Stage 1 – Desired Results

Content Standard(s):
- 9.4.3.11.2
- Explain the causes and global consequences of the French Revolution and Napoleonic Era

“States have standards documents that represent concrete expectations … Logically these standards should also form the basis for planning at the classroom level” (Marzano 177).

Understanding (s)/goals
Students will understand:
- The inequality experienced in everyday life of the French people
- Taxation process and inequality
- The financial situation plaguing France at the time
- The emotions and feelings a member of French society may feel in the estate system

Here we start with the general concepts and ideas before we get into the real details of the material (Zull 2002). Zull describes to us the need to start with the basics. The goals of this lesson will provide students with the basic ideas of the estate system in French society before we can begin to move forward with these ideas and examine how these estates may have impacted the French Revolution.

Zull goes onto describe how emotions can help us maintain our attention. Here I ask students to play to those emotions and put themselves in the shoes of another and try to understand what they might feel.

Student’s brains have two sides, emotional and rational (Heath 2010). Our goal is to try to play to those two sides as teachers. The goals presented play on the emotions of one side of the brain by putting students in the shoes of another. They also play to the rational side of a student’s brain by looking at the causes that lead France to increase

Essential Question(s):
- Does an environment of inequality give reason to demand change from the government?
- When is it the right time to call for a revolution?

These essential questions follow along the line of Diane Williams when discussion changes in language in adolescence and beyond. Williams describes how as the frontal lobe continues to develop higher-order thinking skills tend to develop more (101). The essential question posed encourages the fact that adolescence are beginning to think more critically and challenges them to use and continue to develop that ability to critically think and analysis situation.

Marzano discusses the need for teachers to focus on the issue or knowledge being covered in a lesson (177-178). When looking at the French Revolution we want students to have an understanding of what are the root causes of not only that particular revolution, but revolutions in general. My goal is have the essential questions and big ideas be farther reaching then to just the content area covered in this lesson or unit as a whole.

Norman Doidge shows us the ability of neuroplasticity. We all learn in a very similar way, but it is our experiences that change how we look at things (Doidge). One might look at the word revolution and think automatically to
its taxes on the people. its taxes on the people.

our own American Revolution. Students should understand that revolution is an integral part of history. Our experience may suggest that the American Revolution was the most important one in history, but maybe from a person growing up in France they would argue that the French Revolution was more revolutionary. This may be because of the experiences that shaped each individual.

Student objectives (outcomes):
Students will be able to:

- All students will identify the inequalities that occurred during this period in France
- Most students will evaluate the problems created from this hierarchal system
- Some students will be able to critically think about the changes the French political system could have made in order to make a more equal society

In the Charlotte Danielson text we are able to see the use and practice of the demonstration of knowledge of the students. Here we can look at the all, most, and some categories. We have to understand that not all students are going to be able to comprehend every aspect and detail of your lesson. It is our goal to set benchmarks for students and know what we want our majority of students to take away from each lesson that we present.

In the cortex complex where emotion and cognitive both enter into our understanding of the experience (Zull 2002). Students should be able to understand and feel the emotions from inequality that were experienced as well as the cognitive base behind those emotions. This would include why this inequality in estates made people feel there was a need for change in the political system.

Marzano expresses the importance and the need for learning goals. They should emphasis the knowledge that students could potentially gain in a lesson plan (17). These goals set out before a lesson helps us see what we would want our students to reach. It is then the responsibility of the teacher to find out ways for their students to reach these goals. When designing my lesson plan beginning with goals and the big picture helps me see where I want my students to be and then allows me to move into how am I going to achieve those goals through the learning activity.

Stage 2 – Assessment Evidence

Performance Task(s):
- Summative:
  - Unit test will include information from this lesson

Other Evidence:
- Formative:
- Role playing
- Group work and discussion
- Bell work
- Class discussion

Knowing that the information covered in class this day will be seen later on in the unit test can create a certain level of
stress. Students know and understand that they need to know and remember the material in the lesson in order to answer question that may be on the unit test. Shiv suggests that there is a certain amount of stress that can create an environment for learning. A unit test can provide that sweet spot of stress that motivates students to learn and understand the material more.

Zull reiterates the fact that a certain amount of stress can improve performance. If students are aware that a grade may be on the line it will cause a certain level of stress to be reached and in turn will help them take the necessary steps to better understand the material in order to get a quality grade. It is a teacher’s responsibility to not add unnecessary stress though, as discussed in out methods class.

