

La révolution française



Year 9 CLIL SOW
French/History

Wisbech Grammar School
2011

History – la révolution française

	Lesson plan	Resources	homework
1	<p>Objective of the lesson: to find out about France before the revolution and in particular, what daily life was like for different social groups. To compare and contrast different groups.</p> <p>Key vocabulary: il porte/elle porte; il/elle a l'air; je pense que; selon moi; luxueux, confortable, misérable, pauvre ; heureux, malheureux, affamé, bien nourri, gros, mince, maigre ; en coton, en lin, en soie, en satin, en dentelle, en fourrure, en or/doré, brodé ; une chemise, une robe, un tablier, des chaussures, il n'a pas de chaussures, une culotte, un bonnet, un chapeau, une plume, des gants, une perruque.</p> <p>Starter: in groups, match up cards – picture of different people, with written card that describes who they are. Pupils then rank them in the three different orders on the table: noblesse, clergé, Tiers-Etat.</p> <p>Following on: Pupils discuss in group their physical appearance – quickly review words for clothes, hair, family members etc, get pupils to write down rules for adjective agreement in the back of their books. Direct pupils to their vocab sheet to prompt discussion.</p> <p>Teacher: Explain the different orders, the inequalities within the orders (bourgeoisie, paysans etc were all in the Tiers-Etat). Talking around the daily routine of different groups – did they have time for social activities? Which person would you like to be? Je voudrais être... parce que...</p> <p>Plenary: Watching clip of the first 2 minutes of La</p>	<p>History - La révolution française\Lesson 1 - match up pictures with cards.doc</p> <p>History - La révolution française\Lesson 1 - card match up answers.ppt</p>	<p>Pupils could be given a picture of the three orders and describe them in their books, highlighting the social differences shown in the picture.</p>

	Bastille film, students to write details of what people are wearing, etc.		
2	<p>Objective of the lesson : to learn about le Tiers-Etat et la bourgeoisie and find out what life was like for them. To introduce the imperfect tense.</p> <p>Starter: ppt on first slide, ask pupils to match up average salary with job. Get pupils to notice that some of these jobs are highly paid (above 45'000 is in the high earner tax code). Discuss social value attached to some of these jobs.</p> <p>Reading on the normal life of a peasant, an artisan and a bourgeois. Compare and contrast.</p> <p>Pupils discuss then answer questions from their sheet in groups of 2-3.</p> <p>Pupils to write the rules about the imperfect tense in the back of their books. Highlight the fact that the plural is unpronounced.</p> <p>Plenary: hot seat.</p>	<p>K:\CLIL\History - La révolution française\Lesson 2 - Le Tiers-Etat.ppt</p> <p>K:\CLIL\History - La révolution française\Lesson 2 - le Tiers-Etat.doc</p>	Learn the imperfect tense endings.
3	<p>Objective of the lesson: to learn about les nobles and le clergé and find out what life was like for them. To review the imperfect tense.</p> <p><i>Note: this could be an ICT lesson, in which case pupils can complete the Venn diagram digitally, e.g. word document, as well as completing grammar exercises on the imperfect online.</i></p> <p>Starter : test homework (learning of imperfect tense).</p> <p>Give out laminated sheets on nobles and clergy, pupils to read just one side, complete the table then summarise information for their partner using the questions given in their books, in Venn diagram,</p>	<p>K:\CLIL\History - La révolution française\Lesson 3 - la noblesse et le clergé.doc</p> <p>K:\CLIL\History - La révolution française\Lesson 3 ppt</p>	translation exercise to reinforce vocabulary and structures learned thus far.

