenes from what could be *A Tale of Two Cities*. Explain that this is a trailer for a possible modern movie, but many versions of this classic novel have actually been made over the years.

Provide background for students before playing clips from an older version of the movie. *A Tale of Two Cities* is based on a novel by Charles Dickens set in London and Paris before and during the French Revolution. The well-known novel tells the story of the French Doctor Manette, his eighteen-year-old imprisonment in the Bastille in Paris, and his release to live in London with his daughter Lucie, whom he had never met; Lucie's marriage and the collision between her beloved husband and the people who caused her father's imprisonment; and Monsieur and Madame Defarge, sellers of wine in a poor suburb of Paris. The story is set against the conditions that led up to the French Revolution and the Reign of Terror, which students will soon read about.

Play the movie from the beginning until approximately 25:00. Stop and guide students to understand that the trial is held because they believe Charles Darnay is a traitor to England and that he was sharing secrets with France. Darnay is the nephew who told his uncle, the Monsieur, that he did not believe in the ways of the royalty, he did not like what they were doing, and he wanted to relinquish his rights, move away, and start a new life on his own. Lucie and her father are witnesses at the trial because they were on the same boat to England as Charles Darnay.

Have students discuss in small groups the setting of the story and make connections to what they know about France at the time. Allow discussion until the end of class on the first day.

On the second day, explain that Lucie and Charles Darnay get married. Darnay reveals his real name (and the fact that he is a French aristocrat, which bothers the doctor, because he was imprisoned in the Bastille by the French aristocracy). Darnay wants to return to France, which he knows is risky considering his background. Play the movie starting at 1:24:00, "The Road to Paris," which starts with Darnay traveling by carriage to Paris. Stop the movie at 1:45:00.

Have students meet in their small groups again and continue discussing the setting of the movie. Remind students that Dickens wrote the book in 1859, more than half a century after the French Revolution. Have students discuss how Dickens (and in this sense, how the makers of the movie) used the setting to describe this time in history.

**Note:** You might want to provide an abridged version of the book, such as the Saddleback's Illustrated Classics title listed in *Books* on page 111 of this unit's Introduction, for students to read.

# Religion, Culture, and Art

**The Big Question:** Why do you think the revolutionaries wanted to change so much of French society?

## Primary Focus Objectives

- ✓ Describe the effects of the French Revolution on the Catholic Church. **(RI.6.2)**
- ✓ Understand the new calendar. **(RI.6.4)**
- ✓ Understand the impact of the French Revolution on the rest of the world. **(RI.6.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *cathedral*, *civic*, *piety*, *classicism*, and *neoclassicism*. **(RI.6.4)**

## What Teachers Need to Know

For background information, download the CKHG Online Resource “Religion, Culture, and Art”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Pages



AP 8.1  
AP 9.1

- Display and individual student copies of Notes About Religion, Culture, and Art (AP 9.1)
- Internet access to *The Oath of the Horatii* image and video
- Individual student copies of Domain Vocabulary: Chapters 5–8 (AP 8.1)

## Core Vocabulary (Student Reader page numbers listed below)

**cathedral, n.** the bishop’s church; any large and important church **(128)**

*Example:* The cathedral of Notre-Dame still stands today in the center of Paris.

*Variations:* cathedrals

**civic, adj.** relating to a city, citizen, or community **(128)**

*Example:* Early voting was available at the town’s civic center.

**piety, n.** the quality of being deeply religious; the adherence to religious principles in daily life (131)

*Example:* The piety that the nun displays is admirable.

**classicism, n.** the ideas and styles found in the works of ancient Greece and Rome (132)

*Example:* The architecture of the Parthenon in Athens is an example of classicism.

**neoclassicism, n.** a revival of ancient Greek and Roman ideas, especially in literature, art, or architecture (132)

*Example:* The discovery of Roman ruins sparked an era of neoclassicism in art.

## THE CORE LESSON 35 MIN

### Introduce “Religion, Culture, and Art”

5 MIN

Use the Timeline Image Cards for Chapters 7 and 8 to review the events of the French Revolution so far. Point out that after the royal family’s failed attempt to flee, the country was governed by the National Convention, an extremely radical assembly. Explain that in this chapter, students will read about some of the extreme changes that the convention instituted in France.

Call students’ attention to the Big Question. Tell students to look for the changes that were made and to think about why the revolutionaries made those changes.

### Independent Reading of “Religion, Culture and Art”

30 MIN

Activity Page



AP 9.1

Distribute Notes About Religion, Culture, and Art (AP 9.1). Direct students to read the entire chapter independently, completing the activity page as they read.

Tell students that if they finish reading the chapter before their classmates, they should begin to write a response to the Big Question, as well as write a sentence using one of the Core Vocabulary words from the chapter.

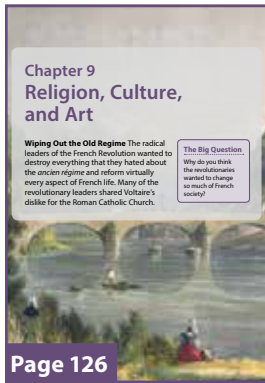
**SUPPORT**—Prior to having students start reading the chapter, write the following words on the board or chart paper, pronounce and then briefly explain each word or phrase: *cathedral of Notre-Dame, Gregorian calendar, monsieur, madame, mademoiselle, piety, contemporary, classicism, and neoclassicism.* Have students repeat the pronunciation of each word.

**SUPPORT**—Write the Big Question on the board or chart paper to remind students to provide a written answer if they finish reading the chapter early. Also, add a reminder about writing a sentence using a Core Vocabulary word.

**Note:** Guided Reading Supports are included below as an alternative to independent reading, if, in your judgment, some or all students are not yet capable of reading the entire chapter independently while still maintaining a good understanding of what they have read.

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Wiping Out the Old Regime,” Pages 126–128



**Scaffold understanding as follows:**

**Invite a volunteer to read aloud the first paragraph of the section on page 126.**

**SUPPORT**—Students read about Voltaire in Chapter 1 as well as in the unit *The Enlightenment*, if they completed it. Invite volunteers to share what they remember about Voltaire and his beliefs, especially about the Church. (*Students may recall that Voltaire hated religious intolerance and censorship. He claimed that the Church kept people in ignorance and superstition, and did not tolerate any disagreements.*)



**Invite volunteers to read the remainder of the section on page 128 aloud.**

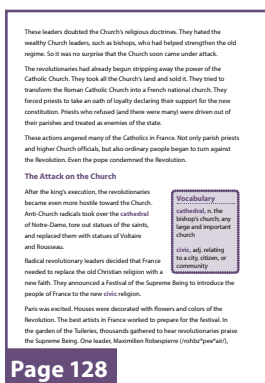
**SUPPORT**—Point out the phrase “parish priests” in the last paragraph of the section. Ask students to recall the meaning of this Core Vocabulary term from earlier in the unit. (*a person in a local church who has the training or authority to carry out certain religious ceremonies or rituals*)

**After volunteers read the text, ask the following question:**

**LITERAL**—How did revolutionaries change the Catholic Church?

- » They took all Church land and sold it. They forced priests to take an oath declaring loyalty to the new constitution. They drove out priests who refused to take the oath.

“The Attack on the Church,” Pages 128–129

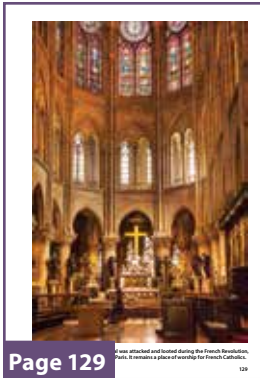


**Scaffold understanding as follows:**

**Have students read the section “The Attack on the Church” with a partner.**

**CORE VOCABULARY**—Point out the terms *cathedral* and *civic*, and explain their meanings.

**SUPPORT**—Note the time indicator that begins the section: “After the king’s execution.” Help students understand that this indicator places the events in this section during the rule of the National Convention. Remind students about the extreme radicalism of the convention.



Page 129

**SUPPORT**—Draw attention to the image of Notre-Dame on page 129. Make sure students understand that the image shows the interior of the cathedral as it appears today, not as it appeared in the 1790s. Ask students to speculate how the interior may have been different in revolutionary France. Remind them to consider the revolutionaries’ reaction to the Catholic Church. (*Possible responses: The cross may not have been displayed. The statues would have been of philosophes instead of religious figures.*)

**After students read the text, ask the following questions:**

**LITERAL**—What did the revolutionaries do to the Church after the king’s execution?

- » They tore out all the religious statues at Notre-Dame and replaced them with statues of Enlightenment thinkers.

**LITERAL**—What did the revolutionaries want to replace the Catholic Church with?

- » They wanted a new faith, a new civic religion.

## “A New Calendar,” “The Metric System,” and “New Styles in Clothing and Speech,” Pages 130–131

**A New Calendar**

Imagine telling someone that your birthday is the 18th of Floral, Year II. According to the new calendar of the Revolution, that was the new name for what used to be called May 7, 1794. The most extreme of the French revolutionaries wanted to get rid of all traces of Christianity. Because the old calendar counted dates from the birth of Jesus Christ, they decided to abolish it. They invented a new calendar—one that was based on the start of the French Revolution. The first day of Year I was September 22, 1792, the day after the National Convention took power.

The new calendar eliminated all of the inconsistencies of the old calendar. There were now twelve months, each thirty days long. Each month was divided into three ten-day weeks. A festival honoring the same cult was celebrated during the last five days of each year. The months were named after natural events during seasons. For example, Floral was the month of flowers; the month of Thermidor (heat) was from July 19 to August 11.

The calendar that was introduced in the late 1790s.

Page 130

**Scaffold understanding as follows:**

**Have students read the sections “A New Calendar,” “The Metric System,” and “New Styles in Clothing and Speech” independently.**

**After students read the text, ask the following questions:**

**LITERAL**—Why did the revolutionaries want to create a new calendar? How was the new calendar different?

- » The old calendar counted years from the birth of Christ. The revolutionaries wanted to wipe out all traces of Christianity, so they created a new calendar that would start on the day the French Revolution began.

**LITERAL**—How was the new style of clothing different from the clothing of the old regime?

- » The new style was plain and simple, in contrast to the elaborate dress of the old regime.

**EVALUATIVE**—Which of these revolutionary changes still exists today?

- » The metric system is still used today.

for natural events during seasons. For example, Floral was the month of flowers; the month of Thermidor (heat) was from July 19 to August 11.

**The Metric System**

Also introduced at this time was a new system of weights and measures—the metric system. This system featuring liters, meters, and kilograms, was created by French scientists. Up until this point, there had been many different ways of measuring and weighing things in various parts of France.

**New Styles in Clothing and Speech**

Clothing styles also changed dramatically during the Revolution. Gowns were the tall, powdered wigs and elaborate, heavy dresses of the ancien régime. Men now wore plain clothes with little decoration. Women wore short, simple habits and soft cotton dresses and sandals, imitating the simpler fashions of ancient Greece. The new styles reflected the modesty and virtue that were expected in the new republic.

During the ancien régime, people had addressed one another as monsieur (muh’zyehr) for a man, madame (mah’dam) for a married woman, or mademoiselle (mah’dmwaizell) for an unmarried woman. In the new republic, people had to use the terms citizen and citizeness (sis’nyen/nyen) or citoyenne (sis’nyen/nyen) meaning, citizens, or she be accused of being against the Revolution.

**The Art of the Revolution**

The revolutionaries also encouraged new styles of art. They admired the civilizations of ancient Greece and Rome. They saw the ancient Greeks and Romans as models of modesty, piety, and devotion to duty. They contrasted these ancient

**Vocabulary**

piety is the quality of being deeply religious; adherence to religious principles in daily life.

in régime aristocracy.

Page 131



## “The Art of the Revolution,” Pages 131–133

### Scaffold understanding as follows:

#### Read the section aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary terms *piety*, *classicism*, and *neoclassicism* when they are encountered in the text. Distinguish between *classicism* and *neoclassicism* by pointing out the base word and the prefix *neo-*, which means new.

**SUPPORT**—Note the word *contemporary* in the second paragraph of the section. Explain that *contemporary* means of the same age or time. Help students understand that artists of the Revolution used classical, i.e., ancient Greek and Roman, styles to depict people and events of their own time period.

**SUPPORT**—Point out the reference to David’s painting *The Tennis Court Oath*. Have students turn back to page 99 in Chapter 5 to see the painting. Have students compare *The Tennis Court Oath* with *The Death of Marat* on page 133. What similarities do they see in the two paintings? (Possible response: Both paintings use a dark color scheme.)

#### After you read the text, ask the following questions:

**LITERAL**—Why did the revolutionaries admire the civilizations of ancient Greece and Rome?

- » They saw the ancient Greeks and Romans as models of modesty, piety, and devotion to duty, which were a contrast to the extravagance of the old regime.

**LITERAL**—Describe neoclassical art.

- » The style was formal, with crisp outlines and cool colors. The pictures often depicted actual events.

**LITERAL**—Who was Jacques-Louis David?

- » He was the most famous neoclassical artist of the Revolution.

**Note:** If students have been reading the chapter independently, call the whole class back together to complete the Timeline and Check for Understanding as a group.

Artists celebrated this theme in their paintings and sculptures. They painted contemporary figures in classical clothing and used figures and scenes from ancient times to make statements about contemporary events. Paintings usually focused on grand and heroic themes and told stories of noble events. The style was formal, with crisp outlines and cool colors.

This new classicism, or neoclassicism, was influenced and encouraged by the discovery and excavation of ancient Roman cities. Neoclassicism and Pompeii were hailed in volcanic ash in the year 79 CE and rediscovered seventeen centuries later. Excavation of the two cities had begun in the mid-1700s. Images in neoclassical paintings often mimicked the actual pictures found on the walls of the excavated sites.

The most famous neoclassical artist of the Revolution was Jacques-Louis David (zhahk ah-vee-ah-dah-vee-ah). David was also a member of the National Convention who voted for the death of the king. His painting, *The Tennis Court Oath*, emphasizes the heroism of the delegates who took an oath to never part until a constitution had been written.

Another of his works, *The Death of Marat*, shows one of the most famous events of the Revolution. Jean-Paul Marat was a radical journalist and a hero of the sans-culottes. He was stabbed to death by a young woman as he was taking a bath. These paintings helped inflame the people with revolutionary fire.

**Vocabulary**  
classicism, is the ideas and styles found in the works of ancient Greece and Rome  
neoclassicism, is a revival of ancient Greek and Roman ideas, especially in literature, art, or architecture

**Page 132**



The painting, *The Death of Marat*, shows the journalist Marat as a heroic hero of the Revolution.

**Page 133**



## Timeline

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- Show students the Chapter 9 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “Why do you think the revolutionaries wanted to change so much of French society?”
- Post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: Why do you think the revolutionaries wanted to change so much of French society?”
  - » Key points students should cite include: The revolutionaries were fighting against the ideals and the members of the old regime. They hated everything about the old regime. Creating a new society was their way of wiping out the old regime.
- Choose one of the Core Vocabulary words (*cathedral*, *civic*, *piety*, *classicism*, or *neoclassicism*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

**Note:** Be sure to check students’ written responses to Notes About Religion, Culture, and Art (AP 9.1) so you can correct any misunderstandings about the chapter content during subsequent instructional periods.

