

CLASS – IX
LESSON PLAN HISTORY
Ch.1 The French Revolution

Unit	Ch.1 The French Revolution
Class Transaction	Total: 7-8 periods (approx. 40 min each)
Pre-requisite for the course	This lesson requires: • The knowledge of leading powers in Europe in 1789 • What changes had been at work on European country in 1789? • Significance of equality, freedom and liberty in the late eighteenth century
Assessment of qualifying knowledge	1. Written test 2. Group Discussion 3. HW Assignment 4. UTPlans
Objective	• Students would be made familiar with extracts of speeches, political declarations, as well as the political declarations, as well as the politics of caricatures, posters and engravings. • Students would learn how to interpret these kinds of historical evidences. • Students will get familiarized with the names of people involved, the different types of ideas that inspired the revolution, the wider forces that shaped it.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will learn about</i> • The ideas of liberty, freedom and equality. • The role of Monarchy in France. • The declaration of the Rights of Man during the revolution. • About the anti-colonial movements in India. <u>SKILLS</u>- • <i>Students will discuss collaboratively about the ideas of liberty, Freedom and Equality.</i> • <i>Students will critically think about the role of Monarchy and the ideas of democratic country.</i> • <i>Students would be able enhance their creativity by creating a timeline and the mind map of the entire chapter.</i> • <i>Students would be able to enhance their communication skills by debating critically on the Monarchy and the new constitution of France 1791.</i>
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Student – teacher interaction, Wipro-GOs. (web chart, flow chart and differentiation table, compare – contrast matrix), silent / loud reading, collaborative learning, Hands on experiment, Experimental work DOL1,2,3 Active Learning • Topic- The ideas of liberty, freedom and equality(Competencies:Collaborative) To share the ideas of the liberty, freedom and equality and discuss the importance of these ideas in the lives of the people. Group Learning • Topic - The role of Monarchy in France. (Competencies: Critical Thinking) Students will be asked to form the groups and discuss the topic assigned to them and after a while the topic will be shared and discussed with the other groups. Group Learning Differentiation • Topic- The Declaration of the Rights of Man during the revolution. (Competencies: Character &Citizenship) The students in a group of 10 will be presenting a skit on –How the France becomes a constitutional Monarchy) • Topic - About the anti-colonial movements in India. (Competencies: Character & Citizenship) Students will work in pair and discuss about anti-colonial movements took place in India. • Topic- Revision of the chapter Students will be able to enhance their creativity by creating a timeline and the mind map of the entire chapter. Questioning- Multiple questions as per spiral and NCERT to cater the needs of various students. <i>Brain Storm\in</i>-The class would start with a discussion on what the students have already learnt in the previous classes and hence what is it that they would learn now. They would also be told the significance of the topic that they would be studying. <i>Introduction of the topic</i>- PPT and Digital Content would be shared <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. • <i>Brain Storming:</i> ☐ What do you know about France of late eighteenth century? ☐ Name any country which is under the monarchy during eighteenth century.
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	☐ Explain the French Society during eighteenth century. ☐ Name the three estates present in France during eighteenth century. ☐ Explain the term Subsistence Crisis. ☐ Where did the outbreak of revolution take place in France? ☐ When did France becomes a constitutional Monarchy? Techniques to be used: Quiz Daily Practice Problem MCQ Peer Assessment Student -teacher interaction, Wipro- G.O.s(web chart, flow chart and differentiation table, compare-contrast matrix), silent/ loud reading, collaborative learning, Research work/surveys
Resources	Text Book: NCERT text book for History.
Self-Study, Home Work, Assignments	Independent Practice: Students would do the questions in their H.W notebooks as mentioned in the monthly planner. HW notebooks to be marked as per the given plan: <i>Assessment Parameters:</i> The total marks for the activity is 5 marks On time submission.....1 mark Presentation/ Neatness.....1 mark Content.....3marks It is also advised that the students come to the class with proper background knowledge of the topic under discussion. They can refer to the resources stated above.
Assessments	4 UNIT TESTS 20 Marks each HALF YEARLY EXAMINATION 80 Marks ANNUAL EXAMINATION 80 Marks INTERNAL ASSESSMENT 10 Marks • Subject Enrichment Activity 5 Marks(creativity and collaboration) • Notebook Submission 5 Marks • Students critical thinking, creativity and collaboration skills will be enhanced.
Addressing Classroom Diversity	Due to various social backgrounds and multiple intelligences, the classroom might be a diverse arena. The following techniques can be used for various groups:

	<i>For gifted students:</i> • Spiral Level 3 questions to be done • Encouragement for referring other resources <i>For weak students:</i> • Spiral Level 1 to be completed • Buddy help to be provided • Provide grade-up classes <i>For differently abled students:</i> • Ignore spelling mistakes and formulae, if not written • Call parents at regular intervals • Provide grade-up classes
Marks	The weightage would be given by CBSE.
Assessment Questions	1. In the context of France, explain 'Tithes'? 2. Which Indian individuals responded to the ideas coming from revolutionary France? 3. Discuss the causes for the empty treasury of France under Louis XIV. 4. Describe the causes of the disappointment of the representatives of the third Estate with the Pattern of voting in the 'Estates General'? 5. Why did subsistence crisis frequently occur in France during the old Regime?

