



# High School **World History**

**WEEK #2**

**The French Revolution and Napoleon****Lesson 1**

# The French Revolution Begins

**Key Terms and People**

**Old Regime** system of feudalism

**estate** social class of people

**Louis XVI** weak king who came to French throne in 1774

**Marie Antoinette** unpopular queen; wife of Louis XVI

**Estates-General** assembly of representatives from all three estates

**National Assembly** French congress established by representatives of the Third Estate

**Tennis Court Oath** promise made by Third Estate representatives to draw up a new constitution

**Great Fear** wave of panic

**Before You Read**

In the last lesson, you read about the Enlightenment and the American Revolution.

In this lesson, you will learn about the beginning of the French Revolution.

**As You Read**

Use a chart to take notes on the causes and effects of the early stages of the French Revolution.

**THE OLD ORDER****How was French society unequal?**

In the 1700s, France was the leading country of Europe. However, beneath the surface there were major problems.

A political and social system called the **Old Regime** remained in place. The French were divided into three classes, or **estates**. The First Estate consisted of the Roman Catholic clergy. The Second Estate was made up of nobles. Only about two percent of the people belonged to these two estates. Yet they owned 20 percent of the land.

Everybody else belonged to the Third Estate. This huge group included the bourgeoisie—merchants and skilled workers—city workers, and peasants.

Members of the Third Estate had few rights. They paid up to half of their income in taxes, while the rich paid almost none.

1. What were the three classes of French society?

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Lesson 1, *continued*

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**THE FORCES OF CHANGE****Why were the French ready for the revolution?**

Three factors led to revolution. First, the Enlightenment spread the idea that everyone should be equal. The powerless people in the Third Estate liked this idea. Second, the French economy was failing. High taxes kept profits low, and food supplies were short. The government owed money. Third, King **Louis XVI** was a weak leader. His wife, **Marie Antoinette**, was unpopular. She was from Austria, France's long-time enemy, and was known for her extravagant spending.

In the 1780s, France was deep in debt. Louis tried to tax the nobles. Instead, they forced the king to call a meeting of the **Estates-General**, an assembly of delegates of the three estates.

2. What three factors led to revolution?

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**DAWN OF THE REVOLUTION****How did the Revolution begin?**

The meeting of the Estates-General began in May 1789 with arguments over how to count votes. In the past, each estate would cast one vote. The Third Estate now wanted each delegate to have a vote. The king and the other estates did not agree to the plan because the Third Estate was larger and would have more votes.

The Third Estate then broke with the others and met separately. In June 1789, its delegates voted to rename themselves the **National Assembly**. They claimed to represent all the people. This was the beginning of representative government in France.

At one point, the members of the Third Estate were locked out of their meeting room. They broke down a door leading to a tennis court. Then they promised to stay there until they made a new constitution. This promise was called the **Tennis Court Oath**.

Louis tried to make peace. He ordered the clergy and nobles to join the National Assembly. However, trouble erupted. Rumors spread that foreign soldiers were going to attack French citizens. On July 14, an angry crowd captured the Bastille, a Paris prison. The mob wanted to get gunpowder for their weapons in order to defend the city.

3. Why did the National Assembly form?

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**A GREAT FEAR SWEEPS FRANCE****What was the Great Fear?**

A wave of violence called the **Great Fear** swept the country. Peasants broke into and burned nobles' houses. They tore up documents that had forced them to pay fees to the nobles. Late in 1789, a mob of women marched from Paris to the king's palace at Versailles. They were angry about high bread prices and demanded that the king come to Paris. They hoped he would end hunger in the city. The king and queen left Versailles, never to return.

4. Who led the events that happened during the Great Fear?

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**Lesson 1, *continued***

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As you read about the dawn of revolution in France, write notes to answer questions about the causes of the French Revolution.