	<p>with the model given by powerpoint.</p> <p>Reinforce imperfect by asking pupils to highlight examples of the imperfect tense on their laminated sheets.</p> <p>Plenary: darts game (pupils to answer questions depending on where they land on the dartboard).</p>	<p>- noblesse et clergé.ppt</p>	
4	<p>Objective: to find out who Louis XVI and Marie Antoinette were, and to learn about the monarchie absolue de droit divin. To review adjective agreement, including irregular endings in the feminine and plural.</p> <p><i>Note: this could be an ICT lesson, in which case pupils can watch the clips individually, as well as completing the suggested homework during the lesson and completing grammar exercises on adjectival endings online.</i></p> <p>Starter: watch minutes 2-5 of La Révolution Française, pupils to jot down English adjectives to describe Louis and Marie-Antoinette in two different columns. Give pupils 5 minutes to find as many of those in dictionaries (ideas: sérieux, troublé, dépensière, insouciant, etc).</p> <p>Review adjective endings, pupils to write the rule in the back of their books and complete their own table.</p> <p>Listening exercise on the youtube video: http://www.youtube.com/watch?v=qxc9qfW2zP8&feature=related</p> <p>Plenary: longest sentence wins. One pupil starts off "je pense que Marie-Antoinette était..." with one adjective, next pupil to repeat and continue.</p>	<p>X:\French\Teaching resources\3rd Form CLIL SOW\History - La révolution française\Lesson 4 - adjectives table.doc</p> <p>X:\French\Teaching resources\3rd Form CLIL SOW\History - La révolution française\Lesson 4 - Exercice d'écoute.docx</p>	<p>Pupils could write a facebook-type profile page for Marie-Antoinette and Louis XVI</p>
5	<p>Objective: to find out why the French monarchy was in financial trouble and needed to raise taxes.</p>	<p>props: plastic coins,</p>	<p>read through the</p>

<p>To introduce the comparative and superlative.</p> <p>Pupils are put in “families” of 4 or 5 (2 big peasant families, 1 noble family, 1 small convent – numbers need to be vaguely representative of the proportion of the population). Peasant families are given 440 livres each (44 coins), to represent the salary for a year (1 coin = 10 livres). Noble family and convent are given 1000 livres each (100 coins). Have wigs etc to highlight different social classes.</p> <p>Project on whiteboard the breakdown of how much things cost. Pupils to allocate different piles of money to various costs. Have 1 miniWB per family so that pupils can add up costs.</p> <p>Then ask families to pay their taxes. Highlight the fact that the noble family and the clergy aren't paying certain taxes, and in fact are paid by the peasants (particularly la dîme).</p> <p>Move on to next slide on ppt, explain about the problems the monarchy was experiencing. Pupils to make a graph in their books representing accurately the financial difficulties faces by the monarchy. Then ask pupils to write a short text about what financial advice they would give to the king.</p> <p>Show next slide. Ask pupils to vote whether the Tiers-Etat should be submitted to a new tax to help the king. Discrepancy between numbers and final decision (1 order votes no, 2 orders vote yes, therefore tax is passed) should shock pupils – this isn't a democracy where each vote counts.</p> <p>Introduce comparative with next slide, pupils to write it in the back of their books.</p> <p>Plenary: what do you think of all this? Orally review</p>	<p>clothes, picture of various flats and houses, wood, soap and candles, plastic foods, Pink Floyd Money track</p> <p>K:\CLIL\History - La révolution française\Lesson 5 ppt - money money money.ppt</p> <p>K:\CLIL\History - La révolution française\Lesson 5 - money money money.doc</p> <p>c</p>	<p>discussion text for next lesson (il faut trouver une solution) and practise reading it out loud – any one could be selected to read it! Underline words that are causing problems when reading out loud.</p>
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	learning of comparative.		
6	<p>Objective: To ascertain what Louis did to try to appease the people. To explore Les Etats généraux and Les cahiers de doléances and see why they were not effective. To reuse the comparative and superlative in their own writing.</p> <p><i>Note: this could be an ICT lesson, in which case the original discussion could take place whole-class, then pupils could do their "cahier de doléances" online, for instance on a blog or a wiki</i></p> <p>Pupils to read the discussion out loud in role.</p> <p>Discuss in French in groups – what was the discussion about? Who was right? Why?</p> <p>Whole-class feedback. Discuss what you think Louis should do next – je pense que Louis devrait...</p> <p>Explain Les Cahiers de Doléances with ppt. Read the example. Can Louis really respond to all the complaints? How will people react if he doesn't respond?</p> <p>Pupils to start writing their own « cahier de doléances »</p>	<p>History - La révolution française\Lesson 6 - il faut trouver une solution.doc</p> <p>History - La révolution française\Lesson 6 ppt - Il faut trouver une solution.ppt</p>	Finish writing their cahier de doléances
7	<p>Objective: To investigate economical causes as to why people were unhappy immediately before the taking of the Bastille – social unrest, lack of food, lack of changes and response from the King.</p> <p><i>Note: this could be an ICT lesson, in which case pupils should do the starter whole-class, then go through the ppt on their own computer, completing the listening file on individual computers and then they could complete their answers to the sources questions in a word document, or in a prez.</i></p> <p>Starter : 5 questions, miniWB, first person to answer</p>	<p>video clip of La révolution française (first 5 minutes of youtube clip 3/31).</p> <p>History - La révolution</p>	Pupils could start a timeline or mindmap of the causes of the French revolution as explored