Bell work is an example of previewing a lesson, a technique the Robert Marzano mentions in his book *The Art and Science of Teaching*. It is the form of a previewing exercise before the actual presentation or lesson that will take place for the day. Bell work gets students to draw from concepts they have been previously learning and hypothesis new ideas for the upcoming lesson.

Group work is another aspect that can be incorporated into the lesson. Marzano articulates the importance of group work, “…one that is most germane to this discussion is that it allows students to experience content as viewed from multiple perspectives” (39). With group work students are able to receive different perspectives other than their own or the teacher’s perspectives. It will allow them to look at the material and see how their classmate may interpret the material and how it can then shape their own view or ideas about the lesson.

The more elaborately we encode information at the moment of learning, the stronger the meaning (Medina 2008). Students need a variety of sources and approaches to learning in order to elaborately encode the information. Here we can see that through multiple forms of formative assessment a student is able to encode the information and store it in their long term memory.

### Stage 3 – Learning Plan

<table>
<thead>
<tr>
<th>Learning Activities:</th>
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<tbody>
<tr>
<td><strong>Materials:</strong></td>
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<tr>
<td>- Colored rocks</td>
</tr>
<tr>
<td>- Bag</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Learning Activity</th>
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<tbody>
<tr>
<td>- When entering the room students will take a colored rock from the bag</td>
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<tr>
<td>- There will be three different color rocks that students will be able to chose</td>
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<tr>
<td>- Each rock that they chose will put the students into a society ranking</td>
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**Dr. Madeline Hunter discusses the importance for an anticipatory set in her lesson plans.** An anticipatory set is a way to focus attention. By having the students take a rock and not tell them what the color represents or why they need it makes them
want to know more and sets the stage for the day’s activities. We can also see the use of the anticipatory set in bell work. It takes from students prior knowledge to help set the stage for the days learning.

b. 5 minutes of bell work
   - Students should add to their journal during this time
   - The question posed will be: “Can you recall a time were we see a hierarchy in society?”

The hook of a lesson has to trigger emotion relevant, and go between modules (Media, 2008). Here students can draw from prior knowledge to help draw them into the lesson. The choosing of the rocks set the stage for the 54 students to want to learn more and bell gives them an idea of what direction we may be taking the lesson.

Transition: “Raise your hand if you have a grey, then a blue rock and finally a red rock?”

When skillfully used transitions can give the students a clear direction and know what to do next and momentum of the class is maintained. Planned transition will allow for little time to be lost during a lesson (Danielson, 70). Each transition that was added will help students move from one aspect to another quickly and proficiently.

c. 5 minutes to go briefly go over the journal entry
   - During this time students will get the opportunity to share some of their ideas of what they think the rock represents
   - We will also take the time for the students to share what color rock they might have
   - Once students see the imbalance of representation of each color we will transition into what the color of the rock represents

Transition: “Now you will get the chance to feel what it may be like to be a member of this French estate system”

d. 10 minutes to describe activity and color representation of the rocks

This activity will appeal to the senses of the students. It will engage their seeing, hearing and experiencing of the subject matter first hand. These take place in the rear cortex of their brain (Zull, 2002). When we engage all senses it allows students to get a better understanding of the material and allows them to approach the lesson using all of their abilities. This activity provides students of the experience and what they might see or hear if they were involved in the estate system at the time.
   - The goal of the activity is to simulate what life was like in the Old Regime in France
   - The rock color will represent which estate the student will be placed in (this will mimic the Third Estate regime in France during this time)
   - Grey will represent the peasant estate (this group will have the overwhelming majority)
   - Blue will represent the Nobles (this will have fewer individuals in the groups)
   - Red will represent the Clergy (this group will also have a smaller number of students representing it)
   - For this activity I will be the ruling monarch and be in charge of raising the taxes for certain groups
   - I will write each color and what they represent on the board
   - Students will all be given an even amount of French currency, 20 coins
   - Students will need to figure out how to spend their coins
   - They will have to pay the taxes to monarchy as well as food for their families
We will go through several situations that will cause taxes to rise and food prices to rise as well. Students will be able to engage different parts of their brain during the activity. The role play will appeal to their motor cortex that deals with applied action. They will get a chance at the more hands on experience of being involved in the estate system. It will also appeal to their frontal cortex where critical thinking takes place. Students will be able to analyze the different viewpoints of the estates and how the system of taxing created a hierarchy of inequality. The temporal region makes meaning of things. Here students will make meaning of each estate and particularly the struggles that the third estate had to suffer through and how they might carry resentment to the first two estates. The final cortex involved will be the sensory cortex this is where emotional competent stimuli is located. Students will be able to feel the emotions of the member of the estate they represent. Third estate members may feel resentment toward the upper two estates and the first two estates might feel ease or joy as they begin to accumulate wealth (Zull 2011).

