



**Literacy Design
Collaborative**

Women in the French Revolution

★ TASK ★ LADDER

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This module is meant to accompany a unit on the French Revolution and assumes that students have a background knowledge of the basic timeline of events leading up to, during, and after the Revolution. They will analyze the significance of the role of women in the French Revolution and could claim that it might not have been as successful if the women were not so active in the cause. This module could be incorporated in one of two ways:

1. As a means of focusing on the role of women while studying the French Revolution as a whole. Note: lessons in this module do not need to be taught continuously, but can be integrated into the larger unit involving all required content standards on the French Revolution. For example, one lesson might cover the Tennis Court Oath or the Declaration of the Rights of Man and the next lesson might be a module lesson from the module and incorporate the women's role from the provided documents.
2. As a culminating assessment after teaching the necessary content standards on the French Revolution in order to include marginalized peoples in history.

GRADES

10 - 11

DISCIPLINE

 **Social
Studies**

COURSE

 **Modern
World
History**

PACING

 **N/A**

Section 1: What Task?

Teaching Task

Task Template IE3 - Informational or Explanatory

After reading informational texts and primary sources, write an essay in which you explain the role women played in the French Revolution and the impact they had on the Revolution's outcome. Support your discussion with evidence from the texts.

Standards

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

RH.11-12.1

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.10

By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.

WHST.11-12.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Focus

WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10

Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

RH.11-12.9

Focus

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

College, Career, and Civic Life (C3) Framework for Social Studies State Standards

D2.His.16.9-12

Focus

Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.

Texts

 **Primary Sources**

 **Women in the French Revolution**

 **Women and the Revolution**

 **Optional: Voila La Citoyenne**

Student Work Rubric - Informational or Explanatory Task - Grades 9-12

	Emerging	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Controlling Idea	Presents a general or unclear controlling idea.	Presents a clear controlling idea that addresses the prompt , with an uneven focus .	Presents and maintains a clear, specific controlling idea that addresses all aspects of the prompt and takes into account the complexity of the topic .	Presents and maintains a precise, substantive controlling idea that addresses all aspects of the prompt, takes into account the complexity of the topic and, where appropriate, acknowledges gaps in evidence or information .
Selection & Citation of Evidence	Includes minimal details from sources. Sources are used without citation.	Includes details, examples, and/or quotations from sources that are relevant to the controlling idea . Inconsistently cites sources.	Includes details, examples, and/or quotations from sources that support the controlling and supporting ideas . Consistently cites sources with minor formatting errors .	Includes well-chosen details, examples, and/or quotations from sources that fully support the controlling and supporting ideas. Consistently cites sources using appropriate format .
Development / Explanation of Sources	Explanation of ideas and source material is irrelevant, incomplete, or inaccurate.	Explains ideas and source material to support the controlling idea , with some incomplete reasoning or explanations .	Accurately explains ideas and source material and how they support the controlling idea.	Thoroughly and accurately explains ideas and source material to support and develop the controlling idea.
Organization	Lacks an evident structure. Makes unclear connections among ideas, concepts, and information.	Groups ideas and uses transitions to develop the controlling idea, with some lapses in coherence or organization .	Groups and sequences ideas to develop a cohesive explanation . Uses transitions to clarify the relationships among complex ideas, concepts, and information .	Groups and sequences ideas in a logical progression in which ideas build to create a unified whole . Uses varied transitions to clarify the precise relationships among complex ideas, concepts, and information.
Conventions	Major errors in standard English conventions interfere with the clarity of the writing. Language or tone is inappropriate.	Errors in standard English conventions sometimes interfere with the clarity of the writing. Uses language and tone that are sometimes inappropriate for the audience and purpose.	Consistently applies standard English conventions; minor errors , while noticeable, do not interfere with the clarity of the writing. Uses language and tone appropriate to the audience and purpose .	Consistently applies standard English conventions, with few errors . Demonstrates varied syntax and precise word choice . Consistently uses language and tone appropriate to the audience and purpose.
Content Understanding (Generic)	Attempts to include disciplinary content in explanation or argument but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

Most history textbooks fail to include the role of women and other minority groups. During the French Revolution, women made numerous contributions which affected the outcome of the Revolution. Before the role of women is discussed, it is important to understand the general causes of the French Revolution, as well as the major events that occurred during the Revolution.