## Additional Activities

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### *The Oath of the Horatii* by Jacques-Louis David (RI.6.7)

30 MINUTES

**Materials Needed:** Internet access



**Background for Teachers:** Jacques-Louis David was commissioned (asked, and usually paid) by King Louis XVI to create a series of paintings that would teach the French people about what it meant to be a good citizen. In 1784, David began work on *The Oath of the Horatii*, which shows a scene from the early history of ancient Rome. The Horatii were a set of Roman triplets from a Roman legend. According to the legend, there was a disagreement between the city of Rome and the city of Alba. To solve the dispute, it was decided that the Horatii triplets would fight against a set of triplets from Alba.

The three Roman Horatii brothers (on the left in the painting) are shown swearing an oath to their father, who holds their swords in the center of the picture. The brothers are swearing to defend Rome against the city of Alba, even though two of them have relatives in Alba. The men are consciously choosing loyalty to their city-state over loyalty to relatives, putting national loyalty above personal connections. Their father approves, but the women in the family (on the right in the painting) tearfully lament the decision. David presents this ancient historical moment as an inspiring example of the nobility and courage of these heroic patriots, who were willing to sacrifice their lives and family obligations for Rome.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the painting and a video with background information may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Begin by telling students the title of the painting, *The Oath of the Horatii*, and explaining that the artist, Jacques-Louis David, started work on the painting in 1784 at the request of King Louis XVI. Prompt an initial conversation about the painting with the following questions:

- What was happening in France at the time David started work on the painting?
  - » Students may note that this period was before the start of the French Revolution during the reign of Louis XVI and Marie Antoinette. The king and queen lived extravagantly at Versailles with other aristocrats, while the majority of people in the Third Estate suffered from extreme poverty.
- Look at the manner in which the figures in the painting are dressed. Does the clothing/style of dress depicted in the painting look similar to or different from the style of dress during the period in which Louis XVI and Marie reigned? (Encourage students to examine illustrations in the Student Reader to make comparisons.) Does the style of dress in the painting suggest that it took place in a different historical period?
  - » Students should note that the figures in the painting are dressed differently from images they have seen of people from Louis XVI's reign. They should recognize that the clothing reflects a different historical period. Some students may recognize the clothing style as classical, from ancient Greece and Rome.

Guide students to recognize the classical elements in the painting, such as the style of dress and the architecture (arches and columns). Remind students that *neoclassical* means “new classical”—a new interest in Greek and Roman style.

Remind students of the painting's title, *The Oath of the Horatii*. Tell students the story that the painting depicts. Explain that by choosing this scene of the story for his painting, David was sending a message. What is that message? (*Loyalty to one's country is more important than loyalty to one's family.*)

Organize students into small groups. Tell students to imagine that they are curators for a museum that specializes in collecting neoclassical art. Pretend that the painting has just been offered for sale at an auction. Within their groups, have students look at the painting and discuss why they should acquire the painting for their museum, using vocabulary appropriate for neoclassical art, and expanding on ideas they learned about the revolutionaries turning to neoclassicism. (*Students should acknowledge the historical significance of when the painting was made, as well as the elements of neoclassicism evident in the painting.*)

Pull the class back together as a whole group, and ask each small group to share their thoughts. Conclude by letting students know that the painting is presently housed at the Louvre in Paris, formerly a palace for French kings, now a museum of all types of art.

# The Reign of Terror

**The Big Question:** What was the Reign of Terror?

## Primary Focus Objectives

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- ✓ Describe the Reign of Terror. (RI.6.1)
- ✓ Identify the Jacobins, the Committee of Safety, Maximilien Robespierre, and their roles in the Reign of Terror. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *tribunal*, *Law of Suspects*, *Jacobin*, *royalist*, *traitor*, and *famine*. (RI.6.4)

## What Teachers Need to Know

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For background information, download the CKHG Online Resource “The Reign of Terror”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

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- Internet access to *The Scarlet Pimpernel* video

## Core Vocabulary (Student Reader page numbers listed below)

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**tribunal, n.** a type of court; a group appointed to make judgments (136)

*Example:* The tribunal decided who would be sentenced to the guillotine and who would live.

*Variations:* tribunals

**Law of Suspects, n.** a law passed during the French Revolution that allowed the arrest of people suspected of opposing the Revolution (136)

*Example:* Anyone who questioned the National Convention could be arrested under the Law of Suspects.

**Jacobin, n.** a member of a violent, extreme left-wing group during the French Revolution (136)

*Example:* The Jacobins called for the deaths of the king and queen.

*Variations:* Jacobins

**royalist, n.** a supporter of the king or queen (137)

*Example:* The royalist wanted to put the king back on the throne.

*Variations:* royalists

**traitor, n.** a person who is disloyal; a person who betrays his or her country (137)

*Example:* The traitor told the enemy where to find his army's weapons.

*Variations:* traitors

**famine, n.** an extreme shortage of food that results in widespread hunger (138)

*Example:* The lack of bread and other affordable food led to famine across France.

*Variations:* famines

## THE CORE LESSON 35 MIN

### Introduce “The Reign of Terror”

5 MIN

Have students predict what may happen next in the course of the Revolution. Remind them of the old rivalries that divided the prerevolutionary estates, and that the new assembly was made up almost entirely of members of the old Third Estate. Ask students how they think nobles might have reacted to the abolition of the monarchy, and how they think nobles were likely to be treated under the new republic. How do they think Catholics might react to having the Church turned into a government agency? Tell them that in this chapter, they will have a chance to check their predictions.

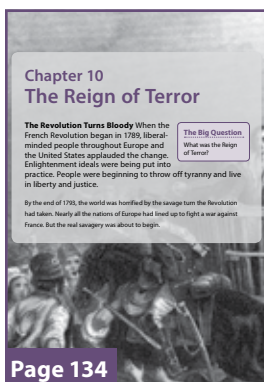
Call students' attention to the Big Question. Tell students to look for details they can use to describe the Reign of Terror.

### Guided Reading Supports for “The Reign of Terror”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

#### “The Revolution Turns Bloody,” Pages 134–136



**Scaffold understanding as follows:**

**Read the first two paragraphs of the section aloud.**

**SUPPORT**—Note the words *savage* and *savagery* in the second paragraph of the section. Make sure students understand the connotations of these words. They refer not just to violence but to *cruel* violence.

**Read the remainder of the section aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary terms *tribunal* and *Law of Suspects* when they are encountered in the text.



**SUPPORT**—Note the idiom “a slip of the tongue” in the second-to-last paragraph in the section. Make sure students understand that a slip of the tongue is a minor mistake made when speaking, something said by accident when you meant to say something else, such as calling someone by the wrong name.

**After you read the text, ask the following questions:**

**LITERAL**—How did the views of the rest of the world about events in France change from 1789 to 1793?

- » In the beginning, the revolutionary actions in France were applauded; by the end, people were horrified by how violent things had become.

**LITERAL**—What are some examples of how the Law of Suspects was applied?

- » Under the Law of Suspects, people were arrested for weeping while watching a loved one get beheaded, for chopping down a tree planted in honor of the Revolution, and for accidentally calling someone *monsieur* or *madame*.

## “The Jacobins and the Committee of Public Safety,” Pages 136–137

**Scaffold understanding as follows:**

**Have students read the section “The Jacobins and the Committee of Public Safety” with a partner. Encourage them to refer to the vocabulary boxes as they read.**

**CORE VOCABULARY**—Point out the vocabulary terms *Jacobin*, *royalist*, and *traitor*, and explain their meanings. Note the base word *royal* in the term *royalist*.

**After students read the text, ask the following questions:**

**LITERAL**—Who were the Jacobins?

- » They were an extreme political club that often favored the use of violence in dealing with anyone suspected of disagreeing with the Revolution.

**EVALUATIVE**—Why was the Committee of Public Safety formed?

- » The National Convention formed the committee as a way of dealing with the many problems that existed in France at that time, such as the losses of the French army, the support of royalists for enemy troops, rising prices, food shortages, and the popular belief that traitors were trying to overturn the Revolution.

The rumbling of the tumbrels, or carts, through the streets could be heard every afternoon. They carried the prisoners who had been convicted by the Revolutionary Tribunal that morning.

These might include middle-aged women whose crime was weeping as she watched her husband being guillotined, a young man who had chopped down a tree planted in honor of the Revolution, and a young woman who was rumored to have said the “did not care a fig” for the Revolution.

If a person had a slip of the tongue and used *monsieur* or *madame*, that could be cause for becoming a “suspect.”

Under the new Law of Suspects, anyone who criticized the Revolution in any way was possibly subject to trial and execution. How had it come to this?

**The Jacobins and the Committee of Public Safety**

When the Legislative Assembly took office in 1791, bourgeois citizens formed political clubs to discuss their ideas. Members were deputies of the Assembly. One of the most radical clubs was the Jacobins. When the National Convention took power, Jacobin leaders, along with the sans-culottes, turned the Revolution on a violent path. It was the Jacobins who had demanded the deaths of Louis and Marie Antoinette. It was the Jacobins who had insisted on going to war against Austria and its allies. Many people, especially those in the countryside, disagreed with the Jacobins and the new path of the Revolution, and some were in open revolt. But the Jacobins soon took control of the government.

**Vocabulary**

**tumbrel**, n. a type of cart, a group appointed to make judgments

**Law of Suspects**, n. a law passed during the French Revolution that allowed the arrest of people suspected of opposing the revolution

**Jacobin**, n. a member of a violent, extreme left-wing group during the French Revolution

**Page 136**

France was in serious trouble. Although there had been a few French successes in the war with Austria, Prussia were going badly. The French army had suffered severe defeats. Enemy forces surrounded it, and a British fleet threatened coastal cities. In the countryside, there were uprisings and outright civil war in some provinces. What was worse, there were some people who were willing to welcome enemy troops. They were, for the most part, royalists and Catholics. Prices were rising, and food was in short supply. Many believed that the country was filled with traitors trying to overturn the Revolution. These people believed that the time had come for action.

To help solve these problems, the National Convention established the Committee of Public Safety. In July 1793, it took control of the committee whose name had been associated with terror ever since.

**Maximilien Robespierre**

Was Maximilien Robespierre (mal-tsee-ross/see-ross) a man with high principles who worked tirelessly for the Revolution? Or was he a hypocrite who, self-centered, selfish, afraid? His contemporaries could never agree, and historians have not settled the question either.

What is known is that he was a small man who rarely smiled. Green was his favorite color even his eyeglasses were tinted green. He kept in his room a sculptured bust of himself, along with paintings and engravings showing him in various poses. By his bedside, he kept a guillotinet.

**Vocabulary**

**royalist**, n. a supporter of the king or queen

**traitor**, n. a person who betrays his or her country

**Robespierre** made a complete and controversial figure in French history. Although he supported the Revolution, he was known as the “the Terror” because he believed in death by guillotine or to profit from the Revolution.

**Page 137**

## “Maximilien Robespierre,” Pages 137–139

Scaffold understanding as follows:

Have students read the section “Maximilien Robespierre” independently. Encourage them to refer to the vocabulary box as they read.

**CORE VOCABULARY**—Point out the vocabulary term *famine*, and explain its meaning.

**SUPPORT**—Invite students to share what they remember about Jean-Jacques Rousseau from Chapter 1. Call to students’ attention that Robespierre was a follower of Rousseau’s beliefs.

**SUPPORT**—If students read or watched *A Tale of Two Cities*, remind them of the character of Madame Defarge. In the story, Madame Defarge symbolizes the Reign of Terror, as she seeks revenge against the aristocracy and knits the names of those who are to be executed.

After students read the text, ask the following questions:

**LITERAL**—Who was Maximilien Robespierre? What was his role in the French Revolution?

- » He was a small man. He liked the color green. He was self-centered. He was completely dedicated to the Revolution. He was a Jacobin. He believed in terrorizing those who were against the Revolution. He tried to accuse several deputies in the National Convention of being suspects, but they turned on him and took him to jail.

**LITERAL**—What happened during the Reign of Terror?

- » Tens of thousands of “suspects” were rounded up and executed, either by guillotine or by being shot.

**LITERAL**—What happened to Robespierre?

- » Deputies grew tired of the killing and arrested Robespierre and his Committee of Public Safety. Robespierre was then executed by guillotine.

**LITERAL**—Why does the ending of this chapter state that “there was a terrible irony” to the execution of Robespierre and other members of the Committee of Public Safety?

- » Robespierre and other members of the Committee of Public Safety claimed to be promoting and protecting the ideals of the Revolution, which sought to eliminate the tyranny of the absolute monarchs and ensure the rights of man. Taken to the extreme, their desire to protect the Revolution led to the execution of more than forty thousand French men and women who were suspected of crimes against the Revolution. In the end, Robespierre and other members of the Committee of Public Safety were also executed. Those claiming to protect the ideals of the Revolution had become more violent than the monarchs and, in turn, they also became victims of violence.

philosopher Jean-Jacques Rousseau. He was completely dedicated to the Revolution. Robespierre believed that he had to root out all opposition to the Revolution. Terror was his method and the motto of the Jacobins: “Let terror be the order of the day!” Terror, he claimed, would allow virtue to flourish.



In September 1793, the Committee of Public Safety introduced the law of Suspects. Under it, people had only to be suspected of being a traitor—or of not enthusiastically agreeing with the Revolution—to be brought to trial and condemned. They were brought by the thousands to the guillotine. On October 1, the prisons held 2,000 “suspects” awaiting trial and execution. By late December, they held 4,500. By the end of the Terror, people were being tried in groups of up to fifty at a time and sent to execution. The final death toll about forty thousand French men and women were guillotined or shot.

The flow of blood, however, did not help the food shortage. In spite of controls put on the price of food, there was a near famine in Paris. On the base of the guillotine in the public square, some unknown graffiti artist wrote: “There is no butcher shop in Paris except upon this square!” It was fortunate for this man that Robespierre never read the graffiti.

**Vocabulary**  
famine is an extreme shortage of food that results in widespread hunger.

Page 138

Robespierre’s undoing came when he turned on fellow Jacobins in the National Convention. On July 27, 1794, Robespierre stood before a meeting of the convention. His purpose was to accuse several deputies of being suspects. But the deputies knew of his plan and had grown tired of the bloodletting.

Before he could speak, the deputies began shouting, “Down with the tyrant!” and “Long live the Republic!”

Robespierre and his friends on the Committee of Public Safety were taken to jail. Knowing that he was lost, Robespierre attempted to shoot himself, but he only wounded himself in the jaw. The next day, he had found the guillotine. His face wrapped in bloody rags, Robespierre, the last leader of the Revolution, died in the same manner as those he had condemned.



The other committee members, and the same fate. Among them was the young Saint-Just, the person who had insisted on the execution of Louis XVI. There was a terrible irony to these executions: the Revolution had spun so far out of control that the revolutionary leaders were now turning on each other.

