

## World History 7.2 Revolution Brings Reform and Terror (222-227)

Guiding Question: How did the French Revolution change society, and how did it move away from the original goals?

### 1. Describe the events of the evening of August 4, 1789

On August 4, 1789, a number of noblemen gave rousing addresses in which they proclaimed their love for liberty and equality.

### 2. What are 3 main points in the Declaration of the Rights of Man?

The three basic tenets of the Declaration of Human Rights are freedom, property rights, and the right to oppose persecution.

### 3. How does the slogan "Liberty, Equality, Fraternity" sum up the goals of the revolution?

It is the necessity for France to be united, for all citizens to have equal rights and treatment, and for emancipation from previous class structures.

**Estates** -social classes

### 4. How did the National Assembly actions affect the Catholic Church?

Church leaders and priests were ordered to be elected and compensated like state officials when the assembly confiscated church properties. As a result, the Catholic Church lost both its political independence and its holdings.

### 5. Why was the Assembly hesitant to further tax the Bourgeoisie?

France had debt that needed to be paid off, and they were using high taxes and exorbitant costs to accomplish so. They were reluctant to impose additional taxes on the bourgeoisie since they already taxed them excessively and more heavily than other estates, and they feared a third estate uprising against them.

### 6. Why did the Assembly's actions anger the peasants and how would this affect future revolutionary action?

They defected the estate system because it kept them at the bottom and benefited the wealthy elite. Future revolutions would be impacted by this. It urged that the monarch implement economic reforms to guarantee that the populace had access to food. This group was known as the "3rd estate" and represented France's common people.

### 7. Why did Louis XIV and his family try to escape France?

Louis XVI reflected on his future as a king. Some of his advisors alerted him to the danger his family and he were in. Many monarchy supporters left France because they believed it to be unsafe. The royal family then attempted to flee France for the Austrian Netherlands in June 1791. However, as they got close to the border, they were stopped and taken back to Paris under supervision.

### 8. What type of government did the National Assembly create in 1791 and how would power be distributed?

The national assembly established a constitutional monarchy in 1791, with the elected parliament having the authority to pass and implement laws while the king served as the head of state.

### 9. Summarize the three general groups of the Legislative Assembly: (Radicals, Moderates, and Conservatives)

Radicals are those who want a radical overhaul of the social order or the entire political system (Set on the left) The moderates sought certain governmental changes, but fewer than the extremists (set in the middle) Conservatives supported the notion of a limited monarchy and favored little changes to the current system of governance (set on right)

### 10. Why did the Legislative Assembly declare war on Austria?

Following Austria's refusal to withdraw its troops from the French border and to retract its alleged threat to use force, When Austria and Prussia responded to France's declaration of war in the spring of 1792 with a concerted invasion, it was ultimately repulsed in the Battle of Valmy in September.

### 11. Why did Parisians imprison the Royal Family?

The newly established legislative assembly aimed to spread the uprising over all of Europe. France declared war on Austria in April 1792. Louis XVI was blamed for how poorly the war went. He lost his title and was sent in jail after being charged with treason.

### 12. What were the effects of the war on the daily life in Paris?

# History Section 2 Guided Reading And Review

**R Sanford**



## **History Section 2 Guided Reading And Review:**

**World History: Connections to Today** Elisabeth Gaynor Ellis, Pearson/Prentice Hall, 2003-12      **Human Heritage** Miriam Greenblatt, Peter S. Lemmo, 2001 A world history textbook chronicling the rise of Western and Eastern civilizations Includes photos art illustrated charts vocabulary exercises and review questions      **Saturday Review**, 1875

**Magruder's American Government Guided Reading and Review Workbook Student Edition 2003c** William A. McClenaghan, 2002-05-15 High School Hailed as a stellar educational resource for nearly a century Magruder's American Government is updated annually to meet the changing needs of today's high school students and teachers The program's engaging narrative is enhanced with numerous primary sources political cartoons charts graphs and photos making the structure and principals of government accessible and motivating to students of all abilities      **Classroom Strategies for Interactive Learning** Doug Buehl, 2017 Educators across content areas have turned to Classroom Strategies for Interactive Learning for almost two decades This fully updated fourth edition delivers rich practical research based strategies that readers have found invaluable in the context of today's classrooms Doug has written all new chapters that focus on the instructional shifts taking place as the Common Core State Standards are implemented across the United States These introductory chapters will help you do the following Understand the research base for comprehension strategies in content classrooms Learn how to tap into students background knowledge to enhance comprehension of complex texts and build new knowledge Show learners how to question a text Teach reading and thinking through a disciplinary lens At the heart of this edition are more than forty classroom strategies with variations and strategy indexes that identify the instructional focus of each strategy pinpoint the text frames in play as students read and learn and correlate students comprehension processes across the phases of strategy implementation In addition each strategy is cross referenced with the Common Core's reading writing speaking listening and language standards      **The Saturday Review of Politics, Literature, Science and Art**, 1901      **Call to Freedom** Sterling Stuckey, 2003 Teaches U S history employing the themes geography economics government citizenship science technology and society culture Constitutional heritage and global relations      Bookwise Sharon Parsons, 2001 Including both fiction and non fiction text types and genres this work is graded and organised into five cross curricular strands These full colour readers are accompanied by teacher's guides and resource sheets featuring appropriately linked ideas and suggestions for Guided Writing activities      **Holt People, Places, and Change** Robert J. Sager, 2003      **Hollywood or History?** Lisa K. Pennington, Donna Fortune, Mary E. Tackett, Paige Horst, Meghan A. Kessler, 2024-09-01 Teaching and learning through Hollywood or commercial film and television productions is anything but a new approach and has been something of a mainstay in the classroom for nearly a century However purposeful and effective instruction through film is not problem free and there are many challenges that accompany classroom applications of Hollywood motion pictures In response to the problems and possibilities associated with teaching through film we are

