

Lesson Plan

| A. Basic information | | | |
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| 1. Date | 21/1/2019 | 4. Teacher | Mr MKH |
| 2. Time | 8:50-9:25 | 5. Subject | F.2 History |
| 3. Duration | 35 minutes | 6. Room | 2A |

| B. Teaching and learning area | |
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| 1. Topic | ➤ Causes of the French revolution |
| 2. Study field | ➤ The Age of Revolution |
| 3. Objectives | <ul style="list-style-type: none"> ➤ Understanding the social inequality in French society ➤ Applying the concepts to the outbreak of the French revolution ➤ Mastering the skill of analyzing different historical sources |

| C. Macro-teaching and learning cycle | | |
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| Process | Content | Duration |
| 1. Setting the context | -Checking the prior knowledge by questioning, like: <ul style="list-style-type: none"> ➤ How many classes (Estates) were in the French society. (matching) -Stating the aim of this lesson: <ul style="list-style-type: none"> ➤ Describing the situation of different classes in France. ➤ Understanding the social inequality in French society. ➤ Applying the concepts to the outbreak of the French revolution. | 5 min |
| MINI-CYCLE 1 2. Setting the context | - Why would people start a revolution? <ul style="list-style-type: none"> ➤ What were their lives like? Ans: Their lives were hard. - What does social inequality mean? Ans: The unfair situation in society. | 2 min |
| 3. Modelling and | - Show them a video which shows the | 5 min |

Comment [r1]: I like the fact that you are signaling to the students what will be covered. Just be mindful of the fact that you have to say it in much simpler language, eg “We know that there were the five estates in France at the time but today we are going to talk about how much power each group had and if any of the groups felt that life was unfair. Then we can understand better why the French Revolution happened.”

Comment [r2]: Tell the students the details here – “hard” is so vague. I know you are going to show the video but I would tell them (don’t ask questions now) that ordinary people (you might want to mention which estate) usually did not have enough food, that young children often did not live long (maybe even that adults often died before they turned 50 years of age), that the people often shared their houses with the animals they kept, that there was sewerage in the street and that fresh water was not easy to get. Now you tell them you are going to watch a video to see more examples.

Comment [r3]: I would move this to the end of the next activity. Definitions should come at the end.

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| deconstruction | <p>situation of the grassroots in France after introducing the background knowledge of them.</p> <ul style="list-style-type: none"> ➤ What was he doing in the video? Ans: lifting a heavy log as a punishment for the prisoners. ➤ Why was the man put in prison? Ans: He stole a loaf of bread. ➤ How was their life? Ans: Their life was hard. His sister's child close to death, they were starving The life of the common people was hard. | |
| 4. Guided construction | <p>- Asking students to look at a picture of the bourgeoisie in the French society and to identify how their lives were after introducing the background knowledge of them.</p> <ul style="list-style-type: none"> ➤ How were their lives? Ans: they lived a decent life. ➤ Why were they joining the revolution? Ans: They wanted liberty (freedom from the tight control of the other groups; that is, they wanted human rights). | 5 min |
| 5. Independent construction | <p>- Asking students to look at a picture of the nobility in the French society and to identify how their lives were after introducing the background knowledge of them.</p> <ul style="list-style-type: none"> ➤ How was their life? Ans: they lived a decent life. | 10 min |

Comment [T14]: I would write up or have these question written on their worksheets (it makes it easier to refer to them), read through them and tell the students that these questions will be answered by the video and that you will discuss their answers after they have seen the video. This prepares their viewing so they are focused and they know the reason for watching it.

Comment [T15]: Compare this with how the nobles and the priests lived..

Comment [T16]: Now they should know what "hard" means and so now you can deal with the definition but be careful of your language, eg you can say that things were not equal between each of the groups; that is, there was a lot of inequality between each of the groups (estates) in society and this is what we call social inequality. Then, if you want, you can write up a definition on the board or ask the students to help you write a definition.

Comment [T17]: Again, "decent" like "hard" is vague. Give some examples of what makes you conclude this – what is the evidence from the picture? If it is not in the picture, then you can give it to the students but it is a good idea to ask questions about the picture in the same way you have asked questions about the video.

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| | <ul style="list-style-type: none"> ➤ Would they join the revolution? Ans: they would probably not join the revolution because they already have a decent life. - Show them a video which shows the situation of the clergy in France after introducing the background knowledge of them. ➤ What was he doing in the video? Ans: offering shelter and food. ➤ How was their life? Ans: Nice and luxurious/grand/fancy life. ➤ What is the evidence? Ans: They have tidy and neat clothes/ a lot of silver is on the table/ They are rich enough to offer food to the starving man. | |
| <p>6. Summary</p> | <ul style="list-style-type: none"> - Summarizing the lives of people of different classes in the French society. - Assigning one task to consolidate learning by asking them to draw a cartoon representing one class with at least two clues in the cartoon. | <p>5 min</p> |

Comment [r108]: This is a weak answer, isn't it? The bourgeoisie had the same situation and they joined the revolution yet this group didn't. You haven't identified for the students why there is a difference. Maybe the image you have doesn't provide enough evidence so maybe you have to do something more.

Comment [r109]: Again, I would have these questions listed on the students' worksheet and understood **before** they watch the video.

Comment [r111]: Also, if you have done the lesson well, you don't need to spend more than 1 minute doing this. Spend the saved 4 minutes in the Guided Construction. That would mean the Independent Construction would probably be more successful, too.

Comment [r110]: This might seem like a good activity but I think the reward isn't enough given the effort needed. You have 2 videos and 2 images in the lesson. You have questions and discussions around those questions so I think they are sufficient for the lesson. It's only 35 mins and I think getting the students to appreciate the social inequality is the best outcome – drawing a cartoon in my mind is a luxury that you don't have.