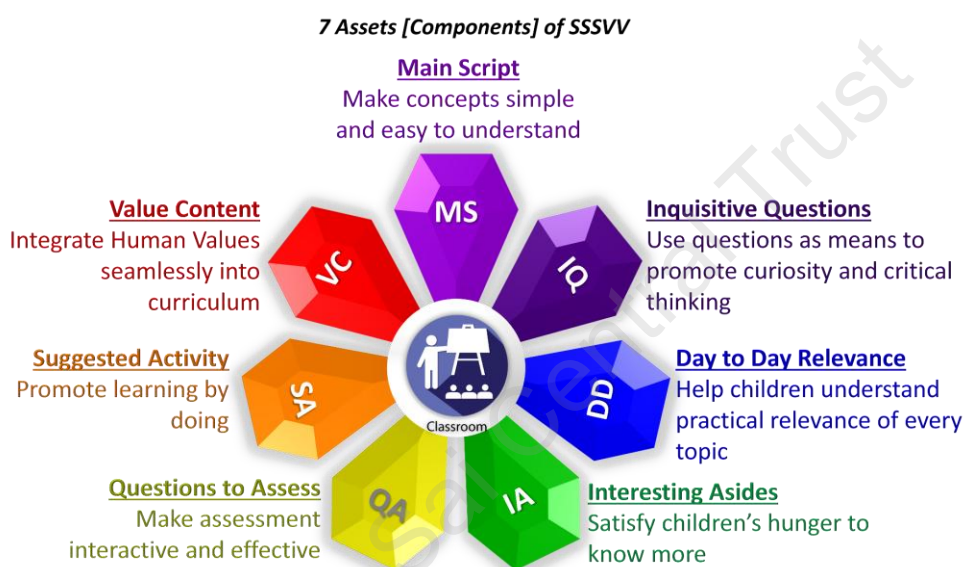


Master Lesson Plan for The French Revolution

Board	Standard	Subject	Chapter	Language	Creation date
NCERT	STD IX	Social Science	The French Revolution	English	



CURRICULAR GOALS	CG-2: Analyses the important phases in world history and draws insights to understand the present day world.
COMPETENCIES AS PER NCF/NIPUN BHARAT	CG-2.1: Explains historical events and processes with different types of sources, with specific examples of world history
SDG(Sustainable Development Goals)	SDG-10: Reduce inequality within and among countries
Collaborative Learning Approaches	Peer learning
Technology aids	PPTs and Video
Cross-Cutting Themes	Values and Dispositions: Working in solidarity leads to success Educational Technology: Enriched with PPTs as teaching aids

MS_Ideation Module_The French Revolution

[Notes to teacher: Dear Teachers, through this MLP, we bring to you, suggestions, pedagogical approaches, ideas, teacher reference documents (TRD), teaching aids (TA) and learning Aids (LA) for the topic '**The French Revolution**' for **Grade IX**. This ideation for lesson planning and delivery has been designed based on the curricular expectations and learning outcomes as prescribed by NCERT.]

Curricular Expectations:

Students are expected to:

- identify variability of events, processes, and phenomena in the contemporary world
- identify democratic ethos, equity, mutual respect, equality, justice, and harmony

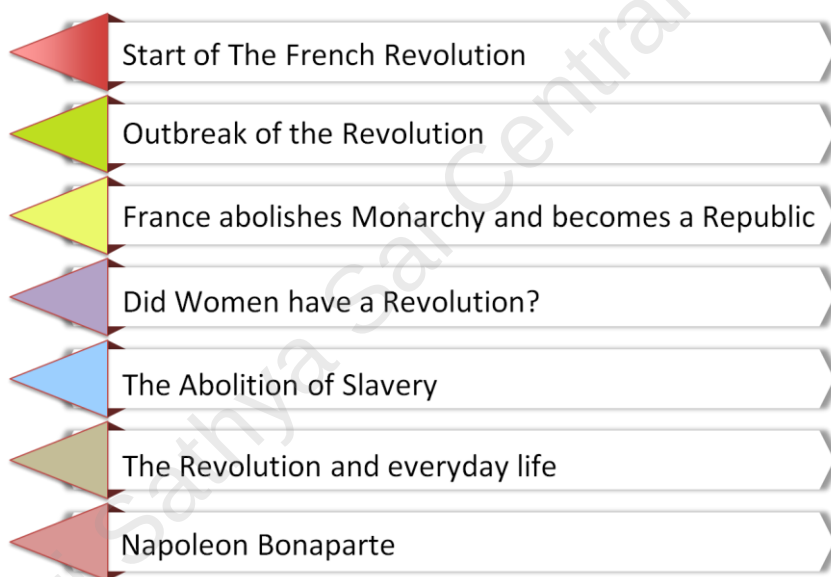
Learning Outcomes:

Students will be able to:

- recall names, places, years of some important socio-political and economic events that changed India and the world such as the French Revolution
- classify and compare events, facts, data, and figures, for example, compares the course of events leading to important revolutions in the world such as the French Revolution
- explain the cause and effect relationship between phenomena, events, and the occurrence of various revolutions

Total Time to transact MLP: 315 minutes, 9 Periods

Topics in this Chapter:

