

# Levée en Masse

The Wars of the French Revolution: 1789 to 1802  
c. John Welch and Victory Point Games Inc.

## Plan 1: Understanding the Vocabulary of Revolution

### Introduction:

**Levée en Masse** is a game that simulates the struggles that gripped France beginning with the Storming of the Bastille in 1789 to Napoleon's seizure of power in 1802. The game was designed to be played solo but can easily be adapted for use in a single classroom or with smaller groups of students using multiple copies of the game. In this lesson, students will focus on the common vocabulary used when studying the French Revolution.

### Subject Areas:

World Studies, Military History, and Government classes

Grade Level: 9 – 12

### Lesson Objectives:

Students will:

1. Use academically appropriate resources to define the list of vocabulary words.
2. Work in pairs to agree on a common definition for the list of vocabulary terms.
3. Integrate the vocabulary accurately in follow-up lesson write-ups e.g. Plan 2: Understanding the Events of the Wars of the French Revolution.
4. Vocabulary pairs will present their findings to the class.

### National Standards:

World History Standard 32: Understand the causes and consequences of the political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries.

Working with Others Standard 1: Contributes to the overall effort of a group; Standard 4: Displays effective interpersonal communication skills.

California State Standards: 10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.

### Materials Needed:

- Levee en Masse Game

- Levee en Masse Event Cards
- Vocabulary Sheet

Procedures:

1. Distribute the Vocabulary Sheet from Levee en Masse to each student and assign them to define the list of terms, people, and events as homework. (Be sure to review what constitutes solid academic resources for this assignment).
2. Pair students together so they can share the results of their homework and agree on common definitions.
3. Then work down the list of vocabulary words and have one pair read their common definition to the class (some pairs may end up doing more than one). This is also time for you to add information you feel is important to the student definition.
4. Finally, have at least one of the follow-up questions from another lesson in this series so you can model how the vocabulary should be integrated into their written work.

Assessment:

1. Collect each student's work at the end of the period to check for completeness and accuracy. You can also check to see if students adjusted their work to reflect the information they received from their partner and/or from the rest of the class. You could even ask students to highlight or underline the new material they gathered from the lesson.