<b>How did each of the following contribute to the revolutionary mood in France?</b>	
1. The three estates	2. Enlightenment ideas
3. Economic crisis	4. Weak leadership

<b>How did each of the following events lead to the French Revolution?</b>	
5. Meeting of the Estates-General	6. Establishment of the National Assembly
7. Tennis Court Oath	8. Storming of the Bastille

**The French Revolution and Napoleon****Lesson 2**

# Revolution Brings Reform and Terror

**Key Terms and People**

**Legislative Assembly** assembly that replaced the National Assembly in 1791

**émigré** noble or other person who left France during the peasant uprisings and who hoped to come back to restore the old system

**sans-culotte** radical group of Parisian wage-earners

**Jacobin** member of the Jacobin Club, a radical political organization

**guillotine** machine for beheading people

**Maximilien Robespierre** revolutionary leader who tried to wipe out every trace of France's past monarchy and nobility

**Reign of Terror** period of Robespierre's rule

**Before You Read**

In the last lesson, you read how the French Revolution began.

In this lesson, you will learn what happened during the revolution.

**As You Read**

Use a timeline to identify the major events that followed the creation of the Constitution of 1791.

**THE ASSEMBLY REFORMS  
FRANCE****What reforms resulted from the revolution?**

In August 1789, the National Assembly took steps to change France. One new law ended all the special rights that members of the First Estate and Second Estate had enjoyed. Another law gave French men equal rights. Though women did not get these rights, it was a bold step. Other laws gave the state power over the Catholic Church.

Catholic peasants remained loyal to the Church. They were angry that the Church would be part of the state.

Thereafter, many of them opposed the Revolution's reforms.

For months, the assembly worked on plans for a new government. During this time, Louis was fearful for his safety. One night, he and his family tried to escape the country. They were caught, brought back to Paris, and watched by guards. This escape attempt made the king and queen even more unpopular. It also increased the power of his enemies.

1. What new laws came into being?

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Lesson 2, *continued*

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**DIVISIONS DEVELOP****What groups called for different kinds of changes?**

In the fall of 1791, the assembly finished its new constitution. It took away most of the king's power. The assembly then turned over its power to a new assembly, the **Legislative Assembly**.

This new assembly soon divided into groups. Radicals wanted to make many changes in the way government was run. Moderates wanted only some changes in government. Conservatives didn't mind having a limited monarchy and wanted few changes in government.

Groups outside the Assembly wanted to influence the government, too. One group wanted to return to the old ways, before the Revolution. This group included the **émigrés**, nobles and others who had fled France earlier. Another group wanted even greater changes. This group included the **sans-culottes**. These wage earners and small shopkeepers wanted a greater voice in government.

2. In what ways did the **émigrés** and **sans-culottes** have opposite goals?

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**WAR AND EXECUTION****What caused the French people to take extreme measures?**

At the same time, France faced serious trouble on its borders. Kings in other countries feared that their people would revolt, too. They wanted to use force to give control of France back to Louis XVI. Soon, foreign soldiers were marching toward Paris. Many people thought that the king and queen were ready to help the enemy. Angry French citizens imprisoned them. Many nobles, priests, and other supporters of the

royalty were killed by the peasants.

The government took strong steps to reduce the danger of foreign troops. It took away all the king's powers. In 1792, the National Convention—another new government—was formed. **Jacobins**, members of a radical political club, soon took control of this new government. They declared Louis a common citizen. He was then tried for treason and convicted. Like many others, the king was beheaded by a machine called the **guillotine**. The National Convention also ordered thousands of French people into the army.

3. What happened to the king?

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**THE TERROR GRIPS FRANCE; END OF THE TERROR****What was the Reign of Terror?**

**Maximilien Robespierre** became leader of France. He headed the Committee of Public Safety. It tried and put to death "enemies of the Revolution." Thousands were killed. Robespierre's rule, which began in 1793, was called the **Reign of Terror**. It ended in July 1794, when Robespierre himself was put to death.

The French people were tired of the killing and the unrest. They wanted a return to order. Moderate leaders drafted a new, less revolutionary plan of government.

4. How long did the Reign of Terror last?

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Lesson 2, *continued*

As you read about the events of the French Revolution, answer the questions about the time line.

