



Western Civilization from 1650 to Present

Dr. Edrene S. McKay ■ (479) 855-6836 ■ Email: esm@cox-internet.com

WEB ACTIVITY 1. A TALE OF TWO CITIES: POVERTY, INJUSTICE, AND VIOLENCE THEN AND NOW

<p>INTRODUCTION <i>A Tale of Two Cities</i></p>	<p>In <i>A Tale of Two Cities</i>, Charles Dickens showed his concern for the social problems plaguing England and France during the eighteenth century. He described both countries as being filled with poverty, injustice, and violence due to the irresponsibility of the ruling class. In France, these conditions eventually led to the French Revolution in 1789. Dickens was concerned that the conditions of the poor in England might lead to a massive uprising like that of the French Revolution. Writing from the vantage point of the nineteenth century, but clearly describing conditions in France and England during the eighteenth century, Dickens wrote:</p> <p style="text-align: center;"><i>IT WAS the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of Light, it was the season of Darkness, it was the spring of hope, it was the winter of despair, we had everything before us, we had nothing before us, we were all going direct to Heaven, we were all going direct the other way- in short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.</i></p>
<p>THE TASK</p>	<p>You will be part of a group of secret investigators sent from England to France to gather information about the Revolution, its supporters, and opponents. As a secret investigator, you must be able to function in new surroundings without arousing suspicion as to your purpose or origin. In order to do this, you must become intimately familiar with the people and customs of the area to which you are assigned. Failure to blend into the community and culture of your area could lead to your own demise. If discovered, you risk facing the guillotine or standing trial for treason.</p>
<p>Areas of Investigation</p>	<p>You will need to familiarize yourself with the following aspects of the community to which you are assigned:</p> <ul style="list-style-type: none"> ▪ Class structure/daily life ▪ Economic conditions ▪ Culture (philosophy, art, music, theater, entertainment) ▪ Religious practices
<p>THE PROCESS</p> <p>Communities</p>	<p>Once you have become an expert on your community, you will be required to demonstrate your knowledge before obtaining your specific undercover identity and assignment.</p> <p>1. You will be assigned to one of five teams of investigators. Each group will be responsible for researching one of the following communities:</p> <ul style="list-style-type: none"> ▪ First Estate (Clergy) The first estate, the clergy, consisted of rich and poor. There were very wealthy abbots, members of the aristocracy who lived in luxury off of wealthy church lands. There were poor parish priests, who lived much like the peasants. ▪ Second Estate (Aristocracy) The second estate, the aristocracy (also known as the nobility), inherited their titles and got their wealth from the land. Some members of the aristocracy had little money, but had all the privileges of noble rank. However, most enjoyed both privileges and wealth. <p>Third Estate (Common People) The third estate, the common people, was by far the largest group in France. Everyone who was</p>

Web Activity 1. A Tale of Two Cities: Poverty, Injustice, and Violence Then and Now

	<p>not a member of the first or second estates was a member of the third. It included:</p> <ul style="list-style-type: none"> ▪ Bourgeoisie The bourgeoisie consisted of wealthy merchants, whose wealth rivaled that of the nobility, doctors, lawyers, and shopkeepers ▪ Urban Workers The urban workers were artisans and wage-owners. They were very poor. During the revolution, they became known as the sans-culottes (literally, without trousers) because the working men wore loose trousers instead of the tight knee breeches of the nobility. Eventually sans culottes came to refer to any revolutionary citizen, but your assignment is limited to urban workers.. ▪ Peasants The peasants worked the land under the feudal system which had been in place since the Middle Ages. <ol style="list-style-type: none"> 2. Once your group has assembled, you will need to decide who is responsible for each area of investigation. 3. It is your responsibility to research your topic (e.g., the economic conditions of urban workers) using a variety of resources. 4. When you have completed your research, share the information you gathered with your group. 5. As a group, organize the information to fit into a specific presentation format. Information may be reported through artistic renderings (drawings, collages, etc.), dramatic re-enactments, computer slide presentations, videos, oral presentations, or any other format which would enhance the communication of information to others. 6. Your team will demonstrate your knowledge by giving a concise, well-organized, and dramatic class presentation. It will include a list of references, using the appropriate MLA bibliographical formats (http://pioneer95118.tripod.com/mustangresources/id12.html). 7. In addition to the group presentation, each individual will respond in writing to the following reflection questions and source evaluation:
<p>Group Presentation & List of References</p>	
<p>First Reflection Question</p>	<ul style="list-style-type: none"> ▪ How do you explain the paradox that the transition from medieval to modern Europe was “the best of times” and “the worst of times?” Who would have considered it the best of times? Who would have considered it the worst of times? Do you think we also live in the best of times and the worst of times? Explain.
<p>Second Reflection Question</p>	<ul style="list-style-type: none"> ▪ What makes a society ripe for political revolution? Why did revolution occur in France in the eighteenth century? Are there any indications that revolution could occur in the United States? If so, what are the relevant issues?
<p>Source Evaluation</p>	<ul style="list-style-type: none"> ▪ What was your best source (i.e., what specific resource was most helpful in completing this project)?
<p>EVALUATION</p>	<p>Your grade will be based on two components: (1) The group presentation will constitute 50% of your grade. (2) Your responses to the reflection questions and source evaluation will make up the remaining 50% of your grade.</p>
<p>RESOURCES General</p>	<p>GENERAL</p> <ul style="list-style-type: none"> ▪ Age of the Enlightenment http://history.evansville.net/enlighte.html ▪ 18th Century Resources http://andromeda.rutgers.edu/~jlynch/18th/ ▪ The Costumer’s Manifesto: 18th Century

