

**THE FRENCH REVOLUTION
TEACHER'S GUIDE**

GENERAL OBJECTIVE <ul style="list-style-type: none"> Understand the causes and some of the main facts of the French Revolution. 	RESOURCES <ul style="list-style-type: none"> Computer and beamer Video: "The French Revolution" Worksheet: "The French Revolution"
TEACHING OBJECTIVES <ul style="list-style-type: none"> Introducing key concepts: history. Introducing key language. Developing reading, listening, oral and writing skills. Developing awareness on the causes of the French Revolution. Using authentic materials. Preparing to display presentations about the French Revolution. 	LEARNING OUTCOMES <ul style="list-style-type: none"> Learn about the causes of the French Revolution and some of its main facts. Learn vocabulary related to history. Be able to use English to learn things about the French Revolution. Present and defend an argument. Write about the French Revolution using the information you have been given. Work collaboratively to gather and share information. Prepare a display presentation.
TIMING <ul style="list-style-type: none"> Five hours. 	LEVEL B1 (EOI, secondary and tertiary education).

In this unit we have integrated language and content to learn about the causes of the French Revolution in English. There is a History Channel documentary on the topic, preceded by some activities to activate and extend knowledge and followed by some consolidation tasks .

ANSWER KEY:**TASK 1**

1c 2f 3h 4a 5b 6g 7e 8d 9i

TASK 2

Answers in the corresponding texts.

TASK 3

Exercise 1: a2 b7 c3 d5 e4 f6 g1 h8

Exercise 2: 1/4a 2/6b 3/3c 4/5d 5/2e 6/7f 7/1g 8/8 h

Exercise 3: 1 fashion 2 everything that was wrong 3 court gossip, theatre plays, etc
4 Madam Deficit 5 Imelda Marcos was famous for spending a lot of money
on shoes. 6 an heir to the throne.**REFERENCES**<http://www.socialstudiesforkids.com/subjects/frenchrevolution.htm><http://culturalform.wordpress.com/frlink>www.schoolhistory.co.ukwww.wikipedia

THE FRENCH REVOLUTION

TASK 1

In pairs match concepts and names with the corresponding definitions.


1. <i>Absolute Monarchy</i>	c) A form of government where the monarch exercises ultimate governing authority as head of state and head of government.
2. The Three Estates	f) France under the Ancien Régime (before the French Revolution) divided society into: the First Estate (clergy); the Second Estate (nobility); and the Third Estate (bourgeoisie, wage earners and the peasantry). The king was considered part of no estate.
3. King Louis XVI	h) He was tried by the National Convention, found guilty of treason, and executed by guillotine on 21 January 1793.
4. Enlightenment	a) Eighteenth-century Europe saw remarkable cultural changes characterized by a loss of faith in traditional religious sources of authority and a turn toward human rights and science.
5. Rousseau and Voltaire	b) Major philosophers and writers of the 18th-century Enlightenment, whose political philosophy influenced the French Revolution and the development of modern political and educational thought.
6. King Louis XVI and France face bankruptcy	g) The king and the government did not spend money wisely and taxes were not collected effectively.
7. The French Queen, Marie Antoinette	e) Many people blamed the Queen for spending too much money on jewels and also for not giving an heir to the throne.
8. Storming of the Bastille- 14 July 1789	d) A huge crowd broke into the Bastille prison to get arms to defend themselves from the king's troops, who were rumoured to be surrounding the city.
9. Robespierre	i) He largely dominated the Comité de Public Safety and was instrumental in the period of the Revolution commonly known as the Reign of Terror, which ended with his arrest and execution in 1794.

TASK 2

READING COMPREHENSION A

Read the following text and be ready to answer your partners' questions.


By the late eighteenth century, France was on the brink of revolution. The reasons had been building up over many years, and mainly concerned the great divide between the nobility and the clergy, and everybody else. The French population was divided into three **estates**. The First estate was made up of the **clergy**. It numbered around 100,000 people. The Second estate was made up of the **nobility**. It numbered around 400,000 people. The Third estate was made up of the **bourgeoisie**, wage earners, and the **peasantry**. It made up the majority of the French population.



