

Modern European History

Unit 6 - Revolutions

Study Guide

At the end of each unit you have the choice to take a comprehensive exam or complete a project and a 20-question multiple-choice exam. The following study guide and project option will allow you to make an informed decision about whether you will take the exam or complete the project. The project must be handed in the day of the exam or you will be required to take the exam.

Suggestions for studying for your exam:

1. Find a quiet place without distractions for you to study.
2. Review the handouts and notes you completed during this unit.
3. Go through the list of information on this study guide, writing out an identification of each item.
4. Quiz yourself or have someone else quiz you on the items at least once the night before the exam.
5. ***PLEASE TAKE NOTE:*** If you write out identifications of the items on your study guide, you will most likely earn a higher score on your exam AND you may turn this in on the day of the exam to earn up to 2 extra points on your exam grade. (It must be hand written and turned in on the day of the exam to receive credit.) Both students who take the comprehensive exam and students who complete the project have the ability to complete the study guide for extra credit.
6. We will study for the exam next class and your exam (or due date for project) will be the following class.
7. Exam/Project Due Dates:
Orange 3-4: **Thursday, April 3rd**
Black 3-4: **Friday, April 4th**

You should be able to identify/describe/explain the following (remember – this is a sampling – not all - of information that may be on the exam):

Charles II and the Restoration	Voltaire	September Massacre
constitutional monarchy	enlightened despots	Death of the King & Queen
Exclusion Bill	Frederick II of Prussia	Reign of Terror
Glorious Revolution	Maria Theresa of Austria	Committee of Public Safety
James II	Joseph II	New Republican Calendar
William and Mary of Orange	Jean-Jacques Rousseau	Change in warfare
the Bill of Rights	Immanuel Kant	Death of Robespierre and Marat
Act of Settlement	who is in each of the three estates	Thermidorian Reaction
Act of Union	bourgeoisie	Council of 500 & Council of Elders
George Grenville	Louis XVI and Marie Antoinette	Directory
Johannes Kepler	Estates-General	Coup de tat
Galileo Galilei	National Assembly	Napoleon Bonaparte
Francis Bacon	Tennis Court Pledge	“Whiff of Grapeshot”
Rene Descartes	the Storming of the Bastille, July 14,	Josephine de Beauharnais
Isaac Newton	1789	the Consulate
Andreas Vesalius	the Great Fear	lycees
William Harvey	National Assembly	Bank of France
Robert Hooke	the Declaration of the Rights of Man	Consul for Life
Robert Boyle	and of the Citizen	Napoleonic Code
Joseph Priestly	the March to Versailles	Concordat of 1801
Antoine Lavoisier	Civil Constitution of the Clergy	Emperor of the French
natural law	Constitution of 1791	Treaty of Amiens (March 1802)
Thomas Hobbes	September Massacres	Battle of Trafalgar (1805)
John Locke	“Let them eat cake”	Lord Nelson
Hugo Grotius	Legislative Assembly	Continental System
philosophes	Active vs. Passive citizens	Czar Alexander I
deism	War with Austria & Prussia	Russian front
salons	Jacobins	Elba
Madam de Pompadour	Robespierre	Hundred Days
Encyclopedie	Marat	Waterloo
Baron de Montesquieu	National Convention	Saint Helena
		Napoleon’s legacy

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Children's Storybook Project Option

Background

Imagine you are an author of children's storybooks (works written for children that use both words and pictures to tell a simple story). Your publisher asked you to write a children's storybook about the French Revolution that will include basic information about the important people, events, and battles of the era in a form that will appeal to a young audience.

Task

You will write a children's storybook about the French Revolution in a voice and style for child readers that includes facts, pictures, and maps of Revolutionary-era France.

Content/Format

Your children's storybook *must* include:

- > a vivid and attractive color picture or map on the front cover with the title and author's name.
- > at least four two-page spreads of text and pictures about the Revolution.
*children's books usually have two-page spreads, or two facing pages of an open book
you will have a total of at least 8 separate pages – you may do more if you'd like*
- > information about at least one important person, event, and battle from the Revolution on each two-page spread.
- > at least one visual (hand-drawn or printed color map or picture) about the Revolution on every two-page spread.
- > at least one hand-drawn or printed color map somewhere in the book containing correctly labeled locations important to the Revolution
- > at least one hand-drawn or printed color picture somewhere in the book about the Revolution
- > detailed, accurate information about the important people, events, and battles of the Revolution.
- > a "The End" page at the end.

You *may* want to:

- > use language written for a child reader, including short, simple sentences and short paragraphs.
- > use strong action words to keep the story vivid in the reader's mind; "The girl jumped and laughed" is probably better than "The girl is happy."
- > use sounds to make the story come to life, such as using repetition, rhyme, etc.; try repeating a phrase throughout your story ("And the mouse still didn't have any cheese" on every page).
- > insert a question at the end of a page ("And what did the monkey find under that rock?") to help move your reader to the story told on the following page.
- > because the Revolution included many scenes and actions that would not be suitable for children, be sure to phrase them in a way that would not be damaging to a child's mind ("many people died" rather than "bloody heads rolled from blade of the guillotine")

What You Will Hand In

1. a rough draft of all written work that has been edited and signed by your proofreader
2. a final copy of your book with all pictures and maps
3. Due Dates:

Orange 1-2 Class: Friday, October 25th

Black 5-6 Class: Monday, October 28th

YOU MUST HAVE BOTH REQUIRED ELEMENTS TO PASS IN THE PROJECT!!!

Your Overall Assessment Grade

The book will count as 80% of the assessment grade (see attached rubric for the points awarded for each element of the project). The multiple-choice quiz you take in class the day the project is due will count as 20% of the assessment grade and will include questions covering the content and map locations studied in this unit.

Please Note: If at any time you are confused about what you're supposed to be doing, please be sure to ask me, whether that means finding me at school or emailing or calling me at home!