In the end, Robespierre was taken to the guillotine, just like the thousands of people who had been sent to their death by him.

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## Timeline

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- Show students the Chapter 10 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What was the Reign of Terror?”
- Post the image cards to the Timeline under the date referencing the 1700s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Big Question: “What was the Reign of Terror?”
  - » Key points students should cite include: a period after Louis XVI and Marie Antoinette were killed; when the Jacobins took control of the government; when the National Convention created the Committee of Public Safety, which ultimately killed thousands of French citizens under the Law of Suspects; when Robespierre encouraged acts of terror to get rid of suspects against the Revolution; when the guillotine was used; when famine was occurring in France; when blood was shed everywhere.
- Choose one of the Core Vocabulary words (*tribunal*, *Law of Suspects*, *Jacobin*, *royalist*, *traitor*, or *famine*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### The History Channel Presents the French Revolution (RI.6.7)

90 MIN

**Materials Needed:** Internet access



**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Tell students you are going to watch a documentary of the French Revolution produced by the History Channel. This documentary is another way to look at the events of the Revolution. The History Channel uses stunning footage and engaging narrative to take its viewers on a trip to a time when France was standing at a major historical crossroads for both the royal class and the poor working class. It was a moment of hope, turned into immense tragedy. The video will be a good review for students of what they have read from the beginning of the unit up through Chapter 10, with its focus on Robespierre and the Reign of Terror.

The video is 90 minutes long. You can break this into two class periods. Please be sure to preview the video in advance, paying attention in particular to the notes below regarding portions of the video that may be inappropriate for sixth graders.

Play the video.

**Note:** From 07:00–07:49, there is mention of the royal bedroom and consummating the marriage—you may want to skip this section.

**Note:** From 16:40–18:58, there is mention of the reasons behind Louis XVI’s and Marie Antoinette’s inability to have a child (a medical issue regarding arousal) and rumors involving pornography—you will definitely want to skip this section.

**Note:** At 13:51, there is a quick shot of artwork with nudity (woman’s breasts).

End Day 1 around 38:29.

Briefly review what students saw by guiding the class to create a summary starting with the last part of the video that students watched on Day 1 and moving backwards in time. Invite a volunteer to explain the last thing that happened in the video’s first half. Then ask another to explain what happened before that, working backward until the first event shown in the video is reached. (*Students should begin their backwards summary with the royal family leaving Versailles, then explain the mob attack on Versailles, the king signing the Declaration of the Rights of Man, and so on, until they reach Louis XVI’s wedding to Marie Antoinette.*)

Start Day 2 at 55:05.

**Note:** From 1:06:06–1:09:36, there is mention of incest and sex—skip this section.

**Note:** From 1:25:00–1:26:06, there are scenes of suicide and attempted suicide—skip this section.

Use the following questions to guide a class discussion:

Who was Robespierre?

» He took control of the Revolution.

What did he decide about the king?

» He decided France didn’t need a king anymore. He decided to put the king on trial.

In what ways did Robespierre act like a king?

» Possible response: He had control of the government, just like the king once did.

What was France like during the Reign of Terror?

» Possible response: It was violent. People lost the rights and freedoms they had won in the constitution. The government spied on people to make sure they were loyal.

What was the “national razor”?

» the guillotine

How did the Reign of Terror end?

» It ended with Robespierre’s death.

End the discussion by asking students to share how it might have felt to live during this period of French history. (*Students might say they would have felt frightened or angry.*)

**CHALLENGE: *The Scarlet Pimpernel*** (RI.6.7, RI.6.9)

**45 MINUTES**

**Materials Needed:** Internet access; abridged version of novel (optional)



**Background for Teachers:** Based on the novel by Baroness Orczy, the film *The Scarlet Pimpernel* (1982) tells the fictional story of a group of wealthy Englishmen who help French nobles escape the guillotine. Although the characters are fictional, the film does a good job of conveying the atmosphere of the Reign of Terror, and the feelings of the French aristocrats who were forced to flee their country. The novel and the film take a strongly pro-British and anti-revolutionary point of view, which is a slightly different point of view than what students have read so far in the text.

**Note:** You may want to provide an abridged version, such as the Dover Thrift Editions title listed in *Books* on page 111 of this unit’s Introduction, for students to read.

Use this link to download the CKHG Online Resources for this unit, where the specific link to the video may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Set the stage for students: It is 1792 and France is in the grip of a seething, bloody revolution. Mobs roam the Paris streets hunting down royalists, barricades block any chance of escape, and every day hundreds die under the blade of Madame la Guillotine. But in the hearts of the condemned nobility there remains one last vestige of hope: rescue by the elusive Scarlet Pimpernel. Renowned for both his unparalleled bravery and his clever disguises, the Pimpernel’s identity remains as much a mystery to his sworn enemy, the ruthless French agent Chauvelin, as it is to his devoted admirer, the beautiful Lady Marguerite Blakeney.

Play the video, stopping at 22:24. This will give students an introduction to the plot and to the characters, especially the Scarlet Pimpernel. Students should understand that the character Sir Percy Blakeney is the Scarlet Pimpernel. Students should also understand that Sir Blakeney is British, not French.

Spend the remainder of the class period discussing the following:

- why the revolutionaries wanted to “purge the land of corruption”
  - » Possible responses: They want to put an end to the privileges and extravagance of the *ancien régime* once and for all. They want France to be true to the ideals of the Revolution.
- the purpose of Sir Blakeney’s character (British) making fun of Paul Chauvelin’s (French) fashion and politics
  - » Possible response: It shows how the British felt about events in France. It shows that the revolutionaries were not supported or taken seriously by everyone.
- the Scarlet Pimpernel as a superhero; compare to superheroes students are familiar with, such as Batman, Superman, or Wonder Woman
  - » Like other superheroes, the Scarlet Pimpernel is a secret identity. He has a disguise and a weapon, and he outsmarts his enemies.

During the discussion, guide students to recognize the pro-British and anti-revolutionary point of view in the story. Remind students that the story—in both novel and film—is historical fiction. The story is made up, but it includes people and events that really happened. For example, Chauvelin, Lady Blakeney, and Sir Blakeney are not “real” people, but in 1792, hundreds of people were dying every day under the guillotine, and the British were very unnerved by the events in France. Explain that the facts of history can be interpreted differently based on one’s knowledge, personal experience, and perspective. A British person, for example, might interpret the events of the French Revolution very differently than a French person would. A member of the nobility might view events differently than someone from the working class would.

Then have students predict how the story develops and ends. (*Student answers should reflect the intense competition between Percy and Chauvelin, and the dangers of the Reign of Terror.*)

Have students confirm their predictions by telling them the rest of the story. Sir Percy and Marguerite marry, but he comes to distrust her. He believes she is still working with Chauvelin. Meanwhile, Marguerite figures out that her husband is the Scarlet Pimpernel. Percy smuggles the dauphin out of France but is arrested trying to save Marguerite’s brother, who helped in the effort. Chauvelin orders Percy’s execution. but the firing squad sides with Percy and he is rescued. He leaves Chauvelin in Robespierre’s hands and sails away with Marguerite.

# Napoleon Bonaparte: Empire Builder

**The Big Question:** What were the various reasons the people of France were willing to accept Napoleon as their emperor?

### Primary Focus Objectives

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- ✓ Identify Napoleon Bonaparte. (RI.6.3)
- ✓ Understand the early achievements of Napoleon’s military career. (RI.6.1)
- ✓ Understand how Napoleon gained power in the French government. (RI.6.2)
- ✓ Understand why Napoleon crowned himself emperor (RI.6.2)
- ✓ Understand Napoleon’s invasion of Russia (RI.6.2)
- ✓ Understand why Napoleon ended up in exile on Elba. (RI.6.2)
- ✓ Understand the significance of the battle at Waterloo and of the Duke of Wellington’s victory. (RI 6.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *coronation*, *grapeshot*, *national bank*, *artillery*, *Cossacks*, and *exile*. (RI.6.4)

### What Teachers Need to Know

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For background information, download the CKHG Online Resource “Napoleon Bonaparte: Empire Builder”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

### Materials Needed

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Activity Page



AP 1.2

- Display and individual student copies of Map of Europe (AP 1.2)

### Core Vocabulary (Student Reader page numbers listed below)

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**coronation, n.** the ceremony or act of crowning a ruler (142)

*Example:* The coronation took place at the grand palace.

*Variations:* coronations

**grapeshot, n.** a small mass of metal balls packed into a canvas bag, resembling a cluster of grapes, that is shot from a cannon (143)

*Example:* Napoleon used grapeshot when he was an officer in the French army.

**national bank, n.** a government bank that issues and manages a country's money (145)

*Example:* All the money received from taxes goes into the national bank.

*Variations:* national banks

**artillery, n.** large guns that are used to shoot across long distances (147)

*Example:* They used artillery to attack the village from across the valley.

*Variations:* artilleries

**Cossacks, n.** soldiers from southwestern Russia, known for their skills on horseback (147)

*Example:* Napoleon's army suffered a massive defeat against the Cossacks.

**exile, v.** to force someone to live outside of a place as a punishment (148)

*Example:* The committee decided to exile the leader after they tried him for being a traitor.

*Variations:* exiled, exiles

## THE CORE LESSON 70 MIN

### Introduce “Napoleon Bonaparte: Empire Builder,” Day 1

5 MIN

Remind students that France was left in shambles after the horror and chaos of the Reign of Terror. But it wasn't long before a successful young French general by the name of Napoleon Bonaparte rose to power. In this chapter, they will read about the life and career of Napoleon, one of the most controversial men in history.

Call students' attention to the Big Question. Tell students to look for the various reasons the people of France were willing to accept Napoleon as their new emperor.

**Note:** It is recommended that you divide this chapter and complete the guided reading over the course of two days.

### Guided Reading Supports for “Napoleon Bonaparte: Empire Builder,” Day 1

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “Emperor of the French,” Pages 140–142

### Chapter 11 Napoleon Bonaparte: Empire Builder

**Emperor of the French** It was the year 1804. A magnificent gilded coach pulled by eight horses with red leather harnesses arrived at the great Notre-Dame Cathedral. Two figures emerged. The beautiful woman wearing a sparkling diamond tiara entwined in her dark ringlets was Josephine.

**The Big Question**  
What were the various reasons the people of France were willing to accept Napoleon as their emperor?

Her husband, Napoleon Bonaparte (shown here), emerged behind her. He wore a white silk shirt and white breeches. Both wore long ropes that spread out behind them like peacock's tails.

Solemnly, Napoleon and Josephine marched down the center aisle of the cathedral, which was filled with eight thousand people shouting, “Long live the emperor!” The Catholic pope, Pius VII, conducted a ceremony, and Napoleon received the symbols of rulership—an orb, a sword, and a scepter.

Then Napoleon alone walked up the steps to the altar. He took the gold crown, shaped like the laurel wreaths awarded to ancient Roman heroes, and placed it on his own head. Josephine approached the altar, and she knelt before him.

Page 140



Page 141  
Napoleon and Josephine, emperor.

### Scaffold understanding as follows:

#### Read the section “Emperor of the French” aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary term *coronation* when it is encountered in the text.

**SUPPORT**—Note the section title “Emperor of the French.” Help students understand that being “Emperor of the French” has different implications than being “Emperor of France.” Being Emperor of France meant being emperor of a specific area of land: the country of France. Being Emperor of the French meant that Napoleon was the emperor of every French person, no matter where they lived.

**SUPPORT**—Direct students to the image on page 141. Invite a volunteer to read the caption aloud. Help students identify Napoleon (holding the crown) and Josephine (kneeling). Point out the figure of the pope (standing behind Napoleon). Explain that traditionally, the pope placed the crown on the king or emperor’s head. Napoleon broke with that tradition by placing the crown on his own head.

#### After you read the text, ask the following question:

**LITERAL**—Who was Napoleon Bonaparte?

- » He was a member of the military who became dictator and then emperor of France in 1804.

## “The End of Terror,” Pages 142–143

### Scaffold understanding as follows:

#### Have students read the section “The End of Terror” on pages 142–143 independently. Encourage them to refer to the vocabulary box as they read.

**CORE VOCABULARY**—Point out the vocabulary term *grapeshot*, and explain its meaning.

**SUPPORT**—Note the phrase “whiff of grapeshot” in the second paragraph of the section. Explain that a whiff is a gust or puff of wind or smoke. (It can also mean a smell or, in baseball, a swing that misses the ball.) The phrase “whiff of grapeshot” is used figuratively here, a euphemism for a violent attack on a crowd of civilians.

#### After students read the text, ask the following questions:

**LITERAL**—What did the National Convention do when it regained control of the government after the Reign of Terror?

- » It passed a new constitution that gave control to a Directory of five members.

Napoleon took the solemn oath: “I swear to uphold equality of rights and political and civil freedom. . . I swear to rule for the interests, happiness, and glory of the people of France.”

A herald announced, “The most glorious and most august [grand] Napoleon, emperor of the French, is consecrated [blessed] and enthroned!”

Napoleon was only thirty-two years old. He had already achieved enormous military success, and he would go on to become one of the great military geniuses in history. His coronation simply affirmed a role he had held since 1799—dictator of France.

How did France come such a long way—from the radical Reign of Terror to another simple rule—in so short a time?

#### The End of Terror

Do you remember when Robespierre and his radical supporters were overthrown in 1794? Everyone sighed with relief. Moderate bourgeois in the National Convention took control of the government. They passed a new constitution that gave control to a Directory of five members.

But the new government faced the same old problems: food shortages, rising prices, and foreign wars.

On October 1795, royalists and



The painting by Antoine-Jean Gros, *Napoleon after the Battle of Austerlitz*, shows Napoleon as a heroic leader. Napoleon successfully led his troops against Austria's army, defeating them at the Battle of Austerlitz in 1805.

Page 142



## EVALUATIVE—Why did the mob attack the Tuileries in 1795?

- » There were still food shortages and rising prices, and the royalists and *émigrés* wanted to restore the old regime.

## LITERAL—How did Napoleon defend the National Convention?


- » He led troops to fire cannons into a crowd, killing and wounding hundreds.

## “Napoleon Takes Control,” Pages 143–144

### Scaffold understanding as follows:

#### Have students read the section with a partner.

**SUPPORT**—Note the word *aspired* in the first sentence of the section. Explain that to aspire is to have or set a goal.

 **SUPPORT**—Display Map of Europe (AP 1.2), and have students identify France, the United Kingdom, and Austria. Ask students to explain what happened to or in each of these countries. (*France: Napoleon became dictator; Austria: defeated by Napoleon’s forces; Britain: signed a peace treaty with France*)

#### Activity Page



AP 1.2

#### After students read the text, ask the following questions:

**LITERAL**—What did Napoleon do to change the French government and ultimately end the French Revolution?

- » He ordered the National Legislature to end the Directory and turn over the government to three consuls, including himself.

**LITERAL**—How did Napoleon become dictator of France?

- » A new constitution gave ruling power to Napoleon and then, in 1802, he became Consul for Life.

**LITERAL**—How did Napoleon bring peace to Europe?

- » He led France’s armies to victory against Austria and then signed a peace treaty with Great Britain.