DAY WISE CONSOLIDATED LESSON PLAN

DAY ONE	Topic - Structure and social status of French Society in 18th century
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about France and its society.
Assessment of qualifying knowledge	Facilitator asks the students to list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand significance of equality, freedom and liberty in the late eighteenth century
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and understand the significance of equality, freedom and liberty in the late eighteenth century <u>SKILLS AND COMPETENCIES</u>- Students would be able to

	• Critically analyses various forms of government. • Appreciate the importance of equality, freedom and liberty collaboratively
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ What do you know about France of late eighteenth century? ☐ Name any country which is under the monarchy during eighteenth century. ☐ Explain the French Society during eighteenth century. ☐ Name the three estates present in France during 18th century. Discussion of Topic through Collaborative and Critical thinking. Learning: 15 min Students will be shown the clips on the different forms of government like monarchy, democracy, dictatorship etc. Students will critically discuss and differentiate the features of on the different forms of governments. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY TWO	Topic -The struggle to survive and role of philosophers on emergence of Middle Class.
Class Transaction	40 min each
Pre-requisite for	This topic requires basic knowledge of the role of middle class in French Society.

the course	
Assessment of qualifying knowledge	Facilitator asks the students to discuss the role of different philosophers and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand the significance of philosophers on emergence of Middle Class.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand</i> the significance of different philosophers in envisaging the end of the privileges in the late eighteenth century. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyse the significance of different philosophers in envisaging the end of the privileges in the late eighteenth century. • Collaboratively discuss, how it helped France to end Monarchy.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Name the direct tax of the third estate to the state in the French Society. ☐ How much debt was increased because of the war in the France. ☐ How was the French society in the 18th century divided? ☐ Explain Monarchy. ☐ What do you understand by the term Estates. ☐ Name any country that was under the influence of Louis-XVI ☐ Explain 'Tithe' ☐ Explain the term Subsistence Crisis. Discussion of Topic through Collaborative and Critical thinking Learning: 15 min Students will be shown the clips on the society of France and the taxes levied by Louis XVI will be discussed critically. Collaboratively analyses the significance of different philosophers in envisaging the end of the privileges in the late eighteenth century <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History

Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY THREE	Topic - The Outbreak of the Revolution
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the role of king Louis XVI had to increased taxes on the 3 rd Estate.
Assessment of qualifying knowledge	Facilitator asks the students to discuss critically the role of king Louis XVI had to increased taxes on the 3 rd Estate and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand the role of king Louis XVI who had increased taxes on the 3 rd Estate.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know</i> the reasons accountable for the outbreak of the revolution. <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the significance of the role of king Louis XVI had to increased taxes on the 3rd Estate, which became the reason for the outbreak of the revolution. • Collaboratively discuss the reasons for the outbreak of the revolution
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Who formed the national assembly in France in 1789? ☐ Who wrote an influential pamphlet called ‘What is the Third Estate’? Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Critically analyses the significance of the role of king Louis XVI had increased taxes on the 3rd Estate, which became the reason for the outbreak of the revolution.

	• Collaboratively discuss the reasons for the outbreak of the revolution. <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY FOUR	Topic - France abolishes Monarchy and becomes a Republic
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the new constitution of 1791.
Assessment of qualifying knowledge	Facilitator asks the students to discuss collaboratively the formation of new constitution of 1791 in France and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand formation of new constitution of 1791 in France.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know how France abolished Monarchy and became a republic. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyse the significance of the new constitution of 1791 in France. • Collaboratively discuss the features of the ‘The Declaration of Rights of Man and Citizen’.
Transaction	Transaction would proceed in the following manner-

Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Who completed the draft of the constitution in 1791 in France? ☐ Explain the main objective of the constitution. ☐ Explain ‘The Declaration of Rights of Man and Citizen’ ☐ Explain Jacobin club. Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Critically analyses the new constitution of 1791 in France. • Collaboratively discuss the features of the ‘The Declaration of Rights of Man and Citizen’ <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY FIVE	Topic - Did Women have a revolution?
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the life of women before the revolution.
Assessment of qualifying knowledge	Facilitator asks the students to discuss collaboratively about the life of women before and after the revolution and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand life of women before and after the revolution.
Learning Outcomes	<u>KNOWLEDGE</u> - Students will know the about the life of women before and after the revolution.