developing a collection of practical classroom ready lesson ideas that might bridge gaps between theory and practice and assist teachers endeavoring to make effective use of film in their classrooms We believe that film can serve as a powerful tool in the social studies classroom and where appropriately utilized foster critical thinking and civic mindedness The NCSS College Career and Civic Life C3 framework represents a renewed and formalized emphasis on the perennial social studies goals of deep thinking reading and writing We believe that as teachers endeavor to digest and implement the platform in schools and classrooms across the country the desire for access to structured strategies that lead to more active and rigorous investigation in the social studies classroom will grow increasingly acute Our hope is that this edited book might play a small role in the larger project of supporting practitioners specifically K 6 teachers of social studies content by offering a collection of classroom ready tools based on the Hollywood or History strategy and designed to foster inquiry through the careful use of selected motion pictures and television productions

**World Geography 7th Edition Guided Reading and Review, English Student Edition 2003c** Prentice-Hall Staff,2002-05-15 Show Students How Geography Affects Their Lives

**Women in American History** Peg A. Lamphier,Rosanne Welch,2017-01-23 This four volume set documents the complexity and richness of women s contributions to American history and culture empowering all students by demonstrating a more populist approach to the past Based on the content of most textbooks it would be easy to reach the erroneous conclusion that women have not contributed much to America s history and development Nothing could be further from the truth Offering comprehensive coverage of women of a diverse range of cultures classes ethnicities religions and sexual identifications this four volume set identifies the many ways in which women have helped to shape and strengthen the United States This encyclopedia is organized into four chronological volumes with each volume further divided into three sections Each section features an overview essay and thematic essay as well as detailed entries on topics ranging from Lady Gaga to Ladybird Johnson Lucy Stone and Lucille Ball and from the International Ladies of Rhythm to the International Ladies Garment Workers Union The set also includes a vast variety of primary documents such as personal letters public papers newspaper articles recipes and more These primary documents enhance users learning opportunities and enable readers to better connect with the subject matter

**Navigator Non Fiction Yr 6/P7: 20 20 Vision Teaching Guide ,2002** *Reading, Thinking, and Writing About History* Chauncey Monte-Sano,Susan De La Paz,Mark Felton,2014 Although the Common Core and C3 Framework highlight literacy and inquiry as central goals for social studies they do not offer guidelines assessments or curriculum resources This practical guide presents six research tested historical investigations along with all corresponding teaching materials and tools that have improved the historical thinking and argumentative writing of academically diverse students Each investigation integrates reading analysis planning composing and reflection into a writing process that results in an argumentative history essay Primary sources have been modified to allow struggling readers access to the material Web links to original unmodified primary sources are also provided along with other sources

to extend investigations The authors include sample student essays from each investigation to illustrate the progress of two different learners and explain how to support students development Each chapter includes these helpful sections Historical Background Literacy Practices Students Will Learn How to Teach This Investigation How Might Students Respond Student Writing and Teacher Feedback Lesson Plans and Materials Book Features Integrates literacy and inquiry with core U S history topics Emphasizes argumentative writing a key requirement of the Common Core Offers explicit guidance for instruction with classroom ready materials Provides primary sources for differentiated instruction Explains a curriculum appropriate for students who struggle with reading as well as more advanced readers Models how to transition over time from more explicit instruction to teacher coaching and greater student independence The tools this book provides from graphic organizers to lesson plans to the accompanying documents demystify the writing process and offer a sequenced path toward attaining proficiency From the Foreword by Sam Wineburg co author of Reading Like a Historian Assuming literate practice to be at the core of history learning and historical practice the authors provide actual units of history instruction that can be immediately applied to classroom teaching These units make visible how a cognitive apprenticeship approach enhances history and historical literacy learning and ensure a supported transition to teaching history in accordance with Common Core State Standards Elizabeth Moje Arthur F Thurnau Professor School of Education University of Michigan The C3 Framework for Social Studies State Standards and the Common Core State Standards challenge students to investigate complex ideas think critically and apply knowledge in real world settings This extraordinary book provides tried and true practical tools and step by step directions for social studies to meet these goals and prepare students for college career and civic life in the 21st century Michelle M Herczog president National Council for the Social Studies Textbook of Adult Emergency Medicine E-Book Peter Cameron, George Jelinek, Anne-Maree Kelly, Lindsay Murray, Anthony F. T.

