The Enlightenment, The French Revolution and Romanticism

Teacher Guide

Voltaire

King Louis XVI

Three Estates

Guillotine

Baron de Montesquieu
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# The Enlightenment

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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.
### 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.”

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### 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
<th>Author/Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>1689</td>
<td>John Locke’s <em>Essay Concerning Human Understanding</em></td>
<td></td>
</tr>
<tr>
<td>1717</td>
<td>François-Marie Arouet (Voltaire) imprisoned in the Bastille</td>
<td></td>
</tr>
<tr>
<td>1721</td>
<td>Baron de Montesquieu’s <em>The Persian Letters</em></td>
<td></td>
</tr>
<tr>
<td>1748</td>
<td>Baron de Montesquieu’s <em>The Spirit of the Laws</em></td>
<td></td>
</tr>
<tr>
<td>1776</td>
<td>Drafting and signing of the Declaration of Independence</td>
<td></td>
</tr>
<tr>
<td>1787</td>
<td>Drafting of the U.S. Constitution</td>
<td></td>
</tr>
</tbody>
</table>
• 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.
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:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>1300s</th>
<th>1400s</th>
<th>1500s</th>
<th>1600s</th>
<th>1700s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
</tr>
<tr>
<td>Intro</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
</tr>
<tr>
<td>Intro</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
<td>❖</td>
</tr>
<tr>
<td>2 3 1 4</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>5 5 5 6 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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

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.

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**Big Questions**

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:

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

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

Activity Pages

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

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


# The Enlightenment Sample Pacing Guide

For schools using the Core Knowledge Sequence.

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

## Week 1

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
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## Week 2

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<td>“Domain Vocabulary Review” and “Matching the Enlightenment Thinkers” (TG, Chapter 6, Additional Activities, AP 6.1, AP 6.2)</td>
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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™.)

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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

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

- 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.
Introduce “Isaac Newton”

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.

**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.

**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.
Let’s look at Western Europe in the early 1600s, on the eve of the Enlightenment. For a small group of people, the rise of ideas and the practical improvements they helped to bring about created the beginnings of the modern world we live in today. It brought an end to the age of superstition and ignorance.

The Enlightenment, also called the Age of Reason, changed history by replacing the darkness of superstition and ignorance. While 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.

Imagine the time that had the following descriptions were written about children: “He is a blessed child. He has done nothing wrong. He is a model child.”

Both reacted against the medieval period, with its reliance on authorities, such as Church and king. Renaissance thinkers looked at the lives of ancient kings and queens and saw that they were no more important than anyone else. They also were impressed with the works of the Renaissance scientists, such as Copernicus and Galileo.

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

In the Enlightenment, the new rulers of fiction looked to reason as a guide, could uncover the laws of nature and even come to understand 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 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 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 universe or accept the beliefs of ancient authorities.

People who were neither super rich nor super poor, and many lived in cities as craftspeople and merchants.

Scaffold understanding as follows:

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

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

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

Imagine the time that had the following description were written about children: “He is a blessed child. He has done nothing wrong. He is a model child.”

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.
CHAPTER 1 | ISAAC NEWTON

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.

“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).
The moon orbits Earth at a speed of 2,288 miles per hour. Do you remember Copernicus and Galileo? In the 1500s, Young Isaac Newton was sitting in his garden with little to do but think. Those two years at home were the most productive of his life. 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?” His question led him to discover the theory of the law of gravity. 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: 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. 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.

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**—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.
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.

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?”
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)**

**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.
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

Materials Needed

Activity Pages
• 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
THE CORE LESSON 35 MIN

Introduce “René Descartes” 5 MIN

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

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.

“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.
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.

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.
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.
CHAPTER 3

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

Materials Needed

Activity Pages

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<td>AP 1.4</td>
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- 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

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.*
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.*)
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

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.

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

- 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

Domain Vocabulary: Chapters 1–3 (RI.6.4, L.6.6) 30 MIN

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.
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

Materials Needed

Activity Pages

- 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.

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**THE CORE LESSON 35 MIN**

### Introduce “John Locke”

**5 MIN**

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.

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**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.

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**“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*. 
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**

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

**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

**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.
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.

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

**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

**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

Materials Needed

Activity Pages

- 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

censorship, 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).

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

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.

*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.

*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.
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.

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.

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

**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.
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

Scaffold understanding as follows:

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

**CORE VOCABULARY**—Point out the vocabulary term *censorship*, 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.
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 *Encyclopedia*, and what did it have to do with the Enlightenment?

» The *Encyclopedia* 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

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

**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

Materials Needed

Activity Pages

- 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

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.
**Chapter 6: The Enlightenment in Action**

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

**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

**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.

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.
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.

"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.
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.

The French Revolution was a violent revolt against the royal family and the nobility who had failed to listen to the needs of the people of France. The French king and queen were removed from power and executed.
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

**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

**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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Answer Key: The Enlightenment—Unit Assessment and Activity Pages 91
Unit Assessment: The Enlightenment

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
   a) God.
   b) the people.
   c) military strength.
   d) a strict monarch.

