

# Liberté, égalité, fraternité!

## 1. Question & Research Task

Charles Dickens published *A Tale of Two Cities* in 1859. The novel is set during the French Revolution (1789-1799), and reflects themes related to injustice and the struggle for power among social classes in Europe. “Liberté, égalité, fraternité!” (“Liberty, equality, fraternity”) was a motto of the French revolutionaries.

These themes of power and justice have arisen in our world again and again. Many contemporary political revolutions begin with an uprising of those without power against those who hold the most power.

What causes these revolutions? What motivates people to change the power structure in a society? Are such revolutions ever justified?

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Select the image above to watch a Discovery Education video about the protests that caused Hosni Mubarek to step down in Egypt.

Image Source: Discovery Education

**In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:**

**Is a revolution a justifiable means of changing the power structure in a society? Why or why not?**

## 2. Information Sources

Use the digital resources below to learn more about the French Revolution and a modern revolution or uprising, and to complete the Student Activity on Slide 3.

When required, see your teacher/librarian for login information.

### French Revolution:

- [French Revolution](#) - Brain Pop video all about the French Revolution
- [The French Revolution](#) – World Book Encyclopedia article
- [French Revolution](#) – Encyclopedia article from SIRS Discoverer

### Modern revolutions/uprisings:

- [Arab Spring](#): SIRS Discoverer
- [7 Modern Protest Movements](#)
- [Syrian Leader Cracks Down on Protesters](#) – SIRS Discoverer
- Another modern revolution/uprising of your choice, as approved by your teacher or library media specialist.



Select the image above to read the article about the Gezi Park protests in Turkey 2013.

Image Source: Wikimedia Commons

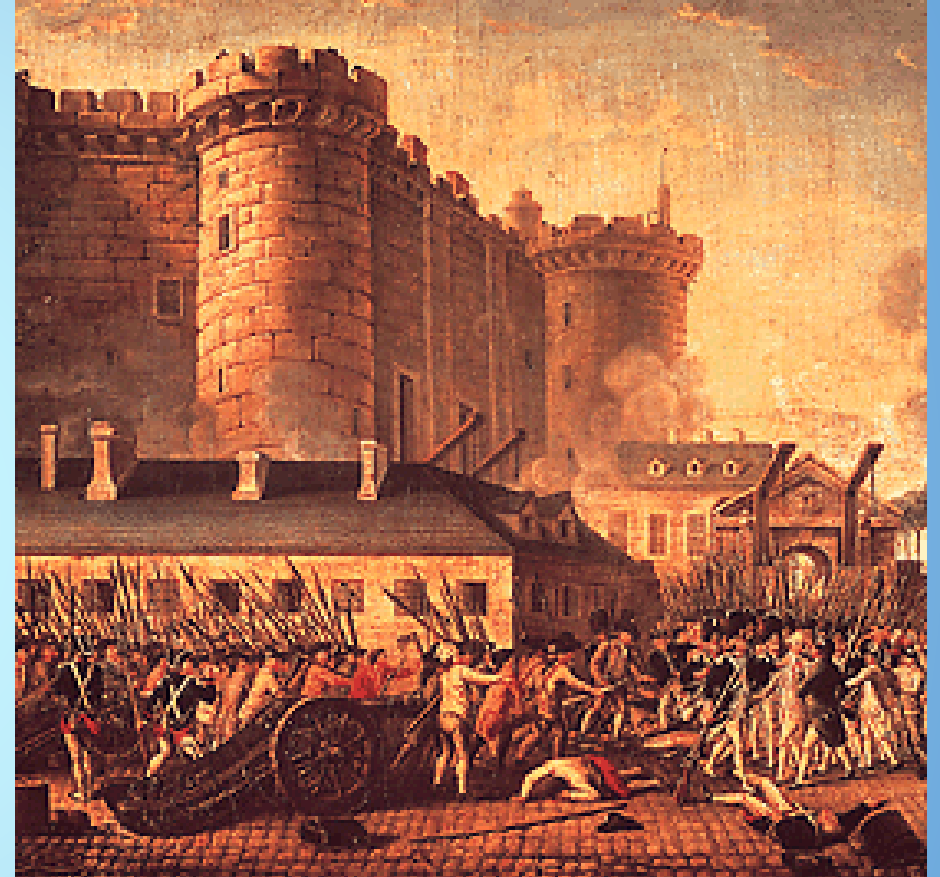
### 3. Student Activity

Choose a modern uprising that you discovered by using the resources on Slide 2.

Compare conditions, rationales, and goals between the modern uprising and the French Revolution to identify similarities and differences.

Use this [notes chart](#) to record your findings.

Think about what motivates people to change the power structure in a society. Based on what you have learned, form an opinion about whether revolution is a justifiable means to that end.



*Storming of the Bastille* (about 1800), an oil painting on canvas by an unknown artist; Chateau Versailles (Giraudon/Art Resource)

Image Source: [WorldBook Student](#)

## 4. Assessment Activity

Is a revolution a justifiable means of changing the power structure in a society? Why or why not?

Do you think that the people of France were justified when they revolted against their government in the French Revolution?

Do you think that the people in the modern revolution you researched were justified when they revolted against their own government?

Considering your learning about the French Revolution and a modern revolution or uprising, **is a revolution a justifiable means of changing the power structure in a society? Why/why not?**

Use an [Argument Organizer](#) like this one to state your opinion in response to this Essential Question, and to support it with evidence from your research.

Make and support your argument in a class discussion/debate, either face to face or using a collaborative online space like a Schoology discussion or Voice Thread (as directed by your teacher/library media specialist).



*Liberté • Égalité • Fraternité*

**RÉPUBLIQUE FRANÇAISE**

# 5. Enrichment Activities

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The Uprising (L'Emeute) *Daumier, Honoré 1808-1879*  
Image Source: [The Phillips Collection](#)

## Extension:

Film and edit the debates using a digital tool suggested by your teacher. Share the footage with the school community on the Schoology site as directed by your teacher.

## Additional Resources:

- [BrainPop video about Napoleon Bonaparte](#)
- [The French Revolution Song](#): a song and video by musician and artist Jeffrey Lewis, from History.com
- [Exploring the French Revolution](#): a site with more than 600 primary documents about the French Revolution
- [Revolutions](#): An overview of revolutions and causes, from AETN

# 6. Teacher Resources

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## Learning Standards Alignment

### Common Core State Standards for English Language Arts & Literacy

**Reading: 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.

**Writing: 7.** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**AAASL Standards Framework for Learners** Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

### P21 Framework: 21<sup>st</sup> Century Student Outcomes

**3. Information, Media & Technology Skills: Information Literacy:** Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

**ICT Literacy:** Use technology as a tool to research, organize, evaluate and communicate information.

## Grade 8 ELA AA

**Time Frame:** 1-2 class periods

### **Differentiation strategies for this lesson:**

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

### **Notes to the teacher:**

- Collaborate with your school library media specialist to plan and implement this lesson.
- Refer to the [Digital Resource ToolBox](#) for support materials as needed for using Wixie or Voice Thread
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)