History Revolutions: Holiday Homework

Develop an in depth profile of Louis XVI

Step One: Research

- Watch “The Rise and Fall of Versailles” Parts 3, BBC, Youtube, 
  https://www.youtube.com/watch?v=r7oWI7h0qaw
  Also listed in the Libguides

- Read Alpha History “Royal Government”
  http://alphahistory.com/frenchrevolution/royal-government/

- Find at least 2 other secondary resources — NO WIKIPEDIA!

- Find at least 2 primary resources that help to depict Louis XVI

- Make it neat, use artwork/pictures, use your imagination. Bonus points will be awarded for excellence and creativity.

- Include an annotated bibliography

Step Two:
You can present your research in either

a) Create a mock FACEBOOK PAGE

OR

b) A summary

1. Name, contact information (nationality/address)

2. Objective statement (How did he feel about leading? Why? What did he hope to accomplish as a leader of this new nation)

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1 NOTE: There is also Parts 1 and 2. While these are outside of the scope of our studies, watching these will greatly assist you in understanding the situation that Louis XVI inherited, including the development of France’s economic turmoil. If you do watch these use the profile proforma below to collect ideas.

2 An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. See a sample at the end of the assignment.
3. Information – background information about Louis XVI (date of birth/death, country, dates of reign, parents, Marriage status, children, etc.)

4. Education / training (schools, military, religious, preparation to become leader, etc.)

5. Work/Job Experience (positions of authority held/jobs)

6. Accomplishments (Things your leader wants to stress in order to get maintain power. Make sure to list specific events and actions.) Identify who thought these were accomplishments and who opposed these ideas.

7. Failures (Things your leader does that make revolutionary activity worse) Identify who thought these were accomplishments and who opposed these ideas/ actions.

8. In About Me describe Louis XVI personality. Annotate a primary resource to support this interpretation.

9. References (List the names and titles of at least two people that could be contacted about your leader’s ability to lead. These must be 2 actual historical people with a brief reference for Louis)

10. Don’t forget other FACEBOOK favorites – include a picture of your monarch, pictures of 3 people who would be your monarch’s friends with captions underneath identifying them, 5 Networks to which s/he would belong and write at least 5 status updates on your Wall—you can be funny or creative but the information must be accurate with an accurate date.

Facebook Sample
https://onedrive.live.com/view.aspx?resid=C545402430CE8D56!1118&ithint=flle%2cppt&app=PowerPoint&authkey=!AD03PqIptBqlndo
Follow the link and click the arrow to download
### Performance Descriptors

**Units 3 and 4**

**Outcome 1**

**Analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.**

<table>
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<tr>
<th><strong>Very low</strong></th>
<th><strong>Low</strong></th>
<th><strong>Medium</strong></th>
<th><strong>High</strong></th>
<th><strong>Very high</strong></th>
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<td>Some identification of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.</td>
<td>Some evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.</td>
<td>Sound evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.</td>
<td>Thoughtful evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.</td>
<td>Comprehensive evaluation of the significance of ideas, events, individuals and popular movements that contributed to the outbreak of revolution.</td>
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<tr>
<td>Very little analysis of primary sources used as evidence to analyse the personality of Louis XVI.</td>
<td>Some analysis of primary sources used as evidence to analyse the personality of Louis XVI.</td>
<td>Adequate analysis of primary sources used as evidence to analyse the personality of Louis XVI.</td>
<td>Detailed analysis of primary sources used as evidence to analyse the personality of Louis XVI.</td>
<td>Thorough analysis of primary sources used as evidence to analyse the personality of Louis XVI.</td>
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<tr>
<td>Little comparison of a range of historical perspectives and/or historical interpretations about the role Louis played in the revolution.</td>
<td>Some comparison of a range of historical perspectives and/or historical interpretations about the role Louis played in the revolution.</td>
<td>Satisfactory comparison of a range of historical perspectives and/or historical interpretations about the role Louis played in the revolution.</td>
<td>Detailed comparison of a range of historical perspectives and/or historical interpretations about the role Louis played in the revolution.</td>
<td>Comprehensive comparison of a range of historical perspectives and/or historical interpretations about the role Louis played in the revolution.</td>
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**KEY to marking scale based on the Outcome contributing 50 marks**

| **Low 1–10** | **Very low 11–20** | **Medium 21–30** | **High 31–40** | **Very high 41–50** |
Annotated bibliography sample:

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| (1) Pascoe, Bruce, “Black Emu. Black Seeds: Agriculture or Accident”, Magabala Books, Broome, Western Australia 2014. | **Key**
| (2) In this book Bruce Pascoe explores Indigenous land use. | (1) Citation  
| (3) He compiles evidence to support his historical argument that Aboriginal people have been inaccurately labelled as hunter gatherers and rather should be defined as an agricultural society, drawing evidence from a diverse range of resources including written accounts from settlers, current geographical land features and maps, Aboriginal artefacts and Dreaming stories, just to name some. | (2) Introduction  
| (4) He limits his research to Aboriginal nations pre colonisation  
| (5) This text assists my research by being essay to read (student accessible) and proving the advanced cultural practices of Aboriginal society. | (3) Aims & Research methods  
| (6) The main limitation of the article is that it largely relies on ethnocentric observations of settlers and a lot of primary evidence has been destroyed since colonisation. | (4) Scope  
| (7) This is a very valuable resource for students and teachers exploring ethnocentric ideas of settlers and how history can still be reinterpreted | (5) Usefulness (to your research) to a particular topic  
| (8) This will form the basis of my Yr12 Geography course. | (6) Limitations  
|   | (7) Conclusions  
|   | (8) Reflection  
|   | (explain how this work illuminates your topic or how it will fit in with your research) |