Extension

Students/Teacher could continue the theme of highlighting marginalized people throughout each unit of study.

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to activate prior knowledge about the roles of women observed in history texts by students prior to now in order to make claims based on that prior knowledge.

TASK ANALYSIS: Ability to understand and explain the task's prompt.

PREPARING FOR THE TASK: Ability to understand and explain the rubric and elements of a well written response to an essay prompt.

Reading Process

PRE-READING: Ability to make inferences by agreeing or disagreeing with statements/claims related to the assigned readings.

PRE-READING > ESSENTIAL VOCABULARY: Ability to identify and use content specific vocabulary as related to the assigned texts.

ACTIVE READING > ANNOTATION: Ability to read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text.

ACTIVE READING > QUESTIONING: Ability to formulate questions that arise during the reading process to spur a closer reading and critical thinking.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > CITING EVIDENCE: Ability to cite sources accurately in text and on a bibliography/works cited page.

Transition to Writing

BRIDGING CONVERSATION > PREPARING FOR WRITING: Ability to begin linking reading results to writing task.

SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Writing Process

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task. Create a thesis statement and opening paragraph.

PLANNING > OUTLINING THE WRITING: Ability to organize evidence, notes, and thoughts into an outline for the entire essay.


DEVELOPMENT > BODY PARAGRAPHS: The ability to identify and include all the needed structural elements in body paragraphs including the use of textual evidence.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets

expectations.


Section 3: What Instruction?





PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
40 mins	BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to activate prior knowledge about the roles of women observed in history texts by students prior to now in order to make claims based on that prior knowledge.	ACTIVATING PRIOR KNOWLEDGE: SHORT CONSTRUCTED RESPONSE Prompt 1: What roles do you see women play in making history around the world? How significant is their impact? Prompt 2: Based on your analysis of the spoke-and-wheel diagrams you created, what claims can you make about the significance of women in history? (This may require a teacher explanation of what a "claim" is)	<ul style="list-style-type: none"> Students have at least one role listed in each spoke of the spoke-and-wheel diagram. Answers are drawn on prior knowledge to brainstorm about what typical roles they see women in (when seen at all) throughout their history studies thus far. Completion of questions with thoughtful and relevant answers. Answers include at least one clear claim about the significance of the roles they have seen women in throughout history. (i.e. Based on what roles I have seen women portrayed in, their role in history was not that significant and they are primarily seen as housewives, caretakers, and mothers. 	<ul style="list-style-type: none"> Warm up: Students complete a spoke-and-wheel diagram in groups: What roles do you see women play in making history around the world? How significant is their impact? Students present their spoke-and-wheel diagram and teacher facilitate class discussion around each diagram. Identify patterns in their answers and ask class to come up with a general consensus about what roles women are 'typically' portrayed in (ie. mother, housewife, caretaker). Gallery walk for students to investigate the spoke-and-wheel diagrams created by other groups. Students complete a quick write answering prompt #2: Based on your analysis of the spoke-and-wheel diagrams you/the class created, what claims can you make about the significance of women in history? (This may require a teacher explanation of what a "claim" is) Share claims from the class. <p>Possible extension: You could then do the same exercise and replace the role of women with the role of men and compare and contrast the difference in how history tends to portray them.</p>
Standards: WHST.11-12.1 : Write arguments focused on discipline-specific content.				
Additional Attachments:  Task Engagement/Analysis				
15 mins	BRIDGING CONVERSATION > ACTIVATING PRIOR KNOWLEDGE: Ability to activate prior knowledge about the	MAKING PREDICTIONS: LIST After examining the primary source photograph "Parisian Women Marching", make	No Scoring. Class participation is rewarded.	<ul style="list-style-type: none"> Show and discuss the photograph of "Parisian Women Marching" and make a class list of: <ul style="list-style-type: none"> Detailed and specific observations of what students see the women doing in the photograph. Predictions for what students think is



