**AICE European History Mr. Sadow Chapter 1 Homework Assignments**

**Hw #1: Pgs. 2-4, Due by**

1. Explain why France was a difficult country to rule in the late 1700s. (at least 4 reasons)

2. Explain why there was social, economic, and political pressure from the lower class to change France before the

 French Revolution in 1789. (at least 1 social, 3 economic, and 3 political reasons)

3. To what extent (how much, how far) did the Church and the aristocracy control France before the revolution?

 (at least 4 examples for the Church and 4 for the aristocracy)

4. Start working on your vocabulary cards, France - parlement, words 1-11. Put all of the chapter's vocabulary

 words on index cards. Use one word per card. On one side put the vocab. word and on the back the definition.

 Words 1-42 are due the day of the sections' 1.1 and 1.2 test as a separate test grade. Please put the number of

 the vocab. word in the bottom middle of each card, and please use a rubber band. Google any word you cannot

 find the definition for or infer from the text.

**Hw #2: Pgs. 4-6, Due by**

1. What were the aim (goals) of the Enlightenment thinkers before the revolution? (1 or 2 goals for each thinker.)

2. How did Louis XVI react to the attempts to reform France before the revolution in 1778? (at least 2 examples)

3. Discuss (write about issue(s) or topic(s) in depth in a structured way) how France's finances from 1775-1783

 impacted attempts to reform.

4. Continue working on your index cards. Remember, your cards are a test grade, an easy "A." Work on the word

 Enlightenment, word 12. Google any word you cannot find the definition for or infer from the text.

**Hw #3: Pgs. 6-8, Due by**

1. To what extent (how much, how far) did the Assembly of Notables clearly show the problems France faced

 before the revolution in 1787? (at least 4 examples)

2. Compare and contrast (alike and different) the First Estate and Third Estate. (at least a combined total of 5

 similarities and differences). Look on pg. 4 for how to do this.

3. How far to you agree with the statement "The finance ministers failed Louis XVI between 1774 and 1789? (at

 least 3 reasons)

4. Continue working on your index cards. Remember, your cards are a test grade, an easy "A." Work on the words

 Assembly of Notables - Third Estate, words 13-18. Google any word you cannot find the definition for or infer

 from the text.

**Hw #4: Pgs. 9-14, Due by**

1. Discuss (write about issue(s) or topic(s) in depth in a structured way) the goal of the Estates General when it

 met in 1789.

2. Look at figure 1.3 on pg. 10. How accurately do you think the artist drew the real event of 1790? Why do you

 feel that way? The artist put two clergymen in the front of the drawing. Why do you think he did this?

3. To what extent (how much, how far) did the Tennis Court Oath in 1789 lead to the ration of the Rights of

 Man in 1789?

4. Explain why the storming of the Bastille in 1789 occurred? (at least 3 reasons)

5. On pg. 11, read the newspaper account in activity 1.7 from 1789. How does the source represent the views of

 the revolutionaries? Explain. (at least 2 reasons)

6. How did the August Decrees in 1789 and the Declaration of the Rights of Man and the Citizen in 1789 move

 France further away from a monarchy?

7. Work on the words National Assembly - Declaration of the Rights of Man and the Citizen, words 19-23.

**Hw #5: Pgs. 14-17, Due by**

1. What did the women's march do in 1789?

2. Explain why the French governments were unstable between 1790 and 1795? (at least 4 reasons)

3. Read the "KEY CONCEPT" on pg. 15 in the second column. What do you think different historians put

 different reasons for the outbreak of the French Revolution?

4. Look at figure 1.5 on pg. 16. Do you think the image is reliable in describing the events in France during 1789?

 Explain why you feel the way you do.

5. Compare and contrast the three revolutionary group in France. (at least a combined total of 5 similarities and

 differences) Look on pg. 4 for how to do this.

6. Work on the words the Decrees of the Fundamental Principles of Government - Girondins, words 24-28.

**Hw #6: Pgs. 17-20, Due by**

1. To what extent (how much, how far) was the return of a monarchy to France after 1789 not possible. (at least 3

 reasons)

2. Discuss (write about issue(s) or topic(s) in depth in a structured way) why those opposed to the revolution

 could not join forces against the revolutionaries. (at least 6 reasons)

3. What tax, government, legal, and Church reforms were passed by the National Assembly to deal directly with

 some main reasons the revolution began? (2 reasons for each 4 areas)

4. Evaluate (judge or calculate) the statement "The National Assembly was successful in its goals." (at least 6

 reasons)

5. Work on the words Declaration of Verona - Civic Constitution of the Clergy, words 29-32.

**Hw #7: Pgs. 20-23, Due by**

1. How far do you agree that the capture of Louis XVI and his queen in 1791 and the Champ de Mars massacre

 were the tipping points that caused their execution? (at least 3 reasons)

2. How successful was the National Assembly's new constitution? (at least 4 reasons)

3. Look at activity 1.11 on pg. 22. Compare and contrast (alike and different) the two different opinions in the

 second column why Louis XVI went to Varennes in 1791. (at least a combined total of 5 similarities and

 differences) Look on pg. 4 for how to do this.

4. To what extent (how much, how far) did France's feelings towards its neighboring countries impact their own

 country in the 1790? (at least 3 reasons)

5. Work on the words National Guard - Paris Mob/sans-culottes, words 33-38.

**Hw #8: Pgs. 23-27, Due by**

1. Look at activity 1.12 on pg. 25. Compare and contrast (alike and different) the two different views of France

 going to war with its neighbors. (at least a combined total of 5 similarities and differences) Look on pg. 4 for

 how to do this.