15. According to Locke, which of the following is true?
   a) People are born naturally greedy and selfish.
   b) People are born with no rights whatsoever.
   c) Some people are born good while others are born evil.
   d) People develop their ideas through life experiences.

16. Both Locke and Hobbes lived through a period in English history that brought
   a) many political struggles between Parliament and the monarchy.
   b) a better way of life for all citizens.
   c) the collapse of the British Empire.
   d) total democracy.

17. How did John Locke feel about England’s Glorious Revolution?
   a) He was against it because it gave too much power to the monarch.
   b) He supported it because it created a stronger Parliament and a bill of rights.
   c) He opposed any form of rebellion.
   d) He was disappointed because it did not provide total democracy.

18. John Locke’s ideas were considered radical because he
   a) said that people had the right to overthrow a bad government.
   b) was a friend and tutor to King Charles II.
   c) left his home in England to live in Paris.
   d) had ideas that differed from those of Thomas Hobbes.

19. What was Montesquieu’s purpose in writing *The Persian Letters*?
   a) to promote friendship between Persia and France
   b) to encourage Persian travelers to visit France
   c) to criticize French government and society
   d) to encourage a revolution in Paris

20. Why did Voltaire write under a pen name?
   a) He could get in trouble for speaking against the French monarchy.
   b) He did not think anyone would buy a book he had written.
   c) He was embarrassed by his ideas.
   d) 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.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 26. social contract</td>
<td>a) the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin</td>
</tr>
<tr>
<td>____ 27. reason</td>
<td>b) the practice of removing or prohibiting books, art, films, or other media that the government finds offensive, immoral, or harmful</td>
</tr>
<tr>
<td>____ 28. divine right of kings</td>
<td>c) favoring large or widespread changes</td>
</tr>
<tr>
<td>____ 29. censorship</td>
<td>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</td>
</tr>
<tr>
<td>____ 30. gravity</td>
<td>e) the study of ideas about knowledge, life, and truth; literally, love of wisdom</td>
</tr>
<tr>
<td>____ 31. radical</td>
<td>f) requiring absolute obedience to a ruler or government; not allowing personal freedom</td>
</tr>
<tr>
<td>____ 32. philosophy</td>
<td>g) the ability of the mind to think clearly and understand; logic</td>
</tr>
<tr>
<td>____ 33. natural rights</td>
<td>h) a government in which the king or queen has the unchecked authority to do whatever they want without any restrictions</td>
</tr>
<tr>
<td>____ 34. authoritarian</td>
<td>i) rights that all people are born with and that cannot be taken away by the government</td>
</tr>
<tr>
<td>____ 35. absolute monarchy</td>
<td>j) the gravitational force that occurs between Earth and other bodies; the force acting to pull objects toward Earth</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Philosopher’s Name</th>
<th>John Locke</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background</strong></td>
<td></td>
</tr>
<tr>
<td>• Born and studied in England, fled to Holland</td>
<td></td>
</tr>
<tr>
<td>• Studied to become a medical doctor, but did not practice medicine</td>
<td></td>
</tr>
<tr>
<td><strong>Beliefs</strong></td>
<td></td>
</tr>
<tr>
<td>• Humans are born a tabula rasa, or blank slate</td>
<td></td>
</tr>
<tr>
<td>• All people are born with natural rights: life, liberty, property</td>
<td></td>
</tr>
<tr>
<td>• Role of government is to protect natural rights of citizens; citizens may overthrow government if it violates those rights</td>
<td></td>
</tr>
<tr>
<td><strong>Achievements/ Influence on the Age of Enlightenment</strong></td>
<td></td>
</tr>
<tr>
<td>• Adviser to Mary (of William and Mary), and played role in Glorious Revolution that led England to become a limited monarchy</td>
<td></td>
</tr>
<tr>
<td>• 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</td>
<td></td>
</tr>
</tbody>
</table>
Performance Task Scoring Rubric

**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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Above Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Adequate</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Inadequate</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>
**Performance Task Activity: The Enlightenment**

Which *philosophe* or Enlightenment thinker had the greatest impact on the Age of Enlightenment? Give three to five specific examples.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Enlightenment*.
The Enlightenment Performance Task Notes Table

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.

<table>
<thead>
<tr>
<th>Philosopher’s Name</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td></td>
</tr>
<tr>
<td>Beliefs</td>
<td></td>
</tr>
<tr>
<td>Achievements/ Influence on the Age of Enlightenment</td>
<td></td>
</tr>
</tbody>
</table>
Activity Page 1.2

Use with Chapters 1–6

Name

Date

Time Walk Map

NORTH AMERICA

Thirteen Colonies/United States

English Channel

England (Netherlands)

Holland

EUROPE

France

Switzerland

Portugal

Italy

Spain

Germany

AFRICA

ATLANTIC OCEAN

Mediterranean Sea

0 500 Miles

N  E  S

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

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.

