



History Market: Revolution and Empire

WITSOOTH • CLEVER TRUTH

TEACHER GUIDE • 6 SESSIONS OF 15 MIN • AP EURO
UNIT 5

Teacher _____ Period _____

DRIVING QUESTION

Why did the French Revolution consume its own leaders, and why did it end with an emperor?

Students buy and sell shares in fifteen people and in an index for each camp, a few minutes at a time, from the Estates-General to the Congress of Vienna.

Why it runs across the unit. Each session ends with prices, camps and portfolios unsettled, so students carry the question into the next class and into the reading. A market also remembers: a student who bought Robespierre in 1791 has to live with Thermidor in 1794. That is spaced retrieval with a score attached, and it keeps cause and effect in view for weeks instead of one period. **This set belongs to the History Market series.** If your class played another set, the rhythm is the same.

COURSE	AP European History, Unit 5 (c. 1648–1815). Also fits AP World History Unit 5, Topic 5.2 (Nationalism and Revolutions).
TIME	About 15 minutes a class , 6 sessions. One event takes about 4 minutes. 16 events in all.
TOPICS	5.4 The French Revolution · 5.5 Its Effects · 5.6 Napoleon's Rise, Dominance, and Defeat · 5.7 The Congress of Vienna. Key concepts KC-2.1.IV.A–G and KC-2.1.V.A–D.
MATERIALS	A projector for the deck. A phone, tablet or computer for each student (or one per pair). No printing, no sign-up.
LINKS	Students: witsooth.com/games/history-market-france.html . You: witsooth.com/games/history-market-france-slides.html .
SAVING	Each student's game saves on their own device. The deck remembers the slide where you stopped and picks up there next time.

ONE SESSION Fifteen minutes, three events

15 MIN

MINUTE	WHAT HAPPENS
0:00	Open. Open the deck (it resumes). Ask: who held power when we stopped? Take two answers. Name who sits in which camp.
1:00	Event 1, market open (1.5 min). Read the setup aloud. Start the 1:00 or 2:00 timer. Students trade and tap names for bios. Sound stays off on student devices.
2:30	Code and reveal (2.5 min). Press Next: the unlock code shows and students type it in. Press Next again: the drumroll, then the points. Ask the one question in the Notes drawer (press N).
5:00	Events 2 and 3. Same rhythm, 4 minutes each. The deck marks the third with Good place to stop for today .
13:00	Exit sentence (2 min). On a half sheet: "I expect ____ to gain or lose power next because ____." Claim plus cause. Collect or photograph.

What students do

- Start with **\$1,000**. Buy and sell fifteen people, or an index that holds a whole camp.
- Trade before each event. Prices move only after the reveal.
- Each trade costs 1%, and a big buy pushes the price up, so they cannot pump a stock for free.

What the market teaches

- A crowd buys last round's winner. Students who read the history beat students who follow momentum.
- Camps are not fixed. People change sides, the Royalist and Jacobin indexes close, and the Bourbon index opens in 1814.
- Power is a cause and a result. The "Who holds power" line follows every reveal. Watch the Jacobin index fall in a single step.

Day one only: allow 5 extra minutes. Students open the link, type a name, tap **Play**, and skim the camps. **Absent students** need the codes they missed. Each event's unlock code is at the top of its Notes drawer (press N), so you can hand them a list. **Switching devices:** the backup save code restores a game. **Heads up:** the Terror event covers executions. The pictures are period prints, not graphic images, and the summary names victims first. The market tracks power, not approval.



6 SESSIONS Events, focus question and CED topic

STOPS MATCH THE DECK

#	EVENTS	FOCUS QUESTION	CED TOPICS
1	The Estates-General · The Bastille and the Rights of Man · The Constitution of 1791	What did the Revolution change in its first two years, and who gained?	5.4
2	The Flight to Varennes · War and the fall of the monarchy · The King on trial	Why did the constitutional monarchy fail?	5.4
3	Girondins against Jacobins · The Terror · Thermidor	Why did the Revolution turn on its own leaders?	5.4
4	The Directory · Brumaire · The Consulate and the Empire	Why did France hand power to a general?	5.6
5	Austerlitz · Spain and Russia · Leipzig, Elba and Waterloo	What made Napoleon rise, and what brought him down?	5.6
6	The Congress of Vienna, then the party chart and debrief	What did the powers try to undo, and could they?	5.7

How the game carries the CED

- **Causation (Reasoning Process 2).** Every reveal is a cause and an effect. Push for **2.iii** (primary or secondary cause) and **2.v** (which mattered most), not a list.
- **Continuity and change.** The ROY, MOD, JAC, BON and COA indexes chart power. Ask students to name when it moved and why.
- **Sources (3.C, 3.D).** Each slide has a period painting, print or cartoon. Compare two sources (Topic 5.4) and judge a source's argument against evidence (Topic 5.7).
- **Evidence (6.C).** "Defend one buy or sell" uses historical reasoning to explain relationships among pieces of evidence.

Notes drawer on every slide

Press **N** on the deck. It shows the unlock code, the unit, the topic, the reasoning process, the key concept codes and a short teacher note ending in a question. A yellow chip on each event names the topic on screen.

KC-2.1.IV.A–G · KC-2.1.V.A–D · AP World KC-5.3.I.B

The CED's illustrative examples appear in the events: Danton, Marat and Olympe de Gouges, the Declaration of Rights, the levée en masse, the Civil Code and the Concordat, and the Congress of Vienna. The notes say where.

Between sessions

- **Homework hook.** Students read the event's textbook pages and pick one person to buy or sell next time.
- **Crowd check.** The market tags a crowd that chases last round's winner. Ask who fell for it.
- **Camp check.** Lafayette, Danton, Sieyès, Talleyrand, Napoleon and others change camps, and two indexes close. Have each student track one.

Assessment

- **Each session:** the exit sentence (claim plus cause), scored 0 to 2.
- **Short answer after session 3:** explain one cause of the radical phase of the Revolution (KC-2.1.IV.C and IV.D).
- **After session 6:** on the party chart, mark Thermidor and Waterloo and explain the cause of each in a paragraph.
- **Score is not the grade.** The market points are Witsooth's judgment of each person's fortunes in an event, not a CED statement.

Sound: student devices start muted so a room does not ring at once. The projector plays the bells, the drumroll and the stingers. **Keys on the deck:** Right arrow or Space for next, Left arrow for back, N notes, S slide list (jump to any slide), T timer, M sound, F full screen, Home to start over.