<b>1789 Aug.</b>	<b>National Assembly adopts Declaration of the Rights of Man.</b>	→	1. What are some rights this document guarantees French citizens?
<b>1790</b>	<b>National Assembly reforms status of church.</b>	→	2. What caused the peasants to oppose many of these reforms?
<b>1791 Sep.</b>	<b>National Assembly hands power to Legislative Assembly</b>	→	3. What political factions made up the Legislative Assembly?
<b>1792 April</b>	<b>Legislative Assembly declares war on Austria.</b>	→	4. What did European monarchs fear from France?
<b>Aug.</b>	<b>Parisians invade Tuileries and imprison royal family.</b>		
<b>Sep.</b>	<b>Parisian mobs massacre more than 1,000 prisoners.</b>		
<b>1793 Jan.</b>	<b>Ex-king Louis XVI is executed.</b>	→	5. What effects did the September Massacres have on the government?
<b>July</b>	<b>Robespierre leads Committee of Public Safety; Reign of Terror begins.</b>		
<b>1794 July</b>	<b>Robespierre is executed; Reign of Terror ends.</b>	→	6. What was the stated aim of Robespierre and his supporters?
<b>1795</b>	<b>National Convention adopts new constitution.</b>	→	7. What were some consequences of the Reign of Terror?

## The French Revolution and Napoleon

### Lesson 3

# Napoleon's Empire

### Key Terms and People

**Napoleon Bonaparte** military leader who seized power in France

**coup d'état** sudden takeover of a government

**plebiscite** vote by the people

**lycée** government-run public school

**concordat** agreement

**Napoleonic Code** complete set of laws set up by Napoleon that eliminated many injustices

**Battle of Trafalgar** British defeat of Napoleon's forces at sea

**blockade** forced closing of ports

**Continental System** Napoleon's policy of preventing trade and communication between Great Britain and other European nations

**guerrilla** Spanish peasant fighter

**Peninsular War** war that Napoleon fought in Spain

**scorched-earth policy** policy of burning fields and slaughtering livestock so that enemy troops would find nothing to eat

**Waterloo** battle in Belgium that was Napoleon's final defeat

**Hundred Days** Napoleon's last bid for power, which ended at Waterloo

### Before You Read

In the last lesson, you read about the Revolution's extremes, including the Reign of Terror.

In this lesson, you will learn how Napoleon grabbed power and brought order to France.

### As You Read

Use a chart to analyze the goals and results of Napoleon's actions as emperor of France.

### NAPOLÉON SEIZES POWER; NAPOLÉON RULES FRANCE

#### How did Napoleon rise to power?

In 1795, **Napoleon Bonaparte** led soldiers against French royalists who

were attacking the National Convention. Napoleon used troops to take control of the French government. This was a **coup d'état**, or a sudden takeover of power. Napoleon held the powers of a dictator.



Lesson 3, *continued*

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In 1800, a **plebiscite**, or vote of the people, approved a new constitution. Napoleon took power as first consul. He started **lycées**—new public schools for ordinary male citizens. He signed a **concordat**, or agreement, with the pope. This gave the Church back some power.

He wrote a new set of laws, called the **Napoleonic Code**, which gave all French citizens the same rights. However, the new laws took away many individual rights won during the Revolution. For example, they limited free speech and restored slavery in French colonies.

1. What was the Napoleonic Code?

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### **NAPOLEON CREATES AN EMPIRE; NAPOLEON'S COSTLY MISTAKES**

**What mistakes did Napoleon make abroad?**

Napoleon had hoped to make his empire larger in both Europe and the New World. Napoleon's only loss during this time was to the British navy in the **Battle of Trafalgar**.

Napoleon loved power. But his empire fell because he made three big mistakes.

His first mistake was caused by his desire to crush Britain's economy. In 1806, he ordered a **blockade** and stopped all trade between Britain and other European nations. Napoleon called this policy the **Continental System**. It was to make continental Europe self-sufficient. It did not work as planned. Soon the French economy, along with others on the European continent, weakened.