The first and second estates enjoyed certain privileges that that the third estate did not. Firstly, although they were the richest, they did not have to pay taxes. They were also the only members in society who could hold positions of importance such as Officers in the army. This caused great discontent within the Third Estate.

KEYWORDS

Revolution – a great change over a short period of time.
Estates – the class system in pre-revolutionary France.
Bourgeoisie – middle class.
Nobility – The upper class.
Clergy – The Church.
Peasants – The lower class, 90% of the population.



THE THIRD ESTATE

- Peasants were forced to do military service.
- Peasants could not hunt or fish on nobles' estates.
- Peasants had to pay taxes to their lord, the king and the Church.
- Peasants had to use the lord's mill, oven and winepress, and pay for them.
- Peasants made up 90% of the population.

QUESTIONS TO ASK B:

- 1) Did the king have to obey any kind of authority?
- 2) Did people have to pay for using roads and markets? Who to?
- 3) When was the last time the Parliament had been called?


QUESTIONS TO ASK C:


- 1) What was the yearly income of a master carpenter?
- 2) What does the woman in 'Source B' say about taxes?
- 3) Look at 'Source D'. How many people did the woman's family have to pay taxes to?

Read the following text and be ready to answer your partners' questions.


THE FIRST AND SECOND ESTATE

- Nobles had almost complete authority over peasants.
- Nobles did not have to do military service.
- Nobles were exempt from most taxes.
- Nobles collected tolls from people using roads and markets.
- Many nobles and clergy lived in great luxury in chateaux and palaces.





The Kings, through their ministers and local officials **RULED ABSOLUTELY**. This meant that they had complete authority over France. The 'parliament' (States General) had not been called since 1614!



Psssst! Do you THINK it's fair? Which aspects of the French System might upset the Third Estate?

By Miss Lavelle www.SchoolHistory.co.uk

QUESTIONS TO ASK A:


- 1) What were the three estates the French population was divided into?
- 2) How many people were there in each estate?
- 3) Who did the peasants have to pay taxes to?

QUESTIONS TO ASK C:

- 1) What does the cartoon in 'Source A' describe?
- 2) What was the yearly income of the Archbishop of Paris?
- 3) Look at source D. Who said : 'No man has any natural authority over others'?

TASK 2**READING COMPREHENSION C**

Read the following text and be ready to answer your partners' questions.

	<p>Source A cartoon of 1789</p> <p>The Peasant, shown carrying the burden of maintaining the feudal lords and the clergy. The caption reads 'One hopes this will end soon'</p>	<p>Source B An Englishman's view of French peasants, 1787 – 1790.</p> <p>I was joined by a poor woman who complained of the times. Her husband had only a morsel of land, one cow and a poor horse. But they had to pay 20kg of wheat and three chickens as feudal dues to one lord, and 60kg of oats, one chicken and five pence to another, along with very heavy taxes to the king's tax collectors: "The taxes and feudal dues are crushing us." (Travels in France - Arthur Young, 1792)</p>												
<p>Source C Yearly Incomes compared.</p> <table border="0"> <tr> <td>Archbishop of Paris</td> <td>50,000 livres</td> </tr> <tr> <td>Marquis de Mainvilllette</td> <td>20,000 livres</td> </tr> <tr> <td>Prince de Conti</td> <td>14,000 livres</td> </tr> <tr> <td>A Paris parish priest</td> <td>10,000 livres</td> </tr> <tr> <td>A typical village priest</td> <td>750 livres</td> </tr> <tr> <td>A master carpenter</td> <td>200 livres</td> </tr> </table> <p>(The livre was replaced by the franc in 1795. In the 1780s, there were about 4 livres to £1).</p>		Archbishop of Paris	50,000 livres	Marquis de Mainvilllette	20,000 livres	Prince de Conti	14,000 livres	A Paris parish priest	10,000 livres	A typical village priest	750 livres	A master carpenter	200 livres	<p>Source D The People should have power, 1775.</p> <p>Man is born free. No man has any natural authority over others; force does not give anyone that right. The power to make laws belongs to the people and only to the people.</p> <p>(a pamphlet, banned by the French government in 1775, Jean Jacques Rousseau.)</p>
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QUESTIONS TO ASK A:

- 1) Did the first and the second estate have to pay taxes?
- 2) Was the military service obligatory for peasants?
- 3) Could a peasant be an officer in the army?