## “Bringing Order to France,” Pages 144–145

### Scaffold understanding as follows:

#### Invite volunteers to read the section “Bringing Order to France” aloud.

**CORE VOCABULARY**—Pause to explain the vocabulary term *national bank* when it is encountered in the text.

Paris mobs attacked the Tuileries, where the National Convention was meeting. Napoleon, then twenty-six, was an officer in the French army. Called on to defend the convention, Napoleon ordered his troops to fire cannon guns blank into the crowd, killing and wounding hundreds. This “shill of grapes,” as it came to be called, put an end to the uprising and made Napoleon famous.

Napoleon had supported the Revolution; he had even joined the Jacobins. Then, in 1796, he was given command of the French forces. Napoleon was a brilliant military leader. He defeated several armies and increased France’s territory. Napoleon intended to use his military successes to his advantage.

**Napoleon Takes Control**

Napoleon had always aspired to political power. By 1799, the people were losing faith in the Directory. They wanted strong leadership. It was an ideal moment for Napoleon to use his popularity to realize his dream of power.

On November 9, 1799, Napoleon made his move. He forced the five directors to resign. Then he forced the National Legislature to end the Directory and turn over the government to three consuls, of whom he was one. This marked the end of the French Revolution.

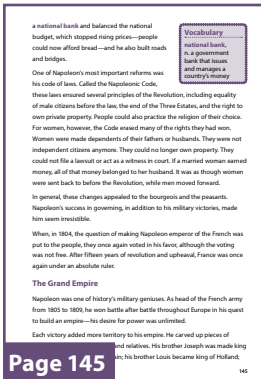
In 1802, the French overwhelmingly approved a new constitution that gave the real ruling power to Napoleon. He became Consul for Life in 1802. From then on, he had the power of a dictator.

But war still plagued France. They were fighting the British. Napoleon knew that France was tired of war. “Frenchmen,” he proclaimed, “you want peace: your government wants it even more than you!” But the British would not quit. King George III—the same king who had lost most of his American nation—was not willing to be humiliated before government. Furthermore, Britain

**Vocabulary**

grapeshot, *n.*  
a small mass of metal balls packed into a cannon, resembling a cluster of grapes that is shot from a cannon

Page 143



**SUPPORT**—Point out the word *bourgeois* in the third paragraph. Remind students that they learned that word in an earlier chapter. Ask them to recall its meaning. (*wealthy members of the Third Estate*)

**After volunteers read the text, ask the following questions:**

**LITERAL**—List three of Napoleon's reforms.

- » He established a national bank, he built roads and bridges, and he created a code of laws.

**LITERAL**—Name two laws in the Napoleonic Code.

- » Students should list two of the following: equality of male citizens before the law, the end of the Three Estates, right to own private property, right to practice religion of choice, women were not independent citizens anymore.

**INFERENTIAL**—Whom did the Napoleonic Code appeal to and whom did it not appeal to? Explain your answer.

- » It appealed to bourgeois and peasant men because it gave them more rights. It did not appeal to women because it took away many of their rights.

**Note:** Stop reading here at the end of Day 1.

## Timeline

- Show students the first Chapter 11 Timeline Image Card about Napoleon becoming First Consul and emperor. Read and discuss the caption, making particular note of any dates.
- Review and discuss the Big Question: "What were the various reasons the people of France were willing to accept Napoleon as their emperor?"
- Post the image card to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.

## Introduce "Napoleon Bonaparte: Empire Builder," Day 2

5 MIN

Ask students to recall what they read about the end of the Reign of Terror and the rise of Napoleon in the first part of the chapter, noting each point on the board or chart paper. Students should mention that after the Reign of Terror, the National Convention chose a Directory to govern France. Napoleon defended the National Convention when a mob attacked. Napoleon forced the Directory to give power to three consuls, including himself. He then became Consul for Life and ruled as a dictator. As dictator, Napoleon made peace with Britain and enacted the Napoleonic Code.

Call attention to the Big Question, asking students how they would respond to this question based on what they have read thus far.

# Guided Reading Supports for “Napoleon Bonaparte: Empire Builder,” Day 2

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

## “The Grand Empire,” Pages 145–147

**Scaffold understanding as follows:**


**Read the section aloud.**


Activity Page



AP 1.2



 **SUPPORT**—Display Map of Europe (AP 1.2), and have students find each of the countries mentioned in the section: Spain, Germany, Holland. Explain that Naples was in southern Italy and Tuscany was in northern Italy. Compare the modern map of Europe depicted in AP 1.2 with the map on page 146.

 **SUPPORT**—Reread the last sentence of the section, and then direct students to the map on page 146, which shows Europe in 1810. Have students locate Great Britain, Russia, and the Ottoman Empire.

**SUPPORT**—Call attention to and discuss the cartoon and its caption on page 146.

**After you read the text, ask the following questions:**

**LITERAL**—What did Napoleon do from 1805–1809?

» He used his army to build an empire.

**LITERAL**—How did Napoleon control his empire?

» He gave pieces of Europe to his friends and family.

**LITERAL**—What parts of 1810 Europe were not under Napoleon’s influence or control?

» Russia and the Ottoman Empire

## “A Disastrous Mistake,” Pages 147–148

**Scaffold understanding as follows:**

**Have students read the section with a partner.**

**CORE VOCABULARY**—Point out the vocabulary terms *artillery*, *Cossacks*, and *exile*, and explain their meanings.

and his brother Jerome was made king of Westphalia, in Germany. He gave his sister Eliza the Grand Duchy of Tuscany, in Italy. By 1810, much of Europe was either directly or indirectly under Napoleon's control. Russia and the Ottoman (or Turkish) Empire, remained outside his control.

**A Disastrous Mistake**

Napoleon's greatest mistake was invading Russia. In June 1812, he led a massive force of about six hundred thousand troops into Russia. Czar Alexander I of Russia knew his army couldn't beat Napoleon's forces and retreated. He withdrew his troops, who burned fields and slaughtered livestock, leaving nothing the French could use. French soldiers marched farther into Russia in September; they reached Moscow and found it burning. Napoleon put out the fires and waited there for five weeks. The czar and his army just let him wait.

Then the French troops began their terrible winter retreat out of Russia. The army had entered Russia in June, in summer clothes, with full bellies. But now no food remained, and the cold and snow delivered a terrible blow. There were the first to die, by the tens of thousands; in desperation, the men had no choice but to eat them. Without horses, the cavalry was on foot. Wagons and artillery were left by the road. Soon the men began to starve or freeze to death. Their boots soon rotted; they wrapped their feet in rags, leaving bloody footprints in the snow. Then the Russian fighters appeared. Mounted troops known as Cossacks attacked and killed the retreating French. This was one of history's greatest military disasters. Of the six hundred thousand men who left for Russia, only thirty thousand returned to their homeland. Napoleon's power in took advantage.

**Vocabulary**

**artillery**, n. large guns that are used to shoot across long distances

**Cossacks**, n. soldiers from southeastern Russia known for their skills on horseback

**Page 147**

**SUPPORT**—Direct students to the map of Europe in 1810 on page 146. Have them locate the Russian Empire and the French Empire and use the map scale to calculate the distance between the two countries, using the Rhine River as the French border (approximately 800–900 miles). Explain that Napoleon’s army traveled the distance to, and later from, Russia largely on foot or horseback. The journey took weeks. Also, because of the distance, France could not provide its army with the supplies it needed to withstand the Russian winter.

**After students read the section, ask the following questions:**

**EVALUATIVE**—How was Napoleon defeated in Russia?

- » Napoleon’s troops were not prepared for the winter during their retreat from Moscow. They froze. They starved. At that point, the Russian troops came and attacked when the French army was at its weakest.

**LITERAL**—What happened to Napoleon after his defeat?

- » He was exiled to Elba, a small island off the coast of Italy.

## “Return from Exile” and “Waterloo,” Pages 148–151

**Scaffold understanding as follows:**

**Have students read the section “Return from Exile” with a partner.**

**SUPPORT**—Have students locate Elba on the map of Europe in 1810. (*It’s between Corsica and the Italian peninsula.*) Have students trace Napoleon’s journey from Elba to Marseilles to Paris.

**Invite volunteers to read the section “Waterloo” aloud.**

**SUPPORT**—Have students locate Brussels on the map of Europe in 1810 on page 146. Have students locate Great Britain and Prussia, and explain that today, Prussia is part of Germany. Note that Great Britain and Prussia are located on opposite sides of Brussels. The two armies trapped Napoleon’s forces between them, a strategy that overwhelmed the French because they had to fight two enemies at the same time.



Napoleon's invasion of Russia was a disaster. This painting, known as *Retreat from Russia*, by Philip James de Loutherbourg, shows the horror of the French soldiers' experience.

The ultimate humiliation came in 1814, when enemy armies marched into Paris and occupied the city. Defeated, Napoleon gave up his throne and was exiled to Elba, a small island off the coast of Italy. The brother of the executed Louis XVI was installed as King Louis XVIII of France.

**Return from Exile**

Napoleon escaped from Elba a few months later. On March 1, he landed on the shores of France, near Marseilles (near “m’p’p’”), with about one thousand men and began the march to Paris. Along the way, he was greeted by cheering who embraced France’s days of glory and were already tired of

**Vocabulary**

**exile**, v. to force someone to live outside of a place where a punishment

**Page 148**



Napoleon faced little resistance when he escaped from Elba and returned to Paris on March 20, 1815.

Royal troops had been ordered to stop Napoleon. As Napoleon approached the troops, his own soldiers' band played “The Marseillaise,” the stirring song of the Revolution, which had been outlawed by the new king. Napoleon dismounted and walked toward the line of seven hundred men; all had their muskets raised. The commander of the royal troops shouted to his men, “There he is!”

Napoleon stopped and flung his arms wide. “If you want to kill your emperor,” he called to the men, “here I am!” He held his breath. But instead, a great shout arose: “Long live the emperor!”

Napoleon met no more resistance. Louis XVIII fled Paris when he heard the Napoleon met no more resistance. Louis XVIII fled Paris when he heard the quickly organized its armies.

**Page 149**

**Waterloo**

In Paris, Napoleon easily took control of the government and rebuilt an army. On June 12, he left Paris for his last battle.

The battle took place on June 18, 1815, near Waterloo, in present-day Belgium. It had rained the night before the battle. The downpour was so heavy that Napoleon was forced to delay his plan to open battle at 6:00 a.m. The ground was too muddy for horses and artillery to move about, so Napoleon had to wait for it to dry out.

Napoleon proudly surveyed his troops. His army numbered about seventy-four thousand. His opponent, the British military hero, the Duke of Wellington, commanded almost as many soldiers. Despite the enemy's matched forces, Napoleon was confident that this would be an easy victory.

At 11:30 a.m., the French began to move, and a fierce battle erupted. The fighting was bloody and punctuated with the roar of cannons. It continued through the long afternoon.



**Page 150**

It was defeated by the Duke of Wellington, in one of the most famous battles in history. In this painting, you can see the Duke of

At 4:30 p.m., fifty thousand Prussian troops arrived and reinforced Wellington's attack. The battlefield became soaked with blood as horses and troops who fought all day lay dead and dying. Napoleon tried but failed to rally his troops; he was overwhelmed and suffered a crushing defeat. Wellington lost about one-quarter of his forces. Of the seventy-four thousand troops Napoleon commanded that day at Waterloo, almost half lay dead or wounded.

Napoleon's final attempt at power had failed. He was exiled to the distant island of St. Helena off the coast of Africa, where he eventually died.

As we had seen, the French Revolution and the rise of Napoleon had a dramatic effect on Europe and the world. The world had witnessed one of the bloodiest revolutions in history—a revolution that resulted in the fall of the French monarchy and the rise of the middle class. Napoleon's armies had carried many of the ideas of the French Revolution throughout Europe during his quest for empire. The 1800s would be marked by a series of revolutions as the ideals of liberty and equality spread to old and new nations.

**Page 151**

151

**After volunteers read the text, ask the following questions:**

**LITERAL**—What did Napoleon do after he escaped from Elba?

» He marched back to Paris.

**LITERAL**—Whom did Napoleon fight against at Waterloo?

» The British, led by the Duke of Wellington, and the Prussians.

**LITERAL**—What happened to Napoleon after Waterloo?

» He was exiled to St. Helena, where he eventually died.

**Timeline**

- Show students the remaining Chapter 11 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the various reasons the people of France were willing to accept Napoleon as their emperor?”
- Post the image cards to the Timeline under the date referencing the 1800s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.

**CHECK FOR UNDERSTANDING 10 MIN**

**Ask students to:**

- Write a short answer to the Big Question: “What were the various reasons the people of France were willing to accept Napoleon as their emperor?”
  - » Key points students should cite include: he supported the Revolution; he achieved military success; he fought off advancing enemy armies; he helped France grow; he terminated a government that wasn’t working and created a new one in which he acted as consul; he introduced popular reforms, such as the Napoleonic Code; he provided stability, which the people of France were longing for after the Reign of Terror.

- Choose one of the Core Vocabulary words (*coronation, grapeshot, national bank, artillery, Cossacks, or exile*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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### Diary of a Napoleonic Foot Soldier (RI.6.1, RI.6.2, RI.6.6)

30 MINUTES

Activity Page



AP 11.1

**Materials Needed:** sufficient copies of Diary of a Napoleonic Foot Soldier (AP 11.1)

Distribute Diary of a Napoleonic Foot Soldier (AP 11.1). Have students read the excerpt and answer the questions with a partner or in small groups. Invite volunteers to share their answers, and correct any misconceptions.

This activity may also be completed for homework.

# The Romantic Revolution

**The Big Question:** What were the differences between the Neoclassical and the Romantic artists, and how were these differences reflected in their work?

## Primary Focus Objectives

- ✓ Define the term *Romantic*. (RI.6.4)
- ✓ Understand Rousseau’s influences on the Romantic movement. (RI.6.2)
- ✓ Compare and contrast Romanticism with neoclassicism. (RI.6.3)
- ✓ Identify Wordsworth, Constable, and Beethoven, and their relationship to the Romantic movement. (RI.6.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *symphony* and *corrupt*. (RI.6.4)

## What Teachers Need to Know

For background information, download the CKHG Online Resource “The Romantic Revolution”:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

## Materials Needed

Activity Page



AP 12.1

- Display and individual student copies of Neoclassicism Versus Romanticism (AP 12.1)
- Internet access or recordings of selected works by Beethoven, Schubert, Chopin, and Schumann

## Core Vocabulary (Student Reader page numbers listed below)

**symphony, n.** a musical composition written for an orchestra and usually in four parts called movements (155)

*Example:* The orchestra practiced the symphony for many weeks before the final performance.

*Variations:* symphonies

**corrupt, v.** to harm or to contaminate (156)

*Example:* Mean gossip corrupted the girl’s view of her friend.



## Introduce “The Romantic Revolution”

5 MIN

Use the Introduction Timeline Image Card to review the characteristics of the Enlightenment. Remind students that this was a time when people started to turn to logic and reason for answers.