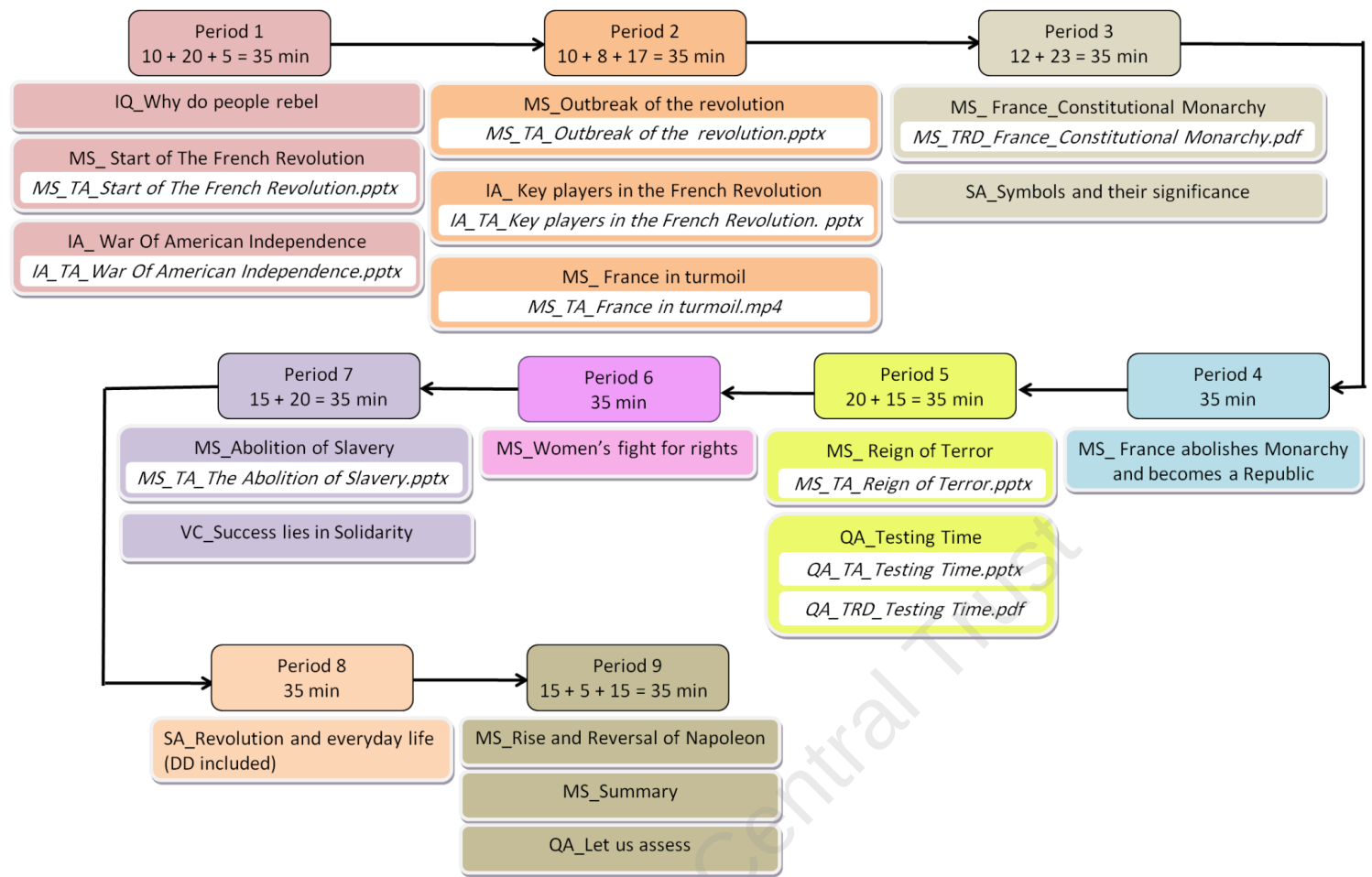


[Notes to teacher: The chapter on The French Revolution has been broken down into these subtopics. Ideas and strategies on how each topic can be dealt with, has been suggested. As you view this lesson plan, you will find that all the seven assets are integrated seamlessly to make learning 'Insightful', 'Inspiring', 'Enjoyable', and 'Participative'. You will also notice that the activities and Value Content are designed towards attainment of curricular expectations.

This lesson plan is designed for **9 periods**, considering **each period to be of 35 minutes**. Additional one or two periods may be used, if required.]

Lesson Plan Flow

[Notes to the teacher: Here is the MLP at a glance for a quick reference.]



PERIOD 1

Topic: Start of the Revolution

Asset Types: IQ + MS + IA

Time: 10 + 20 + 5 = 35 mins

Objectives: Students will be able to:

- 1) analyse why people rebel against autocratic rulers
- 2) examine the causes of the French Revolution
- 3) get an overview of the American War of Independence

1) IQ_Why do people rebel?

Introduce the chapter, 'The French Revolution' by asking the questions given below and eliciting answers from the students.

Q1. Why were people in India in the 1930s and 1940s dissatisfied with British rulers?

- A. The teacher can briefly discuss (Grade 8 last topic-Nationalism) the policy of annexation, the doctrine of lapse, discrimination against the locals and the economic and social policies of the British that led to the mutiny.

Q2. What is the main reason behind any revolution?

- A. The main reasons for any revolution could be dissatisfaction with unpopular laws, deterioration in economic conditions and acts of violence against people - all leading to desire for change.

Q3. What happens when rulers neglect the welfare of their subjects?

- A. When the welfare of subjects is neglected, there is restlessness, growing anger and discontentment against the rulers.

Q4. Do all individuals have equal rights? What happens when individuals are deprived of their basic rights?

- A. Yes, all individuals have equal rights. There is anger and dissatisfaction when citizens are deprived of their rights. Absence of basic rights leads to discrimination which can result in widespread agitation.

2) MS_Start of The French Revolution

Use the PPT, **MS_TA_Start of The French Revolution.pptx**, that is given as a teaching aid to examine the cause and effect of the French Revolution.

The Beginning



7000 men and women gathered in front of the town hall- King's army was commanded to fire at citizens.

People stormed Bastille-the fortress prison, symbolic of King's power, on 14th July 1789. Released 7 prisoners.

The fortress was demolished and the fragments were sold in the markets.

Riots followed in Paris and the countryside. People protested against rise in the price of bread.

