



Image: Storming of the Bastille/Prise de la Bastille (cropped): Anonymous painting. c. 1789-1791. [Public Domain](#).

The French Revolution

The following activity is meant to be taught over several lessons. It's recommended that more time is spent on the main activity. Teachers can make a copy of this document and modify as needed. To modify, click File > Make a copy > choose where to save and change the file name.

Lesson Background

Subject(s)	History Social Studies Individuals & Societies
Objectives	Students will understand the causes and consequences of revolutions, using the French Revolution as an overview case study.
Standards	IB MYP
Essential Question	What were the conditions that led to the French Revolution and the consequences?
Guiding Questions	What were the causes of the French Revolution? What were the key events of the French Revolution? What were the consequences of the French Revolution? What was the impact of the French Revolution on Europe? What parts of the world have the potential for revolution today, and why?
Vocabulary	Social Class, Monarchy/Monarch, Despot, Dictatorship, Feudalism, Revolution/Revolt, Repression, Insurrection, Regicide, Terror, Rights & Freedoms, Equality, Estates, Estates General, National Assembly, Bastille, Reform

Resource Preparation

Google Expeditions	Palace of Versailles The French Revolution
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Resource Preparation

Google Arts & Culture Institute

[Versailles: The Palace is Yours](#) 360°

Google Expeditions

[The French Revolution](#) (can be viewed in a browser and on any device)

Other Resources

YouTube: [Versailles, from Louis XIII to the French Revolution](#)

YouTube: [Versailles after the French Revolution](#)

Introduction Activity

Discussion Questions

Where in the world do we see conflict today?
How are those conflicts similar and different?

Group Brainstorm

Students will use an online tool for an activity to brainstorm what comes to mind when the term “revolution” is given to them. (suggested tools: Answer Garden, Padlet, Mentimeter) The following questions may help them write ideas:

What adjectives describe a revolution?
What causes a revolt?
What revolutions do you know of?
What are the consequences of a revolution?

Main Activity

Activity 1 Palace of Versailles in 360°

The teacher will guide students through the first Google Expedition on [The Hall of Mirrors](#) eliciting speculative responses about the lives of the royals, the cost of Versailles, who may have paid for the palace construction, speculative responses about how “common” French people may have lived in comparison, and how we view differing social classes today.

Following the Hall of Mirrors Expedition, students work in groups to record their thinking. Students look for the following places in [Versailles: The Palace is Yours](#) and record their responses. The individual links are below

with each questions to make it easier for students to find. Encourage students to click on the hotspots to read about each “place”. ***The teacher can choose how students record their responses.**

Discussion Questions: Palace of Versailles

1- [Château de Versailles](#)

How could the palace grounds project power?

2 - [Inside the Hall of Mirrors](#) (also see [this view](#))

Why would Louis XIV have such a lavish room constructed? What would it be made for and who would go there?

3 - [Inside the King's Bedchamber](#)

What is a status symbol?

4 - [Inside the Queen's Bedchamber](#)

Why do you think the Queen's jewelry would be so close to her bed even though it was in *her own room*? (hint: learn about the “two doors”)

5 - [The Ballroom Grove](#)

What did this area of the palace say about the social life of the palace? How could this irritate commoners? How is it similar to today?

6 - [Inside the Royal Chapel](#)

What does this suggest about the relationship between Church and State? How would a monarch use Christianity to consolidate power?

7 - [The Royal Opera House](#)

In what ways does this project a love of culture?

Extensions:

The teacher may choose to view this short video on the building of Versailles to extend learning: YouTube: [Versailles, from Louis XIII to the French Revolution](#).

Other resources are [here](#).

Activity 2: The French Revolution Expedition (core activity)

The teacher will guide students through the second Expedition. The teacher will ask the guiding questions as they view each scene. Following each scene students will record their thoughts and engage in short whole-class discussions. They will work in small groups for this section of the activity.

The French Revolution

Use [this Google Expedition](#) for the following guiding questions. This single Google Expedition can be viewed in a browser and on any device.

Scene 1 - The Structure of Power

How could the social structure of the day lead to conflict?

Scene 2 - The Buildup to Revolution

From the primary source documents in the scene, what could you speculate about the conditions in France at the time?

Scene 3 - Key Historical Figures

Although France was once again stable under Napoleon, what was the irony of Napoleon taking power in France?

Scene 4 - Key Events

What makes each “key event” significant to the course of the revolution?

Scene 5 - The Outcome of Revolution

What impact would the establishment of greater freedoms in France have for the future of Europe?

Extension/Consolidation: To consolidate, students will watch: [Versailles after the French Revolution](#) on YouTube to embellish their notes. (with a short class discussion)

Consolidation Activity

Discussion Questions Could the French Revolution have been avoided? If so, how?
What do you think would be the long-term impacts of the French Revolution?
How is the French Revolution similar and different from contemporary conflicts?

Student Activity/Assessment Students review understanding primary source documents and the characteristics of political cartoons. This is then applied to an activity in which they evaluate contemporary French Revolution political cartoons. (origin, purpose, value, limitations while referencing content of the cartoons and their background knowledge) Students do a short presentation of their primary source or political cartoon for the class. *This could be done in pairs or as individuals.

Here is a video tutorial on [how to analyze political cartoons](#) with a French Revolution example. Please note other resources in the YouTube video description.

Extension Activity

Assessment For assessment, students extend their understanding of social unrest and political upheaval by researching and producing a short documentary on a contemporary conflict case study. (civil wars, protest movements, insurgencies, separatist movements, armed conflict, insurrection, terrorism)

Connections to Concepts

Source: *MYP Individuals and societies guide, For use from September 2014/January 2015*

Change Change is a conversion, transformation, or movement from one form, state or value to another.

Conflict	Conflict can develop from inequalities in distribution of power and may manifest itself in many forms.
Cooperation	Cooperation is the action or process of individuals or societies working together towards the same end.
Causality (cause and consequence)	Causality is the relationship between cause and effect and the internal and external factors that influence this relationship.
Power	Power of individuals and of groups can be defined as a capacity to make things happen.
Disparity and Equity	Equity involves concerns about fairness and justice. Disparity is the uneven distribution of a given quality, indicator or resource and it can be opposed to the concept of equity.
Poverty	Poverty is a situation in which people are unable to consume at an adequate level.
Ideology	An ideology is a system of ideas and ideals, which can form the basis of political or economic theories, policies and actions.
Governance	Governance refers to mechanisms and processes that regulate authority in a given organization.
Globalization	Globalization encompasses local, national and global repercussions and expectations for our “shrinking” world.
Interdependence	Interdependence is the state of two or more individuals, groups or societies being reliant on each other.
Resources	Resources are the things we use to make the products that meet our needs and wants.
Sustainability	The concept of sustainability implies the notion of living within our means and it is central to an understanding of the nature of interactions between environmental systems and societies.
Trade	Trade is the exchange of goods and services between the various participants in an economy.
Culture	Culture helps shape, define and guide civilizations and individuals and it influences the relationship between them and the environment.
Diversity	The point or aspect by which things differ is critical to the study of geography both in the human and physical senses.
Networks	Networks are interconnected groups or systems.
Patterns and trends	Patterns are regular arrangements of something in a study area (space or place) and trends are regular arrangements of something over time. Patterns
Processes	Processes are measured movements in the physical, human or cultural world to reach particular results or consequences, marking gradual changes in geography.

Civilization	Civilization is a concept used to describe forms of social organization that are usually large, complex and have achieved a certain level of urbanization and cultural development.
Perspective	Perspective is a concept of a different nature as it is more clearly related to the craft of the discipline.