Point out the word *romantic* in the chapter title. In this chapter, students will read about an artistic movement called Romanticism. Tell students that this movement formed out of the French Revolution, but it was very different from the neoclassicism that developed during the Revolution.

Call students’ attention to the Big Question. Tell students to look for ways that neoclassical and Romantic artists were different, and to identify how those differences were reflected in their work.

## Guided Reading Supports for “The Romantic Revolution”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Cultural Movement” and “Rousseau and Native Americans,” Pages 152–154

**Scaffold understanding as follows:**

**Read aloud the section “A Cultural Movement” on page 152.**

**SUPPORT**—Remind students about the works of Jacques-Louis David that they’ve already studied: *The Tennis Court Oath*, *The Death of Marat*, and—if they completed the activity—*The Oath of the Horatii*.

**Invite volunteers to read the section “Rousseau and Native Americans” aloud.**

**SUPPORT**—Discuss Rousseau’s philosophies. Ask students what they remember about him from earlier in this unit. Point out that Rousseau was one of the fathers of the Romantic movement because of his ideals; his feelings about the Native Americans of North America summed up his philosophy about civilization.

**Distribute Neoclassicism Versus Romanticism (AP 12.1), and have students begin filling in the chart. Tell students that they will be adding to the chart as they read the remainder of the chapter.**

**Chapter 12**  
**The Romantic Revolution**

**A Cultural Movement** The French Revolution and the rise and fall of Napoleon changed the way people thought, not only about politics and religion but also about literature and the arts. You have already read about one artistic movement that grew out of the French Revolution—the neoclassicism of Jacques-Louis David.

**The Big Question**

What were the differences between the Neoclassical and the Romantic artists, and how were those differences reflected in their work?

In this chapter, you will learn about another important movement that was inspired by the French Revolution but that defined itself in opposition to neoclassicism—the Romantic movement.

**Rousseau and Native Americans**

One of the fathers of the Romantic movement was Jean-Jacques Rousseau (juh-hay/zhack-tooh-hay). He was the philosopher who complained that, “Man is born free and everywhere he is in chains.” That line helped spark the French Revolution, but there was more to Rousseau than just this one line. Rousseau was also famous for claiming that human beings are born good but are corrupted by civilization and society. In the 1700s, this was a truly shocking idea.

**Page 152**

Activity Page



AP 12.1



**After volunteers read the text, ask the following questions:**

**LITERAL**—Who was Jean-Jacques Rousseau? What were his beliefs?

- » He was an Enlightenment thinker and one of the fathers of the Romantic movement. He believed that human beings are born good but made worse by civilization. He believed that living in a modern society did people more harm than good.

**EVALUATIVE**—How were Rousseau’s ideas perceived at the time?

- » Not many people agreed with his beliefs. Many people attacked his writings.

**“Neoclassicism and Romanticism,” Pages 154–155**

**Scaffold understanding as follows:**

**Have students read the section “Neoclassicism and Romanticism” with a partner. Remind them to add notes to AP 12.1 as they read.**

**Activity Page**



AP 12.1

necessary things. The French aristocrats and philosophers were certain that it was good to be “civilized” and bad to be “uncivilized.” Rousseau disagreed. He thought that being civilized and living in modern society did people more harm than good. Rousseau admired the Native Americans of North America. He believed that because of their social structure and lack of emphasis on material possessions, they were better able to appreciate important things such as nature, family life, and their directly manifested from hard work. At the time, very few people agreed with Rousseau’s ideas. Still, he chose to live his life in accordance with his ideas. He spent a great deal of time by himself, going on long walks, appreciating the beauties of nature, and exploring his own emotions and imagination. Although his books were widely attacked, they influenced a whole generation of Romantic writers, painters, and musicians.

**Neoclassicism and Romanticism**

Just as Rousseau and the French revolutionaries sought changes and reform of the “old” ideas and the “old” ways, so too did the Romantic artists of the late 1700s and early 1800s. These artists rebelled against the accepted artistic ideas of their day. In particular, they rebelled against the ideas of neoclassicism. Neoclassical artists believed that the way to make great art was to study the works of the ancient Greeks and Romans and then imitate those works. The Romantics were less interested in imitation and more interested in originality and “doing their own thing.” Neoclassical artists believed that artists should confine themselves to subjects such as heroes or leaders, and treat those subjects with great seriousness and dignity. The Romantics were more interested in everyday subjects and wrote about them in a simpler style. Neoclassical artists were heavily influenced by the ideas of the Enlightenment. The idea of the mind. The Romantics were but they placed more emphasis on feeling.

Page 154

Here you can see a neoclassical painting of a woman dressed by the French painter Jean Auguste Dominique Ingres.

This is a painting of Polish composer Frédéric Chopin, one of the Romantics, by the French Romantic painter Eugène Delacroix.

Neoclassical artists valued order. Whether they were creating poems, paintings, or symphonies, they wanted everything to be arranged in a very orderly and systematic way. Romantic artists generally placed less emphasis on order and more emphasis on creativity and spontaneity.

**Vocabulary**  
Symphony is a musical composition written for an orchestra and usually in four parts called movements.

**Three Romantic Artists**

After the French Revolution, a generation of European artists embraced Romantic ideas. One of the most characteristic of these Romantic artists was the English poet William Wordsworth (1770–1850).

of normal, everyday people, including peasants  
y words and poetic phrases. Instead, he tried to

Page 155

**CORE VOCABULARY**—Point out the vocabulary term *symphony*, and explain its meaning.

**SUPPORT**—Tell students to study the two paintings on page 155. Have them note the differences between the paintings on their charts (AP 12.1).

**After students read the text, ask the following questions:**

**LITERAL**—When did the Romantic movement first make an appearance?

- » late 1700s and early 1800s

**LITERAL**—What were Romantic artists rebelling against?

- » the ideas of neoclassicism

**EVALUATIVE**—What one word would you use to describe neoclassicism? What one word would you use to describe Romanticism?

- » Possible answers for neoclassicism: order, thought, reason, mindful, dignity, serious, heroes. Possible answers for Romanticism: natural, original, simple, everyday, feeling, emotions, spontaneous, creative.

**Scaffold understanding as follows:**

**Invite volunteers to read the section of “Three Romantic Artists” about Wordsworth on pages 155–157 aloud.**

**CORE VOCABULARY**—Pause to explain the vocabulary word *corrupt* when it is encountered in the text.

**SUPPORT**—Ask students to close their eyes. Read the first stanza of “I Wandered Lonely as a Cloud” aloud slowly, asking students to form an image in their minds of what the words describe. Reread the stanza, asking students to focus on the mood of the poem. What senses does it engage? Point out that Wordsworth, like all Romantic poets, focused on emotions and feelings. Tell students to imagine they are Romantic poets. What would they write about?

**Have students add notes about Wordsworth to AP 12.1. Then invite a volunteer to read aloud the paragraph about John Constable on page 157.**

**SUPPORT**—Introduce John Constable as “the Wordsworth of painting,” and refer students to the Constable painting on page 157. Discuss how Constable’s work represents the Romantic movement. Guide students to notice the importance of nature in the painting. Help them see how the natural elements—the trees, the river, the grass, the sky—dwarf the human elements in the painting.

**Have students add notes about Constable to AP 12.1. Then invite volunteers to read aloud the last three paragraphs of the section, about Ludwig van Beethoven, on page 158.**

**Have students add notes about Beethoven to AP 12.1.**

**After volunteers read the text, ask the following questions:**

**LITERAL**—Who was William Wordsworth, and what was his art like?

- » He was an English poet. He wrote about normal, everyday people and nature.

**LITERAL**—Who was John Constable, and what was his art like?

- » He was an English painter. He painted landscape paintings that showed feelings and emotions.

**LITERAL**—Who was Ludwig van Beethoven, and what was his art like?

- » He was a German composer. He was trained as a classical musician but was energetic and dramatic, and his art conveyed that.

Use language that was more like the language spoken by real men and women. He also tried to bring emotions and feelings into his poems. Wordsworth believed that good poetry is “the spontaneous overflow of powerful feelings.” Although Wordsworth himself read a lot, his poems urged his readers to get outside their books and experience nature. In one poem, he suggested that a person could learn more about life by walking in the woods on a spring day than by reading all the books ever written.


Wordsworth based many of his poems on things he saw on his walks in the woods. For example, he describes how he saw a field of daffodils that seemed to be dancing gleefully beside a lake. In the poem, Wordsworth not only describes daffodils, he also describes his feelings about seeing the daffodils. At the end of the poem, he says that he often thinks back to the day when he saw the dancing flowers. “And then,” Wordsworth writes, “my heart with pleasure fills, / And dances with the daffodils.”

Wordsworth also wrote poems about children. He admired children for the same reason that Rousseau admired Native Americans. Wordsworth believed children were more natural and less corrupted by civilization.

**Vocabulary**  
*corrupt*, as in *harmed or to contaminate*

**I WANDERED LONELY AS A CLOUD**  
 I wandered lonely as a cloud  
 That floats on high o'er vales and hills,  
 When all at once I saw a crowd,  
 A host, of golden daffodils;  
 Beside the lake, beneath the trees,  
 Fluttering and dancing in the breeze.

Wordsworth wrote around 1804.



**Page 156**

**Activity Page**



**AP 12.1**

Wordsworth was in France during the early years of the French Revolution. He was very excited about what was happening there. He could see that the old rules were being thrown away. He felt optimistic that the Revolution would bring about a better world. When the Revolution turned violent however, Wordsworth changed his mind. But he still believed in the ideas that had inspired the French Revolution.

England produced a number of Romantic painters too. One of the best known of these painters was John Constable (1776-1823). Constable is sometimes called “the Wordsworth of painting.” Just as Wordsworth tried to capture the beauty of nature in his poems, Constable tried to capture them in landscape paintings. Constable loved to walk the roads and paths near his home. He studied the shapes and colors of rivers, fields, hillsides, and haystacks. Constable wanted his paintings to be realistic and to convey feelings and emotions. “Painting,” he once said, “is but another word for feeling.”



at Salisbury Cathedral from the Meadows

**Page 157**

Of the many Romantic composers, perhaps the best known is German composer Ludwig van Beethoven (Bey-hoov-ten) (1770-1827). Beethoven, trained as a classical musician, learned to play in a very steady and urgent manner. As he grew older, both his musical compositions and his playing style became more energetic. Beethoven was a man of dramatic emotions, and he was able to use music to convey his emotions to his audience. A contemporary noted that when Beethoven played loud music, his audiences often began weeping. On the other hand, when he played happy music, people stamped their feet, applauded frantically, and waved their hats in the air. Like other Romantic artists, Beethoven was a great walker and lover of nature. He went for a walk almost every day. He once boasted, “No one can love the country as much as I do.” Once Beethoven even turned his walking experiences into a symphony, sometimes called the “Pastoral Symphony.” In this symphony, he used various instruments to capture the sounds of nature. Beethoven sympathized with the goals of the French Revolution and admired Napoleon—at first. The German composer even wrote a symphony, sometimes called the “Heroic Symphony,” dedicated to the French general. However, when Napoleon crowned himself emperor, Beethoven became angry and tore up the dedication to Napoleon. Beethoven, like so many Romantic artists, felt that Napoleon had betrayed the ideals of the French Revolution by becoming just another tyrant.

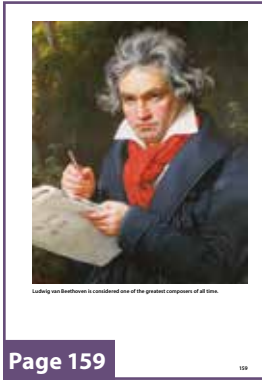
**The Legacy of Romanticism**  
 Romanticism still exists today. People still listen to Beethoven’s music, look at Constable’s paintings, and read Wordsworth’s poems. Romanticism is also with us in art, or in ideas, that many of us can’t live for granted. Whenever we wish we could go back to the pure and simple days of childhood, whenever we praise someone for showing creativity, go for a walk in the woods, or pour out our innermost feelings to a dog, we are acting in ways that were developed during the era of

**Page 158**

**EVALUATIVE**—How did these three artists represent the Romantic movement?

- » They all wanted to show feeling and emotion in their work. They also depicted nature in their art, which was a Romantic idea.

## “The Legacy of Romanticism,” Pages 158–159



**Scaffold understanding as follows:**

**Read the section aloud.**

**After you read the text, ask the following question:**

**LITERAL**—How is Romanticism still alive today?

- » People still pay attention to the works of Romantic artists. They also praise creativity, enjoy nature, and write about personal feelings in diaries.

## Timeline

- Show students the Chapter 12 Timeline Image Cards. Read and discuss the captions, making particular note of any dates.
- Review and discuss the Big Question: “What were the differences between the Neoclassical and the Romantic artists, and how were those differences reflected in their work?”
- Post the image cards to the Timeline under the dates referencing the 1700s and 1800s. Refer to the illustration in the Unit 4 Introduction for guidance on the placement of each image card to the Timeline.



## CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Big Question: “What were the differences between the Neoclassical and the Romantic artists, and how were those differences reflected in their work?”
  - » Key points students should cite include: The Neoclassical artists admired the heroes and leaders of ancient Greece and Rome and depicted them in their work. They created art based on order and thought and structure. The Romantic artists admired everyday people and nature. They created art based on feelings and emotions and spontaneity.
- Choose one of the Core Vocabulary words (*symphony* or *corrupt*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

### Domain Vocabulary: Chapters 9–12 (RI.6.4, L.6.6)

30 MIN

Activity Page



AP 12.2

**Materials Needed:** Sufficient copies of Domain Vocabulary: Chapters 9–12 (AP 12.2)

Distribute AP 12.2, Domain Vocabulary: Chapters 9–12, and direct students to complete the crossword puzzle using the vocabulary terms they have learned in their reading about *The French Revolution and Romanticism*.

This activity may be assigned for homework.

### A Romantic Poem (RI.6.5)

30 MIN

Activity Page



AP 12.3

**Materials Needed:** sufficient copies of A Romantic Poem (AP 12.3)

Distribute AP 12.3, A Romantic Poem, and direct students to read the poem and answer the questions that follow. This activity may be assigned for homework.

### CHALLENGE: “Apostrophe to the Ocean” by Lord Byron (RI.6.5)

45 MIN

**Materials Needed:** a copy of “Apostrophe to the Ocean” by Lord Byron (FE 1), poster board, crayons or colored pencils



**Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific link to the fiction excerpt may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Make sure each student has poster board and access to crayons or colored pencils. Tell students you are going to read the excerpt once through and they should just listen. Then, you will reread the excerpt in small sections or stanzas. After each section, you will give students one or two minutes to draw whatever comes to mind. It can be the details that they hear or the mood they feel from the words. There will be seven sections, and they can either organize their poster board into seven parts, or they can create one complete picture. The task is to draw or doodle what comes to mind in one or two minutes. It’s a spontaneous sketch, not an orderly, thought-out sketch.

Ask students to volunteer to share and explain their sketches when complete. You may want to again reread a section at a time, asking students to show and explain what they drew for each section.

