
**OBJECTIVES
FOR THIS LESSON:**

1. To understand a few strategies for taking notes quickly to use in answering a DBQ.
 2. To see the value of deciding on a DBQ essay structure and to learn about a few typical formats for the essay's structure.
-

Outlining and Planning the Essay Structure

The primary source documents for this lesson are displayed on the next three pages. All of the exercises for this lesson are based on these primary sources and the background information provided here.

**THE PRIMARY SOURCES
AND THE EXERCISES**

Twelve primary sources are provided for this lesson, including several drawings, a political cartoon, political posters, parts of a poem, a letter, political speeches and tracts. All of these sources focus on the ideals and the realities of the French Revolution of 1789 and the Russian Bolshevik Revolution of 1917. They all touch on the two themes of revolutionary idealism and revolutionary violence. The DBQ for the lesson focuses on this theme as well.

**PUTTING TOGETHER
A COMPLETE ESSAY**

The first four lessons in this workbook focused on strategies and concepts that can help you interpret primary sources, understand what DBQs are and help you get ready to write an essay answering a DBQ. The final four lessons will focus on the key tasks you face in organizing and writing your entire essay. These are:

- Lesson 5 Taking notes and creating a clear essay organization.
- Lesson 6 Writing an effective introductory paragraph based on your thesis statement.
- Lesson 7 Writing the internal paragraphs of your essay and using transitions to link them together effectively.
- Lesson 8 Writing a strong conclusion.

**KEY CONCEPTS
AND LEARNING STRATEGIES**

The primary sources and the exercises for this lesson will help you think about how to take notes and organize your essay.

1. Take notes quickly. If possible, identify them as: **1) main ideas or subtopics**, each of which supports your thesis; **2) details, facts or examples** that support one or another main idea or subtopic; **3) Explanations** of the details, facts, or examples.
2. Learn a variety of **formats of different essay structures**. You should use the format that fits best with the type of DBQ you are asked. However, you should feel free to **alter or adapt the format** flexibly depending on the specific topic, facts and sources.

Lesson 5 — Outlining and Planning the Essay Structure

The Documents

Two Revolutions

Document 1

Two couples enjoy a late meal in this French illustration from the 1700s. French nobles like these often waited on the king at the palace of Versailles, near Paris. There, they spent time flattering government officials, seeking favors, gossiping and living in idle luxury.

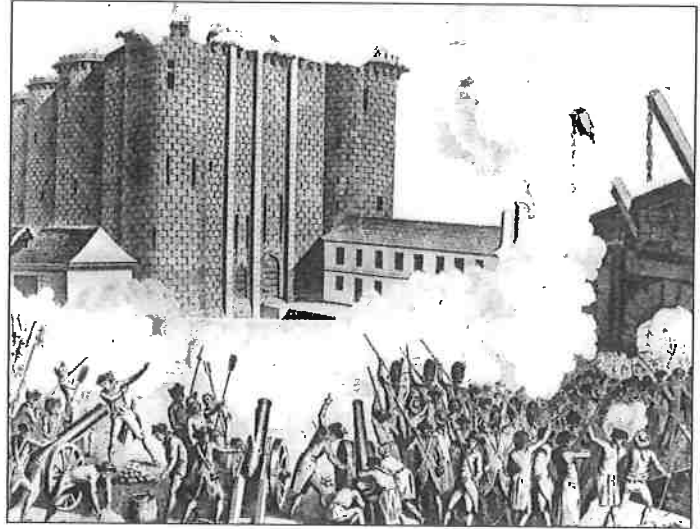
© Bettmann/CORBIS



Document 2

Early in the French Revolution, fears about what the king might do led Parisian revolutionary leaders to set up a new city government and a National Guard. On July 14, an angry crowd looking for weapons for this National Guard attacked the Bastille, a royal fortress and prison and symbol of the old order. This illustration from the times depicts this storming of the Bastille.

© Bettmann/CORBIS



Document 3

Bliss was it in that dawn to be alive
But to be young was very heaven.