Women in the French Revolution

	roles of women observed in history texts by students prior to now in order to make claims based on that prior knowledge.	a class list of predictions about what they think is happening in the photograph and what they can infer might happen next.		<p>happening in the photograph.</p> <ul style="list-style-type: none"> ○ Predictions for what students think might happen next in the photograph. ● After list is complete, share with students the background information on the photograph to check for correctness of their predictions. ● Connect this list with the Spoke and Wheel activity and discuss the question: How is this photograph different from the roles we 'typically' see women in as discussed in the Spoke and Wheel Diagram?
	<p>Additional Attachments:</p> <p> Analyzing_Photos_and_Prints.pdf</p> <p> ParisianWomenMarching.jpg</p> <p> Parisian Women Marching to Versailles</p>			
30 mins	<p>TASK ANALYSIS:</p> <p>Ability to understand and explain the task's prompt.</p>	<p>BREAKING DOWN THE TASK</p> <p>Underline the parts of the prompt indicating what you have to DO to answer the prompt and put a box around the parts of the prompt indicating what you need to KNOW to answer the prompt.</p>	<ul style="list-style-type: none"> ● Students underline action words in the prompt: Reading, write, evaluate, discuss, support ● Students put a box around knowledge based parts of the prompt: 'role women played in the French Revolution' and 'how their role led to the success of the French Revolution'. 	<ul style="list-style-type: none"> ● Students copy down, or provide a worksheet, with the module task prompt. ● Students will underline the parts of the prompt indicating what they have to DO to answer the prompt and put a box around the parts of the prompt indicating what they need to KNOW to answer the prompt. ● Make a class display of the prompt with their response and keep displayed to refer to throughout the module.
	<p>Additional Attachments:</p> <p> Task Engagement/Analysis</p>			
15 mins	<p>PREPARING FOR THE TASK: Ability to understand and explain the rubric and elements of a well written response to an essay prompt.</p>	<p>IDENTIFY KEY FEATURES OF A GOOD RESPONSE: CLASS LIST</p> <p>Prompt 1: Identify key features of the sample essays given and create class list of key features.</p> <p>Prompt 2: In your own words, what are the important features of a good response to this prompt? What will you include in your response to this prompt?</p>	<p>No scoring. Student participation is rewarded and responses are recorded on the worksheet provided.</p>	<ul style="list-style-type: none"> ● Share examples of the type of text/essays students will be writing (and are capable of writing!) either from past students or from professional writers. Samples of student work can be found in many of the exemplar modules here on CoreTools. ● In groups, identify key features of examples. ● Create class list of key features (Include size of font, double space, indenting, citations, bibliography, etc). ● Students complete a mini-write answering the question: In your own words, what are the important features of a good response to this prompt? What will you include in your response to this prompt?
20 mins	<p>PREPARING FOR THE TASK: Ability to understand and explain the rubric and</p>	<p>RUBRIC ANALYSIS</p> <p>Prompt 1: With members of your group, rewrite level 4 of your area of the rubric</p>	<ul style="list-style-type: none"> ● Posters are clear/legible and provide an accurate student friendly 	<ul style="list-style-type: none"> ● Divide students into 7 groups.(1 per scoring element in the rubric) ● Give each student a copy of the rubric and assign areas of the rubric to each group.