Conclude by asking students to describe the aspects of this poem that illustrate features of the Romantic movement in writing. (*Possible responses: The poem praises the ocean. It celebrates the power of nature. It talks about Byron’s feelings about the ocean.*)



**Materials Needed:** Internet access or recordings of the selected works of Beethoven, Schubert, Chopin, and Schumann as listed in the activity



**Background for Teachers:** To accommodate the lengths of the musical pieces in this activity, we suggest conducting this activity over two days: Beethoven and Schubert on Day 1; Chopin and Schumann on Day 2. If your schedule does not allow for this, we have provided suggestions for shortening the Beethoven and Schumann pieces.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos of selected musical works may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

Tell students they will “meet” four composers: Beethoven (whom they read about in the chapter), Franz Schubert, Frederic Chopin, and Robert Schumann; and they will listen to excerpts of each composer’s work.

### Beethoven

Born in Germany in 1770, Beethoven is considered both a classical composer and a Romantic composer. In his youth and as a young man, he composed music in the classical style. Then at twenty-eight, he began losing his hearing. This became a turning point in his life. He continued to compose, but his music became more emotional, a characteristic of Romantic music. One of the best examples of his Romantic music was his Ninth Symphony, especially its fourth and final movement.

Tell students that they are going to listen to part of the Ninth Symphony. As they listen, they should pay attention to the feeling of the music. Is it calm? Is it energetic? Is it orderly? Is it chaotic?

Play the fourth movement of the Ninth Symphony for students. It lasts 24 minutes. (If 24 minutes is too long for your students, play only the first 9:32 of the movement.)

Ask students to share what differences they noticed in the symphony, how the emotion of the music changed. (*They should note that the music alternated between calm melodies and fast, loud outbursts.*)

### Franz Schubert

Schubert was born in 1797 in Austria and died young, at age thirty-one. He is best known for writing *lieder*, or art songs. He often set poems to music. The song, “*Gretchen am Spinnrade*” or “Gretchen at the Spinning Wheel,” is an example.

Tell students they are going to listen to two of Schubert’s songs. They should pay attention to the sounds in the songs and think about what the sounds represent.

Play “*Gretchen am Spinnrade*.” The song lasts three minutes. Make sure students notice the rolling notes and thumping notes. Explain that those sounds represent Gretchen working—the rolling notes represent the spinning of the spinning wheel, and the thumping notes represent the foot pedal that Gretchen used to power the spinning wheel.

Tell students that the next song is called “The Trout.” Explain that a trout is a type of fish. Play “*Die Forelle*.” The song lasts two minutes. Help students notice how the notes imitate the flow of the river where the fish lives.

### Frederic Chopin

Born in 1810 in Poland, Chopin became famous playing piano in Paris. As a piano teacher, he developed songs called *etudes* to challenge his students to learn new techniques.

Play Chopin’s “Revolutionary Etude.” The song lasts three minutes. Ask students what the rhythm of the piece reminds them of or sounds like. (*Students should recognize that the rhythm is reminiscent of marching soldiers.*)

Chopin also wrote musical pieces based on dances from his homeland. One type of dance was called a waltz, a type of dance for couples. Play “Minute Waltz.” The song lasts two minutes. Have students compare the rhythm of the waltz with the “Revolutionary Etude.” (*The waltz is slower, more expressive of emotion.*)

Next, play Chopin’s “Funeral March.” The song lasts nine minutes, but you can stop after two minutes. Ask students how the music makes them feel. Then explain that this song, called “The Funeral March,” has come to represent death.

### Robert Schumann

Also born in 1810, Schumann came from Germany. He wrote songs, symphonies, and other types of music called concertos and chamber music. Much of his music was inspired by his wife.

One of Schumann’s best-known pieces is Piano Concerto in A Minor. It is organized into three parts, called movements. The first movement is fast, the second—called an interlude or *intermezzo*—is slow, and the final movement is fast.

Play Piano Concerto in A Minor. The song lasts 32 minutes, but make sure students listen to at least the first 21:43, so they can hear the difference between the fast and slow movements. Remind students again that Romanticism was about feelings. What feelings does the fast movement create? What feelings are created by the slow movement? How might listeners be helped by having a slow movement between two fast movements? (*Students should recognize that the slow movement gives listeners a chance to catch their breath. It’s a “palate cleanser” before the next fast movement.*)





**Materials Needed:** Internet access



**Background for Teachers:** Even after the French Revolution ended, and after Napoleon was sent into exile, France remained in a very turbulent state. Political factions continued to struggle to find a government fit to carry the country into the future. As such, in 1830, another revolution broke out in France. During this revolt, the members of the French middle class drove the king from the throne. The French painter Eugène Delacroix watched the revolution from the windows of his studio in Paris. Feeling strongly for the revolution and the future of France, Delacroix commemorated the event with the painting *Liberty Leading the People*.

Use this link to download the CKHG Online Resources for this unit, where specific links to the painting and a video that explains the painting may be found:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

**Note:** This painting contains female nudity (a woman’s breasts) and images of dead bodies, one of which is only partially clothed. Individual teachers should make a determination as to whether sharing this painting with sixth-grade students in their school is consistent with the norms of their local community.

Display the painting.

Ensure that students understand that this painting was created by Delacroix in response to yet another, separate revolution in France that took place approximately forty years after the French Revolution of 1789. Discuss the painting as a class.

Ask students about the mood of the painting. Is it calm or energetic? (*energetic*)

What in the painting helps create this energetic mood? (*Possible responses: People are moving forward. They have their arms raised.*)

Romanticism is often about nature. Do you see any nature in this painting? (*No.*)

Explain that Delacroix combined Romanticism and realism. He created emotional images like the Romantics, but he did so by creating images that looked like real life. What parts of the painting look like real life? (*Possible responses: the weapons and dead bodies.*)

Play the explanatory video. It has a great explanation of the painting as told through an interview between two scholars.

Conclude by telling students that at the time Delacroix made the painting, some people thought the painting was heroic; others thought it was offensive. Either by a show of hands or verbal discussion, ask students which opinion they share.

# Teacher Resources

|   |            |
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The following fiction excerpt can be downloaded at:

[www.coreknowledge.org/ckhg-online-resources](http://www.coreknowledge.org/ckhg-online-resources)

- “Apostrophe to the Ocean” by Lord Byron (FE 1)

## Unit Assessment: *The French Revolution and Romanticism*

---

### A. Circle the letter of the best answer.

1. Who were the *philosophes*?
  - a) Enlightenment thinkers who believed in justice and freedom
  - b) followers of Napoleon who believed in a united Europe
  - c) shopkeepers who stormed the Bastille
  - d) members of the Estates-General
2. Which of the following would have been OPPOSED by the *philosophes*?
  - a) freedom of the press
  - b) recent revolutionary changes in the English government
  - c) religious tolerance
  - d) abolition of government
3. Which *philosophe* said that “Man is born free and everywhere he is in chains”?
  - a) Rousseau
  - b) Voltaire
  - c) Montesquieu
  - d) Locke
4. In prerevolutionary France, which group of people made up the First Estate?
  - a) nobles
  - b) soldiers
  - c) clergy
  - d) commoners
5. In prerevolutionary France, which group had the least amount of political power?
  - a) aristocracy
  - b) clergy
  - c) peasants
  - d) royalty
6. Under Louis XIV, what was life like at Versailles?
  - a) boring for the courtiers because not many people lived there
  - b) difficult because everyone had to milk cows
  - c) somewhat uncomfortable, due to small rooms, and difficult for courtiers trying to win the king's favor
  - d) lonely because only the king and queen lived there

7. Who was called the Sun King?
  - a) Louis XIV
  - b) Louis XV
  - c) Louis XVI
  - d) Louis XVIII
  
8. A famous story told about Marie Antoinette has her saying which of the following?
  - a) "Then let them eat cake."
  - b) "I *am* the state."
  - c) "After me, the deluge."
  - d) "I feel like the universe is going to fall on me."
  
9. Why did many people disapprove of Marie Antoinette?
  - a) She was Austrian.
  - b) She was accused of interfering with political decisions that her husband was expected to make.
  - c) She built a make-believe peasant village at Le Petit Trianon.
  - d) All of the above
  
10. What was the first reform demanded by the Third Estate's deputies?
  - a) abolition of the monarchy
  - b) loss of privileges for the Second Estate
  - c) tax on the income of the First Estate
  - d) one vote per deputy, no matter which Estate he belonged to
  
11. In the French Revolution, where did the deputies take their oath not to separate until they had written a constitution?
  - a) the Hall of Mirrors
  - b) the Petit Trianon
  - c) the Bastille
  - d) the tennis court at Versailles
  
12. What happened at the Bastille on July 14, 1789?
  - a) The *sans culottes* stormed the building and killed the leader of its defenders.
  - b) The deputies signed the constitution.
  - c) The Parisians executed Louis XVI.
  - d) Royal troops drove off an attacking mob.
  
13. Why is the summer of 1789 known as the "time of the Great Fear" in France?
  - a) Aristocrats were being murdered on the guillotine.
  - b) The royal family fled from Paris.
  - c) Peasants rioted and fled from what they thought was a nobles' plot to kill them.
  - d) Everyone was afraid of the Black Death, a plague in Europe.

- 14.** What was the Declaration of the Rights of Man?
- a) a law that gave French men the right to vote
  - b) an agreement to storm the Bastille
  - c) the French national anthem
  - d) the French Bill of Rights
- 15.** Which of the following did the Declaration of the Rights of Man not establish?
- a) the end of the monarchy
  - b) the legal equality of all men
  - c) freedom of speech
  - d) freedom of religion
- 16.** Why did Parisian women march to Versailles in October 1789?
- a) to demand the right to vote
  - b) to celebrate the fall of the Bastille
  - c) to demonstrate their loyalty to the king
  - d) to demand bread
- 17.** What did the royal family do after the women marched to Versailles?
- a) returned to Paris
  - b) fled to England
  - c) ordered Napoleon Bonaparte to fire on the crowd
  - d) demanded bread
- 18.** What gave the Reign of Terror its name?
- a) Napoleon Bonaparte had established a dictatorship that oppressed the people.
  - b) There was no government in France.
  - c) Many people were executed.
  - d) France was at war with Russia.
- 19.** Why did the Jacobins establish a new calendar?
- a) Marie Antoinette loved the fanciful new names of the months.
  - b) The old calendar was associated with Christianity.
  - c) Astronomers had discovered that the old calendar was no longer accurate.
  - d) Working people wanted a new calendar that would shorten their work week.
- 20.** What type of civilization inspired a movement of art during the French Revolution?
- a) Romantic
  - b) Renaissance
  - c) classical
  - d) medieval

- 21.** Who was Jean-Paul Marat?
- a) the man who assassinated a leading Jacobin
  - b) a royalist emigre
  - c) a radical journalist
  - d) a neoclassical painter
- 22.** Which title was the only title that Napoleon did *not* have during his lifetime?
- a) king of France
  - b) emperor of the French
  - c) first consul
  - d) general
- 23.** What was the greatest factor in Russia's defeat of Napoleon's army?
- a) the army's disloyalty to Napoleon
  - b) Napoleon's inability to take Moscow
  - c) the number of Russian soldiers
  - d) the cold Russian winter
- 24.** Which battle was the final defeat in Napoleon's military career?
- a) Waterloo
  - b) St. Petersburg
  - c) New Orleans
  - d) Elba
- 25.** Which of the following did Romantic artists value most?
- a) spontaneity
  - b) imitation
  - c) order
  - d) lofty subjects

**B. Match each vocabulary word on the left with its definition on the right. Write the correct letter on each line.**

**Terms**

\_\_\_\_\_ **26.** absolute monarch

\_\_\_\_\_ **27.** tyrannical

\_\_\_\_\_ **28.** regime

\_\_\_\_\_ **29.** Third Estate

\_\_\_\_\_ **30.** Estates-General

\_\_\_\_\_ **31.** natural law

\_\_\_\_\_ **32.** constitutional monarchy

\_\_\_\_\_ **33.** Legislative Assembly

\_\_\_\_\_ **34.** republic

\_\_\_\_\_ **35.** neoclassicism

**Definitions**

**a)** a period of rule

**b)** a revival of ancient Greek and Roman ideas, especially in literature, art, or architecture

**c)** a system of rights or justice that is shared by all people and that comes from nature, not the rules of society

**d)** a king or queen who has unchecked authority to do whatever he or she wants without any restrictions

**e)** a government in which people elect representatives to rule for them

**f)** cruel or unjust

**g)** an assembly made up of representatives from France's Three Estates

**h)** a group of representatives with the power to make laws for the country

**i)** in France, everyone who is not a member of the nobility or clergy

**j)** a government by a king or queen whose power is limited by a constitution



## Performance Task: *The French Revolution and Romanticism*

---

**Teacher Directions:** From the late 1600s through the 1800s, France saw Enlightenment ideals sparked in salons, monarchs rule with unlimited power, famine and hunger, bloodshed and revolt, the end of the *ancien régime*, a rise and fall of a military dictator, a revival of classical art, and then the opposing rise of the Romantic movement.