Napoleon's second mistake was to make his brother king of Spain in 1808. With help from Britain, groups of Spanish peasant fighters called **guerrillas** fought Napoleon for five years.

Napoleon lost 300,000 troops during this **Peninsular War**.

Napoleon's third mistake was perhaps his worst. In 1812, he tried to conquer Russia. As the Russians retreated, however, they followed a **scorched-earth policy**. They burned their fields and killed their livestock so Napoleon's armies could not eat what they left behind. Thousands of soldiers died from the bitter cold and hunger on their way home. Others deserted. Napoleon entered Russia with more than 420,000 soldiers but left with only 10,000.

2. What happened to Napoleon's soldiers in Russia?

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### **NAPOLEON'S DOWNFALL**

**How was Napoleon defeated?**

Britain, Russia, Prussia, Sweden, and Austria joined forces and attacked France. In 1814, Napoleon gave up his throne and was sent away to the tiny island of Elba off the Italian coast.

In March 1815, Napoleon escaped from Elba and returned to France. He took power and raised another army.

The rest of the European powers raised armies to fight against Napoleon. They defeated Napoleon in his final battle near a Belgian town called **Waterloo**. This defeat ended Napoleon's last attempt at power, which was called the **Hundred Days**. He was then sent to a far-off island in the southern Atlantic Ocean. He died there in 1821.

3. What was Napoleon's last attempt at power, and where did it end?

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**Lesson 3, *continued***

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As you read about Napoleon, note the goals and results of some of his actions.

<b>Actions</b>	<b>Goal(s)</b>	<b>Result(s)</b>
1. Establishment of national bank and efficient tax-collection system		
2. Enacting Napoleonic Code of law		
3. Sending troops to Saint Domingue		
4. Selling Louisiana Territory to the United States		
5. Waging Battle of Trafalgar		

**The French Revolution and Napoleon****Lesson 4**

# The Congress of Vienna

## Key Terms and People

**Congress of Vienna** meetings in Vienna for the purpose of restoring order to Europe

**Klemens von Metternich** key leader at the Congress of Vienna

**balance of power** condition in which no one country becomes a threat to another

**legitimacy** bringing back to power the kings that Napoleon had driven out

**Holy Alliance** league formed by Russia, Austria, and Prussia

**Concert of Europe** series of alliances to help prevent revolution

## Before You Read

In the last lesson, you saw how Napoleon's empire collapsed.

In this lesson, you will learn how the rest of Europe reacted to both the French Revolution and Napoleon's rise and fall.

## As You Read

Use a chart to take notes on the goals and outcomes of the Congress of Vienna.

### METTERNICH'S PLAN FOR EUROPE

#### **What was the Congress of Vienna?**

In 1814, leaders of many nations met to draw up a peace plan for Europe. This series of meetings was called the **Congress of Vienna**. The most important person at the Congress of Vienna was the foreign minister of Austria, **Klemens von Metternich**. He developed the peace conditions that were finally accepted.

Metternich had three goals at the congress. First, he wanted the countries around France to be stronger. This would make sure that the French could not attack another country again.

Second, he wanted a **balance of power** in which no one nation was strong enough to threaten other nations. Third, he wanted **legitimacy**. This meant restoring monarchs to the thrones they had had before Napoleon's conquests. The other leaders agreed with Metternich's ideas.

Metternich achieved his first goal when the congress strengthened the small nations that surrounded France. Meanwhile, France was not punished too severely. It remained independent and was allowed to keep some overseas possessions. This helped achieve Metternich's second goal to create a balance of power.

Lesson 4, *continued*

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The congress also worked to fulfill Metternich's third goal. Many rulers were returned to power in states throughout Europe, including France.

The Congress of Vienna created very successful peace agreements. None of the great powers fought against one another for 40 years. Some did not fight in a war for the rest of the century.

