



## Assignment Discovery Lesson Plan Revolution: The Call to Battle

### Subject

World History

### Grade level

6-8

### Duration

One or two class periods

### Objectives

Students will

- work as a class to develop a definition of the term *revolution* that characterizes how it is different from a war;
- review and classify one of four historical conflicts—the Seven Years’ War, the American Revolution, the French Revolution, and the military campaigns of Napoleon Bonaparte; and
- report their findings to the class.

### Materials

- Paper and pencils
- Newsprint and markers
- Computer with Internet access
- *Revolution: The Call to Battle* video and VCR (optional)

### Procedures

1. Begin the lesson by asking students what they think a revolution is and how it is different from a war. Write their responses on a sheet of newsprint. Help students draft a definition of *revolution* that includes these conclusions about what distinguishes a revolution from a war:
  - A revolution is a battle fought for principles and ideals.
  - A revolution may be fought by volunteers, not professional soldiers, who are committed to the principles of the war.
  - Wars are fought by professional soldiers who focus on military tactics and strategies.
  - Wars often are the result of territorial conflicts.
2. Divide the class into four groups, assigning each group one of these conflicts:
  - Seven Years’ War

- American Revolution
  - French Revolution
  - Military Campaigns of Napoleon
3. Tell the groups that they will research their conflict and then prepare and deliver a class presentation that answers these questions:
- What were the reasons for this conflict?
  - In your opinion, was it a war or a revolution?
  - What factors did you use to arrive at your conclusion?
  - Is it sometimes difficult to tell whether a conflict is a war or a revolution? Why?
4. Give the groups the following Web sites to guide their research. To get students started, you may want to show a few minutes of the *Revolution: The Call to Battle* video.

*The Seven Years' War*

<http://www.militaryheritage.com/louisbg.htm>  
[http://www.militaryheritage.com/wm\\_henry.htm](http://www.militaryheritage.com/wm_henry.htm)  
<http://odur.let.rug.nl/~usa/E/7yearswar2/7years01.htm>  
<http://odur.let.rug.nl/~usa/E/7yearswar2/7years02.htm>  
<http://odur.let.rug.nl/~usa/E/7yearswar2/7years03.htm>  
<http://earlyamerica.com/review/1998/scalping.html>  
<http://www.heritage.nf.ca/exploration/7years.html>

*The American Revolution*

<http://www.pbs.org/ktca/liberty/chronicle/timeline.html>  
<http://odur.let.rug.nl/~usa/E/revolution/revo2.htm>  
<http://odur.let.rug.nl/~usa/E/revolution/revo3.htm>  
<http://odur.let.rug.nl/~usa/E/revolution/revo4b.htm>  
<http://odur.let.rug.nl/~usa/E/revolution/revo4c.htm>

*The French Revolution*

<http://members.aol.com/agentmess/frenchrev/summary.html#PreHis>  
<http://chnm.gmu.edu/revolution/chap1a.html>  
<http://chnm.gmu.edu/revolution/chap1b.html>  
<http://chnm.gmu.edu/revolution/chap1c.html>  
<http://chnm.gmu.edu/revolution/chap1d.html>  
<http://chnm.gmu.edu/revolution/chap2a.html>  
[http://www.britannia.com/history/euro/1/2\\_2.html](http://www.britannia.com/history/euro/1/2_2.html)

*The Military Campaigns of Napoleon*

[http://www.britannia.com/history/euro/1/2\\_3.html](http://www.britannia.com/history/euro/1/2_3.html)  
<http://www.lucidcafe.com/library/95aug/napoleon.html>  
<http://www.geocities.com/CollegePark/Den/7664/naplifehistory.html>  
[http://www.napoleonguide.com/leaders\\_napoleon.htm](http://www.napoleonguide.com/leaders_napoleon.htm)  
<http://www.angelfire.com/journal/French/NAPOLEONBONAPARTE3.html>  
<http://members.tripod.com/~mhkerekes/napoleontl.htm>

5. Give students time in class to complete their research and prepare their presentations. Each group should pick a presenter or presenters.

6. After all the presentations have been given, discuss the groups' research results and any differences of opinion. Ask students: Which conflicts, in your opinion, were wars? Which were revolutions? Why is it difficult to tell sometimes?
7. Conclude the lesson by revisiting the definition of *revolution* that the class created at the beginning of the lesson. Based on what students know now, how would they revise the definition?

### **Extensions**

1. Ask students to select a conflict of the 20<sup>th</sup> century, such as World War II, and decide whether it was a war or a revolution. Then have them write a short essay that explains their opinion and includes supporting facts.
2. Using the Web sites in Step 4, have students create a scrapbook for one of the lesson's four conflicts. Encourage students to include pictures and original documents, and to write captions that explain each item they've included.

### **Evaluation**

Use the following three-point rubric to evaluate students' work during this lesson.

**3 points:** Students actively participated in class discussions; completed their research carefully and thoroughly; made a thoughtful, accurate, and complete presentation to the class.

**2 points:** Students participated in class discussions; completed their research; made an accurate and complete presentation to the class.

**1 point:** Students did not participate in class discussions; had difficulty completing their research; made an incomplete presentation to the class.

### **Vocabulary**

#### **American Revolution**

Definition: Conflict between the thirteen Colonies and Great Britain that took place between 1775 and 1783; this conflict resulted in the birth of a new nation, the United States of America.

Context: Because the American Revolution was fought for principles that resulted in the formation of a nation based on democratic ideals, most scholars consider the conflict a revolution rather than a war.

#### **French Revolution**

Definition: Conflict that took place in France between 1789 and 1799 that changed the structure of the French government and introduced democratic ideals to the country

Context: While the French Revolution did not result in a democratic government, it did end the autocratic rule of the monarchy and strengthen the standing of the French middle class.

#### **Napoleon Bonaparte**

Definition: French military leader who lived between 1769 and 1821 and ruled France as its emperor from 1804 to 1814

Context: Napoleon Bonaparte was not content ruling France; he wanted to conquer Europe, which proved to be his downfall.

### **revolution**

Definition: Conflict fought for ideals and beliefs valued strongly, often by civilian soldiers willing to die for their principles; many times it ends with the existing government being overthrown and replaced by another.

Context: People fighting in a revolution find courage and strength in their cause that allows them to engage in struggles they would otherwise avoid.

### **Seven Years' War**

Definition: Territorial conflict that took place between 1756 and 1763 that involved nearly every country in Europe as well as America and India; did not result in any substantial territory changes in Europe

Context: The Seven Years' War — also known as the French and Indian Wars — was a territorial dispute over North American land, in which Britain was victorious over France.

### **war**

Definition: Conflict between states or nations, often a battle over territory

Context: In addition to the Seven Years' War, the British and the French fought territorial wars in India and Africa.

### **Academic Standards**

This lesson plan addresses the following curriculum standards created by the National Council for the Social Studies:

- Culture
- Time, Continuity, and Change
- Power, Authority, and Governance
- Global Connections

### **Credit**

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