

Subject -History**TOPIC- L-1- The French Revolution****May**

PRE-CONTENT/CONTENT POST CONTENT	LEARNING OUTCOMES/OBJECTIVES	
Pre-Content Transition form the medieval period to the modern period in Europe. Content- - Beginning of the medieval period in Europe. – Dark ages and feudalism and its effects. - Ancient French regime - The French revolution - Role of French philosophers and symbols used in the Constitution of 1791. Post Content - Impact of the French on France and the world.	GENERAL	SPECIFIC
	Students will be able to – - comprehend the causes and results of the different events of the medieval period in Europe - examine circumstances that led to the beginning of the events in Europe. - familiarise with the ancient regime of France and its effect on the people. - differentiate between three estates of the feudalistic society in Europe. - familiarize with various personalities involved in the course if the French revolution - develop the importance of democracy and individual rights.	Students will be able to - - identify the political, social, economic and religious conditions of Europe in the medieval period. - correlate the significance of the all the events that led to the beginning of French revolution. - interpret the role of the ancient regime and how it lead to an era of louis xvi. - analyse the factors that led to the inequalities in the European society. - appreciate the role of common people and revolutionary ideas of philosophers which the people to fight for their rights. - imbibe the advantages of a democratic rule over monarchical system

HOMEWORK/ ASSIGNMENT

- Question & answers will be given from the NCERT text book
- Self-made extra questions and map work will be given
- Work sheets will be given.

TEACHER'S ACTIVITY	STUDENT'S ACTIVITY	TEACHER'S OBSERVATION
Teacher will • show video on the medieval period of Europe to make them familiar culture and society. • brief introduction on the independence of France. • infer to gather information on the ancient regime of France. • show a flow chart on active inspire to explain the division of three estates. • Annexure- (H-1) ACTIVITY – initiate the activity in class and identify the significance of each symbol used in the Constitution of France. • discuss recapitulation worksheet from Annexure- (H-1)	Students will • observe the videos and understand various features of the medieval European society. • pasting the French flag and write its significance in their notebook. • find out the information and comprehend in the class. • compare the working of the three estates and identify the differences between the two. • perform the activity in the class. • solve the worksheet.	Teacher will write her own observations after the completion of the topic.

TEACHING AIDS- ICR, book, Black board

INNOVATIVE THINKING- Activity based teaching, discussion

INTERDISCIPLINARY LINKS- Geography, History, Political Science, English

COORDINATOR

VICE PRINCIPAL /HOD

PRINCIPAL

ANNEXURE- (H-1)

ACTIVITY NO. H-1

Subject	History
Class	IX
Chapter/Unit	Chapter – 1 The French Revolution
Topic	The Constitution of 1791 of France
Time	1 Period
Nature of Activity	Group Work

What will I learn?

Students will be able to:

- identify the different political symbols used in the Constitution of France in 1791.
- comprehend the different political terms used in the Constitution.
- analyze the functioning of French society
- analyze the features of the Constitution of drafted in 1791 in the French society.

Skills: Analyzing, Applying, Creating

What do I have to do?

To complete the activity and identify the significance of each symbol used in the Constitution of France.

What do I require?

Chits naming different political symbols, Pen, Sheet of observation table, textbook.

What do I need to know?

Students were aware that the constitution started with Declaration of the Rights of Man and Citizens. Rights such as the right to life, freedom of speech, freedom of opinion. The meaning of political terms such as, Liberty, Fraternity, Monarchy, etc.

➤ **Teacher's Activity-** Teacher will:

- divide the class into four groups of 9 students each.
- distribute chits to each group containing the name of the political symbols included in the constitution of France in 1791.
- brief students regarding the activity.

How will I proceed?

➤ **Student's Activity-** Students will:

- collect a chit and will share the name of the symbol with their group members.
- note down the significance of that particular symbol in the observation sheet.
- repeat the same procedure for all 9 political symbols given in the NCERT textbook.

What have I observed?

<u>S.NO.</u>	<u>NAME OF THE SYMBOL</u>	<u>DRAW THE POLITICAL SYMBOL</u>	<u>SIGNIFICANCE OF THE POLITICAL SYMBOL</u>
1	THE BROKEN CHAIN		
2	THE BUNDLE OF RODS AND FASCES		
3	THE EYE WITHIN A TRIANGLE RADIATING LIGHT		
4	SCEPTRE		
5	SNAKE BITING ITS TAIL TO FORM A RING		
6	RED PHRYGIAN CAP		
7	BLUE-WHITE-RED		
8	THE WINGED WOMAN		
9	THE LAW TABLET		

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What have I learnt?

The Constitution of 1791 vested the power to make laws in the _____, which was indirectly elected. That is, citizens voted for a group of _____, who in turn chose the Assembly. Not all _____, however, had the right to vote.

What am I curious to learn?

“The Indian Constitution is a borrowed Constitution.” Enlist the ideals that India has borrowed from the French Constitution.

Let me evaluate myself

1) Evaluate the importance of the following years in concern with French Revolution.

a) 1774-

b) 1789-

c) 1791-

d) 1804-

e) 1815-

2) Differentiate between Absolute Monarchy and Constitutional Monarchy.

ABSOLUTE MONARCHY	CONSTITUTIONAL MONARCHY

- 3) Name any two philosophers who inspired the educated people of the Third estate. Also mention the ideas put forth by them.

- 4) ‘Women of France did not have access to education or job training.’ Analyze the statement in three points.