1. What three goals did Metternich have?

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### **POLITICAL CHANGES BEYOND VIENNA**

#### ***How did European leaders respond to the effects of the French Revolution?***

Many European rulers were nervous about the effects of the French Revolution. In 1815, Czar Alexander of Russia, Emperor Francis I of Austria, and King Frederick William III of Prussia formed the **Holy Alliance**. Other alliances created by Metternich were called the **Concert of Europe**. The idea of these alliances was for nations to help one another if revolution came.

Across Europe, conservatives held control of European governments.

Conservatives were people who opposed the ideals of the French Revolution. They also usually supported the rights and powers of royalty. They did not encourage individual liberties. They did not want any calls for equal rights.

But many other people still believed in the ideals of the French Revolution. They thought that all people should be equal and share in power. Later they would again fight for these rights.

People in the Americas also felt the desire for freedom. Spanish colonies in the Americas revolted against the restored Spanish king. Many colonies won independence from Spain. National feeling grew in Europe, too. Soon, people in areas such as Italy, Germany, and Greece would rebel and form new nations. The French Revolution had changed the politics of Europe and beyond.

2. What happened to ideas about freedom and independence after the French Revolution?

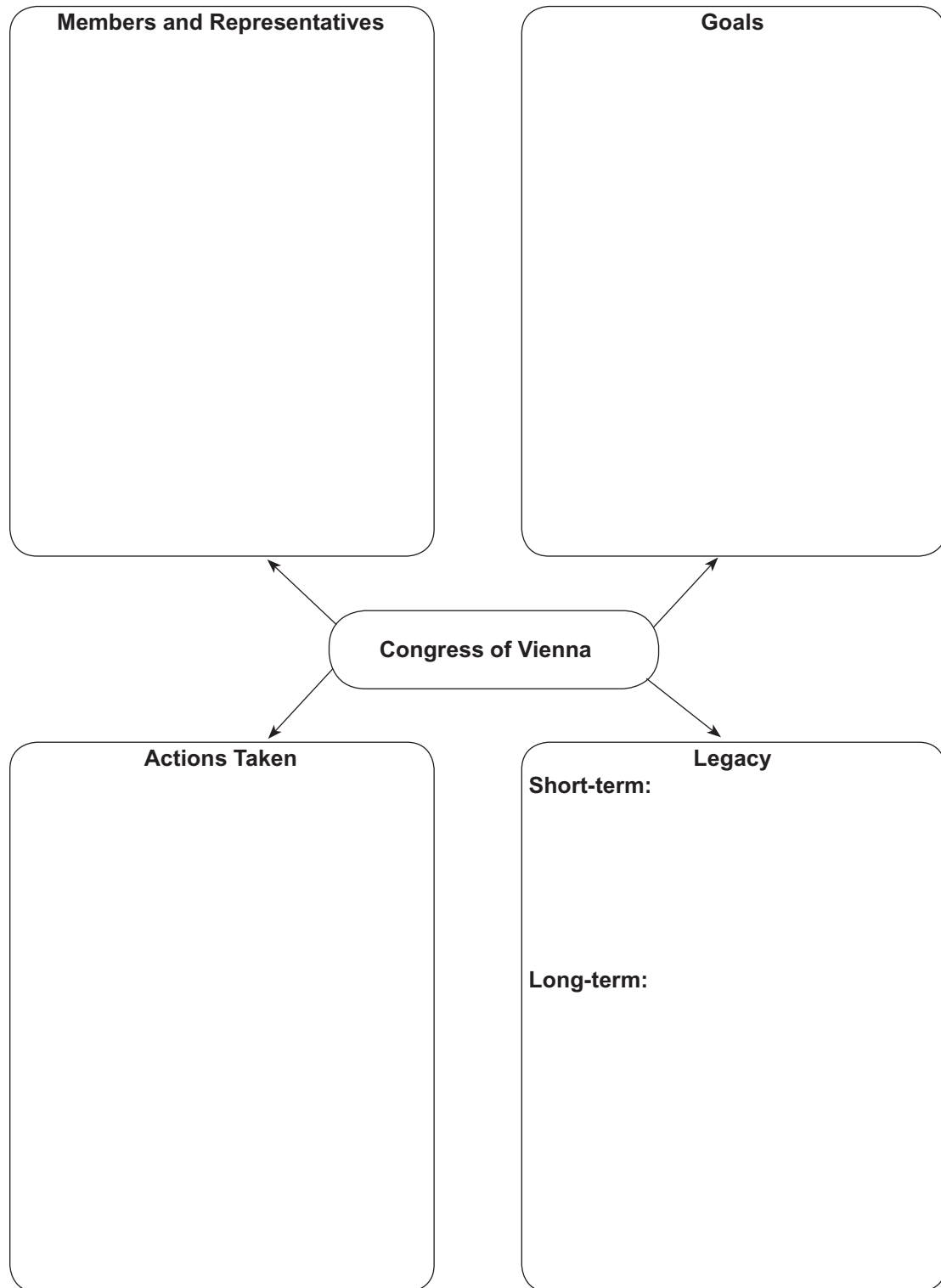
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**Lesson 4, *continued***