QUESTIONS TO ASK B:

- 1) Did the nobles have to do the military service?
- 2) Did the nobles have to pay the same taxes as the peasants?
- 3) What was the lifestyle of nobles and clergy like?

TASK 3 VIDEO

Exercise 1 (0'-6'30'')

You are going to watch a documentary about the French Revolution. With your partner take a look at the following pictures and try to guess the order in which they will appear. Then watch the documentary and check your answers.



a) _____



b) _____



c) _____



d) _____



e) _____



f) _____



g) _____



h) _____

TASK 3 DOCUMENTARY
Exercise 2 (0'-6'30'')

THE FRENCH REVOLUTION

1. In pairs, read the following sentences quickly and check the vocabulary. Then watch the video and try to put sentences in the order they appear in the documentary.
2. Which of the sentences can you match with the pictures from the previous task?

1 NUMBER:

PICTURE :

Then at the **blossom** into the 18th century **reason and science** began to **challenge** this age old tradition. Swept up on a current of innovation and new literature, Paris now radiates as the philosophical centre of the world. The city pulses with the great flourishing of **knowledge**. A shiny beacon of possibility. It is the age of **Enlightenment**.

2 NUMBER:

PICTURE :

To see enlightenment ideals in action one need only look across the Atlantic where the Americans are **fighting for freedom** from France's old Nemesis: *Great Britain*

3 NUMBER:

PICTURE :

Since the Middle Ages European society had been broken into 3 distinct classes dictated by birth. There was a great divide between the **wealth** of the **nobility** and the **clergy**, and the **poverty** of the **peasants**.

4 NUMBER:

PICTURE :

The Enlightenment is a movement which says: don't **trust** authority, don't trust anything that you've been told by anybody else at all. Think it out for yourself, test it for yourself.

5 NUMBER:

PICTURE :

As Robespierre respectfully **delivers** his **Latin soliloquy** the king hardly notices him but years later their **fates** will **again intertwine** under very different, much darker circumstances.

6 NUMBER:

PICTURE :

Young king Louis wants **revenge** for his grandfather's **defeats** and he sees an opportunity in the American War of independence. Louis **commits** to the cause a total of 2000 million livre, enough to **feed and house** 7 million French **citizens** for a year. His **investment** will mark the beginning of financial **collapse** for France.

7 NUMBER:

PICTURE :

In a lavish ceremony young prince Louis **inherits the throne** and is **crowned king** Louis the XVI

8 NUMBER:

PICTURE :

While Louis sends money and troops across the Atlantic, Marie is **busy incurring debts** of her own.

TASK 3 DOCUMENTARY

THE FRENCH REVOLUTION

Exercise 3. (6'40''-9'.30'')

Now watch the rest of the documentary and answer the following questions:

- 1) What was Marie obsessed with?
- 2) What did her towering hair represent for some people?
- 3) What did Marie occupy herself with?
- 4) What name was Marie given?
- 5) Why does the historian call her the 'Imelda Marcos of her day'?
- 6) What is the greatest debt Marie had with her country?

TASK 4

Divide the class in four groups. Each group chooses to be one of the Estates , or the king, and prepares arguments to defend their position in society. Remember to look at all the unit to gather information. Then you will have a debate (whole class or in groups of four).

TASK 5 WRITE

Look at the cartoon on the right and use it to explain the causes of the French Revolution.



1780's

TASK 6

In groups of three make a poster with the main facts you've learned about the causes of the French Revolution