1. Bastille: commons.wikimedia.org/wiki/File:Anonyme_-_Prise_de_la_Bastille,_le_14_juillet_1789_(P804)_-_P804_-_Mus%C3%A9e_Carnavalet.jpg (Attribution: Anonymous, Paris Musees)

3) IA_War Of American Independence

With the help of the ppt, highlight how the American War of Independence inspired the French Revolution. **IA_TA_War Of American Independence.pptx**, given as a teaching aid.

PERIOD 2

Topic: Outbreak of the Revolution

Asset Types: MS + IA + MS

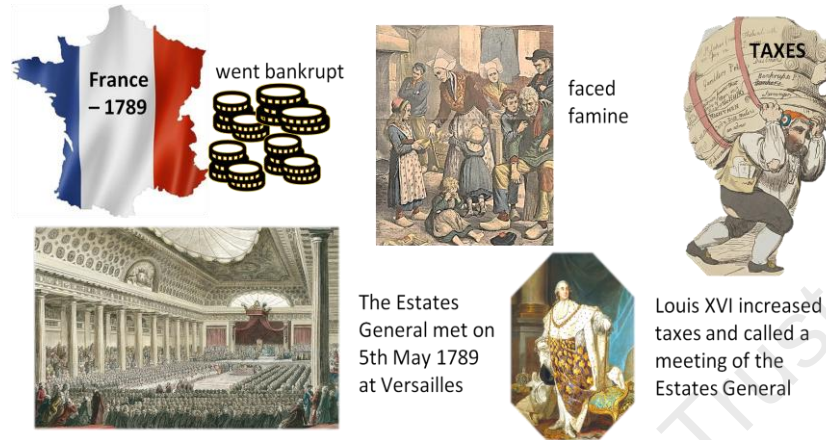
Time: 10 + 8 + 17 = 35 mins

Objectives: Students will be able to:

- 1) state the leading events of the Revolution
- 2) admire the role played by the 3 key players in the French Revolution
- 3) examine the aftermath of the revolution

1) MS_Outbreak of the revolution

Events that led to the outbreak of the revolution are beautifully portrayed in the ppt, **MS_TA_Outbreak of the revolution.pptx**, that is attached as a teaching aid.



1. France: pixabay.com/illustrations/france-flag-map-french-flag-french-1020956/ (Tumisu)
2. King Louis XVI: commons.wikimedia.org/wiki/File:Louis_XVI_en_costume_de_sacre_-_Joseph-Siffred_Duplessis.jpg (Attribution: Joseph-Siffred Duplessis ; Idranstel)
3. Estate meeting: commons.wikimedia.org/wiki/File:Estatesgeneral.jpg (Isidore-Stanislaus Helman (1743-1806) and Charles Monnet (1732-1808))
4. Famine: picryl.com/media/le-petit-journal-1er-fevrier-1903-0d816f (National Library of France)
5. Burden of taxes: commons.wikimedia.org/wiki/File:Isaac_Cruikshank_-_Petition_Mongers_in_Full_Cry_to_St_Stephens_beware_of_Wolves_in_Sheeps_Clo%28a%29thing_-_B1981.25.1299_-_Yale_Center_for_British_Art.jpg (Yale Center for British Art)

2) IA_Key players in the French Revolution

The role played by Mirabeau, Abu Sieyes and Rousseau in the Tennis Court Oath is depicted in the ppt **IA_TA_Key players in the French Revolution.pptx**, that is given as a teaching aid. The symbolic representation by Jacques-Louis David in his painting is explained in the notes section of the ppt.

3) MS_France in turmoil (Video)

Use the teaching aid, '**MS_TA_France in turmoil.mp4**', a beautiful video, to depict the complete scenario of how the Paris uprising led to turmoil throughout France.

Period 3

Topics: Constitutional Monarchy

Asset Types: MS + SA

Time: 12 + 23 = 35 mins

Objectives: Students will be able to:

- 1) compare the French Constitution with the Indian Constitution
- 2) illustrate the symbols of the French Revolution and also some important current symbols
- 3)

1) MS_France Constitutional Monarchy

Discuss the teacher resource document-**MS_TRD_France_Constitutional Monarchy.pdf**

which compares the 2 Constitutions (French and Indian) and then draw the table on the board and call the students to fill in the details.

Note: The next asset, which is a suggested activity, needs prior preparation by the students. Go through the procedure section and assign the symbols to the groups about 3-4 days before conducting the activity.

1) SA_Symbols and their significance

Begin the class by eliciting from the students the need for symbols then and now.

Aim: Students will be able to present the symbols of the French Revolution and other important national and international symbols and logos.

Resources Required: Chart papers (cut into 8 equal sizes) , pencils and sketch pens.

Activity:

French revolution Symbols:

1. The broken chain
2. The bundle of rods or fasces
3. The winged woman
4. The law tablet
5. Blue - White - Red
6. Snake biting its tail to form a ring
7. The Red Phrygian cap
8. The eye within a triangle radiating light
9. Sceptre

Indian Symbols

1. The Chakra
2. The Emblem
3. Indian Fifty Rupee note
4. Aadhaar

International Symbols

1. NATO (The North Atlantic Treaty Organization)
2. OPEC (Organization of the Petroleum Exporting Countries)
3. UN (The United Nations)
4. IAEA (International Atomic Energy Agency)
5. WHO (World Health Organization)
6. Red Cross

Procedure:

- Each group is given 1/8th of the chart paper
- Before the activity the teacher has a short discussion about the symbols of the French Revolution as well as some other important national as well as international symbols
- Students draw the symbols or stick the cut outs of the symbols and write 2 sentences about the significance of those symbols on the chart paper
- Students from each group should present the symbols and logos and explain the significance of each
- All the chart papers from the groups are then stuck onto a bigger chart paper and displayed on the notice board. in the corridor
- Teacher will ensure that all students take part in the activity

Troubleshooting: The teacher should ensure that the students maintain discipline while putting up their charts in the corridors.