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As you read about the meeting of the Congress of Vienna, fill in the diagram below.



*from*  
**MEMOIRS OF PRINCE KLEMENS VON  
METTERNICH**  
1820

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Prince Metternich

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After the French Revolution and the defeat of Napoleon, European rulers wanted to establish long-lasting peace and stability. Austrian minister Prince Klemens von Metternich pushed for keeping the traditional aristocratic order in Europe. He told European rulers that they had to unite if their monarchies were to survive. The following excerpt is from a secret memo that Metternich sent to the Russian czar. He encouraged the czar to support his policies.

**READING FOCUS:**

What group does Metternich fear most? Why?

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Kings have to calculate the chances of their very existence in the immediate future; passions are let loose, and league together to overthrow everything which society respects as the basis of its existence; religion, public morality, laws, customs, rights, and duties, all are attacked, confounded, overthrown, or called in question. The great mass of the people are tranquil spectators of these attacks and revolutions, and of the absolute want of all means of defence. A few are carried off by the torrent, but the wishes of the immense majority are to maintain a repose which exists no longer, and of which even the first elements seem to be lost.

The scenes of horror which accompanied the first phases of the French Revolution prevented the rapid propagation of its subversive principles beyond the frontiers of France, and the wars of conquest which succeeded them gave to the public mind a direction little favourable to revolutionary principles. Thus the Jacobin<sup>1</sup> propaganda failed entirely to realise criminal hopes.

Nevertheless the revolutionary seed had penetrated into every country and spread more or less. It was greatly developed under the *régime* of the military despotism of Bonaparte.<sup>2</sup> His conquests displaced a number of laws, institutions, and customs; broke through bonds sacred among all nations, strong enough to resist time itself; which is more than can be said of certain benefits conferred by these innovators. From these perturbations it followed that the revolutionary spirit could in Germany, Italy, and later on in Spain, easily hide itself under the veil of patriotism.

The evil exists and it is enormous. We do not think we can better define it and its cause at all times and in all places than we have already done by the word “presumption,” that inseparable companion of the half-educated, that spring of an unmeasured ambition, and yet easy to satisfy in times of trouble and confusion.

It is principally the middle classes of society which this moral gangrene has affected, and it is only among them that the real heads of the party are found.

For the great mass of the people it has no attraction and can have none. The labours to which this class—the real people—are obliged to devote themselves, are too continuous and too positive to allow them to throw themselves into vague abstractions and ambitions. The people know what is

the happiest thing for them: namely, to be able to count on the morrow, for it is the morrow which will repay them for the cares and sorrows of to-day. The laws which afford a just protection to individuals, to families, and to property, are quite simple in their essence. The people dread any movement which injures industry and brings new burdens in its train.