	<p>all five wins.</p> <p>Look through ppt, watch short video clip on the Serment du Jeu de Paume, pupils to answer attached listening worksheet. Gap-fill exam techniques – how do we know which type of word could come where. Differentiation: able pupils to fold the bottom of the sheet so they do not have the potential words (at least not on first hearing).</p> <p>Students to study sources and answer questions in their books in French/English. Review answers all together.</p> <p>Plenary: hot seat.</p>	<p>française\L ession 7 ppt - pourquoi la révolution 1.ppt</p> <p>History - La révolution française\L ession 7 - listening activity Le Serment du Jeu de Paume.do c</p> <p>History - La révolution française\L ession 7 - pourquoi la révolution 1.doc</p>	<p>thus far.</p>
8	<p>Objective : To investigate the external causes for the revolution – war against England on America’s side has impoverished the country. New ideals of independence and equality coming from America. Review how to form the perfect tense in regular –er, -ir and -re verbs.</p> <p>Starter: verbs on the board, pupils in groups to invent as many categories as possible in which to group them (e.g. meaning, ending, number of letters, vowels, etc). MiniWB.</p> <p>Past tense burger production line, with cards, to reinforce learning. Put pupils in groups of 3, give</p>	<p>History - La révolution française\L ession 8 ppt - pourquoi la révolution 2.ppt</p> <p>History - La révolution française\L ession 8 -</p>	<p>pupils could learn/ review the rules of the past tense seen in class for an assessment</p>

	<p>them the burger cards. Ask them to put together some burgers to start off with, then at some point pretend to be the Subway customer and ask for a “menacer” burger, with a “je” topping for instance. Points for fastest production line perhaps? Move on to include different verbs than the ones provided on the cards. Move on further to ask – what if I wanted “Louis XVI” or “Marie-Antoinette” or “les nobles”?</p> <p>Worksheet to complete on France’s wars with England and on America’s side, to reinforce the regular past tense, particularly its use when the subject isn’t a straightforward “il” or “ils”.</p> <p>Plenary: miniWB.</p>	<p>pourquoi la révolution 2 past tense.doc</p> <p>History - La révolution française\Lesson 8 - pourquoi la révolution 2 article to complete.doc</p>	
9	<p>Objective : To investigate the ideological causes for the revolution – les philosophes des Lumières. To revise the regular perfect tense.</p> <p><i>Note: this would be an ideal ICT lesson, as pupils could research their philosopher online instead of from sheets and produce their research as a ppt/prezi. This lesson could be a standalone lesson, so can be fitted in when the class is timetabled in the computer suite rather than strictly lesson 9. If the computer suite is unavailable, then the teacher should print info sheets (in French and English) about each philosopher, and the info can be written out on sugar paper.</i></p> <p>Starter: revision/test of the regular past tense.</p> <p>Put pupils in groups of 4. Each group to research a philosopher from the following list: Denis Diderot, Jean-Jacques Rousseau, Voltaire, Montesquieu, Jean D’Alembert, Nicolas de Condorcet, Paul d’Holbach.</p> <p>Success criteria: each group will present an interesting powerpoint (pictures, short bullet points, no copy/paste of chunks of text) in French (you are allowed to refer to notes), making sure that each</p>	<p>History - La révolution française\Lesson 9-10- pourquoi la révolution 3 les Lumières.doc</p>	<p>prepare and practise the presentation for next lesson.</p>