Ask students to write a creative piece about or illustrate a scene from the French Revolution or any other content in this unit. Encourage students to use the Student Reader to take notes and organize their thoughts on the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to choose a form of composition (either visual, like a painting or diorama, or written, like a short story, poem, or song), then create a composition illustrating an event from the French Revolution (and the timeframe explored in this chapter) using elements representative of either neoclassicism or Romanticism.

|                       |   |
|-----------------------|---|
| <b>Composition</b>    | A poem  |
| <b>Scene</b>          | The women's march to Versailles   |
| <b>Character(s)</b>   | Poor working-class women  |
| <b>Artistic Style</b> | Romanticism   |
| <b>Style Elements</b> | <ul style="list-style-type: none"><li>• Write with feeling and emotion.</li><li>• Write about what is happening at the moment.</li><li>• Poem does not have to be orderly or rhyme.</li><li>• Focus on the poor, not on the king and queen.</li></ul> |

## Performance Task Scoring Rubric

---

**Note:** Students should be evaluated on the basis of their creative writing or illustration using the rubric. Students should not be evaluated on the completion of the evidence table, which is intended to be a support for students as they first think about their written or visual responses.

|                      |   |
|----------------------|---|
| <b>Above Average</b> | Writing or illustration is creative, detailed, and accurately reflects history from the period in an imaginative way. The content demonstrates a strong understanding of material in the unit; a few minor errors may be present.                           |
| <b>Average</b>       | Writing or illustration is creative, somewhat detailed, and mostly accurate in reflecting history from the period in an imaginative way. The content demonstrates an understanding of material in the unit; some minor errors may be present.               |
| <b>Adequate</b>      | Writing or illustration is creative and mostly accurate in reflecting history from the period in an imaginative way but lacks detail. The content incorporates only a few details from the text and shows a lack of complete understanding of the material. |
| <b>Inadequate</b>    | Writing or illustration is incomplete and demonstrates minimal understanding of content in the unit. The student demonstrates incomplete or inaccurate background knowledge of the French Revolution or of other content in the unit.                       |



Name \_\_\_\_\_

Date \_\_\_\_\_

### ***The French Revolution and Romanticism Performance Task Notes Table***

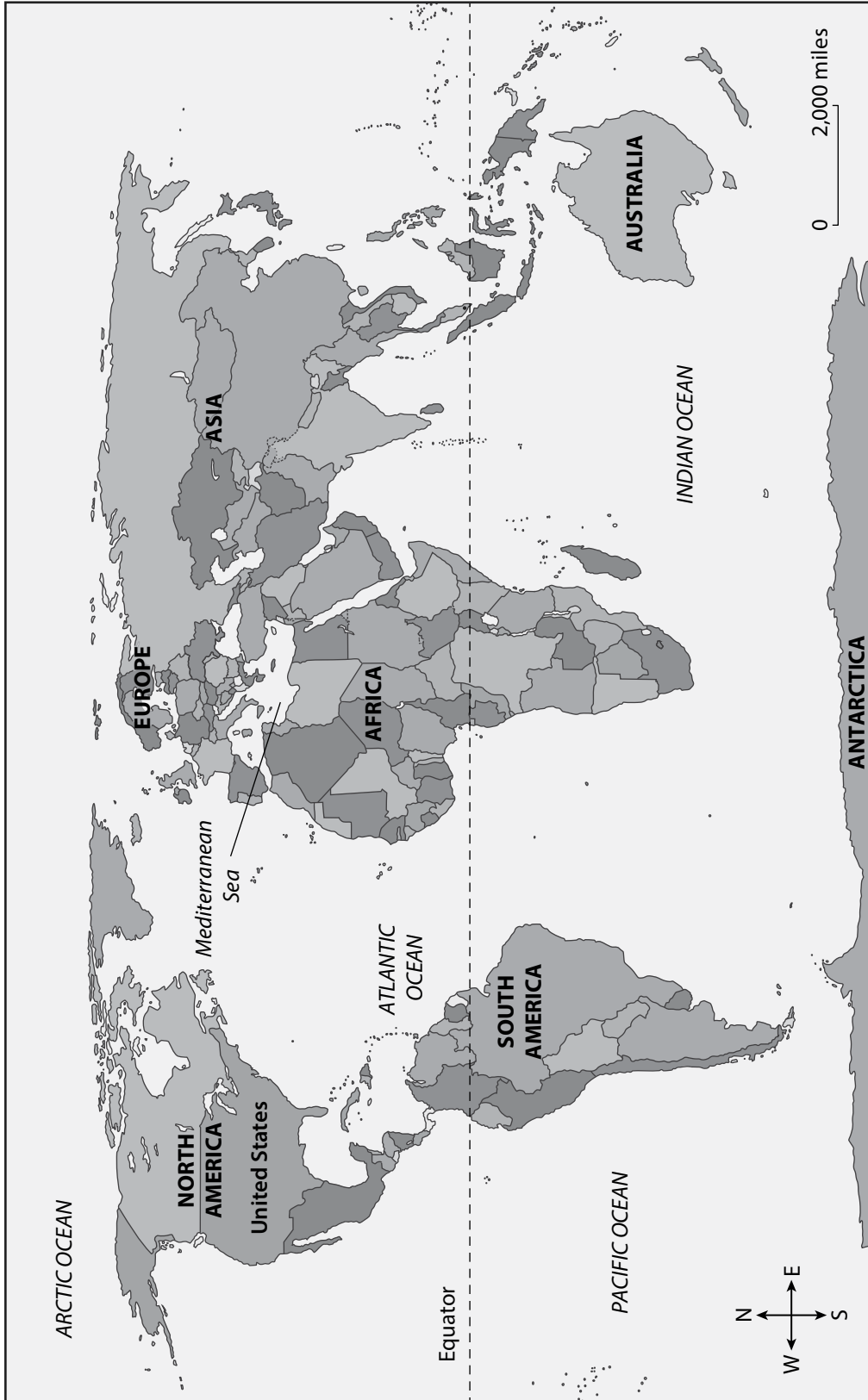
Use the table below to help organize your thoughts as you refer to *The French Revolution and Romanticism*. You do not need to complete the entire table to create your artistic composition, but you should use it to plan your composition and your use of your chosen artistic style.

|                       |  |
|-----------------------|--|
| <b>Composition</b>    |  |
| <b>Scene</b>          |  |
| <b>Character(s)</b>   |  |
| <b>Artistic Style</b> |  |
| <b>Style Elements</b> |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

**World Map**



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.2

Use with Chapters 1, 4, 11

Map of Europe



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.1

Use with Chapter 2

The Three Estates

Complete each column with information about the Estate.

| The First Estate | The Second Estate | The Third Estate |
|------------------|-------------------|------------------|
|                  |                   |                  |



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2

Use with Chapter 2

Why Not Change?

|  | Reasons for Change | Reasons Against Change |
|--|--------------------|------------------------|
| <b>First Estate<br/>(clergyman or nun)</b>                 |                    |                        |
| <b>Second Estate<br/>(aristocrat/noble)</b>                |                    |                        |
| <b>Third Estate:<br/>(bourgeois)</b>                       |                    |                        |
| <b>Third Estate:<br/>(member of the<br/>working class)</b> |                    |                        |
| <b>Third Estate:<br/>(peasant)</b>                         |                    |                        |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.1

Use with Chapter 3

The Three Monarchs: Key Facts

Use this chart to take notes on the three monarchs: Louis XIV, Louis XV, and Louis XVI.

|                  |  |
|------------------|--|
| <b>Louis XIV</b> |  |
| <b>Louis XV</b>  |  |
| <b>Louis XVI</b> |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 3.2

Use with Chapter 3

What Does It Mean?

**A. Match each term on the left with its definition on the right. Write the correct letter on each line.**

- |                               |   |
|-------------------------------|---|
| _____ 1. <i>philosophe</i>    | a) one-tenth of a person's income, paid to a church |
| _____ 2. <i>ancien régime</i> | b) an attendant at court                            |
| _____ 3. tithe                | c) thinker of the French Enlightenment              |
| _____ 4. bourgeois            | d) wealthier members of the Third Estate            |
| _____ 5. courtier             | e) the "old regime"                                 |

**B. Write a sentence using each pair of words. Use the second word in each pair to clarify the meaning of the first word.**

6. *philosophe*—Voltaire

\_\_\_\_\_

7. *ancien régime*—Middle Ages

\_\_\_\_\_

8. tithe—clergy

\_\_\_\_\_

9. bourgeois—Third Estate

\_\_\_\_\_

10. courtier—king

\_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 4.1

Use with Chapter 4

Notes About Queen Marie Antoinette

Record important ideas and details from each section in the chart. You may also wish to include the chapter's Core Vocabulary terms.

|  |  |
|--|--|
| <b>The Future King and Queen</b>           |  |
| <b>Louis XVI</b>                           |  |
| <b>Dangerous Advice</b>                    |  |
| <b>The Extravagant Queen</b>               |  |
| <b>Queen Marie as Peasant</b>              |  |
| <b>Marie Antoinette and the Revolution</b> |  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 4.2

Use with Chapter 4

Domain Vocabulary: Chapters 1–4

For each word, write the letter of the definition.

- |                                 |  |
|---------------------------------|--|
| _____ 1. Third Estate           | a) a person in a local church who has the training or authority to carry out certain religious ceremonies or rituals                             |
| _____ 2. treasury               | b) a place where money and other national wealth is kept   |
| _____ 3. absolute monarch       | c) a male noble who rules a small territory  |
| _____ 4. foreign ambassador     | d) the wealthy middle class within French society, part of the Third Estate; people who were neither nobles nor peasants                         |
| _____ 5. reign                  | e) the title given to the prince who is next in line to inherit the French throne  |
| _____ 6. duke                   | f) in France, everyone who is not a member of the nobility or clergy; included everyone from the poorest of the poor to the wealthy middle class |
| _____ 7. reform                 | g) relating to the medieval system of exchanging land for service and loyalty  |
| _____ 8. parish priest          | h) a person from another country who is an official representative of his or her government  |
| _____ 9. feudal                 | i) to remove or prohibit books, art, films, or other media that the government finds offensive, immoral, or harmful                              |
| _____ 10. dauphin               | j) a person who serves as a friend or adviser to a ruler in his or her court   |
| _____ 11. courtier              | k) a king or queen who has the unchecked authority to do whatever he or she wants without any restrictions                                       |
| _____ 12. tyrannical            | l) an improvement  |
| _____ 13. censor                | m) characteristic of a tyrant or tyranny; cruel or unjust  |
| _____ 14. tithe                 | n) to rule over a country as its czar, king, or queen  |
| _____ 15. bourgeois             | o) the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin                                     |
| _____ 16. divine right of kings | p) one-tenth of a person's income, paid to support a church  |

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 8.1

Use with Chapter 8

Domain Vocabulary: Chapters 5–8

Use the words in the word bank to solve the riddles.

|                      |                 |             |                   |                         |         |
|----------------------|-----------------|-------------|-------------------|-------------------------|---------|
| interest             | Estates-General | delegation  | finance minister  | province                | archive |
| title deed           | yoke            | natural law | citizens' militia | constitutional monarchy |         |
| Legislative Assembly | republic        | despotism   | guillotine        |                         |         |

1. I am rule by a tyrant who has total and oppressive power.  
What am I? \_\_\_\_\_
2. I am an area similar to a state. What am I? \_\_\_\_\_
3. I am a government by a king or queen whose power is limited by a constitution.  
What am I? \_\_\_\_\_
4. I manage a country's money. What am I? \_\_\_\_\_
5. I am the money people pay when they borrow someone else's money. What am I? \_\_\_\_\_
6. I am a place where public records or historical documents are kept. What am I? \_\_\_\_\_
7. I am a government by elected representatives. What am I? \_\_\_\_\_
8. I am a system of rights or justice that is shared by all people and that comes from nature, not the rules of society. What am I? \_\_\_\_\_
9. I am a fighting force made up of the people of a nation. What am I? \_\_\_\_\_
10. I am the representative assembly of France, made up of representatives of the Three Estates.  
What am I? \_\_\_\_\_
11. I am a machine designed to behead people. What am I? \_\_\_\_\_
12. I am a group of people who speak on behalf of a larger group. What am I? \_\_\_\_\_
13. I am something that takes away people's freedom. What am I? \_\_\_\_\_
14. I am a group of representatives with power to make laws for a country. What am I? \_\_\_\_\_
15. I am a document that states legal ownership. What am I? \_\_\_\_\_

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 9.1**

**Use with Chapter 9**

**Notes About Religion, Culture, and Art**

**Complete the chart with information from the chapter. You may also wish to include the chapter's Core Vocabulary terms.**

| <b>Changes in Religion</b> | <b>Changes in Culture/Society</b> | <b>Changes in Art</b> |
|----------------------------|-----------------------------------|-----------------------|
|                            |                                   |                       |



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 11.1

Use with Chapter 11

Diary of a Napoleonic Foot Soldier

As Napoleon’s empire expanded, he established a military draft in the countries under his control. His army therefore included many Germans, Poles, Italians, and Dutchmen. German stonemason Jakob Walter (1788–1864), drafted in 1806, fought for Napoleon in the campaigns of 1806–1807, 1809, and 1812–1813. The following excerpt from Walter’s autobiography describes the retreat from Moscow in the fall of 1812.

Read the excerpt and answer the questions that follow.

It seemed as though the Russians had surrounded us entirely, for the cannonades thundered upon us from all sides, and it was necessary to retreat hurriedly. . . . Every time in bivouac [camp] the Germans joined together and made fires in groups I was also included. They were mostly Württemberg [a south German province; Walter’s home] sergeants and soldiers who joined with me at the fire; and here each one fried the horse meat which he had cut off laboriously along the way often with scuffling and slugging; for, as soon as a horse plunged and did not get up immediately, men fell upon it in heaps and often cut at it alive from all sides. The meat, unfortunately, was very lean, and only the skin with a little red meat could be wrested away. Each of us stuck his piece on a stick or a saber, burned off the hair in the fire, and waited until the outside was burned black. Then the piece was bitten off all around and stuck into the fire again. One seldom had time for boiling, and not one among twenty men had a pot.

1. Historians consider Walter’s memoir a valuable record of the Napoleonic wars. Why do you think this is?

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2. What conclusion can you draw from Walter’s comment that the horse meat was very lean?

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3. Why were the soldiers attacking the fallen horses? What does this suggest about the condition of Napoleon’s army?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 11.1 (*Continued*)

Use with Chapter 11

Diary of a Napoleonic Foot Soldier

4. Why did the soldiers not wait to cook the meat properly?

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5. Soon after the events described above, Walter saw Napoleon. Walter wrote, "He watched his army pass by in the most wretched condition. What he may have felt in his heart is impossible to surmise [guess]." How do you think Walter felt about Napoleon and why?

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Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 12.1

Use with Chapter 12

Neoclassicism Versus Romanticism

**Compare and contrast neoclassicism with Romanticism by answering the following questions. Refer to Chapter 12 in your Student Reader, as well as to David's painting *The Death of Marat* on page 133.**

1. What are the characteristics of the neoclassical movement?

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2. What characteristics did Romantic artists value instead?

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3. How might you compare a neoclassical painting to a Romantic painting? Find examples in your Student Reader to answer this question.

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Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 12.2

Use with Chapter 12

Domain Vocabulary: Chapters 9–12

Use the words in the word bank to complete the crossword puzzle.

|            |          |                  |           |           |               |
|------------|----------|------------------|-----------|-----------|---------------|
| coronation | piety    | national bank*   | symphony  | Jacobin   | neoclassicism |
| classicism | famine   | exile            | tribunal  | grapeshot | civic         |
| cathedral  | royalist | Law of Suspects* | artillery |           |               |

\*No spaces between words are included in the puzzle.

