

Teacher Guide – The French Revolution

Purpose

The purpose of this playlist is:

- for students to work with the course of events leading up to and during the French Revolution
- for students to work with how historical movements influence a society locally, regionally, and globally.

Preparations and Materials

Students will need:

- a printed copy of the Declaration of the Rights of Man and of the Citizen from 1789.

Course of the Unit

This playlist contains six games:

- *The French Revolution* (Presentation)
- *The Storming of the Bastille* (BuzzIt)
- *Memory about the French Revolution* (Memory)
- *Sort the Events* (SuperSorter)
- *The French Revolution on a Timeline* (Ordering)
- *Explain the French Revolution* (SpinIt)

Begin by playing the presentation game “*The French Revolution*”. The game is intended as a review of the events that led up to the French Revolution and some of the important events during the revolution. Encourage students to ask questions throughout, and discuss the events with them.

Then divide students into three individual workshop groups.

Workshop 1

Students play the games:

- *The Storming of the Bastille* (BuzzIt)
- *Memory about the French Revolution* (Memory)
- *Sort the Events* (SuperSorter)
- *The French Revolution on a Timeline* (Ordering)

Workshop 2

Letter from the Storming of the Bastille

Work individually or in pairs. Imagine that you were present during the Storming of the Bastille. It is now evening, and you find yourself in a French inn grabbing something to eat. You are about to write a short letter to a close friend or a beloved family member. Write 10–15 lines and describe the event. Consider:

- Which estate are you from?
- Which estate is the recipient from?
- What language is appropriate? Are there certain words and phrases that will support your story and emphasize your message?
- If you could include a small drawing, what would it show?

Workshop 3

Work together in groups of four. First, sit individually with your own copy of the Declaration of the Rights of Man and of the Citizen. Spend two to three minutes choosing two rights that you personally think are the most important. Think carefully, and remember that you must be able to justify your choices. Then sit together as a group. Now try to discuss your way towards two rights that the whole group can agree are the most important. Can you perhaps also agree on one that is the single most crucial right?

Be aware that the text included below is an adapted version.

Continue Working with the Topic

Work in smaller groups or discuss together as a class. Look at a world map and choose a country. It may culturally be very different from what you are familiar with. Imagine that you lived there. Look at the two rights you chose in Workshop 3. Consider whether these would still be the most important rights for you if you lived in this country, or whether other rights might be more important. Remember to justify your choices.

Evaluation

Play the game “*Explain the French Revolution*” together as a class.

The Declaration of the Rights of Man and of the Citizen

The Declaration of the Rights of Man and of the Citizen, adopted in 1789 by the French National Assembly, contains a number of fundamental rights, including:

1. All people are born free and have equal rights.
2. Everyone has the right to participate in decision-making. It is the citizens' right to take part in the drafting of laws and regulations.
3. Everyone has the right to liberty, to property, to security and to resist oppression.
4. The common good of the nation is the most important; no individual or group shall exercise power that is not for the benefit of the nation.
5. One has the right to think, hold opinions, and express oneself freely, as long as one does not restrict others from doing the same or break the law.
6. Freedom of religion – one has the right to believe whatever one wishes.
7. The laws of the country must serve the best interests of the nation.
8. Everyone is equal before the law. Justice must apply to all, both in matters of crime and punishment.
9. One is innocent until proven guilty.
10. Everyone has the right to freedom of expression, as long as one does not break the law.
11. No one may be arrested unless there is a legal basis for it.
12. Everyone has the right to own property, and no one may take it away without good reason.