

COMMON CORE LESSON

Subject: Social Studies: World History II

Topic: Obituaries from the French Revolution

Grade(s): 11

Time: 120 minutes or two class periods



LESSON ELEMENT	STUDENT-FRIENDLY TRANSLATION
1. Common Core Learning Standard(s) Addressed:	
Integration of Knowledge and Ideas ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
Text Types and Purpose ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
ELA-Literacy.WHST.11-12.2e Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	
Production and Distribution of Writing ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Research to build and present knowledge ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
2. Learning Target(s): What will students know and be able to do as a result of this lesson?	
Content Objectives: Students will investigate key figures during the French	You will research one key figure of the French Revolution

<p>Revolution who shaped the outcome or legacy of this major world event and present this knowledge by writing a well crafted obituary.</p> <p>Language Objectives: Students will be able to integrate research and writing skills to create an original obituary for people of the French Revolution.</p>	<p>and write a well written and original obituary about this historical person.</p>
<p>3. Relevance/Rationale: Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?</p> <p>This lesson is important in the real world because obituaries are authentic pieces of writing that appear in everyday life. This activity will allow students to connect to historical figures and decide how and why these key people should be remembered. The outcomes of this activity are research and writing skills. Students must show a level of proficiency at gathering relevant information, organizing it, and developing clear, accurate and well written documents.</p>	<p>Many students often find it difficult to connect with history and key historical figures. This lesson will give you the opportunity to decide how and why a key figure of the French Revolution should be remembered. You will answer the question: Who was this key figure? What was his or her role in the French Revolution? What is his or her lasting legacy, and how should he or she be remembered?</p>
<p>4. Formative Assessment Criteria for Success: How will you and your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like?</p> <p>Students will know they have successfully completed the lesson if they have documented their credible sources, accurately included the essential biographical information, major accomplishments, cause of death and each key figure's historical legacy.</p>	<p>You will know you have successfully met the outcomes of this assignment if you have a bibliography or list of credible resources you used to complete the obituary. You must have background information about your key figure, including birth date, marriages, children, and relevant education. In addition, you must include his/her role in the French Revolution and his/her cause of death. For example, was the figure put to the guillotine or died of natural causes? In addition, you must conclude with the key figure's lasting legacy and how he or she should be remembered.</p>
<p>5. Activities/Tasks: What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities?</p> <p>Warm-up/Activator/Start-up: Students will read an obituary for Benazir Bhutto, the Pakistani leader who was assassinated in 2007 for her political beliefs and family legacy. This article is connected to the French Revolution in three ways: (1) Bhutto was considered a radical with revolutionary ideas, especially around women's rights; (2) she came from a political family, including her father, who was President and Prime Minister of Pakistan; and (3) she died at the hands of her own people, in a violent way. Over 200 years after the French Revolution, people are still being killed because of their political beliefs and ideas. http://bit.ly/150i0ud</p>	

*Another rationale for using this obituary is to give World History students experience with current events. The Boston Globe is a readily available source for local, national and international news.

As students read, they should circle background information about Bhutto and underline information about her lasting legacy in Pakistan and how the article suggests she should be remembered.

Low-Tech debrief: On the board, create a chart a T Chart:

Bhutto's Background Information	Bhutto's Legacy

High Tech debrief: On an iPad, laptop or similar device projected on a screen or Smartboard, students or teacher can circle/highlight background information and underline/highlight Bhutto's legacy. (Tip: Select different markings or colors for background information and Bhutto's legacy if using technology.)

Mini-lesson: Explain to students the reason they read Bhutto's obituary. Let students know they will write an obituary for key figures of the French Revolution, and they get to decide how the memorialize this key figure in history using their research and writing skills. Before they get started, they should, they will need to know what an obituary is: *An **o-bit-u-ary** [ə bíchoo èrree], a death announcement; an announcement, especially in a newspaper, of somebody's death, often with a short biography.* Clarify confusion students may have with a eulogy (eulogia Greek for "praise"). This is not necessary a piece of writing to praise or commend the key figure, but more often a spoken address at a funeral or memorial service. The students must state the facts first and use what history has documented to create their lasting legacy section of the obituary.