PERIOD 4

Topic: France abolishes Monarchy and becomes a Republic

Asset Types: MS

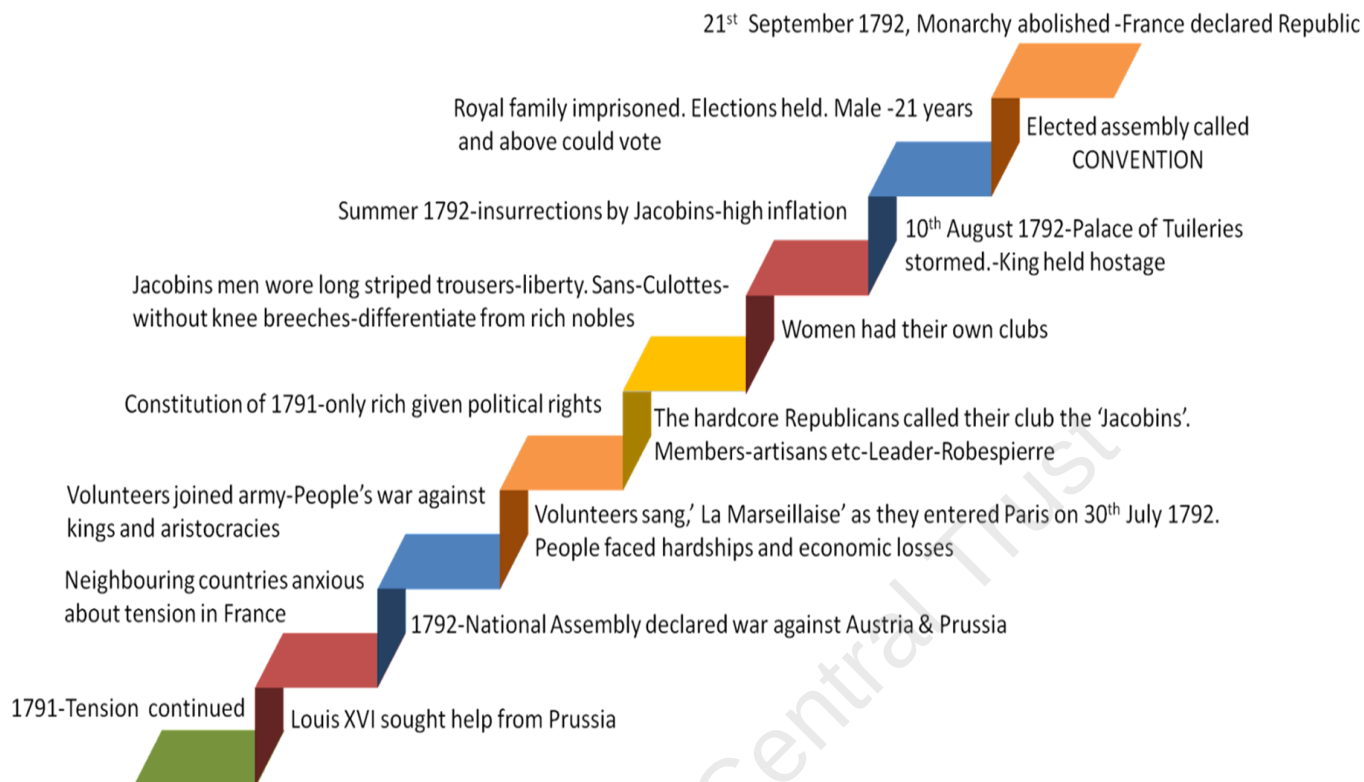
Time: 35 mins

Objective: Students will be able to:

- 1) examine the events leading to France becoming a Republic

1) MS_France abolishes Monarchy and becomes a Republic

To transact this section, students may be divided into pairs or groups of four. After they read the section- 'France abolishes Monarchy and becomes a Republic', they may build a 'cause-effect' sequence of events that led to the abolishment of Monarchy in their notebooks. Discuss the sequence of events by drawing the GO given below or a similar one and ask the students to come up to the board and fill in the contents.



PERIOD 5

Topic: Reign of Terror

Asset Types: MS + QA

Time: 20 + 15 = 35 mins

Objective: Students will be able to:

- 1) examine Robespierre's policy of severe control and terror
- 2) analyse the events leading to the Revolution

1) MS_Reign of Terror

Use the teaching aid, **MS_TA_Reign of Terror.pptx**, to explain the situation of France when the French politics dominated by the Jacobin Party which was headed by Robespierre, followed the policy of severe control and punishment.

1793 - 1794



French politics dominated by Jacobin Party headed by Robespierre



He followed a policy of severe control and punishment

1. France flag map - pixabay.com/illustrations/france-flag-map-french-flag-french-1020956/ (by – Tumisu)
2. Jacobin - commons.wikimedia.org/wiki/File:JacobinVignette01.jpg (Unknown author)
3. Robespierre - commons.wikimedia.org/wiki/File:Robespierre.jpg (Anonymous (French art))
4. Control - freepik.com/free-vector/medieval-isometric-icons-with-royal-persons-knights-torture-scene-priest_11050798.htm (macrovector_official)

2) QA_Testing Time

Use the ppt **QA_TA_Testing Time.pptx**, given as teaching aid to do a quick recap of what has been taught so far. It contains multiple choice questions, state 'true' or 'false', answer briefly and a timeline.

Answers are also provided.

As an alternative, **QA_TRD_Testing Time.pdf** is given as a teaching resource document that can be printed and given to students to revise at home. Answers are also provided.

PERIOD 6

Topic: Did women have a revolution?

