

Name:

Period:

Due Date:

7th Grade Social Studies

Unit 4 Age of Revolutions

Part 1: Vocabulary (40% of grade): identify or explain the significance of each term/ person/ place listed using the internet, suggested sites, dictionary.com, history.com, biography.com

4.1 French and Indian War	-----
1. Benjamin Franklin	
2. Democracy	
3. Seven Years War	
4.2 Road to Revolution	
4. Revolution	
5. King George III	
6. Sons of Liberty	
7. <i>Common Sense</i>	
8. American Revolution	
4.3 Declaration of Independence, Declaration of Independence,	----- -----

Revolutionary War, Treaty of Paris	----- -----
9. George Washington	
10. Thomas Jefferson	
11. Declaration of Independence	
12. Battle of Saratoga	
13. Valley Forge	
14. Battle of Yorktown	
15. Treaty of Paris 1783	
4.4 Causes of French Revolution	----- -----
16. French Revolution	
17. King Louis XVI	
18. Marie Antoinette	
19. Bastille	
20. First Estate	

21. Second Estate	
22. Third Estate	
4.5 French Revolution Begins	----- -----
23. Tennis Court Oath	
24. Declaration of Rights of Man and the Citizen	
4.6 Execution of Louis XVI and Reign of Terror	----- -----
25. Reign of Terror	
26. Guillotine	
27. Maximillian Robespierre	
28. 4.7 Napoleon	-----
29. Napoleon Bonaparte	

Part 2: Essential Questions (40 % of grade, 20% each question): Answer two (2) of the three (3) questions thoroughly. You may answer all for possible extra credit (maximum 10 points extra credit).

1. What political and social theories from the Enlightenment influenced the American and French Revolutions?

2. How were French revolutionaries influenced by the democratic ideals of the American Revolution?

3. Evaluate whether the American and French Revolutions were justified? Explain why or why not, use evidence to justify your response.

Part 3: Document Analysis: Using the attached HIPPO document analysis, interpret the document below.
Excerpts from Thomas Paine's Common Sense

“The cause of America is in a great measure the cause of all mankind. . . .”

“Volumes have been written on the subject of the struggle between England and America. Men of all ranks have embarked in the controversy, from different motives, and with various designs; but all have been ineffectual, and the period of debate is closed. Arms, as the last resource, decide the contest; the appeal was the choice of the king, and the continent hath accepted the challenge.”

“The sun never shined on a cause of greater worth. ‘Tis not the affair of a city, a country, a province, or a kingdom, but of a continent—of at least one eighth part of the habitable globe. ‘Tis not the concern of a day, a year, or an age; posterity are virtually involved in the contest, and will be more or less affected, even to the end of time, by the proceedings now. . . .”

“But Britain is the parent country, say some. Then the more shame upon her conduct. Even brutes do not devour their young, nor savages make war upon their families . . .”

“I challenge the warmest advocate for reconciliation, to shew, a single advantage that this continent can reap, by being connected with Great Britain. I repeat the challenge, not a single advantage is derived. . . .”

“Every thing that is right or natural pleads for separation. The blood of the slain, the weeping voice of nature cries, ‘TIS TIME TO PART. . . .”

“As to government matters, it is not in the power of Britain to do this continent justice: The business of it will soon be too weighty, and intricate, to be managed with any tolerable degree of convenience, by a power, so distant from us, and so very ignorant of us; for if they cannot conquer us, they cannot govern us. . . .”

“I am not induced by motives of pride, party, or resentment to espouse the doctrine of separation and independence; I am clearly, positively, and conscientiously persuaded that it is the true interest of this continent to be so . . .”

“O ye that love mankind! Ye that dare oppose, not only the tyranny, but the tyrant, stand forth!”

H.I.P.P.: DBQ and Document Analysis

1. HISTORICAL CONTEXT-Connect the document to specific historical events using outside examples. Connect the document across time to earlier and/or later eras or across space to events happening in different places. (What else is going on in the world that you need to know to help you understand the document? This is the background info, like the scrolling text at the beginning of Star Wars)

2. INTENDED AUDIENCE-Identify a person or group the author expects to inform or influence.

3. POINT OF VIEW-What do think the author’s point of view is on the topic shown in the document? Is there any evidence of bias? If so provide specific details.

4. PURPOSE-Why did the author create the source?