	elements of a well written response to an essay prompt.	<i>in student-friendly language. Be prepared to explain the elements necessary for achieving each score in your area of the rubric.</i> <i>Prompt 2: Create a poster displaying your group translation.</i> <i>Prompt 3: Complete graphic organizer with all rubric translations.</i>	version/translation for a level 4 in the particular area of the rubric assigned to their group. (Teacher should check/edit/support the translation before giving permission to put on poster) <ul style="list-style-type: none">The graphic organizer is completed with all 7 scoring elements by filling in the translations from other groups in the class.	<ul style="list-style-type: none">Direct students to dictionaries and thesauruses as needed and provide help clarifying unfamiliar terms as needed.Use questioning techniques to guide students during sharing phase as needed.Instruct students to create a poster displaying their translation once reviewed and approved by the teacher.Have students complete a gallery walk and fill in the translations from the other group posters.Conduct a discussion to review the expectations from the rubric.Keep posters displayed in the classroom during entire module and refer to scoring elements when related to skills taught throughout.
<p>Standards:</p> <p>CCR.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR.R.1 : Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>				
<p>Additional Attachments:</p> <p> Rubric Translation Graphic Organizer</p> <p> Informational Rubric Definitions</p> <p> Informational Rubric</p> <p> Rubric Vocabulary</p>				
Reading Process				
10 mins	<p>PRE-READING:</p> <p>Ability to make inferences by agreeing or disagreeing with statements/claims related to the assigned readings.</p>	<p>MAKING INFERENCES</p> <p>Read each of the statements in the Anticipation Guide. Respond in the left column whether you agree (A) or disagree (D) with each statement. Think about why you agree or disagree, and be prepared to share.</p>	Based on completion. Each statement/claim must be addressed with an A or D to indicate if they agree or disagree with the statement.	<ul style="list-style-type: none">Using the attached graphic organizer, have students anticipate which of the statements they think will turn out to be true or false.Revisit after reading is complete to check if their predictions were correct.
<p>Additional Attachments:</p> <p> Anticipation Guide</p>				
30 mins	<p>PRE-READING > ESSENTIAL VOCABULARY:</p> <p>Ability to identify and use content specific</p>	<p>MATCHING: ACTIVATING PRIOR KNOWLEDGE & USING CONTEXT CLUES</p> <p>Match the vocabulary</p>	Correctly match the right vocabulary word to the correct definition and sample sentence.	<p>Group vocabulary problem solving:</p> <ul style="list-style-type: none">Teacher will print out and cut out the vocabulary words, the definitions, and sample sentences.Each group with get a mixed up pile of words,

	vocabulary as related to the assigned texts.	word to the correct definition and sample sentence.		<p>definitions, and sentences.</p> <ul style="list-style-type: none"> Using any prior knowledge, and context clues in the sentences, students will work together in a group to match the appropriate words to the definition. Teacher circulates and checks for correctness when students are finished. Share out. When words are matched correctly, students then use graphic organizer to translate/reword the definitions into their own words. <p>Extension: Groups can compete to finish first. When teacher checks for correctness, they could not let students know which words are incorrectly matched but only that they are not all right. Students would have to keep trying until they are all right rather than being told specific words to fix.</p>
	<p>Standards:</p> <p>W.11-12.2.D : Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>RH.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>Additional Attachments:</p> <p> Vocabulary Graphic Organizer</p>			
1 hr and 30 mins	<p>ACTIVE READING > ANNOTATION: Ability to read purposefully; accurately quote textual evidence to support explanation of what the text says explicitly as well as inferences drawn from the text.</p>	<p>ANNOTATION</p> <p>Prompt 1: Read the informational text and while reading highlight/underline words you don't know, draw [brackets around important sentences or phrases], add asterisks* next to an important paragraph or section.</p> <p>Prompt 2: Summarize or ask questions in the margin for each paragraph in the entire reading. Highlight, or pull out, any evidence that is related to what you need to know from the task prompt as identified in the task breakdown activity.</p>	<ul style="list-style-type: none"> Student has thoroughly annotated the text in the margins with each paragraph having questions or summaries beside it. Noted vocabulary and important information with symbols as outlined in the directions. 	<ul style="list-style-type: none"> Teacher will model annotating the text to the class following the same format explained in the prompt. Discuss the importance of paraphrasing and model paraphrasing 1-2 paragraphs for the class entirely, have students help with the 2-3rd paragraph, and then release them to work independently annotating the remainder of the text while circulating for assistance.
	<p>Standards:</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>RH.11-12.10 : By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band</p>			