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

1400s–1650 CE
- Scholars had a renewed interest in the early Greeks and Romans, including their writers, works, and ideas.
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.
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.
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.”
<table>
<thead>
<tr>
<th>Thinker</th>
<th>Major Idea(s)</th>
<th>Homeland</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isaac Newton</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>René Descartes</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Thomas Hobbes</td>
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<td></td>
<td></td>
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<tr>
<td>John Locke</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Baron de Montesquieu</td>
<td></td>
<td></td>
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<tr>
<td>Thinker</td>
<td>Major Idea(s)</td>
<td>Homeland</td>
<td>Quotation</td>
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<tr>
<td>Voltaire</td>
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<tr>
<td>Thomas Jefferson</td>
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<td></td>
<td></td>
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<tr>
<td>Benjamin Franklin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Madison</td>
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<td></td>
</tr>
</tbody>
</table>
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
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.
Write several sentences comparing and contrasting the two Enlightenment thinkers.
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.
Write several sentences comparing and contrasting the two Enlightenment thinkers.
Activity Page 5.1

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-cosmologist. 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.”
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?

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?
Fill in the blank with the correct word or phrase from the word bank. Not all words will be used.

<table>
<thead>
<tr>
<th>reason</th>
<th>calculus</th>
<th>epidemic</th>
<th>gravity</th>
<th>scholar</th>
<th>philosophy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parliament</td>
<td>pessimist</td>
<td>absolute monarchy</td>
<td>authoritarian</td>
<td>treason</td>
<td>bill of rights</td>
</tr>
<tr>
<td>radical</td>
<td>social order</td>
<td>clergy</td>
<td>separation of powers</td>
<td>pseudonym</td>
<td>limited monarchy</td>
</tr>
<tr>
<td>censorship</td>
<td>tolerate</td>
<td>tyranny</td>
<td>institute</td>
<td>derive</td>
<td>diplomat</td>
</tr>
</tbody>
</table>

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.
### 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.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Isaac Newton</td>
<td>a) Believed that the separation of powers was necessary to prevent leaders or governments from becoming too powerful</td>
</tr>
<tr>
<td>2</td>
<td>René Descartes</td>
<td>b) Considered to be the Father of the U.S. Constitution</td>
</tr>
<tr>
<td>3</td>
<td>Thomas Hobbes</td>
<td>c) Believed that each human’s mind was a <em>tabula rasa</em> or “blank slate”</td>
</tr>
<tr>
<td>4</td>
<td>John Locke</td>
<td>d) American diplomat who was welcomed into philosophical circles in Europe</td>
</tr>
<tr>
<td>5</td>
<td>Baron de Montesquieu</td>
<td>e) Imprisoned in the Bastille for his writings against the French government</td>
</tr>
<tr>
<td>6</td>
<td>Voltaire</td>
<td>f) Considered to be the father of modern philosophy</td>
</tr>
<tr>
<td>7</td>
<td>Thomas Jefferson</td>
<td>g) Believed in the importance of a strong, all-powerful ruler</td>
</tr>
<tr>
<td>8</td>
<td>Benjamin Franklin</td>
<td>h) Invented the field of calculus, and discovered and wrote about many of the laws that govern the natural world</td>
</tr>
<tr>
<td>9</td>
<td>James Madison</td>
<td>i) Authored the Declaration of Independence</td>
</tr>
</tbody>
</table>
**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)**

<table>
<thead>
<tr>
<th>Thinker</th>
<th>Major Idea(s)</th>
<th>Homeland</th>
<th>Quotation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isaac Newton</td>
<td>People should use observation, scientific experimentation, and human reason to better understand the world.</td>
<td>England</td>
<td>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.”</td>
</tr>
<tr>
<td>René Descartes</td>
<td>Emphasis on human reason, “Cogito ergo sum”</td>
<td>France</td>
<td>b)  “I think, therefore, I am.”</td>
</tr>
<tr>
<td>Thomas Hobbes</td>
<td>Humans are inherently selfish; an all-powerful government is necessary to maintain social order</td>
<td>England</td>
<td>e)  Without a strong government, life is “solitary, poor, nasty, brutish, and short.”</td>
</tr>
<tr>
<td>John Locke</td>
<td>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</td>
<td>England</td>
<td>i)  All humans are entitled to the natural rights of “life, liberty, and property.”</td>
</tr>
<tr>
<td>Baron de Montesquieu</td>
<td>Separation of powers and checks and balances to prevent leaders and government from becoming too powerful; spoke out against slavery</td>
<td>France</td>
<td>a)  “[Slavery is] the most shocking violation of nature.”</td>
</tr>
<tr>
<td>Voltaire</td>
<td>Spoke out against corruption, laziness of nobility and government officials, and religious intolerance; believed France should become a limited monarchy</td>
<td>France</td>
<td>c)  “I do not agree with a word that you say, but I will defend to the death your right to say it!”</td>
</tr>
<tr>
<td>Thomas Jefferson</td>
<td>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</td>
<td>British colonies, United States</td>
<td>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.”</td>
</tr>
<tr>
<td>Benjamin Franklin</td>
<td>American philosophe; believed in importance of scientific study and inquiry</td>
<td>British colonies, United States</td>
<td>h)  “Three may keep a secret, if two of them are dead.”</td>
</tr>
<tr>
<td>James Madison</td>
<td>Studied the works of Enlightenment thinkers; adopted ideas of Montesquieu when writing the U.S. Constitution</td>
<td>British colonies, United States</td>
<td>d)  “If men were angels, no government would be necessary.”</td>
</tr>
</tbody>
</table>
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)


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-cosmolonigology,” 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
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.
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
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 bourgeoisie, 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.