There is besides scarcely any epoch which does not offer a rallying cry to some particular faction. This cry, since 1815, has been *Constitution*.<sup>3</sup> But do not let us deceive ourselves: this word, susceptible of great latitude of interpretation, would be but imperfectly understood if we supposed that the factions attached quite the same meaning to it under the different *régimes*. Such is certainly not the case. In pure monarchies it is qualified by the name of “national representation.” In countries which have lately been brought under the representative *régime* it is called “development,” and promises charters and fundamental laws. In the only State which possesses an ancient national representation it takes “reform” as its object. Everywhere it means change and trouble.

We are convinced that society can no longer be saved without strong and vigorous resolutions on the part of the Governments still free in their opinions and actions.

We are also convinced that this may yet be, if the Governments face the truth, if they free themselves from all illusion, if they join their ranks and take their stand on a line of correct, unambiguous, and frankly announced principles.

By this course the monarchs will fulfil the duties imposed upon them by Him, who, by entrusting them with power, has charged them to watch over the maintenance of justice, and the rights of all, to avoid the paths of error, and tread firmly in the way of truth.

Union between the monarchs is the basis of the policy which must now be followed to save society from total ruin.

In short, let the great monarchs strengthen their union, and prove to the world that if it exists, it is beneficent, and ensures the political peace of Europe: that it is powerful only for the maintenance of tranquility at a time when so many attacks are directed against it; that the principles which they profess are paternal and protective, menacing only the disturbers of public tranquility.

1. **Jacobin:** radical revolutionaries

2. **Bonaparte:** Napoleon Bonaparte, the former French emperor

3. **Constitution:** In this case, Metternich is writing about the movements that wished to set up democratic principles of government.

Excerpt from *Memoires of Prince Metternich*, Volume 3, edited by Prince Richard Metternich and translated by Mrs. Alexander Napier (New York: Charles Scribner's Sons, 1881), pp. 455, 462–463, 465–467, 469–471, 475.

**Analysis Questions:**

1. Which class does Metternich say threatens the peace of Europe?
2. Where does the power of monarchs come from, according to Metternich?

**Answers:**

1. the middle classes
2. God



# HAPPY - ? Source Analysis Tool

<b>H</b>	<b>Historical Context?</b>	What is it? <div style="display: flex; flex-wrap: wrap; padding: 5px;"> <div style="width: 33%;"><input type="checkbox"/> Map</div> <div style="width: 33%;"><input type="checkbox"/> Photograph</div> <div style="width: 33%;"><input type="checkbox"/> Congressional Record</div> <div style="width: 33%;"><input type="checkbox"/> Song</div> <div style="width: 33%;"><input type="checkbox"/> Report</div> <div style="width: 33%;"><input type="checkbox"/> Letter</div> <div style="width: 33%;"><input type="checkbox"/> Telegram</div> <div style="width: 33%;"><input type="checkbox"/> Poster</div> <div style="width: 33%;"><input type="checkbox"/> Poem</div> <div style="width: 33%;"><input type="checkbox"/> Patent</div> <div style="width: 33%;"><input type="checkbox"/> Telegram</div> <div style="width: 33%;"><input type="checkbox"/> Census Report</div> <div style="width: 33%;"><input type="checkbox"/> Artifact</div> <div style="width: 33%;"><input type="checkbox"/> Other _____</div> <div style="width: 33%;"><input type="checkbox"/> Memo</div> <div style="width: 33%;"><input type="checkbox"/> Press Release</div> <div style="width: 33%;"><input type="checkbox"/> Political Cartoon</div> <div style="width: 33%;"><input type="checkbox"/> Cartoon</div> <div style="width: 33%;"><input type="checkbox"/> Speech</div> <div style="width: 33%;"><input type="checkbox"/> Journal/Diary</div> <div style="width: 33%;"><input type="checkbox"/> Newspaper</div> </div>	
		What's the title?	
		When? / Where?	
		What was going on during the time and in the place it was created? How might the occasion affect the source?	
<b>A</b>	<b>Audience</b>	Who would be expected to read/view this item? How might the occasion affect the source?	
<b>P</b>	<b>Perspective</b>	Who produced and/or published this? What do you know about the producer and/or the publication? (class, race, gender, position, religion, political party) How does this information affect the source?	
<b>P</b>	<b>Purpose</b>	What is the item's intended purpose? Why was it created? How might the purpose affect the source?	
<b>Y</b>	<b>Y Significant?</b>	What does this source reveal about life at the time and place? And/or How did this source impact society?	
<b>?</b>	<b>Question?</b>	How does this source help answer the investigation question?	