	<p>independently and proficiently.</p> <p>RH.11-12.4 : Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>			
	<p>Additional Attachments:</p> <p> Active Reading Organizer</p>			
50 mins	<p>ACTIVE READING > QUESTIONING:</p> <p>Ability to formulate questions that arise during the reading process to spur a closer reading and critical thinking.</p>	<p>FINDING TEXTUAL EVIDENCE: PRIMARY SOURCE STATIONS</p> <p>Stations: Visit each station, read the short primary source at that station, and answer questions regarding each source and how it related to the task prompt.</p>	<ul style="list-style-type: none"> • Demonstrates active reading behaviors (such as: annotating key points on the text, circling unknown words/phrases, etc.) • Uses textual evidence in their written responses • Demonstrates an understanding of the texts through text related answers which are relevant to the task prompt. 	<ul style="list-style-type: none"> • Teacher will set up a series of stations each including one primary source. • Teacher will model the analysis of one of the primary source photographs to support thought process used in visual literacy skills. (see attached Library of Congress guide) • Students will move in pairs or triads around the room clockwise to each station. Give at least 10 minutes at each station using timer. • At each station the student will read/view the source for relevant information relating to the task prompt. They will then thoughtfully complete a 'station report' for each station that includes text dependent questions/answers about the source and how the text relates to the task prompt.
	<p>Standards:</p> <p>WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>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.</p> <p>RH.11-12.10 : By the end of grade 12, read and comprehend history/social studies texts in the grades 11—CCR text complexity band independently and proficiently.</p> <p>RH.11-12.8 : Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>			
	<p>Additional Attachments:</p> <p> Analyzing_Photos_and_Prints.pdf</p> <p> Station Report</p> <p> Primary Sources</p>			
50 mins	<p>ACTIVE READING > NOTE-TAKING:</p> <p>Ability to select important facts and passages for use in one's own writing.</p>	<p>IDENTIFYING IMPORTANT EVIDENCE: FACT PYRAMID</p> <p>Review annotations from informational text and station reports from primary sources and complete the "Fact Pyramid" with the important facts from those</p>	<p>Thorough completion of the fact pyramid with relevant information regarding the roles women played in the French Revolution.</p> <ul style="list-style-type: none"> • Uses textual evidence in their responses 	<ul style="list-style-type: none"> • Warm up: After reading the informational text and primary sources, in what ways have you seen women contributing to the French Revolution? • Students share warm up answers as teacher creates a class list. Direction is then given for students to gather evidence from the texts to support their answers and organize them in order of importance.

		readings.	<ul style="list-style-type: none"> • Explanations of importance of evidence is clearly connected to evidence given • At least 3 completed pyramids with each having a focus on one area of women's involvement in the French Revolution. (ie. politics, fighting/protesting, speaking out publicly, as the symbol of liberty) 	<ul style="list-style-type: none"> • Using the annotations from informational text and station reports on primary sources, students complete the "Fact Pyramid" with the important facts from those readings. They should complete more the one fact pyramid and organize their notes into categories/patterns of evidence. The pyramid is meant to organize their thoughts and annotations from all the reading into order of importance accompanied by why that evidence is important.
<p>Standards:</p> <p>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.</p> <p>WHST.11-12.2.B : Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>WHST.11-12.1.C : Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p>				
<p>Additional Attachments:</p> <p> Fact Pyramid</p>				
1 hr	<p>POST-READING > CITING EVIDENCE:</p> <p>Ability to cite sources accurately in text and on a bibliography/works cited page.</p>	<p>CITING EVIDENCE, BIBLIOGRAPHY, & PLAGIARISM</p> <p>Using examples and guidelines presented, practice writing citation for various types of sources.</p>	<ul style="list-style-type: none"> • Correct completion of sample citation for each type of source according to MLA style citation guidelines. 	<ul style="list-style-type: none"> • Warm up question: What is plagiarism? Why is it important to cite your sources? • Teacher and students work together to fill in the blanks for the introduction to new material. • Read together as a class the intro to each type of citation and release students to practice the samples from each. Circulate for assistance. • Revisit warm up question and discuss as a class what misconceptions might have been cleared up for them.
<p>Additional Attachments:</p> <p> How to cite sources</p>				
Transition to Writing				
1 hr	<p>BRIDGING CONVERSATION > PREPARING FOR WRITING:</p> <p>Ability to begin linking reading results to writing task.</p>	<p>SUPPORTING CLAIMS WITH EVIDENCE: EVIDENCE, RULE, AND CONCLUSION TABLE</p> <p>Analyze the graphic and text to gather evidence and create a claim.</p> <p>Analyze information from</p>	<ul style="list-style-type: none"> • Thorough completion of Slip or Trip Table to include: <ul style="list-style-type: none"> ◦ Evidence presented is directly from the source and not an inference. ◦ Conclusions are 	<ul style="list-style-type: none"> • Open class with short warm up discussion over the question: Why do we need to make claims? What do you need in order to create a convincing claim? (10 min) • Handout the "Slip or Trip" activity sheet. In small groups, students will evaluate just the picture and come up with reasons why they think the man either slipped or was tripped based on visual evidence. Display image on the projector