Asset Types: MS

Time: 35 mins

Objective: Students will be able to:

- 1) examine the role played by women in the revolution

1) MS_Women's fight for rights

To transact this section,

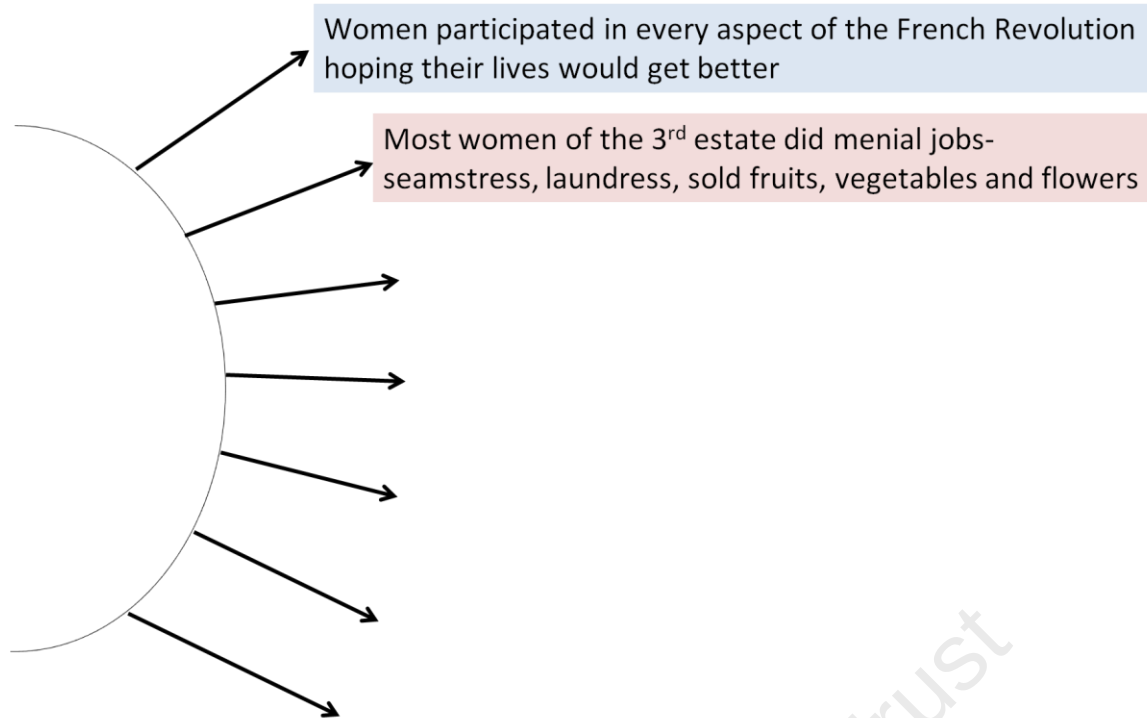
- Students will form 6 groups (A, B, C, A1, B1, C1).
- The pairs A, A1; B, B1; C, C1 will work on the same topic

The 3 topics are:

1. Did women have a revolution?
2. 'The life of a revolutionary woman – Olympe de Gouges'
3. 'Jacobin politician Chaumette'.

Procedure:

- Give the groups 10 minutes to read and prepare the content that they are going to present.
- Draw the GO given below on the board.
- Call 1 student from group A to write and explain the points that the group has prepared.
- Students in group A1 have to check if the points written and explained by group A are correct.
- Follow a similar pattern for all the groups - One group writes and the other checks if all points are covered.
- Finally, summing up may be done by the teacher or by students.



PERIOD 7

Topic: Abolition of slavery

Asset Types:: MS + VC

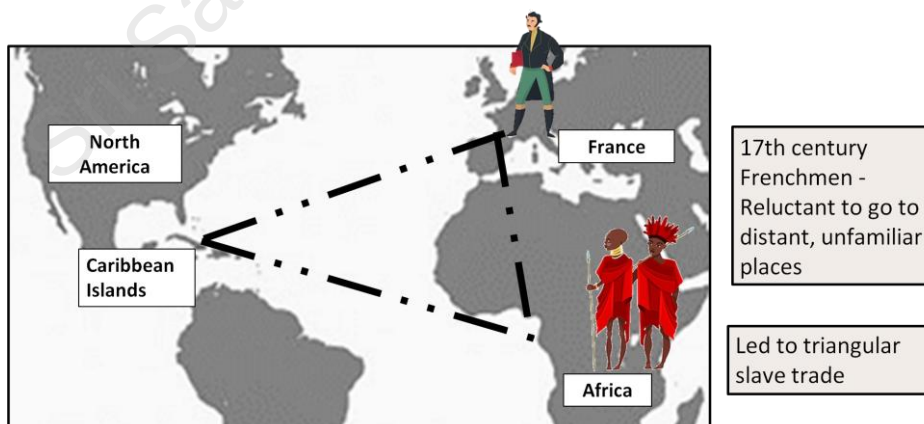
Time: 15 + 20 = 35 mins

Objective: Students will be able to:

- 1) value the importance of Human dignity and self-worth
- 2) internalize that working in solidarity leads to success

1) MS_Abolition of Slavery

Use the ppt, MS_TA_Abolition of Slavery.pptx to explain how slave trade took shape and the National assembly's passiveness towards its abolition.



1. World Map - [freepik.com/free-vector/grey-world-map_893780.htm](https://www.freepik.com/free-vector/grey-world-map_893780.htm) (Layerace)

2. French man - [freepik.com/free-vector/18th-19th-century-victorian-people-fashion-composition-with-indoor-scenery-aristocratic-saloon-with-medieval-people_14657470.htm](https://www.freepik.com/free-vector/18th-19th-century-victorian-people-fashion-composition-with-indoor-scenery-aristocratic-saloon-with-medieval-people_14657470.htm) (macrovector)

3. Africans - [freepik.com/free-vector/african-people-clothing-flat-icons-collection_4006260.htm](https://www.freepik.com/free-vector/african-people-clothing-flat-icons-collection_4006260.htm) (macrovector)

2) VC_Success lies in Solidarity

Objective: Students will be able to internalize that working in solidarity leads to success.