\* Source of HAPPY strategy unknown.

# ***THE PROCESS OF HISTORICAL INVESTIGATION***

## **Part A: Research**

1. Create an Investigative Question
2. Seek Information from Primary and Secondary Sources

At the beginning of the year, done by the teacher

## **Part B: Analyze Evidence**

### **STEPS 1-5: ANALYZING AN INDIVIDUAL SOURCE:**

1. LITERAL SOURCE QUESTIONING  
*What are the literal (observable, factual) aspects of the document?*
2. LOOKING FOR POINT OF VIEW & PERSPECTIVE  
*What is the point of view of the source?*
3. LOOKING AT THE CONTEXT  
*How did historical circumstances shape the source?*
4. UNDERSTANDING THE SOURCE  
*What does the source say, or show? What does that mean?*
5. ASSESSING THE SIGNIFICANCE OF A SOURCE  
*What can be learned from this piece of evidence?*

### **STEP 5: WORKING WITH MULTIPLE SOURCES**

6. CORROBORATION  
*How do different pieces of evidence compare?*

## **Part C: Making an Interpretation**

1. Construct an Argumentative Explanation about History
2. Seek Peer Review

# THE PROCESS OF HISTORICAL INVESTIGATION

## Part A: Research

1. Create an Investigative Question
2. Seek Information from Primary and Secondary Sources

## Part B: Analyze Evidence

Individual Sources

### 1. LITERAL SOURCE QUESTIONING

- What type of document is this? (poetry, diary, government document)
- What is the setting? (time and place)
- Who wrote the document? Did the recorder have firsthand knowledge of the event? Or, did the recorder report what others saw and heard?
- Was the information recorded during the event, immediately after the event, or after some lapse of time?

### 2. LOOKING FOR POINT OF VIEW & PERSPECTIVE

- What religion, sex, and social class is the author? What is the author's social position?
- What "loaded" words or strong descriptive words are used? (clues to perspective)
- What is the intent of the author? How might the author be biased?
- What is omitted?
- How credible is the source?
- Overall: What perspective or point of view on the topic is presented?

### 3. LOOKING AT THE CONTEXT

- Who is the intended audience?
- What else is going on at this time that might have affected this source's content?
- What ideas were present in the predominant culture of the time?
- How might the context (previous questions in this step) have affected the content of the source?

### 4. UNDERSTANDING THE SOURCE

- What does it say? What does it show?
- What is the main idea/argument/message?
- What evidence/details does the author provide?
- What meaning can you draw from the source? How would you summarize the main ideas?

### 5. ASSESSING THE SIGNIFICANCE OF A SOURCE

- What can we learn from the point of view of the source?
- What does this source reveal about the time/place?
- What questions does the source answer about my topic or the leading question?
- What questions are left unanswered?

### 6. CORROBORATION

- Are there other sources to support or disagree with this source?
- What's the same? What's different? What are the reasons for the similarities and differences?
- Do sources acknowledge counter evidence?
- Was anything omitted?

## Part C: Making an Interpretation

### 1. Construct an Argumentative Explanation about History

- Rank evidence: Which sources will I choose to help me with my topic or leading question? Why?
- How many pieces of evidence do I need?
- How will I create an answer to my question that incorporates and accounts for conflicting evidence?

### 2. Seek Peer Review

- Is my explanation convincing?
- Does my explanation have support from several pieces of evidence?
- Does my explanation reflect the multiple perspectives of the event or era?
- Is my explanation clearly written or demonstrated in my final product?

Multiple Sources