



<b>Reign of Terror Lesson</b>	
<b>Central Historical Question:</b> Was the main goal of the Committee of Public Safety to “protect the Revolution from its enemies”?	
<b>California State Standard(s)</b>	<b>10.2.4 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</b>
<b>Common Core State Standard(s):</b>	
<p style="text-align: center;"><b>Reading</b></p> <ol style="list-style-type: none"> <li>1. <i>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</i></li> <li>2. <b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b></li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</li> <li>6. <b>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</b></li> <li>7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</li> <li>8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.</li> </ol>	<p style="text-align: center;"><b>Writing</b></p> <ol style="list-style-type: none"> <li>1. <i>Write arguments focused on discipline-specific content.</i> <ol style="list-style-type: none"> <li>a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</li> <li>b) Develop claims and counterclaims fairly, supplying data and evidence for each whole pointing out the strengths and limitations of both claims and counterclaims in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>c) Use words, phrases, and clauses to link the major sections of text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.</li> <li>d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>e) Provide a concluding statement or section that follows form or supports the argument presented.</li> </ol> </li> <li>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for</li> </ol>



STANFORD HISTORY EDUCATION GROUP

## READING LIKE A HISTORIAN

**10.** *By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.*

citation.

**9.** Draw evidence from informational texts to support analysis, reflection, and research.

**10.** *Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.*