

<p>Unit 3- The Early Modern World Ch 18 Section 2</p>	<p>Learning Targets and Intentions of the Lesson The French Revolution Moderate Stage</p>
<p>Do Now</p>	<p>Students will respond to the political handout attached to the Cornell Note template</p>
<p>Learning Targets and Intentions of the Lesson</p>	<p>I Want Students to: 1. KNOW how popular uprisings shaped the first stage of the French Revolution 2. UNDERSTAND and explain the significance of the events that led to the Creation of the National Assembly and the storming of the Bastille. 3. Explain the sequence of events that led to the Great Fear and the Women’s March on Versailles (SKILLS).</p>
<p>Teaching Sequence and Suggestions</p>	<p>18.2.1 – Explain the learning targets and aim of the lesson. 18.2.2 – Direct instruction on the revolution in France. 18.2.3 – Students will take Cornell Notes to build a knowledge base of the key events and personalities of the French Revolution. 18.2.4 – Students will use their Cornell Notes and their 1:1 devices to complete Part 1 of a graphic organizer; <i>Events of the French Revolution</i> . 18.2.5 – Students will use their notes and data compiled from their research to complete a French Revolution <i>timeline</i> on key events leading up to revolution 18.2.6 – Students will complete Part 2 of the French Revolution organizer; French Revolution Vocabulary Honors – Students will complete a <i>Declaration of the Rights of Man and the Citizen</i> Activity</p>
<p>Background Concerns</p>	<p>Instructor is concerned those students remain on task and that they do not stray during their internet research.</p>
<p>Exit Ticket</p>	<p>Students will compare the Declaration of the Rights of Man and the Citizen to the American Declaration of Independence for similarities.</p>