Brown, 2011-11-18 A major postgraduate textbook in emergency medicine covering all the major topics that present to the trainee doctor in the emergency department A comprehensive textbook of adult emergency medicine for trainee doctors covers all the problems likely to present to a trainee in the emergency department Chapters are short and concise with key point boxes called Essentials at the beginning Also has boxes featuring controversial areas of treatment Practical and clinically orientated Major changes to resuscitation guidelines Complete rewriting of ENT section Significant updating of following topics acute coronary syndrome management trauma sepsis management imaging arrhythmias Expansion of administration section especially patient safety Changes to drug overdose sections in toxicology section *Resources in Education*, 2001-04 The Novel in Nineteenth-Century Bengal Sunayani Bhattacharya, 2023-07-13 How does a reader learn to read an unfamiliar genre The Novel in Nineteenth Century Bengal answers this question by looking at the readers of some of the first Bengali novelists including Bankimchandra Chattopadhyay and Mir Mosharraf Hossain Moving from the world of novels periodicals letters and reviews to that of colonial educational policies this book provides a rich literary history of the

reading lives of some of the earliest novel readers in colonial India Sunayani Bhattacharya studies the ways in which Bengalis thought about reading how they approached the thorny question of influence and uncovers that they relied on classical Sanskrit and Perso Arabic literary and aesthetic models whose attendant traditions formed not a distant past but coexisted albeit contentiously with the everyday present Challenging dominant postcolonial scholarship *The Novel in Nineteenth Century Bengal* engages with the lived experience of colonial modernity as it traces the import of the Bengali reader's choices on her quotidian life and grants access to 19th century Bengal as a space in which the past is to be found enmeshed with the present How the Court Became Supreme Paul D. Moreno, 2022-09-14

Over the course of its history the United States Supreme Court has emerged as the most powerful judiciary unit the world has ever seen Paul D Moreno's *How the Court Became Supreme* offers a deep dive into its transformation from an institution paid little notice by the American public to one whose decisions are analyzed and broadcast by major media outlets across the nation The Court is supreme today not just within the judicial branch of the federal government but also over the legislative and executive branches effectively possessing the ability to police elections and choose presidents Before 1987 nearly all nominees to the Court sailed through confirmation hearings often with little fanfare but these nominations have now become pivotal moments in the minds of voters Complaints of judicial primacy range across the modern political spectrum but little attention is given to what precisely that means or how it happened What led to the ascendancy of America's highest court Moreno seeks to answer this question tracing the long history of the Court's expansion of influence and examining how the Court envisioned by the country's Founders has evolved into an imperial judiciary The US Constitution contains a multitude of safeguards to prevent judicial overreach but while those measures remain in place today most have fallen into disuse Many observers maintain that the Court exercises legislative or executive power under the guise of judicial review harming rather than bolstering constitutional democracy *How the Court Became Supreme* tells the story of the origin and development of this problem proposing solutions that might compel the Court to embrace its more traditional role in our constitutional republic

**Victorian Culture and the Origin of Disciplines** Bernard Lightman, Bennett Zon, 2019-06-20 Current studies in disciplinarity range widely across philosophical and literary contexts producing heated debate and entrenched divergences Yet despite their manifest significance for us today seldom have those studies engaged with the Victorian origins of modern disciplinarity *Victorian Culture and the Origin of Disciplines* adds a crucial missing link in that history by asking and answering a series of deceptively simple questions how did Victorians define a discipline what factors impinged upon that definition and how did they respond to disciplinary understanding Structured around sections on professionalization university curriculums society journals literary genres and interdisciplinarity *Victorian Culture and the Origin of Disciplines* addresses the tangled bank of disciplinarity in the arts humanities social sciences and natural sciences including musicology dance literature and art history classics history archaeology and theology anthropology psychology and biology mathematics

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web the general guideline is that if a count variable has many many values in a population and no one value dominates others in terms of relative frequency it is usually mathematically more convenient to treat the variable as a measurement two important words are precise and accurate accurate means close to the truth

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phrase translate numerical expressions into words