



Lesson plan

Cycle- 2 (26th April – 13th May, 2021)

Class: IX Subject- History

Name of the Lesson: Chapter 1 The French Revolution

WEEK- I (Page. 16-20)

Day 1	
Step I	Pre-requisite: <ul style="list-style-type: none">• Was Louis XVI happy giving away his powers?• What did he do to recover his power?• Why were political clubs formed?• Which was the most successful political club?• Which form of government was established by the Jacobins?
Step II	3.1 The Reign of Terror https://youtu.be/p6c7MIROIzo <ul style="list-style-type: none">• Reign of Terror under Robespierre- 1793-1794• Policy of severe control and punishment.• Use of Guillotine to behead the opponents of the revolution.• Laws issued by Robespierre's government:<ul style="list-style-type: none">➤ Maximum ceiling on wages and prices.➤ Meat and bread were rationed.➤ Peasants were forced to transport grain to the cities.➤ Prices were fixed.➤ Expensive white flour was banned and pain d'egalite (equality bread) was introduced for all.➤ All men and women were called citoyen and citoyenne (citizen).➤ Churches were shut down and their buildings were converted into barracks or offices.• Finally, Robespierre as arrested and was guillotined in May 1794
Step III	Class Activity- Group discussion on "What is liberty? (Source D) Class-work: <ol style="list-style-type: none">1. What did the red Phrygian cap signify? 12. Who was the head of the Jacobin Party? 1

	<p>3. List the group of people considered by the Jacobin government as enemies of the Republic. 1</p> <p>Home-work</p> <p>9. Justify that the period from 1793-1794 was a Reign of Terror in France. 3</p> <p>10. Explain the laws passed by Robespierre's government to establish equality.</p>
End of Day 1	
Day 2	
Step I	<p>Recapitulation:</p> <ul style="list-style-type: none"> • Which period is referred to as the Reign of Terror? • Who invented the 'guillotine'? • Who were considered as enemy by Robespierre? • Suggest reason for Robespierre's govt to ban aristocratic titles.
Step II	<p>3.2 A Directory Rules France</p> <p>Fall of the Jacobin government.</p> <p>Power seized by wealthier middle class.</p> <p>New constitution.</p> <p>Voting right to only propertied middle-class men</p> <p>Appointment of a Directory of five members.</p> <p>Political instability due to clash among the directors.</p> <p>Rise of military dictator-Napoleon Bonaparte to power.</p>
Step III	<p>Class work:</p> <p>1. What was the Directory? 1</p> <p>2. State one significant difference between the constitution of the Jacobins & of the Directory. 1</p> <p>Home work:</p> <p>11. How did the fall of the Jacobin government pave the way for the rise of Napoleon Bonaparte? 5</p> <p>Or Describe the rule of the Directory after the fall of the Jacobin government.</p>
End of Day 2	
Day- 3	
Step I	<p>Recapitulation:</p> <ul style="list-style-type: none"> • Which section of people came to power after the fall of the Jacobin government? • What was the weakness of the Directory? • What change did they introduce in the system of voting? • Who were deprive of the right to vote?
Step II	<p>4. Did women have a Revolution?</p>

	<p style="text-align: center;">https://youtu.be/DbalXajXPoc</p> <ul style="list-style-type: none"> • Active participation by women in the French Revolution. • Condition of women before the revolution: <ul style="list-style-type: none"> ➤ Most women of third estate worked for a living. ➤ Most women did not have access to education or job training. ➤ Daughters of nobles or wealthier families of third estate were sent to some convent school. ➤ Their families arranged their marriage. ➤ Working women had to look after their families also. ➤ Their wages were lower than men. • During the revolution: <ul style="list-style-type: none"> ➤ Women formed political clubs & started newspapers. ➤ Most famous political club was Society of Revolutionary and Republican Women. ➤ Women demanded equal political rights i.e., right to vote, to be elected & to hold political office. • Laws passed by revolutionary government for improvement of women's lives: <ul style="list-style-type: none"> ➤ Compulsory schooling for all girls. ➤ Fathers could not arrange marriages against their will. ➤ Marriage was made into a contract and registered under civil law. ➤ Divorce was made legal and could be applied by both men and women. ➤ Women could train for jobs, become artist or run small business.
Step- 3	<p>Class activity:</p> <ol style="list-style-type: none"> 1. Compare the manifesto drafted by Olympe de Gouges with the Declaration of the Rights of Man and Citizen 2. Imagine yourself as a woman in revolutionary France. How would have react to the arguments put forward by Claumette? <p>Class-work:</p> <ol style="list-style-type: none"> 1. Give two examples to show that the position of women in France before the revolution was not equal in society. 1 2. Name the most famous women's political club. 1 3. In which year French women won the right to vote? 1 <p>Home-work:</p> <ol style="list-style-type: none"> 12. Compare the lives of women in France before and after the revolution. 5
End of Day 3	

WEEK- 2 (page. 21-24)

