

## All the High School Drama: “The French Revolution”

Bon Jour, today we are going to create the story of the French Revolution. This is a group assignment and will entail the making of a script, assignment of actors and acting this out. Extra credit will be awarded to leaders and strong performances. We will be using chapter 18 of your textbooks in order to complete this. **This is an oral narrative telling the story of the French Revolution in four parts.**

*“The Players”-Major roles in bold, Feel free to alter parts that suit your needs in telling the story. This means you can add, delete, and alter characters to best suit your needs. Lines divide the four acts of our play.*

### **1. Louis XVI**

- 2. Jacques Necker
- 3. Members of the Estates-General
- 4. Representative of the First Estate
- 5. Representative of the Second Estate
- 6. Representative of the Third Estate

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### **7. Marquis de Lafayette**

- 8. Olympe de Gouges

### **9. Marie Antoinette**

- 10. Representative of the sans-culottes
- 11. Representative of the Jacobin Movement
- 12. Representative of an émigrés

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### **13. Maximilien Robespierre**

### **14. Napoleon Bonaparte**

- 15. Dr. Joseph Guillotin
- 16. Representative of the First Estate
- 17 Representative of the Second Estate
- 18. Representative of the Third Estate
- 19. Soldier under Napoleon: recounting his leadership

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### **20. Louis XVIII**

### **21. Napoleon #2- Kind of important to French history.**

- 22. Josephine, wife of Napoleon
  - 23. Pope Pius VI (His relationship to the Catholic Church)
  - 24. Mikhail Kutuzov (Russian invasion)
  - 25. The Duke of Wellington (Waterloo)
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"The Acts" - incorporate the narrative and vocabulary from the book in your acts

Act I: On the Eve of Revolution- pages 572-577 (Players 1-6)

**INCLUDE HOW FRENCH SOCIETY WAS DIVIDED, THE TENSION BETWEEN THE ESTATES, WHAT TRANPIRED WHEN THE ESTATES GENERAL MET AND THE TENNIS COURT OATH. END WITH THE STORMING OF THE BASTILLE**

Act II: The French Revolution Unfolds- pages 578- 583 (Players 7-12)

**BEGIN YOUR ACT WITH THE STORMING OF THE BASTILLE. INCLUDE "THE GREAT FEAR" AND THE FACTIONS THAT EMERGED. INCLUDE THE NATIONAL ASSEMBLY ACTS AND THE WOMENS' MARCH ON VERSAILLES. INCLUDE THE STATE TAKING CONTROL OF RELIGION AND THE CONSTITUTION OF 1791. INCLUDE HOW THE RADICALS TOOK OVER AND DECLARED WAR. END WITH THE FIGHTING IN APRIL OF 1792**

Act III: The Reign of Terror- pages 585-590 (Players 13-18)

**BEGIN WITH ABSOLUTION OF THE MONARCHY AND THE STORMING OF THE PALACE ON AUGUST 10, 1792. INCLUDE THE EXECUTION OF THE KING AND QUEEN. SHOW ROBESPIERRE'S ROLE IN THE REVOLUTION. ALSO, SHOW THE ROLE THE GUILLOTINE PLAYED. END WITH THE RISE OF FRENCH NATIONALISM AND THE PUSH FOR REVOLUTIONARIES PUSH FOR SOCIAL REFORM.**

Act IV: The Age of Napoleon- pages 591-600 (Players 19-25)

**BEGIN WITH NAPOLEON COMING TO POWER. HOW DID HE DO IT? INCLUDE HIM CROWNING HIMSELF EMPEROR AND THEN HIS SUBSEQUENT REFORMS. SHOW HOW HE BUILT THE FRENCH EMPIRE WITH AN EXAMPLE OF A BATTLE HE FOUGHT. THEN TALK OF NAPOLEON'S DOWNFALL AND THE LOSSES HE FACED, ESPECIALLY WATERLOO. END WITH HIS DEATH AND THE LEGACY HE LEFT BEHIND.**

TUESDAY- 1) ASSIGNMENT OF ROLES-----→ 2) RESEARCH OF "ACT" BY READING SECTION OF THE BOOK-----→ 3) RESEARCH OF YOUR CHARACTER-----→ 4) BRAINSTORMING IDEAS

WEDNESDAY- 1) AS A GROUP ESTABLISH YOUR SCRIPT-----→ 2) WHAT FORMAT ARE YOU USING i.e. *Serious, dramatic, humorous, etc.*-----→ 3) FIGURING OUT WHAT PROPS TO USE-----→ 4) MAKING SURE PEOPLE ARE ON THE SAME PAGE WITH SCRIPTS

THURSDAY AND MAYBE FRIDAY- 1) FIRST HALF OF CLASS IS REHERSALS AND DRY-RUNS-----→ 2) SECOND HALF OF CLASS IS PERFORMANCE-----→ 3) I WILL HIGHLIGHT AND RECAP KEY ASPECTS OF THE FRENCH REVOLUTION.

GRADE WILL BE BASED ON THE FOLLOWING:

- 1) TEAMWORK- WERE YOU CONTRIBUTING AND MAKING THE GROUP BETTER. WERE YOU FULLY UTILIZING YOUR TALENTS?
- 2) SCRIPT- DOES YOUR SCRIPT CONTAIN CREATIVITY WHILE BEING HISTORICALLY ACCURATE? DOES IT FULLY ENCAPSULATE YOUR PORTION OF THE FRENCH REVOLUTION?
- 3) PERFORMANCE- DID YOUR GROUP PERFORM AT THE BEST OF YOUR ABILITIES? DID EVERY TEAMMATE CONTRIBUTE? WAS IT UNDERSTANDABLE TO YOUR CLASSMATES?

EACH PORTION CONSTITUTES 1/3 OF YOUR GRADE.