2. Look at activity 1.13 on pg. 25. How far (how much, to what extent to you agree with the accusations against

 Louis XVI at his trial in 1792? (at least 4 reasons)

3. How far do you agree with the thought that the Committee of Public Safety was similar to the monarchy under

 Louis XVI. (at least a combined total of 4 agree / disagree)

4. Explain why Maximilien Robespierre is a controversial figure of the revolution. (at least 4 reasons)

5. Work on the words Committee on Public Safety - Reign of Terror, words 39-42.

**Hw #9: Pgs. 27-29, Due by**

1. Compare and contrast France during Robespierre's reign and after his execution. (at least a combined total of 5

 similarities and differences) Look on pg. 4 for how to do this.

2. no new vocabulary today

**Hw #10: Pgs. 29-31, Due by**

1. Explain the leadership structure in France after the Reign of Terror.

2. Discuss (write about issue(s) or topic(s) in depth in a structured way) the Directory's difficulties. (at least 5)

3. To what extent (how much, how far) did the Jacobins keep the Directory unstable after the Constitution of

 1795? (at least 3 reasons)

4. Explain the actions taken by the Jacobins after the election of 1797. (at least 4)

5. Start working on your vocabulary cards, Directory - Coup of Prairial, words 43-49. Words 43-57 are due the

 day of the sections' 1.3 and 1.4 test as a separate test grade. Please do these cards like you did for the first half

 of the chapter.

**Hw #11: Pgs. 32-34, Due by**

1. Evaluate (judge or calculate) the statement "The Directory both succeeded and failed as the leadership of France

 during the late 1790s." (at least 6 examples)

2. Look at activity 1.15 on pg. 33. Compare and contrast (alike and different) the two views of the Directory. (at

 least a combined total of 5 similarities and differences) Look on pg. 4 for how to do this.

3. Evaluate (judge or calculate) the statement "Napoleon's surprising success in Italy was critical to him achieving

 the leadership of France in 1799." (at least 4 reasons)

4. Continue working on your index cards. Remember, your cards are a test grade, an easy "A." Work on the word

 Abbe Sieyes, word 50.

**Hw #12: Pgs. 34-39, Due by**

1. Regarding the Coup of 1799, how far do you agree that dealing with those against his coup "not too violently"

 was the best way to handle the situation? (at least 2 reasons)

2. Explain the steps Napoleon took to gain power in France, including why the coup against the Directory was

 successful.

3. Look at activity 1.16 on pg. 36. Compare and contrast (alike and different) the reasons given in the two

 sources for the failure of the Directory. (at least a combined total of 5 similarities and differences) Look on pg.

 4 for how to do this.

4. Evaluate (judge or calculate) the statement "Napoleon's goals as first consul and emperor was what France

 needed." (at least 4 reasons)

5. Look at figure 1.11 on pg. 38. What is the painting trying to communicate about Napoleon?

6. Continue working on your index cards. Remember, your cards are a test grade, an easy "A." Work on the words

 First Consul - plebiscite, words 51-53.

**Hw #13: Pgs. 39-41, Due by**

1. Discuss the steps that Napoleon took to stabilize France and increase his power? (at least 8 things)

2. "The Concordat of 1801 was Napoleon’s greatest domestic achievement." How far do you

 agree? (at least 4 reasons)

3. Work on the word Concordant - word 54.

**Hw #14: Pgs. 42-44, Due by**

1. Look at activity 1.19 on pg. 42. To what extent (how much, how far) did Napoleon's tone impact his speech? (at

 least 3 examples)

2. Work on the words Napoleonic Code - Legion d'honneur, words 55-57.

**Paper 1 Question A (the first question on the first exam)**

**Compare and Contrast**

**Worth 15 marks (points)**

Example: Question 1A: Compare and contrast Sources A and B on how effective

 Napoleon was as France's leader.

**1st Paragraph-** start the paragraph with this: *There are many similarities and*

 *differences between Sources A and B* (then restate the question) *on how effective*

 *Napoleon was as France's leader*. This paragraph will only be that one sentence.

**2nd Paragraph**- what are the similarities of the sources relating to the question? (try

 for at least 3); use source content/supporting evidence in ""s to support what you

 write. Start the paragraph with this: *Among the similarities between A and B is*

 *that both* *sources agree that*

**3rd Paragraph**- what are the differences of the sources relating to the question? (try

 for at least 3); use source content/supporting evidence in ""s to support what you

 write. Start the paragraph with this: *Among the differences between A and B* (then

 restate the question again) *on how effective Napoleon was as France's leader*,

 *source A states that*

**4th Paragraph**- explain why the points of similarity and differences exist by

 evaluating the tone and origination of both sources. Start the last paragraph with

 this: *Overall, although both sources* (*agree* or *disagree*, whichever they do more

 of) (then restate the question again) *on how effective Napoleon was as France's*

 *leader,* *there are (similarities* or *differences,* whichever they do more of, or *both*)

 *on how they arrived at their conclusions.*

**How to answer the compare and contrast questions on your hw**

1. you will write a total of 4 sentences, each the beginning of a separate paragraph

2. in the 1st sentence, write the words in *italics* word for word from the 1st paragraph above but

 replace the example above with the wording from the question in your homework

3. in the 2nd sentence, write the words in *italics* word for word from the 2nd paragraph above

4. in the 3rd sentence, write the words in *italics* word for word from the 3rd paragraph above but

 replace the example above with the wording from the question in your homework

5. using any method you want to write it down (T graph, circles, etc.), find at least a combined

 total of 5 similarities and differences)

6. in the 4th sentence, write the words in *italics* word for word from the 4th paragraph above but

 replace the example above with the wording from the question in your homework, then decide

 if the sources agree or disagree more and if the sources are more similar or different to

 complete the sentence