**Transition**: after I have set the stage for the activity when can begin to transition into it. I will write the first amount of taxes and food price due on the board.

e. 15 minutes for activity

This activity involves a bodily-kinesthetic style of intelligence (Gardner). This is a form of learning by doing rather than being told what happened in an event in history. This can be considered a hands on activity that get the students interacting with the materials. It will show them the experiences and inequality of the estate system.

- Each student will start out with the same amount of money
- I will start the activity off by telling the students the price of each item: taxes 2 coin, bread 1 coin
- Students should get up out of their seat to pay taxes or to pay for food

Exercise has shown to increase blood volume to the brain and in particular the area called the dentate gyrus. Dentate gyrus is part of the hippocampus which is a region of the brain that is involved in memory formation (Media 2008). Though the movement that I incorporated into my lesson plan is not high intensity or will get the students to a heart rate 2 or 3, it will get them out of their seats and moving around a bit. Just getting the students out of their seats will make them more aware and able to hold their attention longer in the activity.

- The peasant everyone will pay for their food and then the third estate will be paying taxes to the nobles, clergy, and the monarch
- Different events will occur that may raise the price of food or taxes. These events and the dates that they take place will be presented on the board for the students to see. **Judy Willis emphasis the need to make key points on a chart or board so students are able to follow along and reference these key points later on (51).** I will make it a point that students understand the few examples I used in the simulation and how they impacted the amount of money paid toward taxes or food.

- Event: Aid to the American Revolution taxes raised by one coin
- Third estate will have to pay for the increase in taxes while the first two estates begin to accumulate wealth
- Event: Crop failures have occurred food price raised by one coin
- Taxes are now and three coins and food at two
- Event: Monarchs decide to throw a very expensive party at the palace of Versailles taxes raised by one
- Here students will see that sometimes it was the extravagant spending of the monarchy that raised taxes as well
- The final situation that will occur is student will draw cards from a playing deck
- If you pick a card with a black dot one of your family members has become sick and you must pay for medicine which is two coins in order to keep that person alive
- By the end of this last situation it should get some of the students in the third estate down to no more coins
- From here we can see where the majority of the wealth went in the class and in turn in the French estate system

**Transition:** We will begin to transition into a think, pair, share discussion regarding the activity “Please take out a piece of paper and something to write with”

f. 15 minutes for think, pair, share
- Question one: “What were the feelings and emotion you had when going through the simulation? Did the color of your rock affect these emotions?”
- Question two: “How effective or ineffective do you think this estate system was in French society?”
- Question three: “If you were in a different estate would your opinion change? Do take into consideration what’s best for your country as a whole when it comes to generating revenue?”

*We can again look to Diane Williams’s outlook and view of language and how the brain is beginning to develop those areas of higher thinking (101). As a teacher it is our responsibility to help guide and develop that aspect of the brain through question that get students on a deeper understanding of the material.*

*Marzano discusses the need for quality question in a lesson plan. Inferential questions get students to expand more on the information (38). Your goal is to get the students to understand as much of the material as possible. By asking question you can begin to probe and find was to get the students to think more critically on the subject at hand.*

- Student will have about 5 minutes to answers these question by themselves
Then they will pair up and discuss the answers to the question with a partner or two for another 5 minutes

*Students seem to respond well to sharing answers with each other in term of discussion even if they might not be as willing to share it with the teacher during classroom discussions (Don’t Lecture Me). By allowing time for students to share with their peers they get a chance to discuss their answers with someone in a more intimate setting. Some students are not as comfortable sharing answers or ideas in front of the class, this strategy allows them to get a form of group discussion in without having to step out of their zone of conformability.*

*Students tend to enjoy group work. It is a time where they can interact with their*
friends, which in turn is an essential element to their school life (Danielson, 70). Students like being able to work with their friends and might feel more comfortable talking and discussing the matter with their peers rather than always having to speak in front of a large group which will occur in classroom discussion.
- Finally we will conclude with a large group discussion about the activity and the estate system in France.