	<p>person in your group has a fair allocation of time to speak. Be aware of the areas of information that the rest of the class will have to complete in their books whilst listening to you in order to provide them with the relevant information. You will have all lesson to prepare your presentation, then will perform it during next lesson.</p> <p>Give out the listening sheets which pupils which use next lesson, pupils to stick in books. Go through how to say dates in French, how to pronounce the past tense accurately, etc.</p>		
10	<p>Objective: to present a French philosopher from the Enlightenment movement and explain why their ideas spurred the revolution. To use the past tense accurately during the presentation, particularly the pronunciation of –é.</p> <p>Start: introduce the task, then give 5 minutes practice to pupils.</p> <p>Carry out listening task, assess speaking and listening skills for all pupils.</p> <p>Plenary: why were those ideas threatening for the established Ancien Régime order? For the king? Were all philosophers just from the Third Estate order? Potential for citizenship – would you stand up to change an established organisation, even if you were to lose out from the change?</p>		
11	<p>Objective: to investigate the taking of the Bastille and whether it was a crucial even or not in the revolution. To introduce verbs with être in the past tense.</p> <p><i>Note: this could be an ICT lesson, in which case pupils should do the starter whole-class, then go through the ppt on their own computer, completing the listening file on individual computers and then get back to a whole-class setting for the</i></p>	<p>History - La révolution française\Lesson 11 ppt - la Bastille.ppt</p> <p>History - La révolution</p>	<p>pupils to design a way of remembering which verbs are taking the "être"</p>

	<p><i>explanation of "être" verbs.</i></p> <p>Starter: discuss what La Bastille is – why would people want to attack it? (opportunity to reinforce the phonic –ille).</p> <p>Show ppt and film extract of the taking of the Bastille (youtube clips 4, 5 and 6/31), pupils to answer comprehension questions from their worksheet in their books. Discuss the last question – was the taking of the Bastille really that significant at that point? Why/why not?</p> <p>Go back to the powerpoint, choose a slide with an "être" verb and ask pupils if they can spot a mistake in the past tense. Discuss past with être – refer back to the burger and explain beef/chicken. Notice the different ending as well. Give out the list of verbs with être and different ways of remembering what they are (mrs vandertramp, picture). Set homework.</p> <p>Plenary: être ou ne pas être? quick fire round.</p>	<p>française\Lesson 11 - la prise de la Bastille high ability.doc</p> <p>History - La révolution française\Lesson 11 - la prise de la Bastille low ability help sheet.doc</p>	<p>filling.</p>
12	<p>Objective: to investigate the marching on Versailles and whether it was a crucial even or not in the revolution. To reinforce verbs with être in the past tense and agreement of the past participle.</p> <p>Starter: show Versailles to pupils on google satellite maps / streetview / google earth. Point out that Versailles isn't in Paris.</p> <p>Recap the events that have happened so far – financial troubles, Etats-Généraux to try and solve those (cahiers de doléance), Louis doesn't do anything, Assemblée Nationale, Necker sacked, Bastille taken, Louis takes Necker back on. Do you think there are still financial problems? Yes. Necker tries to borrow more money to sort them out. If you had money, would you lend it to the King after</p>	<p>History - La révolution française\Lesson 12 - la marche sur Versailles high ability.doc</p> <p>History - La révolution française\Lesson 12 - la marche sur</p>	<p>pupils could do an illustrated summary of the events of the marche de Versailles.</p>

	<p>these events? What happens if the King can't borrow more money?</p> <p>Give out sheets, pupils to complete true/false questions following the discussion, then move on to reading text (differentiated), pupils to highlight verbs in the past tense, then answer questions in English in their exercise books to show understanding of the text. Push higher ability pupils to try and answer their questions in French when possible, quoting from the text.</p> <p>Plenary: pupils to share with each other their techniques for learning the être verbs devised for homework for today, and ascertain if it helped them in completing the highlighting activity of the lesson.</p>	<p>Versailles low ability.doc</p>	
13	<p>Objective : to study the text of La déclaration des droits de l'homme et du citoyen and its importance in the making of modern France.</p> <p><i>Note: this could be an ICT lesson, in which case pupils should do the starter whole-class, then complete the listening file on individual computers. They could also do some grammar practice exercises on the past tense with être and avoir.</i></p> <p>Starter : look at the printout of the declaration of human rights (1 between 2 or 3). Discuss the picture in French – what can they see at the top (un triangle, un oeil, un ange, une femme qui coupe une chaîne, un chapeau rouge, une hache). The triangle is the symbol of reason. The angel represents the law. The hat is the “bonnet phrygien”, worn by the revolutionaries. The woman is Marianne, symbol of France (she is wearing red and blue). There is a similarity between that image and the giving of the table of the law (the 10 commandments) to Moses by God in the layout, which the people of the time would have been</p>	<p>History - La révolution française\Lesson 13 - la déclaration des droits de l'homme et du citoyen.doc</p>	<p>pupils could update their timeline to show the events seen since.</p> <p>Or pupils could make their own artwork of de Déclaration des Droits de l'Homme.</p>