Concept- Value Connection:

‘Liberty, Equality and Fraternity’ was one of the many mottos of the French Revolution. The revolution sought to establish a society where people were free from oppression, social and political inequality, and a sense of brotherhood and solidarity prevailed.

Solidarity is the bond we share with all our brothers and sisters. It translates to accepting responsibilities and duties in the society that we live in. In simpler terms, solidarity means that everyone is on the same page at the same time and combines their energies to achieve the common goal.

The activities given below will help us understand how solidarity leads to success.

Notes to the teacher:

- Two situations are cited below, followed by questions for discussion.
- Elicit answers from the students and write them on the board.
- The teacher may then discuss the consequences of the situation.

Situation 1:

Both your parents are working professionals. It is always a rush in the morning. On one occasion your helper who cooks food and cleans the house could not turn up.

- a) How would you handle the situation?
- b) What are the requirements for a smooth and successful running of a family?

After eliciting answers, explain the consequences.

- Families are bound together in love and solidarity.
- Every successful family is a rich expression of that love and solidarity.
- The smooth running of the family is interrupted even if one staff member is absent.
- This indirectly becomes the responsibility of every family member to fill in.
- In this case, all the three need to work in solidarity—one person could help in cutting the vegetables, etc., another could do the actual cooking and the third could do the cleaning of the vessels and the house, to ensure smooth running of the family.

Situation 2:

The school annual day celebration is coming up in 2 months. Class 9 students are given the responsibility to plan, prepare and present the function successfully.

- a) What measures would you take to put up a show successfully?
- b) How would you ensure a meaningful participation of all students of class 9?

After eliciting answers, explain the consequences

- Students could work together for common goals by delegating the responsibilities.
- For participation to be most meaningful, it must be consciously practiced.
- Be able to get along with people from different backgrounds and experiences.
- Feel connected with one another to achieve the common goal.
- Follow 3Cs—Cooperating, Coordinating and Complementing.

Points to ponder:

- We are stronger together as a group than we are as an individual.
- It is important to understand that all of us have our own weaknesses and strengths.
- Where one falls short, others excel and vice versa.
- Solidarity prevails when we complement and support each other.

Topic: Revolution and Everyday life

Asset Types:: SA (DD Included)

Time: 35 mins

Objective: Students will be able to:

- 1) appreciate our present day life with limited censorship.

1) SA_Revolution and Everyday life

This suggested activity debate highlights how a person's day to day life changes with situation and politics.

Topics:

1) 'Can politics change the lifestyle of people, the clothes they wear, the language they speak, the movies they watch or the books they read?'

2) 'Censorship was a game changer then and is even now all over the world.'

- **Presenter:** 1 student for both topics (1 minute per topic-introduces the topic)
- **Groups:** 4 groups of 5 students each. Two groups for each topic (for **and** against)
- **Moderators/Judges:** 5 students
- **Timer:** 1 student (Blue flag to start, yellow to warn there is 1 minute left, red to tell time is up)
- Inform the groups and the moderators about the rubrics and the time allotted for the debate
- Language teachers or other subject teachers may be invited to act as moderators
- **Time allotment:** Each group will be given 5 minutes to speak on the topic
- Moderators may pose 1 question to each of the groups after their presentation
- **Summing up:** 2 moderators may summarise the presentations of the 2 groups

Information for the groups:

- Topics will be given **1 week before**, so that students can do some research and prepare
- Students for each team are chosen through lots
- Students can bring props like charts, visual aids etc to strengthen/enhance their point of view
- The 'for' group will speak first.

Pointers for the topics

Topic 1: 'Can politics change the lifestyle, the clothes people wear, the language they speak, the movies they watch or the books they read?'

- Base it on the chapter and under the section 'Revolution and everyday life'
- The important law that was passed in the summer of 1789 after the storming of the Bastille.
- The King and his Censors exercised power to censor written materials and cultural activities.

Topic 2: 'Censorship was a game changer then and is also now all over the world'. Justify

- The Declaration of Rights of Man And Citizen changed the life of people in France.
- Censorship - newspapers, media, movies etc

Rubric to evaluate for both the topics is given below.

	4 points	3 points	2 points	1 point
Preparation				
Use of examples				
Relevance to the topic				
Presentation style				