*William Wordsworth on the French
Revolution, 1805*

Document 4

Introduction to

Declaration of the Rights of Man and of the Citizen

Approved, National Assembly of France, August 26, 1789

The representatives of the French people, organized as a National Assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man, in order that this declaration, being constantly before all the members of the Social body, shall remind them continually of their rights and duties; in order that the acts of the legislative power, as well as those of the executive power, may be compared at any moment with the objects and purposes of all political institutions and may thus be more respected, and, lastly, in order that the grievances of the citizens, based hereafter upon simple and incontestable principles, shall tend to the maintenance of the constitution and redound to the happiness of all. Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Lesson 5 — Outlining and Planning the Essay Structure

The Documents

Document 5

If the foundation of popular government in time of peace is virtue, the foundation of popular government in a revolution is both virtue and terror: virtue, without which terror is lethal; terror, without which virtue is powerless. Terror is nothing other than prompt, severe, inflexible justice; it arises therefore out of virtue; it is not so much a special principle as it is an outcome of the general principle of democracy applied to our country's most pressing needs. ... The revolution's government is liberty's despotism against tyranny.

From "Justification of the Use of Terror," by Maximilien Robespierre (1758- 1794), the Jacobin leader of the Committee of Public Safety, which ruled France during the radical stage of the French Revolution.

Document 7

Napoleon Bonaparte ruled France as a king might have. And in 1804, he even crowned himself Emperor Napoleon I. This cartoon from that time shows him doing just that, with the approval of the Catholic Pope, seated next to him.

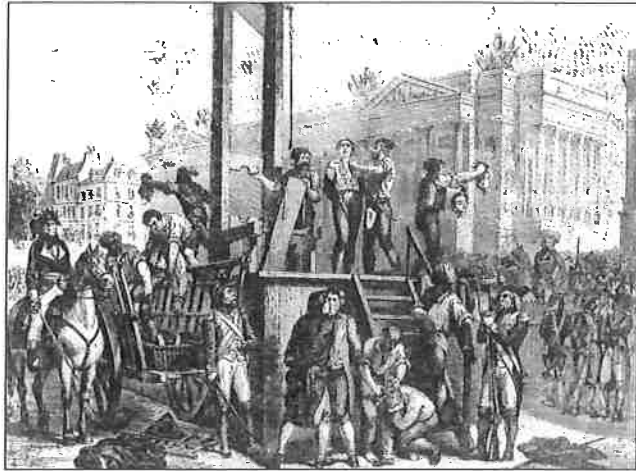
© Bettmann/CORBIS



Document 6

In July 1794, revolutionary excitement faded, and France turned against "the Terror." One of its last victims was Robespierre himself, shown here about to be guillotined.

© Bettmann/CORBIS



Document 8

Karl Marx wrote, "The proletarians have nothing to lose but their chains. They have a world to win." This Bolshevik poster neatly sums up Marx's ideas and the ideas of those who led the Russian Revolution.

Poster Collection, Hoover Institution Archives

Lesson 5 — Outlining and Planning the Essay Structure

The Documents

Document 9

Marx pictured communism as creating a classless society in which everyone worked in harmony and shared wealth equally. But he said little in detail about how communism would work. This Soviet Bolshevik poster is typical of many portraying happy peasants, workers and soldiers in a communist paradise.

Courtesy of the Library of Congress



Document 10

"If the foundation of popular government in time "The proposal we make to international democracy for a just and immediate peace will everywhere awaken an ardent response among the international proletarian masses. All secret treaties must be immediately published in order to strengthen the confidence of the proletariat.

"Within Russia a huge section of the peasantry have said that they have played long enough with the capitalists, and will now march with the workers. A single decree putting an end to landed proprietorship will win us the confidence of the peasants. ...

"We have now learned to make a concerted effort. The revolution that has just been accomplished is evidence of this. We possess the strength of mass organization, which will overcome everything and lead the proletariat to the world revolution."

V. I. Lenin addressing the Petrograd Soviet just after the Bolshevik seizure of power in 1917.

Document 11

"Comrades! The uprising of the five kulak districts should be mercilessly suppressed. . . . Hang (hang without fail, so the people see) no fewer than one hundred known kulaks."

Lenin in a letter to three Bolshevik officials, August 1918. The term "kulak" was used for land-owning peasants who resisted the Bolsheviks. The "kulak" districts referred to here were areas in revolt against forced seizure of their crops by the Bolsheviks during the first months after the Bolshevik Revolution.

Soviet Winter



--Kladderadatsch, Berlin
Bolshevism makes all alike

Document 12

At the heart of communism's appeal was a vision of a world of total equality. In this world, all were to work and share equally in a spirit of harmony. But some critics of communism say its ideal of total equality can only be achieved if another noble ideal is destroyed — the ideal of liberty. In this German cartoon from the early 1920s, the only things Russians were really sharing equally by then were misery, oppression and death.

Stock Montage, Inc.