	<p>able to refer to.</p> <p>Give sheets out to pupils, they read the selection of articles and match up the numbers with the English phrase.</p> <p>Listening exercise – make sure pupils know which number they are down to as they are listening.</p> <p>Go through answers together, discuss as appropriate.</p> <p>If time: watch the extract from the film on the Déclaration des Droits de l'Homme (about 3 minutes)</p> <p>Plenary: were the revolutionaries fair and consistent? Why/why not? (give the example of Déclaration des droits de la femme, 1791, written by Olympe de Gouges, who will be guillotined in 1793 for a variety of reasons, but one of them being criticizing the revolutionaries by claiming they were unfair towards women).</p> <p><i>Note: There is potential for a cross-curricular project with citizenship, by exploring modern day human rights, e.g. Amnesty International, etc., or perhaps exploring further the rights of women.</i></p>		
14	<p>Objective: to find out what Louis did after he was forced to accept the Assemblée Nationale and what the consequences were.</p> <p><i>Note: this could be an ICT lesson, in which case pupils should do the starter and following discussion whole-class, then complete their speaking interviews with the facilities of the language lab – they could even record their interviews.</i></p> <p>Starter : pupils to read out loud the role-play of Louis's escape (allocate roles beforehand, Assembly and Population can be more than one</p>	<p>History - La révolution française\Lesson 14 - le blues du roi.doc</p>	<p>pupils to write Louis' journal with key dates, using the past tense, explaining what he thought of all the events</p>

	<p>person).</p> <p>With miniWB, ask comprehension questions about what happened to ensure everyone has understood.</p> <p>Discuss what happened next – l'Assemblée Nationale decides to keep the king, Louis swears allegiance to the constitution, but people are now suspicious of him and of his real motives.</p> <p>Speaking activity: pupils still in their roles, to interview each other about what they think of the incident of the flight of the King to Varennes. Possible questions could include: "Qu'as-tu pensé de la tentative d'évasion du roi?"; "Selon toi, devrait-on punir le roi?"; "Quel était ton rôle dans l'évasion du roi?"; "Est-ce que la France a besoin d'un roi?"</p> <p>Pupils to write out answers given by their peers in full, e.g. "J'ai interviewé X au sujet de la tentative d'évasion de Louis XVI et il a dit qu'il pense que... parce que..."</p> <p>Set homework, pupils to start if off in class.</p> <p>Plenary: Some pupils could read out their interview accounts from their books.</p>		(dates: 14 juillet 1789, 26 août 1789, 6 octobre 1789, juin 1791)
15	<p>Objective: to investigate the reasons behind the war between Austria and France and the consequences for the monarchy. La marseillaise.</p> <p><i>Note: this could be an ICT lesson, in which case pupils could do the starter on their computers in the word document, then research Marie-Antoinette's brother and mother on French Wikipedia, and listen to the Marseillaise on their individual computers. Depending on time, they could then make a ppt presentation designed as a slogan for the revolutionaries, e.g. with the Marseillaise in the background and rousing images of the French army as a slide show.</i></p>	<p>History - La révolution française\Lesson 15 - la guerre d'Autriche.doc</p> <p>History - La révolution française\L</p>	pupils could revise numbers 1-100 in preparation for next lesson

