

Weeks 1-6: The French Revolution

Week 1: Revolution and its Causes

| Objectives & Resources | Lesson Notes |
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| <p>Lesson 1 How has the French Revolution been remembered?</p> <p>Objectives To understand the meaning of the term 'revolution' in History</p> <p>To know that there can be different types of revolution</p> <p>To begin to know about how the revolution changed France and is remembered there</p> <p>Resources Societies in Change pages 96-99</p> <p>Worksheet A – The storming of the Bastille, from Term 1 Appendix</p> | <p>Starter Look at Source 1 on page 96 in <i>Societies in Change</i>. What was France celebrating on 14th July 1989?</p> <p>Main Lesson</p> <ul style="list-style-type: none"> • Read pages 96-99. • Look carefully at Source 8 on page 98 and try to identify the moments of the attack as listed in the yellow box above the picture. • According to Sources 9 and 10, what sorts of people were involved in the attack? • Use Worksheet A to write an account of the Fall of the Bastille. <p>Plenary What hints have you found in this chapter about why the revolution took place?</p> <p>Homework</p> <ul style="list-style-type: none"> • Find out what the word revolution means. • What different types of revolution are there? • Can you give an example of a political revolution and an example of an economic revolution? • Why are democratic countries less likely to experience revolutions? |

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| <p>Lesson 2 What was life like before the Revolution?</p> <p>Objectives To know how French society in the 18th century was structured</p> <p>To understand that French society at the time was very unfair</p> <p>To consider the structure of society as a cause of the French Revolution</p> <p>Resources Societies in Change pages 103-109</p> | <p>Starter How equal is the society in the country in which you live? You can consider inequalities in wealth, between men and women, different races or religions, etc.</p> <p>Main Lesson</p> <ul style="list-style-type: none"> • Study Source 12 on page 103 in <i>Societies in Change</i> and Source 20 on <i>page 104</i>. Write a paragraph to explain these diagrams showing how the Three Estates were supposed to work and how they actually worked. • Choose one source from page 105 that best describes the First Estate. • Choose one source from page 106 that best describes the Second Estate. • Choose one source from page 107 that best describes the Third Estate, the middle classes. • Choose one source from pages 108-109 that best describes the Third Estate, the peasantry. <p>Plenary Study Source 20 on page 108. These cartoons explain how peasants felt. What do you think these cartoons show about French society?</p> <p>Homework Imagine you are a member of the Third Estate. Write a protest speech complaining about the inequalities in society. Say what things you are most upset about and how things should be changed.</p> |

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| <p>Lesson 3 Was France well-governed before the Revolution?</p> <p>Objectives To know the monarchs of France at the time of the Revolution</p> <p>To begin to consider the problems in France before the Revolution</p> <p>Resources Societies in Change pages 100-103</p> <p>Homework Resources Access to the internet</p> | <p>Starter How did French kings regard their power? Use Source 1 on page 100 in <i>Societies in Change</i>.</p> <p>Main Lesson</p> <ul style="list-style-type: none"> • Study the portraits of the King and Queen on pages 100-101 and read Source 4 from page 100 on Louis XVI and Source 6 from page 101 on Marie Antoinette. • Jot down two good qualities each possessed. Jot down two bad points for each of them. • Do you think they had the right qualities to be the rulers of France? Why/not? • There were many rumours spread about Marie Antoinette. Most were untrue. Answer question 7 from page 101. <p>Plenary Study page 102. What other problems were there in the way France was run?</p> <p>Homework Use the internet to research Louis XVI and Marie Antoinette before 1789 and see if you can add to your list of their qualities, good and bad.</p> |

Notes to the teacher

Please note that occasionally the websites suggested in these notes may be subject to alterations. In such cases, the hyperlinks might not always be correct and you may find that you need to search for the relevant information. This also applies to the websites mentioned in the lesson plans.

The textbook **Societies in Change** is used as the main textbook in Weeks 1-6. Notes say that it is a Year 8 book, but we think it is appropriate for Year 9 as it is a dense book with a lot to read and many complex sources.

The theme for this first term is *Revolution* and students will look at two types of revolution: a political revolution in the French Revolution and an economic revolution in the Industrial Revolution.

Help the student to decide which one of the suggested homework activities to complete at the end of the week. You will need to do this each week.

Week 1

Lesson 1

This lesson addresses the overall question of what we mean by the term revolution when we use it in History. Hopefully by the end of the term, students will understand that a Revolution is an event or series of events that see a complete overturn in a system or country. If you have access to the internet, you may like to explore the thinkquest website which has various links to the French Revolution. The address is www.thinkquest.org. You should then click 'library' and select 'History & Government'. You then type 'French Revolution' into the search box. The site has a wealth of material from timelines to biographies and much more.

Plenary

Democracy means 'rule by the people', from the Greek *demos* meaning people and *krateo* 'rule', defined as 'A political system that allows the citizens to participate in political decision-making, or to elect representatives to government bodies.' (www.answers.com)

People in democratic societies are, therefore, less likely to experience revolutions as everyone from all different social classes has a voice, through voting, on who is elected. Who is allowed to vote and how, will vary according to the country.

Lesson 2

Main Lesson

In this lesson, students will begin to understand the underlying causes of the Revolution. It is important they realise that the Revolution was initiated by the Middle Classes who wanted a share in government and, although they were grouped together with the peasants as members of the Third Estate, they really had no desire to give power to the peasants or workers.

Lesson 3

Main Lesson

The characters of the king and queen are very interesting and will provide some background to the following lessons on the causes and help students consider the problems of absolute monarchy.