<p style="text-align: center;">Secondary</p>	<p>http://www.costumes.org/pages/18thlinks.htm</p> <ul style="list-style-type: none"> ■ The Costumer's Manifesto: The French Revolution and Empire Periods http://www.costumes.org/pages/fashiondress/FrenchRevolution.htm ■ The 18th Century in France and England http://www.wisc.edu/arth/ah202/jch/12d.html <p>SECONDARY SOURCES</p> <ul style="list-style-type: none"> ■ Liberty, Equality, Fraternity http://chnm.gmu.edu/revolution/# ■ Revolution http://library.thinkquest.org/C006257/revolution/default.shtml ■ The Origins of the French Revolution http://www.historyguide.org/intellect/lecture11a.html ■ The People and the French Revolution http://www.warwick.ac.uk/fac/arts/History/teaching/french-rev/people.html ■ Links on the French Revolution http://userwww.port.ac.uk/andressd/frlinks.htm ■ Encyclopedia.com on the French Revolution http://www.encyclopedia.com/html/F/FrenchR1e.asp ■ The Ideology of the French Revolution http://www.britannia.com/history/euro/1/2_2.html ■ The Parisian Stage During the French Revolution http://barkov.uchicago.edu/mark/projects/theatre/ ■ History of the Guillotine http://www.metaphor.dk/guillotine/Pages/History.html ■ The Tragedy of Louis XVI: A Chronology http://wwwtc.nhmccd.cc.tx.us/people/crf01/wc2/lec5.html ■ Marie Antoinette http://www.royalty.nu/Europe/France/MarieAntoinette.html ■ Maximilien Robespierre: A Short Biography http://www.bartleby.com/65/ro/Robespie.html
<p style="text-align: center;">Primary</p>	<p>PRIMARY SOURCES</p> <ul style="list-style-type: none"> ■ Modern History Sourcebook: French Revolution http://www.fordham.edu/halsall/mod/modsbook13.html ■ The French Revolution (Primary Source Documents Including Cahiers) http://history.hanover.edu/modern/frenchrv.htm ■ Marie Antoinette: Letter to Her Mother, 1773 http://www.fordham.edu/halsall/mod/1773marieantonette.html ■ Abbé Sieyès: What is the Third Estate? http://www.fordham.edu/halsall/mod/sieyes.html ■ Declaration of the Rights of Man and of the Citizen http://members.aol.com/agentmess/frenchrev/mancitizen.html ■ Jean-Marie Roland de la Platière: The State of the French Economy, 1789 http://www.fordham.edu/halsall/mod/1789platiere.html ■ Decree Abolishing the Feudal System, August 11, 1789 http://history.hanover.edu/texts/abolfeud.html ■ Arthur Young: Travels in France (1792) http://history.hanover.edu/texts/young.html

Web Activity 1. A Tale of Two Cities: Poverty, Injustice, and Violence Then and Now

Student Name:					Group:				
Assignment:									
EVALUATION CRITERIA									
		Does Not Meet Expectations		Meets Some Expectations		Meets All Expectations		Exceeds All Expectations	
GROUP PRESENTATION	Approach	6.5	Little evidence of originality and creativity in approach to project	7.5	Some evidence of originality and creativity in approach to project	8.5	Original and creative in approach to project	10	Extremely original and creative in approach to subject
	Knowledge	13	Presentation reflects little thought and knowledge of period under consideration	15	Presentation reflects limited thought and knowledge of period under consideration	17	Presentation reflects considerable thought and knowledge of period under consideration	20	A well thought-out presentation reflecting extensive knowledge of period under consideration
	Research	13	Little evidence of research and reading and no references	15	Some evidence of research and reading and some references but inaccurate format	17	Evidence of considerable research and reading and quite a few references in accurate format	20	Evidence of extensive research and reading and extensive references in accurate format
	Your contribution to the project (%):						Your share of group grade:		
INDIVIDUAL REFLECTION	Knowledge	6.5	Paper reflects little thought and knowledge of period under consideration	7.5	Paper reflects limited thought and knowledge of period under consideration	8.5	Paper reflects considerable thought and knowledge of period under consideration	10	A well thought-out paper reflecting extensive knowledge of period under consideration
	Research	6.5	Little evidence of research and reading	7.5	Some evidence of research and reading	8.5	Evidence of considerable research and reading	10	Evidence of extensive research and reading
	Reflection Question 1	6.5	A feeble attempt to answer reflection question on the "best of times" and "worst of times."	7.5	Answers reflection question on the "best of times" and "worst of times" but answer lacks clarity or depth.	8.5	Answers reflection question on the "best of times" and "worst of times" well	10	Answers reflection question on the "best of times" and "worst of times" extremely well
	Reflection Question 2	6.5	A feeble attempt to answer reflection question on the "what makes a society ripe for revolution."	7.5	Answers reflection question on "what makes a society ripe for revolution" but answer lacks clarity or depth.	8.5	Answers reflection question on "what makes a society ripe for revolution" well	10	Answers reflection question on "what makes a society ripe for revolution" extremely well
SOURCE EVALUATION	6.5	Paper reflects little thought, gives no examples of why the source was helpful, and offers an inadequate explanation of what made it the "best" resource.	7.5	Paper reflects limited thought, gives some examples of why the source was helpful, and offers an adequate but incomplete explanation of what made it the "best" resource	8.5	Paper reflects considerable thought, gives several good examples of why the source was helpful, and offers an adequate and complete explanation of what made it the "best" resource	10	A well thought-out paper that gives several excellent examples of why the source was helpful and an insightful and complete explanation of what made it the "best" resource	
Your Grade:									