	<p>Starter: Give out Marie-Antoinette's family tree, pupils to label the different members in French. Highlight the fact that her brother is the Emperor of Austria, also a roi de droit divin (absolute monarch). Explain that many nobles had fled to Austria since the Bastille, and remind pupils that it was the nobles that were the officers in the army.</p> <p>Go through powerpoint, Slide 5: pupils to discuss in groups what reasons the French people might have to go to war with Austria. Conclusion should be that war should be avoided. Explain that certain revolutionaries, such as Robespierre, thought so too, but that they were ignored.</p> <p>Give out copies of La Marseillaise, give a little bit of background to the song (still the national anthem today, composed by Claude Joseph Rouget de Lisle in 1792 in Strasbourg, but first sung on the streets of Marseille, hence the name). Listen and watch the video clip from the film (youtube clip) to get context.</p> <p>Plenary: pupils to choose one of the two questions on the board to answer in a pair.</p>	<p>esson 15 ppt - la guerre.ppt</p> <p>History - La révolution française\L esson 15 - la marseillaise .doc</p>	
16	<p>Objective: to investigate the reasons behind the trial and the execution of Louis. To review how to say numbers (including dates)</p> <p><i>Note: this could be an ICT lesson, in which case pupils should do the starter all together (or as Fastest Finger First) then research their arguments individually using wordreference for help and French Wikipedia, but the trial and plenary discussions will need to be whole-class.</i></p> <p>Starter: challenge – put 10 numbers on the board, pupils to work them out in pairs. Make notes whole-class in the back of books about how to say dates – mille sept cent quatre-vingts neuf etc (review months if necessary, point on the display where to</p>	<p>History - La révolution française\L esson 16 ppt - le procès de Louis.ppt</p> <p>wigs (2 lawyers, 1 judge), 1 crown for Louis</p>	<p>pupils could do a summary of the ideas expressed for and against Louis in the trial as a writing exercise</p>

	<p>find help).</p> <p>Put pupils in two teams. One side defends what Louis has done, the other accuses Louis of treason. Arguments to include dates, in order to review the learning done in the starter. Each argues for the suitable punishment for Louis. Explain to pupils that they are now to refer to King Louis as Louis Capet, no longer Louis XVI (Capet was the name of his ancestor). 15 minutes preparation of arguments, help pupils out with vocabulary and reminders of the past tense, then conduct Louis's trial. Have one pupil be the judge (wig?). Key vocab: objection, rejeté (overruled), accordé (sustained).</p> <p>(Possible answers: Louis a causé la ruine financière de la France, Louis a comploté contre la révolution, Louis a tenté de fuir, Louis a pensé que la constitution était nulle, Louis n'a pas respecté les droits de l'homme, Louis a comploté avec l'Autriche, Louis a assassiné beaucoup de paysans pendant la Bastille etc VS Louis n'a pas violé la loi (il n'y avait pas de loi), Louis n'avait pas l'intention de tuer les paysans pendant la Bastille, Louis a accepté la constitution et a partagé le pouvoir avec les révolutionnaires, tout le monde déteste Louis donc le procès est injuste).</p> <p>Plenary: discuss whether the trial was fair. Discuss the punishment – death penalty. Why did the people not want to keep the King alive?</p>		
17	<p>Objective: to start writing a short film in groups describing the different aspects of the revolution that pupils have learned about. The film should reflect pupils' knowledge of the past tense, the imperfect tense, how to say dates; pupils should also be able to show that they have absorbed the content of the course by relating at least 3 major</p>	<p>History - La révolution française\Lesson 17 ppt - film project.ppt</p> <p>History - La</p>	<p>continue on the film script</p>

	<p>events from the revolution.</p> <p>Starter: Show pupils the youtube video made by a group of American pupils (explain that there are many mistakes but that the enthusiasm and creativity are to be commended). Pupils to arrange themselves into groups of 6 and start writing their play. Rules displayed on the board. Teacher to circulate to ensure that questions are answered and that pupils are making good progress.</p> <p>http://www.youtube.com/watch?v=VMGovYpcRA8</p>	<p>révolution française\L esson 17 - film project.do c</p>	
18	<p>Filming project. Pupils to finish writing the play. Teacher to circulate and offer advice regarding pronunciation and accuracy of writing.</p>		finish writing the script and submit to teacher for checking
19	<p>Filming project. Pupils to film their scenes.</p> <p>Ground rules to be established regarding where pupils are allowed to go, when they must be back, etc. Ensure that props are given out equally, or that groups arrange to borrow each others' items in a way that is fair. Ensure that camcorders are charged up before groups go to film their scenes.</p>	<p>4 camcorders wigs and props (pupils to bring some from home)</p>	continue filming in their own time / start editing the film.
20	<p>Filming project. Pupils to film their scenes, and start editing their film.</p>	windows movie maker	finish filming and editing.
21	<p>End of topic listening and reading assessment.</p> <p>If time: view films that are ready.</p>	<p>History - La révolution française\F rench revolution end of unit assessment</p>	

		.doc	
22	End of topic writing assessment. If time: view films that are ready.		