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”
• 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**

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

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.

Student Component

*The French Revolution and Romanticism* Student Reader—twelve chapters

Teacher Components

*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:

<table>
<thead>
<tr>
<th>1600s</th>
<th>1700s</th>
<th>1800s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter</td>
<td>Intro</td>
<td>3</td>
</tr>
</tbody>
</table>

You will want to post all the time indicators on the wall at the outset before you place any image cards on the Timeline.
We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.
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

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

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**

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**

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**

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:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Big Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?</td>
</tr>
<tr>
<td>2</td>
<td>What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?</td>
</tr>
<tr>
<td>3</td>
<td>How did French kings use their absolute power?</td>
</tr>
<tr>
<td>4</td>
<td>How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?</td>
</tr>
<tr>
<td>5</td>
<td>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?</td>
</tr>
<tr>
<td>6</td>
<td>What sequence of events caused people to storm the Bastille, and why did the unrest spread?</td>
</tr>
<tr>
<td>7</td>
<td>How significant was the Declaration of the Rights of Man, and what prompted the women's march to Versailles?</td>
</tr>
<tr>
<td>8</td>
<td>What happened to the royal family?</td>
</tr>
<tr>
<td>9</td>
<td>Why do you think the revolutionaries wanted to change so much of French society?</td>
</tr>
<tr>
<td>10</td>
<td>What was the Reign of Terror?</td>
</tr>
<tr>
<td>11</td>
<td>What were the various reasons the people of France were willing to accept Napoleon as their emperor?</td>
</tr>
<tr>
<td>12</td>
<td>What were the differences between the Neoclassical and the Romantic artists, and how were those differences reflected in their work?</td>
</tr>
</tbody>
</table>

**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

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:

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Core Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>“absolute monarch,” censor, reform, “divine right of kings,” tyrannical, treasury</td>
</tr>
<tr>
<td>2</td>
<td>regime, “parish priest,” tithe, Third Estate, feudal, bourgeois</td>
</tr>
<tr>
<td>3</td>
<td>reign, courtier, duke</td>
</tr>
<tr>
<td>4</td>
<td>dauphin, indulge, “foreign ambassador,” arrogance</td>
</tr>
<tr>
<td>5</td>
<td>interest, Estates-General, delegation</td>
</tr>
<tr>
<td>6</td>
<td>“finance minister,” province, archive, title deed, yoke</td>
</tr>
<tr>
<td>7</td>
<td>natural law, “citizens’ militia,” constitutional monarchy</td>
</tr>
<tr>
<td>8</td>
<td>Legislative Assembly, republic, despotism, guillotine</td>
</tr>
<tr>
<td>9</td>
<td>cathedral, civic, piety, classicism, neoclassicism</td>
</tr>
<tr>
<td>10</td>
<td>tribunal, Law of Suspects, Jacobin, royalist, traitor, famine</td>
</tr>
<tr>
<td>11</td>
<td>coronation, grapeshot, national bank, artillery, Cossacks, exile</td>
</tr>
<tr>
<td>12</td>
<td>symphony, corrupt</td>
</tr>
</tbody>
</table>

Activity Pages

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

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

<table>
<thead>
<tr>
<th>Language Arts</th>
<th>Visual Arts</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
<td><strong>Paintings</strong></td>
<td>• Beethoven: Symphony No. 9 (fourth movement)</td>
</tr>
<tr>
<td>• Wordsworth: “I Wandered Lonely as a Cloud”</td>
<td>• David: The Oath of the Horatii</td>
<td>• Schubert: “Die Forelle,” “Gretchen am Spinnrade”</td>
</tr>
<tr>
<td>• Byron: “Apostrophe to the Ocean”</td>
<td>• Delacroix: Liberty Leading the People</td>
<td>• Chopin: “Funeral March” from Piano Sonata No. 2 in B flat minor, “Minute Waltz,” “Revolutionary” Etude in C minor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Schumann: Piano Concerto in A minor</td>
</tr>
</tbody>
</table>


# 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

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
</tr>
</tbody>
</table>

## Week 2

<table>
<thead>
<tr>
<th>Day 6</th>
<th>Day 7</th>
<th>Day 8</th>
<th>Day 9</th>
<th>Day 10</th>
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<tbody>
<tr>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
</tr>
<tr>
<td>“Virtual Field Trip to Versailles” and “What Does It Mean?” (TG, Chapter 3, Additional Activities, AP 3.2)</td>
<td>“The Man in the Iron Mask” and “A Letter to Versailles” (TG, Chapter 3, Additional Activities)</td>
<td>“Queen Marie Antoinette” Core Lesson and “Notes About Queen Marie Antoinette” (TG &amp; SR, Chapter 4, AP 4.1)</td>
<td>“The Third Estate Revolts” Core Lesson (TG &amp; SR, Chapter 5)</td>
<td>“A Time of Violence” Core Lesson (TG &amp; SR, Chapter 6)</td>
</tr>
</tbody>
</table>