PERIOD 9

Topic: Rise and Reversal of Napoleon Bonaparte

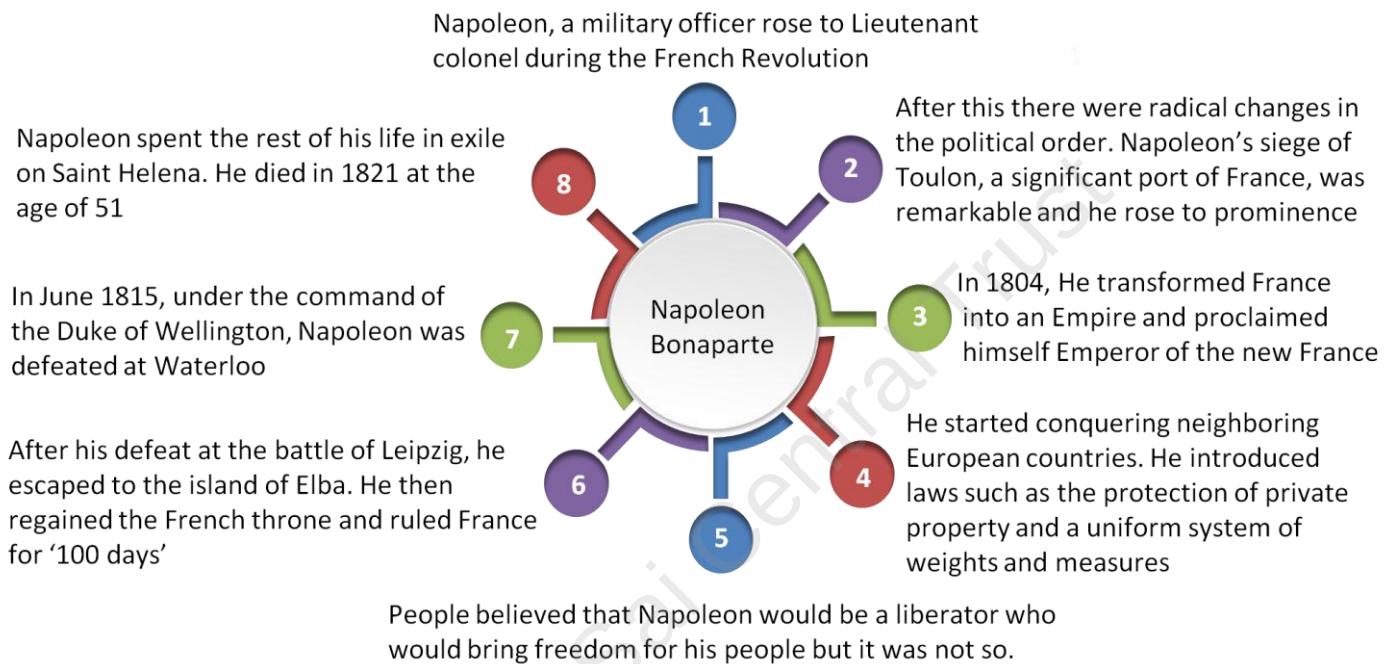
Asset Types:: MS + Summary + QA

Time: 15 + 5 + 15 = 35 mins

Objective: Students will be able to:

- 1) analyse the rise and fall of Napoleon and the legacy of the French Revolution
- 2) summarise the chapter, 'The French Revolution'
- 3) assess their learning of the chapter 'French Revolution'

1) MS_Rise and Reversal of Napoleon



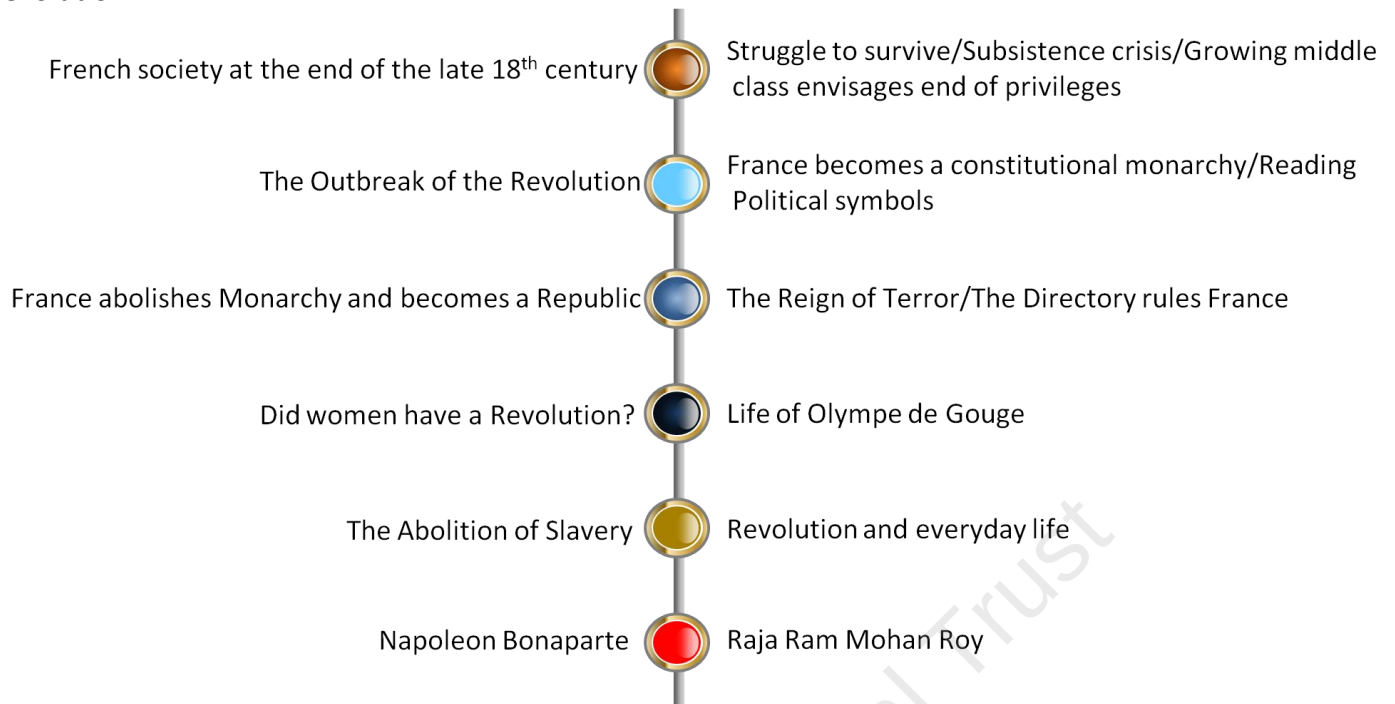
Interesting Aside about Napoleon Bonaparte

Napoleon was well-known for his appreciation for education and fine arts

When France invaded Egypt on the orders of Napoleon, the Rosetta stone that contained an inscription in Hieroglyphics, Greek, and Demotic languages honoring their king Ptolemy V, in the 2nd century BCE was brought to France

2) MS_Summary

Use the below GOs to summarise the chapter and also draw the conclusion to the Chapter, 'The French Revolution'