**Across**

**Down**

- 5. relating to a city, citizen, or community
- 7. any large and important church
- 8. large guns that are used to shoot across long distances
- 10. member of a violent, extreme left-wing group
- 13. soldiers from southwestern Russia, known for their skills on horseback
- 15. a government bank that issues and manages a country's money

- 1. a supporter of the king or queen
- 2. a type of court
- 3. an extreme shortage of food that results in widespread hunger
- 4. a small mass of metal balls that is shot from a cannon
- 6. the ceremony or act of crowning a ruler
- 7. the ideas and styles found in the works of ancient Greece and Rome
- 9. to force someone to live outside of a place as a punishment
- 11. the quality of being deeply religious
- 12. law passed during the French Revolution that allowed the arrest of people suspected of opposing the Revolution
- 14. a musical composition written for an orchestra usually in four parts called movements
- 15. a revival of ancient Greek and Roman ideas

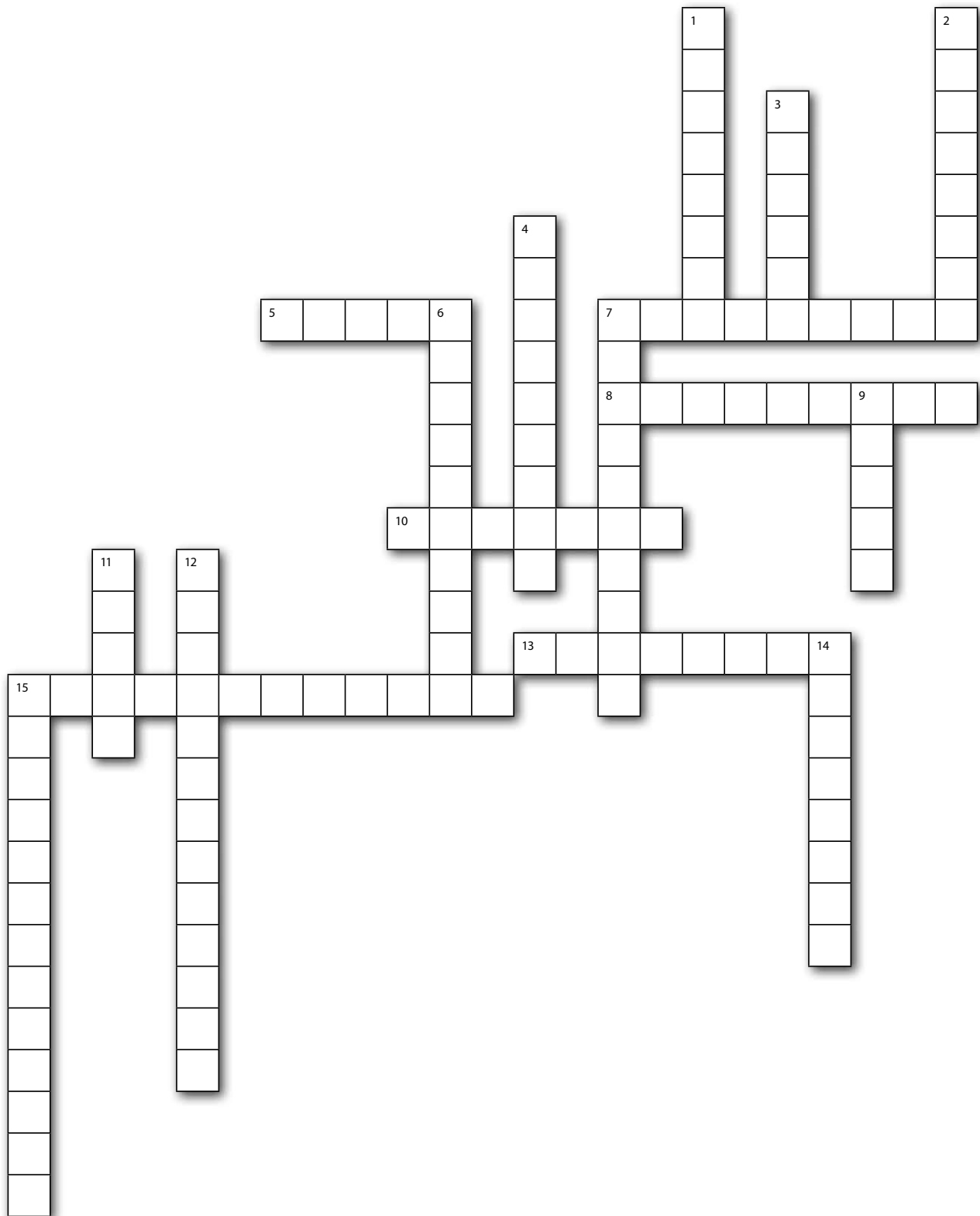
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 12.2 (Continued)

Use with Chapter 12

Domain Vocabulary: Chapters 9–12



## Activity Page 12.3

## Use with Chapter 12

## A Romantic Poem

You have read a little about the life and works of William Wordsworth, the English Romantic poet. Below is "I Wandered Lonely as a Cloud" (also called "Daffodils"), the poem described and quoted in your textbook.

**Read the poem, and answer the questions that follow.**

**I Wandered Lonely as a Cloud**

|  |   |
|--|---|
| I wandered lonely as a cloud                           | The waves beside them danced, but they  |
| That floats on high o'er vales <sup>1</sup> and hills, | Out did the sparkling waves in glee:  |
| When all at once I saw a crowd,                        | A poet could not but be gay,  |
| A host, of golden daffodils;                           | In such a jocund <sup>3</sup> company:  |
| Beside the lake, beneath the trees,                    | I gazed—and gazed—but little thought  |
| Fluttering and dancing in the breeze.                  | What wealth the show to me had brought:   |
| Continuous as the stars that shine                     | For oft, when on my couch I lie   |
| And twinkle on the Milky Way,                          | In vacant or in pensive <sup>4</sup> mood,  |
| They stretch'd in never-ending line                    | They flash upon that inward eye   |
| Along the margin <sup>2</sup> of a bay:                | Which is the bliss of solitude;   |
| Ten thousand saw I at a glance,                        | And then my heart with pleasure fills,  |
| Tossing their heads in sprightly dance.                | And dances with the daffodils.  |
|  | <sup>1</sup> valleys <sup>2</sup> edge, shoreline <sup>3</sup> cheerful <sup>4</sup> thoughtful |

1. What happens in this poem?

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Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 12.3 (Continued)

Use with Chapter 12

A Romantic Poem

2. How does the speaker feel when he sees the daffodils?

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3. Why do the daffodils change the speaker's mood?

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4. Would it be accurate to say that the daffodils influence the speaker's thinking for only a few minutes? Why or why not?

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5. What aspects of this poem make it characteristic of the Romantic movement?

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## Answer Key: *The French Revolution and Romanticism*

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### Unit Assessment (pages 211–215)

- A. 1. a 2. d 3. a 4. c 5. c 6. c 7. a 8. a 9. d 10. d  
11. d 12. a 13. c 14. d 15. a 16. d 17. a 18. c  
19. b 20. c 21. c 22. a 23. d 24. a 25. a
- B. 26. d 27. f 28. a 29. i 30. g 31. c 32. j 33. h  
34. e 35. b

### Activity Pages

#### The Three Estates (AP 2.1) (page 222)

**The First Estate:** clergy; parish priests poor but high-ranking members lived like princes; wealth from tithes and land rents; made up 1 percent of population but owned 10 percent of land

**The Second Estate:** nobility; no longer warrior class; owned 20 percent of land; most had modest wealth and a few very rich; did not pay taxes usually; could hold high offices in Church, government, and military; wanted more political power

**The Third Estate:** classes within Third Estate, including bourgeois, working class, and peasants; 98 percent of population; increasingly included craftspeople, business people, merchants, manufacturers, and anyone not in the clergy or aristocracy; some of bourgeois very rich but could not have high rank in Church or army; paid taxes and resented nobility; working class almost as poor as peasants and lived in miserable conditions with food shortages

#### The Three Monarchs: Key Facts (AP 3.1) (page 224)

**Louis XIV:** "I am the State"; all-powerful monarch; the Sun King; believed he was God's representative on Earth and that he ruled by divine right; wanted to break power of nobles; built Versailles, center of France's cultural world; under his rule, France became powerful, but involved in long and costly wars that put France in debt; hated by the people

**Louis XV:** became king when only five; ineffective and interested in having fun; could not control ministers; reigned for almost sixty years; France continued to be involved in costly wars; heavily taxed the poor and spent extravagantly; hated by the people

**Louis XVI:** kind and generous but had trouble making decisions; more interested in hunting than in the affairs of his country; shy and awkward; not suited to being king; married Marie Antoinette, whom he indulged; did not feel up to the task and his fears proved true

#### What Does It Mean? (AP 3.2) (page 225)

1. c 2. e 3. a 4. d 5. b

6–10. Sentences will vary depending on the way that students relate each word in the pair to the other. Make sure that each sentence expresses a strong relationship between each pair of words and reflects an understanding of the French Revolution.

#### Notes About Queen Antoinette (AP 4.1) (page 226)

**The Future King and Queen:** Vocabulary words: dauphin and indulge; king and queen finally left Versailles and visited Paris in gilded carriage; crowds cheered; couple walked in garden at Tuileries; queen was tall and graceful; dauphin was awkward and shy.

**Louis XVI:** Smallpox killed King Louis XV, so young couple became king and queen and felt unprepared; "Protect us, O God. We are too young to reign"; some disliked Marie for being Austrian; couple considered virtuous, a refreshing change.

**Dangerous Advice:** People thought Marie interfered in Louis's decisions; Louis indulged her and was considered weak; Marie was spoiled; Louis fired his grandfather's ministers, which pleased the aristocracy and ended an early attempt at reforms.

**The Extravagant Queen:** Marie like to spend huge amounts of money and ignored attending to her duties as queen; she wasn't well educated and hated to be bored; she loved to gamble and buy jewelry, spent today's equivalent of two million dollars a year, had elaborate hairstyles and a personal dressmaker. Vocabulary phrase: "foreign ambassador."

**Queen Marie as Peasant:** Most scandalous extravagance was Le Petit Trianon, a small mansion on the ground of Versailles; the most insulting part was a pretend "peasant village" that Marie strolled around in, pretending to be a peasant while the government went into debt and people went hungry.

**Marie Antoinette and the Revolution:** Vocabulary word: arrogance; Jefferson thought Marie's spending caused the Revolution, but this oversimplifies what happened; there were many factors, but her behavior played a part; people hated her for her extravagance; famous story told about her that may not be true; when told people were hungry and rioting for bread, she is reputed to have said, "Then let them eat cake"; people's loyalty to the king and queen began to weaken.

**Domain Vocabulary: Chapters 1–4 (AP 4.2)**  
(page 227)

- |      |       |       |
|------|-------|-------|
| 1. f | 7. l  | 13. i |
| 2. b | 8. a  | 14. p |
| 3. k | 9. g  | 15. d |
| 4. h | 10. e | 16. o |
| 5. n | 11. j |       |
| 6. c | 12. m |       |

**Domain Vocabulary: Chapters 5–8 (AP 8.1)**  
(page 228)

- |                            |                          |
|----------------------------|--------------------------|
| 1. despotism               | 9. citizens' militia     |
| 2. province                | 10. Estates-General      |
| 3. constitutional monarchy | 11. guillotine           |
| 4. finance minister        | 12. delegation           |
| 5. interest                | 13. yoke                 |
| 6. archive                 | 14. Legislative Assembly |
| 7. republic                | 15. title deed           |
| 8. natural law             |                          |

**Notes About Religion, Culture, and Art (AP 9.1)**  
(page 229)

**Changes in Religion:** revolutionary leaders cast doubt on religious doctrines; they hated wealthy Church leaders; took Church's land away and sold it; priests forced to take a loyalty oath, declaring support for new constitution; revolutionary leaders angered many people for these actions; religious statues torn out of Notre-Dame and replaced with statues of Enlightenment figures; radical leaders tried to replace old religion with new civic religion. Vocabulary words: cathedral, civic

**Changes in Culture/Society:** new calendar created that got rid of connections to Christianity; metric system introduced; new styles in clothing and speech; dress was simpler and speech less formal; you could be punished for not using the correct terms.

**Changes in Art:** revolutionaries admired civilizations of ancient Greece and Rome, so artists of the day celebrated ancient virtues in their paintings and sculptures; contemporary figures painted wearing classical clothing; grand and heroic themes in paintings; new movement was called neoclassicism; neoclassicism influenced by excavation of two ancient Roman cities; most famous neoclassical artist of Revolution was Jacques-Louis David; he painted *Death of Marat and Tennis Court Oath*.

**Diary of a Napoleonic Foot Soldier (AP 11.1)**  
(pages 230–231)

1. It is an eyewitness account of the battles from the point of view of an ordinary soldier rather than a commander. Walter's account might also be more objective than that of a Frenchman or a Russian.
2. The horses apparently did not get any more to eat than the men did. If they had eaten regularly, they would have been fatter.
3. The soldiers attacked the horses for their meat. This suggests that the army was starving.
4. They were too hungry to wait for it to cook through. They may have expected to have to move on at any moment, so they ate as fast as they could. They were freezing but short of firewood.
5. Answers may vary. Because Walter was not French, he was probably not especially loyal to Napoleon. He knew that Napoleon was responsible for the deaths of thousands of his soldiers. He probably did not think very highly of him.

**Neoclassicism Versus Romanticism (AP 12.1)**  
(page 232)

1. Characteristics of the neoclassical movement included imitating works of ancient Greece and Rome; focusing on heroes and leaders and treating them with seriousness and dignity; showing the influence of the Enlightenment; valuing thought, reason, and the life of the mind; and valuing order.
2. Artists of the Romantic movement rebelled against accepted artistic ideals; valued originality; focused on everyday subjects and used a simpler style; emphasized emotion or feeling; and emphasized creativity and spontaneity over order.
3. Answers will vary. Students might note that David treated Marat as a heroic figure and that Marat's quill pen and written words show a reverence for reason and the life of the mind. They might compare this neoclassical painting with Constable's Romantic painting *Salisbury Cathedral*, in which the artist shows a reverence for nature and emotion conveyed by the beauty of nature.

**Domain Vocabulary: Chapters 9–12 (AP 12.2)**  
**(pages 233–234)**

**Across**

- 5. civic
- 7. cathedral
- 8. artillery
- 10. Jacobin
- 13. Cossacks
- 15. national bank

**Down**

- 1. royalist
- 2. tribunal
- 3. famine
- 4. grapeshot
- 6. coronation
- 7. classicism
- 9. exile
- 11. piety
- 12. Law of Suspects
- 14. symphony
- 15. neoclassicism

**A Romantic Poem (AP 12.3)**  
**(pages 235–236)**

- 1. A lonely poet is out for a walk. He sees a field of daffodils blowing in the breeze.
- 2. He cheers up.
- 3. He thinks they are pretty. They seem lively and bright. They remind him that it is early spring and warm weather is coming.
- 4. No. When the speaker is in a pensive mood, he often thinks back to the day when he saw the daffodils, and they cheer him up, even after the fact.
- 5. The poem is a personal expression of the poet's feelings. It is based on an experience in nature.





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# The Enlightenment

## Subject Matter Experts

Mark G. Spencer, PhD, Department of History, Brock University

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801 E. High St.  
Charlottesville, VA 22902

# The French Revolution and Romanticism

## Subject Matter Experts

Mary K. Gayne, PhD, Department of History, James Madison University

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A Salon in the Hotel of Monsieur Basile Parent, Place Vendome, Paris, 1866 (oil on panel), Giraud, Charles (1819–92) / Private Collection / Bridgeman Images: 103a, 118

'A Versailles, A Versailles' March of the Women on Versailles, Paris, 5th October 1789 (coloured engraving) (see 127501 & 154733), French School, (18th century) / Musee de la Ville de Paris, Musee Carnavalet, Paris, France / Bridgeman Images: 104m, 167

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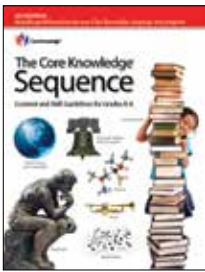
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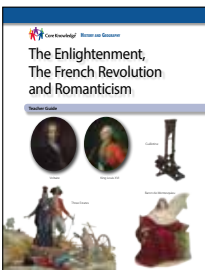
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