## Week 3

<table>
<thead>
<tr>
<th>Day 11</th>
<th>Day 12</th>
<th>Day 13</th>
<th>Day 14</th>
<th>Day 15</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
<td><strong>The French Revolution and Romanticism</strong></td>
</tr>
<tr>
<td>“A Capital Tale: Capital of Kings – Episode 4” Core Lesson (TG Chapter 6, Additional Activity)</td>
<td>“Toward a New Government” Core Lesson (TG &amp; SR, Chapter 7)</td>
<td>“From Monarchy to Republic” Core Lesson (TG &amp; SR, Chapter 8)</td>
<td>“A Tale of Two Cities” (TG, Chapter 8, Additional Activities)</td>
<td>“A Tale of Two Cities” (continued) (TG, Chapter 8, Additional Activities)</td>
</tr>
</tbody>
</table>
### Week 4

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
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</table>

### Week 5

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The French Revolution and Romanticism</strong>&lt;br&gt;“Napoleon Bonaparte: Empire Builder” Day 2 Core Lesson (TG &amp; SR, Chapter 11)</td>
<td>“The Romantic Revolution” Core Lesson (TG &amp; SR, Chapter 12)</td>
<td>“Romantic Composers” (TG, Chapter 12, Additional Activities)</td>
<td>“Romantic Composers” (TG, Chapter 12, Additional Activities)</td>
<td>Unit Assessment</td>
</tr>
</tbody>
</table>
THE FRENCH REVOLUTION AND ROMANTICISM PACING GUIDE

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™.)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 1</td>
<td>Day 6</td>
<td>Day 11</td>
</tr>
<tr>
<td>Day 2</td>
<td>Day 7</td>
<td>Day 12</td>
</tr>
<tr>
<td>Day 3</td>
<td>Day 8</td>
<td>Day 13</td>
</tr>
<tr>
<td>Day 4</td>
<td>Day 9</td>
<td>Day 14</td>
</tr>
<tr>
<td>Day 5</td>
<td>Day 10</td>
<td>Day 15</td>
</tr>
</tbody>
</table>

The French Revolution and Romanticism
(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

<table>
<thead>
<tr>
<th>Day 16</th>
<th>Day 17</th>
<th>Day 18</th>
<th>Day 19</th>
<th>Day 20</th>
</tr>
</thead>
</table>

*The French Revolution and Romanticism*

### Week 5

<table>
<thead>
<tr>
<th>Day 21</th>
<th>Day 22</th>
<th>Day 23</th>
<th>Day 24</th>
<th>Day 25</th>
</tr>
</thead>
</table>

*The French Revolution and Romanticism*
CHAPTER 1

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

Materials Needed

Activity Pages

• 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
**word list**

**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.

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**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”  

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”  

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.


**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.

<table>
<thead>
<tr>
<th>Montesquieu</th>
<th>Jean-Jacques Rousseau</th>
<th>Voltaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balanced government, such as England’s, was better than absolute monarchy.</td>
<td>People are born free but usually end up enslaved.</td>
<td>The Catholic Church deliberately kept people in ignorance and superstition, and refused to tolerate any disagreements.</td>
</tr>
<tr>
<td>Kings should rule by the will of the people, not by the will of God.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**“Talk of Change,” Pages 61–62**

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.
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.
“Enlightenment and America” and “Let Me Volunteer,” Pages 64–65

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 ideals 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 in an 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 1700s—such as widespread dissatisfaction with high taxation, food shortages, economic hardships, 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.

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?”
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 (ancién regime) 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

Materials Needed

Activity Pages

• 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.

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**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.
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

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.

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

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.
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: “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)**

**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

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

• 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.
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.

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).
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.
“Louis XV,” Pages 80–81

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.
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.

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**Timeline**

- 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.

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**Check for Understanding**

**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

<table>
<thead>
<tr>
<th>Video: “A Capital Tale: Capital of Kings” (RI.6.2, RI.6.7)</th>
<th>45 MINUTES</th>
</tr>
</thead>
</table>

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

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.*)
Virtual Field Trip to Versailles (RI.6.7)

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

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)

**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)

**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 Phillipe 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 Phillipe 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: Phillipe would help the people of France. Phillipe 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.
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

Materials Needed

Activity Pages

• 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

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.
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.

**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.
Many historians believe that the spending that got the Revolution started happened in the countryside. Marie Antoinette once dressed as a peasant and pretended to eat bread from a peasant’s table. People rioted in the streets that day demanding bread. A mob of over 100,000 marched to the palace and forced Marie Antoinette to flee the city. She was later executed.

