French Revolution CP Project Name:

**\*\*Due: On or Before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\*\***

Choose two (2) activities from the following list to complete an individual study unit on the French Revolution. Each activity is worth 50 points for a total of 100 points for the project.

Be sure to circle your choices and turn this handout in with your completed project.

1. Imagine that you live in France during pre-revolutionary times. Write a one page narrative essay which describes what your life was like and your opinion of the other estates. Do you think a revolution is necessary? Why or why not?
2. Create a drawing or diorama that depicts the Storming of the Bastille.
3. Listen to and translate the French National Anthem. Write an analysis of the lyrics.
4. Create an illustrated timeline of the 10 key events during the French Revolution.
5. Create 10 flashcards of key terms from the unit. Each card should contain the word and its meaning, along with a symbol and/or picture.
6. Compose a song or rap (3 verses) that reflects an event or theme of the French Revolution.
7. Create a foldable that compares the roles of power of the Three Estates before, during, and after the French Revolution.
8. Design a comic strip (8 frames) that depicts the Execution of Louis XVI.
9. Create a social contract (one page typed) between yourself and your parents/teacher that demonstrates an understanding of John Locke’s theory.
10. Using PowerPoint, create a virtual tour of Versailles (8 slides) citing your sources.
11. Create a scrapbook (5 pages) that depicts your life as a member of the 3rd Estate.
12. Write a research paper (one page typed) on the life and influence of Napoleon citing sources.
13. Write a newspaper article detailing the events and mass murders of the Reign of Terror.
14. Create a representation of a Facebook page that depicts a key figure of the French Revolution.
15. Research the invention of the guillotine and construct a model. Write a narrative (one page typed) that includes but is not limited to… its effectiveness as an execution method, the reason for its creation, when and why was it retired? Why do we not use this method of execution today?

GRADE EARNED:

Activity #1 \_\_\_\_/50 **+** Activity #2 \_\_\_\_/50 **=** \_\_\_\_/100 points