	<p>prior readings and draw a conclusion.</p>	<p>based on evidence and not opinion.</p> <ul style="list-style-type: none"> • Thorough completion of Women in the French Revolution Table to include: <ul style="list-style-type: none"> ◦ Evidence presented is directly from the source and not an inference. ◦ Conclusions are based on evidence and not opinion. ◦ Evidence used is directly and explicitly related to the task prompt. 	<p>as well (5mins to evaluate in group and 5min to discuss)</p> <ul style="list-style-type: none"> ◦ Instructional language might sound like: <i>You are a member of the investigative team. You must determine whether this was an accident or a murder. Analyze the evidence in Margaret's story and the picture and look for clues for how and why the incident occurred. Once you've gathered the evidence, make your claim. Was it an accident or murder?</i> • Read chorally, as a class, the script with image. In their groups, students evaluate the text and pictures together to come up with reasons why they think the man either slipped or was tripped. (5min to share at table) • Flip the paper over. Explain the chart and define the terms evidence and rule. Each group must now come up with 3 pieces of evidence and 3 rules to go with the evidence. Teacher will model the example from the sheet. (5 min to explain/model example 10 min for groups to fill in). • Using document camera, teacher will fill in examples from groups in the chart. As a class we will come up with conclusions based on the evidence and rules. (10 mins) • In groups students will now produce the following: What was the significance of the role of women in the French Revolution? As a group, come up with at least three pieces of evidence that shows the role of women in the Revolution and a conclusion based on that evidence. Share out. (10 min in group-10 min to share) <ul style="list-style-type: none"> ◦ Instructional Language might sound like: <i>Relate this skill to your task prompt: What evidence have you gathered so far in our readings and what conclusions can you make based on that evidence? Using the table, record at least 3 pieces of evidence from your texts and come up with conclusions you can draw on each of them.</i>
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Standards:

RH.11-12.3 : Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.8 : Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

WHST.11-12.1 : Write arguments focused on discipline-specific content.

WHST.11-12.1.A : Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.1.C : Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

<p>Additional Attachments:</p> <ul style="list-style-type: none"> ■ Slip or Trip: Eplanation ■ SlipTripFrenchRev ■ Student Sample: weak to average level 				
1 hr	<p>SPEAKING AND ACTIVE LISTENING > SEMINAR: Ability to come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<p>SOCRATIC SEMINAR</p> <p>PRODUCT: Participation in Discussion, Socratic Seminar Self Analysis, and Peer Rubric.</p> <p>PROMPT: Participate in the Socratic Seminar discussion by answering - What “big questions” can further our discussion of the text(s)?</p>	<ul style="list-style-type: none"> • Produces prepared higher-level discussion questions. • Poses at least 2 questions in discussion. • Follows discussion protocol as evidenced by partner's scoring sheet and teacher observation. 	<p><i>This mini-task works well after students have had an opportunity to closely read a text or paired texts and/or studied background information about the text(s). A socratic seminar needs pre-class preparation time and a review of appropriate discussion procedures.</i></p> <ol style="list-style-type: none"> 1. Read text(s) closely to provide whole class with depth of understanding (prior to class). 2. Provide students with time to draft questions that address higher level “how” and “why” levels of thinking. 3. Create two groups of discussion participants: A) Inner circle speakers, B) Outer circle observers. <p><i>Inner circle speakers’ roles:</i></p> <ul style="list-style-type: none"> • One speaker opens discussion with a prepared question • Make eye contact with other participants • Refer to text(s) • Respond to another speaker • Paraphrase and add to another speaker’s ideas • Add new or follow-up questions <p><i>Outer circle observers’ roles:</i></p> <ul style="list-style-type: none"> • Record opening question in seminar discussion • Chart partner’s participation (tally or check marks on rubric) 4. Allow time for mid-point switch in roles so every student has an opportunity as both speaker and observer. <p><i>At mid-point, observers should answer the following reflection questions:</i></p> <ul style="list-style-type: none"> • What is the most interesting point your partner made? • What would you like to have said during the discussion? <p><i>At mid-point, speakers should answer the following reflection questions:</i></p> <ul style="list-style-type: none"> • How did I extend others’ thinking during the discussion? • How did I honor other participants during the discussion? 5. At the close of discussion, both speakers and observers should answer the following reflection