THINK ABOUT IT

1. How did Marie Antoinette’s activities contribute to the French Revolution?

2. What role did foreign ambassadors and foreign policy play in the French Revolution?

3. How did the French Revolution start?

The Story of Marie Antoinette

The story of Marie Antoinette is one of extravagance and extravagance. She was the last queen of France. She married the king of France, Louis XVI, and became queen. However, her spending was extravagant. She spent money on clothes, shoes, and jewelry. She even had her own personal dressmaker and beautician.

During the French Revolution, Marie Antoinette was imprisoned. She was found guilty of treason and was executed in 1793.

THINK ABOUT IT

1. How did Marie Antoinette’s extravagant spending contribute to the French Revolution?

2. What role did Marie Antoinette play in the French Revolution?

3. How did Marie Antoinette’s actions affect the French Revolution?
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 Antoinette 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**

- 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

#### Domain Vocabulary: Chapters 1–4 (RI.6.4, L.6.6)  
30 MIN

**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 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

✓ 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

For background information, download the CKHG Online Resource “The Third Estate Revolts”:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

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”  

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”  

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.
Reluctantly, Louis agreed. Neither the nobles nor the king recognized that he had not met since 1614, they could push through some changes of their own. Taxes. The nobles thought that at a meeting of the Estates-General, which Its original purpose was to give advice to the king and to approve new forces genuine reform on the aristocracy. The aristocrats knew the government was in trouble and they were under threat. But they were not willing to give up something for nothing in return. They would have to pay higher taxes. They would have to give up some privileges of their birth. But Louis XVI was too. They would have to make some changes that meant that the aristocracy would have to make some changes in return. Nothing less than serious economic and political reform could fix the problem. That means the Third Estate will have to fight for what it wants.

The Estates-General Meets

Eventually the French government was spending half its income just to pay France's old enemy, Great Britain, had been crippled. But the war had been France had helped the Americans win their independence from the British. The king sided with them. Each Estate was assigned a separate meeting hall. The Third Estate wanted to change the rules so that it would have a vote based on the decision of its members. In that way, the First and Second Estates, which usually had a common interest in preserving their privileges, would have no real voice in the reform. Deputies knew that the nobility and clergy wanted control over the outcome of the voting. Naturally the nobles objected, and the archbishops, in their rich, elegantly embroidered robes. The king received the deputies of the Third Estate. These representatives were parish priests, who were sympathetic to their commoners who were dressed in plain, simple clothes. They waited three hours before being received—and then not in the Hall of Mirrors but in a smaller room, where they marched in single file past a solemn and unsmiling king. The members of the Third Estate were dressed in satin suits with lace cuffs, plumed hats, silver vests, and brilliantly colored silk cloaks, with their swords hanging at their sides. Again, the king received them graciously. He wore a black robe, and higher ranking Church leaders, such as bishops and archbishops, were splendidly arrayed in black robes, and in black butresses, such as bishops, archbishops, and even a few members of the nobility, were sympathetic to their cause. The deputies knew that some of the clergy, especially parish priests, were sympathetic to their cause. The deputies of the Third Estate could see that they would have to fight for what they want.

“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.
A National Assembly Is Created

The king was outraged when he heard the news, and so the next day, when the deputies met again and voted. The name, National Assembly, was agreed with as many as one hundred deputies all shouting at once. To take that thunderstorm raged.

The king was so angered that on the 12th of June, he locked the deputies out of the meeting hall and planned to hold a separate meeting of the Three Estates and to declare the National Assembly illegal.

The king was so angered that on the 12th of June, he locked the deputies out of the meeting hall and planned to hold a separate meeting of the Three Estates and to declare the National Assembly illegal.
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.

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

✓ 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

For background information, download the CKHG Online Resource “A Time of Violence”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

• Internet access to Amazon’s MHz network or DVD series Paris: The Great Saga

Core Vocabulary (Student Reader page numbers listed below)

“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
**THE FRENCH REVOLUTION AND ROMANTICISM**

*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

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**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.

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### “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”).
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.
They challenged local authorities. In villages and towns in France, people took to the streets. Many rioted and stole food. Grains and animals were taken from the estates. Peasants attacked millers who were accused of hoarding grain. They destroyed fences and walls on estates, killing animals as well as in the cities. Peasants attacked millers who were accused of hoarding grain. They destroyed fences and walls on estates, killing animals.

The few prisoners that were held at the Bastille were set free. As news of the crisis spread, more and more people joined the crowd. 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. Eventually, realizing that resistance was useless, Launay opened the gates. Crowds of armed men immediately surged into the prison, taking the soldiers and cannons with them. The crowd shouted, “Down with the bridges!” 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 bridges!” 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.

“Down with the bridges!”

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The Bastille, which had symbolized the absolute power of the French kings, fell on July 14, 1789. Within one year, it was completely torn down and its bricks sold as souvenirs. The Bastille, which had symbolized the absolute power of the French kings, fell on July 14, 1789. Within one year, it was completely torn down and its bricks sold as souvenirs.

“The Great Fear,” Pages 105–107

“Down with the bridges!”

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.
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
✓ 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
For background information, download the CKHG Online Resource “Toward a New Government”:
www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

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”  

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”  

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.