	SKILLS AND COMPETENCIES- <i>Students would be able to</i> • Critically analyse the important role played by the women in French Revolution. • Collaboratively discuss the women's struggle for equal political rights, voting rights and equal wages
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Name some of the professions done by women in France. ☐ What were the demands raised by the women? ☐ Explain women's movement. ☐ When did finally women in France won the right to vote? Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Critically analyses the important role played by the women in French Revolution. • Collaboratively discuss the women's struggle for equal political rights, voting rights and equal wages <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History. Reference Book
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY SIX	Topic - The Abolition of Slavery
Class Transaction	40 min each
Pre-requisite for	This topic requires basic knowledge about some of the basic rights set forth

the course	in Olympe de Gouges Declaration and the justification of Jacobin politician Chaumette in 1793 about the man and woman.
Assessment of qualifying knowledge	Facilitator asks the students to discuss collaboratively about the social reforms done by the Jacobin regime, triangular slave trade flourished among the countries Europe, Africa & America and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand significance of the abolition of slavery.
Learning Outcomes	<u>KNOWLEDGE</u>- <i>Students will know and understand significance of Jacobin regime in bringing the most revolutionary social reforms in France.</i> <u>SKILLS AND COMPETENCIES</u>- <i>Students would be able to</i> • Critically analyses the important role of Jacobin regime in bringing the most revolutionary social reforms in France. • Collaboratively discuss the convention which in 1794 legislated to free all slaves in the French overseas possessions.
Transaction Methodology (The teacher can use the mentioned techniques, wherever applicable, and can use any other too.)	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Explain the reasons of slavery in France. ☐ Explain the importance of the convention of 1794. ☐ Write a short note on slavery in the French colonies ☐ Explain the term 'Negroes'. Discussion of Topic through Collaborative and Critical thinking Learning: 15 min • Critically analyses the important role of Jacobin club in bringing the most revolutionary social reforms in France. • Collaboratively discuss the convention which in 1794 legislated to free all slaves in the French overseas possessions. <i>Guided practice followed by Independent Practice</i>- NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions

	based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY SEVEN	Topic - The Revolution and Everyday life
Class Transaction	40 min each
Pre-requisite for the course	This topic requires basic knowledge about the social reforms done by the Jacobin regime, triangular slave trade and the convention of 1794. Role of Napoleon to reintroduce slavery.
Assessment of qualifying knowledge	Facilitator asks the students to discuss collaboratively about the nature of politics which carry an immense power to change the lives of people which has been seen in France in the year of 1789 and also established the ideals of liberty and equality into everyday practice and list down the questions being marked in the book and revise them for the next five minutes. An oral test will be conducted for the entire class to check their previous knowledge.
Objective	Student will be able to understand significance of the abolition of slavery.
Learning Outcomes	<u>KNOWLEDGE</u>- Students will know and understand significance of Jacobin regime in bringing the most revolutionary social reforms in France. <u>SKILLS AND COMPETENCIES</u>- Students would be able to • Critically analyses the important role of revolutionary governments that had changed the course of history in France. • Collaboratively discuss about the laws which helped this revolution to be successful like the abolition of Censorship in 1789. convention which in 1794 legislated to free all slaves in the French overseas possessions.
Transaction Methodology (The teacher can use the mentioned techniques, wherever	Transaction would proceed in the following manner- Anticipatory Set: 10 Min Facilitator will ask few questions to introduce the topic- ☐ Explain the Natural Rights. ☐ Explain Declaration of the Rights of Man and Citizen. ☐ When did the abolition of censorship done in France? ☐ Explain the role of press in French revolution. Discussion of Topic through Collaborative and Critical thinking

applicable, and can use any other too.)	Learning: 15 min • Critically analyses the important role of press in bringing the most revolutionary reforms in France. • Collaboratively discuss the conclusion of French Revolution which left the legacy of establishing the ideas of Liberty and Democratic Rights and the role of Napoleon Bonaparte as a modernizer of Europe . <i>Guided practice followed by Independent Practice-</i> NCERT questions to be discussed in the classroom. Independent Practice: Students will go through NCERT text book. Closure: 5 min A short oral test would be taken to check proper assimilation of the topic discussed.
Resources	Text Book: NCERT text book for History.
Closure	Involving students in summarizing by asking them to prepare questions based on the topic.
Self-Study, Home Work, Assignments	Independent Practice: Spiral level 1 Questions Students would do the given questions in their H.W. notebooks as mentioned in the monthly planner
Assessments	Oral Test (5 minutes)

DAY EIGHT	TOPIC- Discussion of NCERT Questions. And Doubt class.
Class Transaction	40 min each