				question: How did the Socratic Seminar affect my thinking?
Standards:				
<p>CCR.SL.4 : Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>CCR.SL.3 : Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>CCR.SL.1 : Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>				
Writing Process				
1 hr and 30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a claim and consolidate information relevant to task. Create a thesis statement and opening paragraph.</p>	<p>WRITING INTRO PARAGRAPHS</p> <p>Prompt 1: Using the opening paragraph examples from the presentation, create an opening paragraph that addresses the task and identify your thesis statement.</p> <p>Prompt 2: As a class, review, critique, and edit student samples of opening paragraphs and work together to create a good sample opening paragraph, and thesis, for the class to use if they choose.</p>	<ul style="list-style-type: none"> Opening paragraph follows one of the three styles from the samples shown in the lesson for opening paragraphs. Writes an opening paragraph Includes a hook/lead Includes background information Includes a thesis statement Is cohesive Includes appropriate transitions Uses precise language Includes main points to be addressed in the body Writes in readable prose 	<ul style="list-style-type: none"> Warm up question: How important are first impressions? Why are they important? Students share out their answers. As a hook to this lesson I use an analogy of asking a person out on a date and have students share how they would go about asking or how they would like to be asked out. The typical response is basically that most want the person to not be too pushy, draw them in with interesting conversation, and yet also be direct with their communication. This is then likened to an opening paragraph as it needs to have a hook to draw in the reader, not give away too much information/evidence that early, and has to get to the point with a clear thesis statement. Teacher presents the Power Point on how to write and intro paragraphs. <ul style="list-style-type: none"> Discuss the examples of the well-written opening paragraph to identify and explain the key features. Identify transitional words used in the exemplar piece. Students write a draft of an opening paragraph including thesis. <ul style="list-style-type: none"> Have students reread the teaching task. Have students reread their thesis statements. Possible accommodations for striving learners: <ul style="list-style-type: none"> Work with individuals and/or small groups to differentiate instruction and supports. Provide sentence stems and/or an opening paragraph template. Teacher collects some student work to review as a class under the document camera: <ul style="list-style-type: none"> Students help to identify the parts of the opening paragraph as learned in the PowerPoint examples. After reviewing and critiquing several examples from the class, students (guided by teacher) decide on the best elements of the samples and create one new cohesive sample as a class. Students may use that sample in their paper, elements from it, or create their own.

Standards:

WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.2.B : Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

WHST.11-12.1.E : Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.1 : Write arguments focused on discipline-specific content.

Additional Attachments:

 **PPT: How to Write Intro Paragraphs**

50 mins

PLANNING >

OUTLINING THE

WRITING: Ability to organize evidence, notes, and thoughts into an outline for the entire essay.

ESSAY OUTLINE

Using your texts, notes, and thesis pre-plan and organize all evidence into an outline for the entire essay as is relevant to answering the task prompt and connected to the organization your thesis.

Through completion of the graphic organizer:

- Includes well written thesis statement
- Includes engaging hook
- Includes background information in the opening paragraph
- Identifies and explains, with supporting evidence, at least 3 roles women played in the French Revolution. One role per body paragraph.
- Includes an effective transition sentence for the body paragraphs
- Includes an effective summary sentence in the concluding paragraph
- Is legible

- Have students reread their thesis statements and opening paragraphs.
- Model and/or provide guided practice brainstorming a title for the essay. Have students turn and talk to brainstorm a title for the essay. Have students create/choose a title for the essay and write it on the outline.
- Instruct students to get out all of their sources, annotations, and notes.
- Discuss the importance of planning out ones writing and explain how to use the graphic organizer correctly. note: you may offer various types of organizers to suit the students needs.
- Model and/or provide guided practice brainstorming for identifying supporting evidence to use, effective transition sentences, summary sentences, and the use of academic language in writing.