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.

“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 poor working women were angry and they demanded bread at city hall. The city officials told them that 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.

“Reforms and the Constitution,” Page 115

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.

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 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**

- 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

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

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**THE CORE LESSON** 35 min

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**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.

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**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.

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**“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.
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.
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.
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.
Timeline

- 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

Domain Vocabulary: Chapters 5–8 (RI.6.4, L.6.6) 30 minutes

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 minutes

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
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.
CHAPTER 9

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

Materials Needed

Activity Pages

• 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

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.
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. They tore out all the religious statues at Notre-Dame and replaced them with statues of Enlightenment thinkers.

**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—**What did the revolutionaries want to replace the Catholic Church with?

» They wanted a new faith, a new civic religion.

**LITERAL—**What 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.
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.
Timeline

- 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

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

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.
CHAPTER 10

The Reign of Terror

The Big Question: What was the Reign of Terror?

Primary Focus Objectives

✓ 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

For background information, download the CKHG Online Resource “The Reign of Terror”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

• Internet access to The Scarlet Pimpernel video

Core Vocabulary (Student Reader page numbers listed below)

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.


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.
The French Revolution and Romanticism

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 overturn the Revolution.
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.
Timeline

- 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**

**The History Channel Presents the French Revolution (RL.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

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

✓ 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

For background information, download the CKHG Online Resource “Napoleon Bonaparte: Empire Builder”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page

• Display and individual student copies of Map of Europe (AP 1.2)

Core Vocabulary (Student Reader page numbers listed below)

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**

**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.
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*)

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.
**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.
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.

**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.
Napoleon's invasion of Russia was a disaster. This painting, known as Napoleon's Retreat by Nicolas Toussaint Charlet, shows the horror of what the French soldiers experienced.

**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.
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.

**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

Diary of a Napoleonic Foot Soldier (RI.6.1, RI.6.2, RI.6.6) 30 MINUTES

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.
CHAPTER 12

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

Materials Needed

Activity Page

- 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.
The Core Lesson 35 min

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.
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.**

**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 Constable painting 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.
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

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

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

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

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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*Answer Key: The French Revolution and Romanticism*—Unit Assessment and Activity Pages 237

The following fiction excerpt can be downloaded at:

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.

<table>
<thead>
<tr>
<th>Terms</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ 26. absolute monarch</td>
<td>a) a period of rule</td>
</tr>
<tr>
<td>____ 27. tyrannical</td>
<td>b) a revival of ancient Greek and Roman ideas, especially in literature, art, or architecture</td>
</tr>
<tr>
<td>____ 28. regime</td>
<td>c) a system of rights or justice that is shared by all people and that comes from nature, not the rules of society</td>
</tr>
<tr>
<td>____ 29. Third Estate</td>
<td>d) a king or queen who has unchecked authority to do whatever he or she wants without any restrictions</td>
</tr>
<tr>
<td>____ 30. Estates-General</td>
<td>e) a government in which people elect representatives to rule for them</td>
</tr>
<tr>
<td>____ 31. natural law</td>
<td>f) cruel or unjust</td>
</tr>
<tr>
<td>____ 32. constitutional monarchy</td>
<td>g) an assembly made up of representatives from France’s Three Estates</td>
</tr>
<tr>
<td>____ 33. Legislative Assembly</td>
<td>h) a group of representatives with the power to make laws for the country</td>
</tr>
<tr>
<td>____ 34. republic</td>
<td>i) in France, everyone who is not a member of the nobility or clergy</td>
</tr>
<tr>
<td>____ 35. neoclassicism</td>
<td>j) a government by a king or queen whose power is limited by a constitution</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Composition</th>
<th>A poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene</td>
<td>The women’s march to Versailles</td>
</tr>
<tr>
<td>Character(s)</td>
<td>Poor working-class women</td>
</tr>
<tr>
<td>Artistic Style</td>
<td>Romanticism</td>
</tr>
</tbody>
</table>
| Style Elements | • Write with feeling and emotion.  
                   • Write about what is happening at the moment.  
                   • Poem does not have to be orderly or rhyme.  
                   • Focus on the poor, not on the king and queen. |
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.

| **Above Average** | 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. |
| **Average**       | 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. |
| **Adequate**      | 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. |
| **Inadequate**    | 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. |
Performance Task Activity: *The French Revolution and Romanticism*

Write a creative piece about or illustrate a scene from the French Revolution or any other content in your Student Reader. Your creative piece can be visual—such as a drawing, painting, or diorama (in which case, use a blank sheet of paper or other art materials). Or your piece can be written—such as a short story, poem, or song. Be creative!

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The French Revolution and Romanticism.*
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.

<table>
<thead>
<tr>
<th>Composition</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Scene</td>
<td></td>
</tr>
<tr>
<td>Character(s)</td>
<td></td>
</tr>
<tr>
<td>Artistic Style</td>
<td></td>
</tr>
<tr>
<td>Style Elements</td>
<td></td>
</tr>
</tbody>
</table>
The Three Estates

Complete each column with information about the Estate.