Day 1													
Step I	<p>Recapitulation:</p> <ul style="list-style-type: none"> • Why did women form political clubs in France? • What was the most important demand of the women? • When did they win the right to vote? • Who were called slaves? 												
Step II	<p>5. The Abolition of Slavery</p> <p>Students will watch the following video on slave trade in YouTube: https://youtu.be/3NXC4Q_4JVg</p> <ul style="list-style-type: none"> • Martinique, Guadeloupe and San Domingo- French colonies in the Caribbean. • Colonies supplied tobacco, indigo sugar & coffee. • Europeans were reluctant to go to work in unfamiliar and distant lands. • Shortage of labour in the colonies • Triangular slave trade between Europe, America & Africa • Slaves were bought from Africa by French merchants. • Branded, shackled and packed tightly into ships to the Caribbean. • Sold to plantation owners. • Exploitation of the slaves. • Bordeaux and Nantes became prosperous due to slave trade. • Debate in National Assembly over question of rights of man for the slaves. • No law passed by National Assembly for the freedom of the slaves • Fear of opposition of the businessmen. • Emancipation of slaves in 1794 by the Convention. • Reintroduction of slavery by Napoleon. • Final abolition in 1848. 												
Step III	<p>Class work:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">1. Name two French colonies in the Caribbean.</td> <td style="text-align: right; padding-right: 20px;">1</td> </tr> <tr> <td style="padding-left: 20px;">2. Why did the colonies face shortage of labour?</td> <td style="text-align: right; padding-right: 20px;">1</td> </tr> <tr> <td style="padding-left: 20px;">3. Suggest reason for the National Assembly not to pass laws to emancipate the slaves.</td> <td style="text-align: right; padding-right: 20px;">1</td> </tr> <tr> <td style="padding-left: 20px;">4. In which year slavery was finally abolished in the French colonies?</td> <td style="text-align: right; padding-right: 20px;">1</td> </tr> </table> <p>Home work:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding-left: 20px;">13. Describe the triangular slave trade in the context to French colonies.</td> <td style="text-align: right; padding-right: 20px;">5</td> </tr> <tr> <td style="padding-left: 20px;">14. How was slavery abolished in the French colonies?</td> <td style="text-align: right; padding-right: 20px;">5</td> </tr> </table>	1. Name two French colonies in the Caribbean.	1	2. Why did the colonies face shortage of labour?	1	3. Suggest reason for the National Assembly not to pass laws to emancipate the slaves.	1	4. In which year slavery was finally abolished in the French colonies?	1	13. Describe the triangular slave trade in the context to French colonies.	5	14. How was slavery abolished in the French colonies?	5
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End of Day 1													
Day 2													

<p>Step I</p>	<p>Recapitulation:</p> <ul style="list-style-type: none"> • What do you mean by triangular slave trade? • Why was there a demand for slaves? • What does liberty mean? • Why did Napoleon reintroduced slavery?
<p>Step II</p>	<p>6. The Revolution and Everyday Life</p> <p>https://youtu.be/9I21Mbnguk</p> <ul style="list-style-type: none"> • Laws were passed by the revolutionary government to translate the ideals of liberty & equality into everyday life. • Censorship was abolished. • Freedom of speech and expression was proclaimed as natural right. • Newspapers, pamphlets, books became available to all. • Opposing views could be expressed. • Plays, songs and festive processions attracted large number of people. <p>Conclusion:</p> <ul style="list-style-type: none"> • Crowning of Napoleon as emperor of France in 1804 • Conquest of neighbouring countries • Introduction of reforms by Napoleon- <ul style="list-style-type: none"> ➤ Equality before law ➤ Uniform system of weights and measures based on decimal system ➤ Protection of private property • Finally defeated in 1815 at Waterloo. • Legacy of the French Revolution: <ul style="list-style-type: none"> ➤ Ideas of liberty and democratic rights. ➤ In Europe feudal system was abolished. ➤ In the colonies it inspired the movements for sovereign nation-state. ➤ In India Tipu Sultan & Raja Rammohan Roy responded to the revolutionary ideas.
<p>Step III</p>	<p>Class-activity:</p> <ul style="list-style-type: none"> • Prepare a time line on the important events during the French revolution. <p>Class-work:</p> <ol style="list-style-type: none"> 1. Mention the important reforms introduced by Napoleon. 2. Which was the most important legacy of the French revolution? 3. Name two prominent Indians who were inspired by the French Revolution. <p>Home-work:</p> <p>15. “The revolutionary government took it upon themselves into everyday practice.” Explain with example to justify the statement. 5</p> <p>16. “Napoleon saw his role as a moderniser of Europe.” Assess the truth in his claim.</p> <p>17. Discuss the most important legacy of the French revolution. 3</p>

	18. Discuss five main causes of the French revolution.	5
	19. How far was Louis XVI responsible for the French revolution?	5
End of Day 2		
Day- 3		
Step I	Revise the lesson	
Step II	Class Test	MM: 15 Time: 30 mins
	1. Which French philosopher proposed the idea of social contract?	1
	2. Why was a meeting of the Estates General called by Louis XVI on 5 May 1789?	1
	3. "Political clubs became an important rallying point in revolutionary France." Suggest a reason.	1
	4. Mention the most important legacy of the French Revolution.	1
	5. Discuss three peculiar features according to you of the French society during the old regime.	3
	6. Why was the period from 1793-1794 is referred to as the "reign of terror"?	3
	7. Describe the triangular slave trade in the context to the French colonies.	5
	OR How did the French revolution influence the everyday life of the French people?	5
End of Day 3		