Standards:

WHST.11-12.9 : Draw evidence from informational texts to support analysis, reflection, and research.









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.

WHST.11-12.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.1 : Write arguments focused on discipline-specific content.

RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Additional Attachments:

	 Outline Graphic Organizer			
50 mins	DEVELOPMENT > BODY PARAGRAPHS: The ability to identify and include all the needed structural elements in body paragraphs including the use of textual evidence.	IDENTIFYING ELEMENTS OF ESSAY WRITING: STATIONS Visit each station, review sources, use the information collected to assist in writing your essay.	No scoring	<ul style="list-style-type: none"> In pairs/triplets students move around the room in timed intervals evaluating the source at each station for tips on how to complete their essay. Note: Depending on class size, teacher may need to set up multiple clusters of stations to keep the group size small during rotation. Folders containing resources are left available for student use for the remainder of writing/editing sessions.
	Standards: RH.11-12.2 : Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. RH.11-12.1 : Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
	Additional Attachments:  Writing Conclusions  Using Transitions  Using Evidence: Pamphlet from Indiana University  Basic Structure of an Essay			
1 hr	REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.	PEER REVIEW Prompt 1: Complete the Peer Review Checklist for your partner. Prompt 2: Use feedback from your partner to revise your work by neatly and clearly making minimal changes on your draft, OR if significant changes need to be made, write a new draft that incorporates the changes and turn it in with the first draft. Use the sentence stems provided to improve/edit your essay draft.	<ul style="list-style-type: none"> Completes Peer Review for partner Demonstrates use of revision strategies for clarity, logic and cohesion of claim and line of thought, appropriate to audience and purpose Completes draft(s) 	<ul style="list-style-type: none"> Model using the Peer Review Checklist. Have partners use Peer Review Checklist to provide feedback to one another. Have students use the feedback to revise their essays. Review sentence stem examples with students Possible Accommodations: <ul style="list-style-type: none"> Teacher confers with individuals or small groups to provide scaffolds. Provide students with feedback on the specific components of the written piece (i.e. the thesis statement, opening, body, closing paragraphs). Identify sentences that need rewording and help students identify which sentence stem might work better in one or two examples. Release for them to correct remaining sentences.
	Additional Attachments:  Peer Review  Sentence stems for analysis writing  Sentence stems for writing			
30 mins	REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets	FINAL DRAFT Proofread, apply editing strategies to finalize draft for readership and apply finishing touches (i.e.	<ul style="list-style-type: none"> Demonstrates the use of strategies that enhance the readability and appearance of the 	<ul style="list-style-type: none"> Review editing strategies to check for language usage, grammatical errors, spelling errors, capitalization conventions, and punctuation conventions. Review finalizing strategies for using visuals to

	expectations.	visuals, neatness, formatting)	work for presentation	<p>enhance presentation, neatness to enhance presentation, and formatting to enhance presentation.</p> <ul style="list-style-type: none">• Students work in pairs or triads to do a final peer edit.• Possible Accommodations: Teacher confers with individuals or small groups to provide scaffolds.
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Instructional Resources

No resources specified

Section 4: What Results?

Student Work Samples

Meets Expectations

 [FrenchRevStudentSamples.pdf](#)

Teacher Reflection

Not provided

All Attachments

 **Primary Sources** : <https://s ldc.org/u/a1ff98tmfr3ktgdhxb6ee6y7i>

 **Women in the French Revolution** : <https://s ldc.org/u/5y6tqdib26nfawo995lhcbvpt>

 **Women and the Revolution** : <https://s ldc.org/u/3nfifjzb3tqfz1faz5qi1hooj>

 **Optional: Voila La Citoyenne** : <https://s ldc.org/u/9dol6lnhxr7ids8w6qde2y3x1>

 **FrenchRevStudentSamples.pdf** : <https://s ldc.org/u/3egl1oix4nzlafvq7grujsl6r>