<table>
<thead>
<tr>
<th>The First Estate</th>
<th>The Second Estate</th>
<th>The Third Estate</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Activity Page 2.2

**Why Not Change?**

<table>
<thead>
<tr>
<th></th>
<th>Reasons for Change</th>
<th>Reasons Against Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Estate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(clergyman or nun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Second Estate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(aristocrat/noble)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Estate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(bourgeois)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Estate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(member of the working class)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Third Estate:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(peasant)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Use this chart to take notes on the three monarchs: Louis XIV, Louis XV, and Louis XVI.

<table>
<thead>
<tr>
<th>Louis XIV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Louis XV</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Louis XVI</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity Page 3.2

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. philosophe       a) one-tenth of a person’s income, paid to a church
   _____ 2. ancien régime     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

   __________________________
Record important ideas and details from each section in the chart. You may also wish to include the chapter’s Core Vocabulary terms.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Notes About Queen Marie Antoinette</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record important ideas and details from each section in the chart. You may also wish to include the chapter’s Core Vocabulary terms.</td>
</tr>
<tr>
<td>The Future King and Queen</td>
<td></td>
</tr>
<tr>
<td>Louis XVI</td>
<td></td>
</tr>
<tr>
<td>Dangerous Advice</td>
<td></td>
</tr>
<tr>
<td>The Extravagant Queen</td>
<td></td>
</tr>
<tr>
<td>Queen Marie as Peasant</td>
<td></td>
</tr>
<tr>
<td>Marie Antoinette and the Revolution</td>
<td></td>
</tr>
</tbody>
</table>
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
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? ________________
Complete the chart with information from the chapter. You may also wish to include the chapter’s Core Vocabulary terms.

<table>
<thead>
<tr>
<th>Changes in Religion</th>
<th>Changes in Culture/Society</th>
<th>Changes in Art</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
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?

2. What conclusion can you draw from Walter's comment that the horse meat was very lean?

3. Why were the soldiers attacking the fallen horses? What does this suggest about the condition of Napoleon's army?
4. Why did the soldiers not wait to cook the meat properly?

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?
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?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

2. What characteristics did Romantic artists value instead?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________

3. How might you compare a neoclassical painting to a Romantic painting? Find examples in your Student Reader to answer this question.

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________
Use the words in the word bank to complete the crossword puzzle.

<table>
<thead>
<tr>
<th>coronation</th>
<th>piety</th>
<th>national bank*</th>
<th>symphony</th>
<th>Jacobin</th>
<th>neoclassicism</th>
</tr>
</thead>
<tbody>
<tr>
<td>classicism</td>
<td>famine</td>
<td>exile</td>
<td>tribunal</td>
<td>grapeshot</td>
<td>civic</td>
</tr>
<tr>
<td>cathedral</td>
<td>royalist</td>
<td>Law of Suspects*</td>
<td>artillery</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*No spaces between words are included in the puzzle.

**Across**

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

**Down**

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
Domain Vocabulary: Chapters 9–12

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

Activity Page 12.2 (Continued)
Use with Chapter 12
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

1. What happens in this poem?
A Romantic Poem

2. How does the speaker feel when he sees the daffodils?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

3. Why do the daffodils change the speaker’s mood?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. Would it be accurate to say that the daffodils influence the speaker’s thinking for only a few minutes? Why or why not?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

5. What aspects of this poem make it characteristic of the Romantic movement?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

________________________________________________________________________
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

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 bourgeoisie, 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 bourgeoisie 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

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.

What Does It Mean? (AP 3.2) (page 225)

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.

Activity Pages

The Three Estates (AP 2.1) (page 222)

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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
4. finance minister
5. interest 11. guillotine
6. archive
7. republic
8. natural law
9. constitutional monarchy
10. finance minister
11. guillotine
12. delegation
13. yoke
14. Legislative Assembly
15. title deed

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.
The Enlightenment
Subject Matter Experts
Mark G. Spencer, PhD, Department of History, Brock University

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The Great Fire of London in 1666 (oil on canvas), Verschueren, Lievre (1630–86) / Museum of Fine Arts (Szepmuveszeteki) Budapest, Hungary / Bridgeman Images: 38

The School of Athens, from the Stanza della Segnatura, 1509–10 (fresco), Raphael (Raffaello Sanzio di Urbino) (1483–1520) / Vatican Museums and Galleries, Vatican City / Bridgeman Images: 10a

The Signing of the Constitution of the United States in 1787, 1940 (oil on canvas), Chesterfield, Howard Chandler (1873–1952) / Hall of Representatives, Washington D.C., USA / Bridgeman Images: 10g, 60

Thomas Hobbes (1588–1679), 1676 aged 89, Weight, John Michael (1617–94) (manner of) / Hardwick Hall, Derbyshire, UK / National Trust Photographic Library / Bridgeman Images: 36

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When They Were Young: Benjamin Franklin, 1787 (oil on canvas), Stuart, Gilbert (1755–1828) / Museum of Fine Arts, Amherst College, MA, USA / © Look and Learn / Bridgeman Images: 10q, 59

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