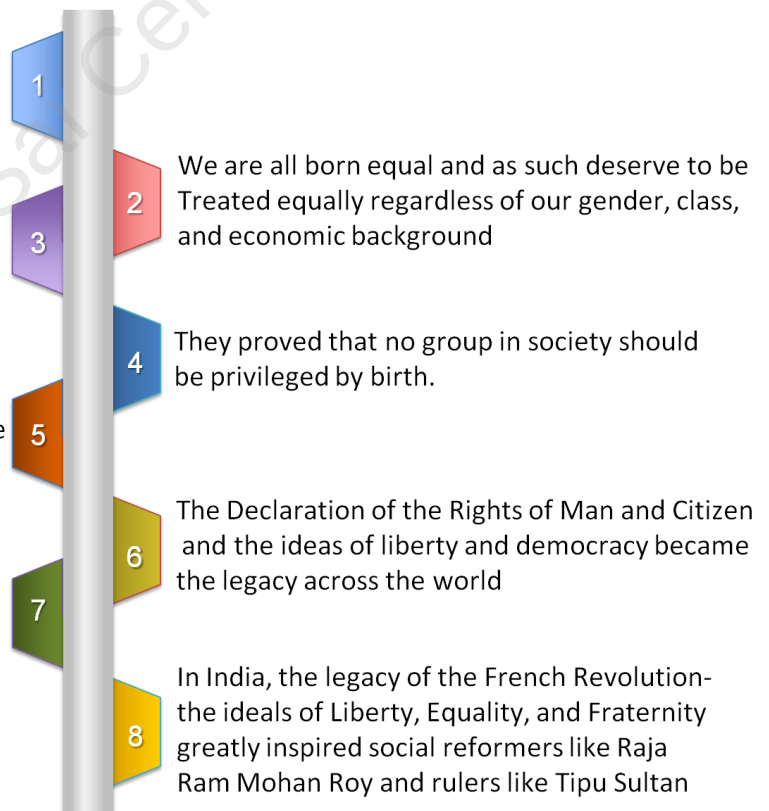
CONCLUSION

The French Revolution was one of the most important revolutions in human history. It inspired people of countries like India to fight for their rights and not live in fear of despotic rulers

Ordinary uneducated people, daily wage laborers, serfs working on farms, lawyers, businessmen, wealthy merchants - all came together and fought for their rights

The symbol of the bundle of rods highlighted how one rod can be easily broken, but an entire bundle can never be broken. Strength lies in unity

At the same time, it highlighted how extremism like Robespierre's reign of terror can lead to devastation



3) QA_Let us assess

A quick assessment may be done in class by asking the following questions.

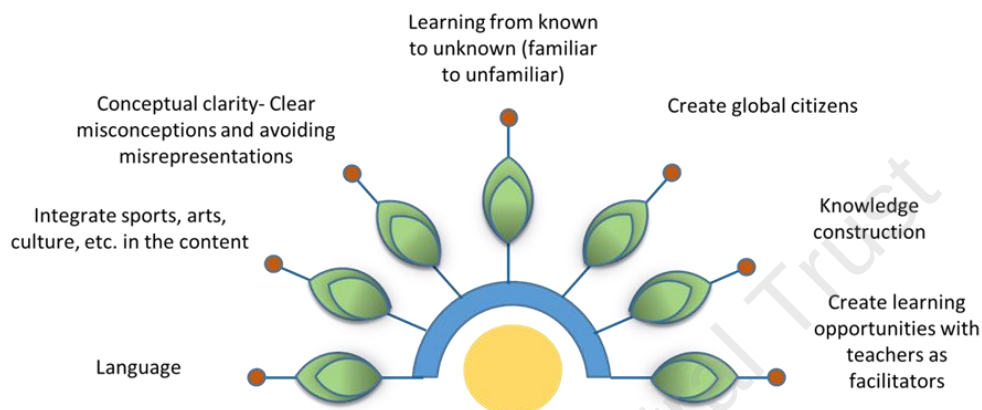
1. In 18th century France, most men and women could not read and write. Images and symbols were used to communicate ideas and content of declaration of rights. List and explain the 9 most important symbols used during the French revolution.
2. Two statements are given below: Assertion (A) and Reason (R). Read the statement and choose the correct answer.
(A) The political instability of the directory paved the way for the rise of a military dictator, Napoleon.
(R) The directory was an executive made up of 5 members.
 - a. A is True and R is True and R is the correct explanation for A
 - b. A is True but R is False and R is the correct explanation for A
 - c. A and R are True but R is not the correct explanation for A
 - d. A and R are False but R is not the correct explanation for A
3. On the outline map of France, identify and mark the places based on the information given.
 - a. A port of France that flourished due to slave trade.
 - b. A place where the fortress-prison was stormed by the people.
 - c. The national anthem of France got its name from this place.
 - d. Epicenter of peasants panic movement
4. What was the newly elected assembly of the Jacobins called? And what did it do?
5. What did freedom mean to the plantation owners?
6. How did philosophers influence the thinking of common people?
7. Briefly explain the importance of the following years in the French Revolution-1789, 1791, 1792, 1804 and 1815.
8. Who was Napoleon Bonaparte? What reforms did he introduce in France?
9. In 1793, she criticized the Jacobin government for forcibly closing down women's clubs. Who was she? What do you know about her?
10. Explain the Triangular slave trade.

LESSON PLAN DESIGN

You would have noticed that the lesson plan designed has ample opportunities for

- ★ activity based learning
- ★ development of critical thinking skills
- ★ relevance and connection of the topic to the real world
- ★ integration of Values with the concept
- ★ Interaction in the classroom

Salient recommendations of NEP



We hope that this Lesson plan design which is aligned to the NEP2020 guidelines will be helpful for you.
Thank you

Time to teach	Asset type	Theme	Sub Theme
280 minutes	Main Script	World Revolutions	American revolution Did Women Have A Revolution? France Abolishes Monarchy And Becomes A Republic French Society During The Late Eighteenth Century Revolution And Everyday Life The Abolition Of Slavery The Outbreak Of The Revolution



Sri Sathya Sai
VIDYA VAHINI
श्री सत्यसाई विद्या वाहिनी

Sri Sathya Sai Central Trust

Annexure to Master Lesson Plan

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n th why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.
How to teach using the DD	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a

asset?	recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing tidbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.