

Levée en Masse

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

Plan 5: Making Your Own Event Card

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 create their own historical Event Card.

Subject Areas:

World Studies, Military History, and Government classes

Grade Level: 9 – 12

Lesson Objectives:

Students will:

1. Display an understanding of historical abstraction through game design.
2. Create an Event Card.
3. Justify their choices as expressed through the Event Card.

National Standards:

World History Standard 32: Understand the causes and consequences of the political revolutions in the late 18th and early 19th 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
- Event Card Template

Procedures:

1. Once you have completed Plan 4, your students are now ready to try their hand at producing an Event Card of their own.
2. Pass out copies of the Event Card Template and go over the elements that go onto each card.
3. Working alone or in pairs, have students pick an event from the French Revolutionary Period and create an Event Card to go with it.
4. Once students have finished their cards, allow them to present the results of their work and have them justify the choices they made on the card expressing the historical results of the event.

Assessment:

1. Collect each student's work at the end of the period to check for an understanding of the historical abstraction process.
2. Does the student demonstrate an understanding of the historical event and its impacts as expressed through the elements on the card?