Useful resources on the topic:

- ◆ The school library has 3 books aimed at pupils on the French revolution:
Stewart Ross, *The French Revolution*, 2002;
History Topics, *The French Revolution*, 2001
Sean Connolly, *Witness to History – the French Revolution*, 2003
- ◆ The History department has lent us two textbooks, which are kept in the office and are by far the most informative. *Societies in change* is the book used by our pupils and on which most of these resources are based – it provides a good background of how students are assessed in history (roughly, a question asked, source documents provided, students have to answer the question by referring to the source). The second one, by Josh Brooman, *Revolution in France*, is better in my opinion, and very informative – I have based some of the activities on it.
- ◆ The following websites links could be useful background (best ones in bold):

Various short texts in French about different aspects/events of the revolution:

<http://impressionsjpa.fr/>,

http://fr.wikipedia.org/wiki/Causes_de_la_R%C3%A9volution_fran%C3%A7aise

The French embassy website on background about the revolution:

<http://www.ambafrance-uk.org/History-The-French-Revolution-1789>

The Bastille:

<http://primarymfl.ning.com/profiles/blog/show?id=738935%3ABlogPost%3A20649>

The 3 orders: <http://impressionsjpa.fr/?p=3661>, <http://fr.wikipedia.org/wiki/Paysan>,

<http://www.larousse.fr/encyclopedie/nom-commun-autre/tiers/97286>,

<http://www.questmachine.org/encyclopedie/article-questmachine.php?a=1289>,

<http://belcikowski.org/ladormeuseblogue/?p=6010>,

<http://home.nordnet.fr/blatouche/D3.html>, <http://fr.wikipedia.org/wiki/Bourgeoisie>,

http://www.stellamaris-edu.net/2/images/008soc_ancien_reg.htm,

<http://beaujarret.fiftiz.fr/blog/13095,l-annoblissement-en-france.html>,
[http://fr.wikipedia.org/wiki/Qu%27est-ce que le Tiers %C3%89tat %3F](http://fr.wikipedia.org/wiki/Qu%27est-ce_que_le_Tiers_%C3%89tat_%3F)

The Estates General:

http://www.archives.var.fr/espace_enseignants_scolaires/pdf/dossiers_pedagogiques/cahiers_de_doleances.pdf

Déclaration des droits de l'homme: http://www.histoire-image.org/site/etude_comp/etude_comp_detail.php?i=285

The trial of Louis: http://fr.wikisource.org/wiki/Testament_de_Louis_XVI,
http://fr.wikipedia.org/wiki/Proc%C3%A8s_de_Louis_XVI

Marie-Antoinette: <http://www.vodeo.tv/documentaire/marie-antoinette-la-veritable-histoire>, [http://fr.wikisource.org/wiki/La_Reine_Marie-Antoinette d%27apr%C3%A8s les documents authentiques de Vienne](http://fr.wikisource.org/wiki/La_Reine_Marie-Antoinette_d%27apr%C3%A8s_les_documents_authentiques_de_Vienne)

◆ Authentic texts and documents (not so useful perhaps, but background and potential use for other lessons if needed in future):

<http://www.fordham.edu/halsall/sbook-francais.html#La%20Revolution>,
http://www.royet.org/nea1789-1794/ihm/zone_images.htm,
<http://www.flickr.com/photos/16961179@N02/>, <http://gallica.bnf.fr/>,
[http://www.culture.gouv.fr/public/mistral/caran_fr?ACTION=CHERCHER&FIELD_9=NOMDOS&VALUE_9=DOCUMENTS SUR LA REVOLUTION FRANCAISE DE 1789](http://www.culture.gouv.fr/public/mistral/caran_fr?ACTION=CHERCHER&FIELD_9=NOMDOS&VALUE_9=DOCUMENTS_SUR_LA_REVOLUTION_FRANCAISE_DE_1789), <http://papy43-documentation.blogspot.com/2007/10/la-revolution-francaise.html>