The basic obituary usually includes:

- Full name of the deceased
- Age at time of death
- Date of Birth
- City and state of where he/she was living at time of death
- Name of significant other (alive or deceased)

Other things you might want to include:

- City and state of birth
- City and state of other residences (Note: You may want to include this if most of the person's life was spent living in a different place from where he/she died, lived in a town or city that was important to him/her, or if he/she was well known or did something notable in a previous town.)
- Parents' names and residences (Some people only include these if they're still alive, but others give tribute to a deceased parent --

e.g., "daughter of the late John Smith")

- Children, grandchildren and great-grandchildren's names and residences (If this list gets too long, you can eliminate the names and locations – e.g., "five grandchildren and 10 great-grandchildren")
- Activities (Include churches, clubs, organizations, volunteer groups, hobbies and other things that were important to the deceased)
- Profession/Vocation and places of employment
- Notable accomplishments
- Educational degrees earned and schools attended
- Military service
- Date of marriage
- Personality traits and anecdotes
- How he/she died (Most people don't include this information, but it's up to you. Use good judgment, especially if the death was gruesome, involved illegal activity or was a suicide. However, if someone died while in the war or during a major catastrophe, you may want to include that information.)

Suggested list of key French Revolution figures:

Napoleon Bonaparte

Jacques Necker

Charlotte Corday

Etienne Clavier

Jean-Paul Marat

George Danton

Denis Diderot*

Olympe de Gouges

Toussaint L'Ouverture

Louis XVI

Honore Mirabeau

Marie Antoinette

Maximillien Robespierre

Jean-Jacques Rousseau*

Voltaire*

*Enlightenment/Revolutionary Thinkers

NOTE: Students can select from a list or teacher can assign students to key figures.

Activity

Day 1 – After students understand the assignment and have their assigned key figure, they can begin the research phase. Students will need access to the internet, library or books. The teacher can assign students various websites to visit. By the end of this day, the students should have completed at least the preliminary research information for their key figure.

Suggested Websites:

http://www.history-world.org/french_revolution1.htm

<http://www.history.com/topics/french-revolution>

<http://www.britannica.com/EBchecked/topic/219315/French-Revolution>

<http://www.historyteacher.net/EuroProjects/KEYFIGURES4E.htm>

<http://yhoo.it/19O1jK0> - Images link

Day 2 – Each student should have completed a preliminary research template. Once students have the biographical details, they can start drafting their obituary. Students should complete the template before writing.

Debrief: If you have time, students can type the final copies in class, but the final step is for students to edit, revise, and publish their obituaries. They can share their drafts with a partner for peer-editing. Students should submit a completed obituary with an image. Artistic students can draw their own images, but students should be encouraged to use appropriate images from the internet or photocopied images from a book. In addition, the teacher can select exemplars to create an obituary display/page in their classroom or public bulletin board. For any public displays, include the project descriptions, objectives, connections to Common Core and scoring rubrics. If you work at a portfolio school, you may want students to submit all of their research and pre-writing documents for their files. Another option, if you prefer a digital forum, is to create a class website to upload students' obituaries.

6. Resources/Materials: What texts, digital resources, and materials will be used in this lesson?

- a. Benazir Bhutto Obituary from the Boston Globe: <http://bit.ly/150iOud>
- b. Printable copy of the Bhutto obituary
- c. French Revolution Research Guide
- d. Obituary Pre-writing graphic template
- e. Obituary Outline
- f. Rubric
- g. French Revolution Resources:
http://www.history-world.org/french_revolution1.htm
<http://www.history.com/topics/french-revolution>
<http://www.britannica.com/EBchecked/topic/219315/French-Revolution>
<http://www.historyteacher.net/EuroProjects/KEYFIGURES4E.htm>
<http://yhoo.it/19O1jK0> - Images link

NOTE: Idea for creating a newspaper about the French Revolution (not directly related to this lesson, but an extension idea for a larger unit) <http://suite101.com/article/lesson-plan-for-a-french-revolution-newspaper-a206663#>

7. Access for All: How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity.

Vocabulary words for English Language Learners: Assassinated, Pakistan (geographical location), Zealous, Aristocrat, Conviction, Corruption, Suicide, Obituary, Eulogy, Deceased

8. Modifications/Accommodations: What curriculum modifications and/or classroom accommodations will you make for Students with Disabilities in your class? Be as specific as possible.

Teachers can give students a checklist to make sure they have completed all parts of the assignment. In addition, the teacher can offer research and writing graphic organizers so the students can stay organized and complete the assignment. The teacher can check-in with students during the research and writing process. The teacher should check that students are understanding what they are reading online or in books, and the teacher can set up a “buddy system” if two students are working on the same key figure.