

## Warm-up

Before class, create a set of true or false statements about revolutions in general and the French Revolution in particular. First, put students into groups for the game or create a Kahoot-style game to compete digitally. Then, have students play the game in groups. They read the sentences and win points based on how quickly they answer and if their answer is correct. If using the Kahoot application, prepare the game before the class. If not, read the statements, give students time to choose their answer. Finally, at the end of the exercise, reveal the correct answers. The group with the most accurate answers wins.

## Teaching Tip

**For Exercise 2**  
First, consider turning this exercise into a skimming and scanning race. Then, have students work individually or in pairs to look for (skim) and confirm (scan) the information to answer the questions. Next, set a time limit of two minutes to read the text (or whatever is appropriate for your class). Explain the process and purpose of the task before starting. If needed, model it with an example.

## Differentiation Strategy

**For Exercise 4**  
Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 2c.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 3



## Social Studies

### How do revolutions start?

**01** Take two minutes and write everything you can about the French Revolution here. Then, compare your notes with a classmate.  
Answers will vary.

**02** Read "Breaking News!" and fill in the missing information.

France	1. Where?
June 14, 1789	2. When?
900 people	3. How many?
stormed the Bastille	4. What?
revolution, new government	5. Next?

**03** Read the text again. Use the words in bold to summarize the event and its predicted consequences.

### Breaking News!

July 14, 1789



A mob of protesters **seized** the Bastille. The crowd of an estimated 900 Parisians was worried that King Louis XVI's arrest of the newly elected National Assembly was fast approaching, so they stormed the Bastille. The **symbolism** cannot be missed; the Bastille is the state prison where the assembly members would have languished had the illegal arrest taken place, and this event is an act of **defiance** of the ordinary Parisian against the monarch's perceived cruelty.

The demonstrators and spectators alike were at the mercy of the King's guards, and one man, blood dripping from a wound near his eye, told us, "We demand bread, enough to feed our families; in addition, we want justice for the merciless King." Next to him, a student concurred, "The people have risen, and now the King will hear us," as he ran with the crowd. This confrontation comes after protests against the Crown, citing food shortages, punishing levels of **taxation**, and ever-increasing inequality between the **aristocracy** and the **citizenry**.

We have received reports of more protests outside Paris, and it's clear the nobility in other European countries are nervously watching this to see how it will affect their privileged lives, cautiously lending support to the besieged French royalty. The Queen, Marie Antoinette, is reported to have recommended cake for those without bread, but we haven't yet confirmed this comment.

We appear to be witnessing the first battle of the French Revolution. It is unclear how it will end; however, we will likely see a new government and constitution to keep it under control. The Crown's future remains murky and may not be known for some time, but one certainty has come from the historical events today: France is on the cusp of a fundamental change.

**04** Work with a classmate. Read the statement below. Do you agree with it? Why or why not? Then, share your opinions with another group.

Political protest –taking it to the streets– is often the only way to create needed change.

## Language Structures and Functions Tip

### For Exercise 6

First, elicit the different uses of linking adverbials and several examples of each use. Then, model the exercise with an example sentence, ensuring that students understand the use of each of the three options and the relationship of the two clauses; for example, *the hotel was cheap; on the other hand/so/however, it was noisy*. Finally, have students complete the exercise individually or in pairs, whichever is best for your group.

## Teaching Tip

### For Exercise 8

First, consider having students record their interviews to make them more dramatic and realistic. Then, have them play the videos for their groups. Provide groups with listening tasks to complete; for example, the audience could listen for the answers to the questions in the exercise. Also, have students ask the presenters at least one post-interview question. Finally, close the exercise with a whole-class report-back session.

## Differentiation Strategy

### For Exercise 7

Go to the Differentiation Strategies Bank and adapt this exercise using Strategy 7.

## Wrap-up

To close the session, first, have students work in small groups to play a game of Taboo with the key words from this and previous sessions. Next, generate or elicit a list of the key words to be used. Then, review or teach the rules of Taboo. One student (or group) describes one of the words without saying any form of the word – if they do, they lose their turn. The other student (or group) guesses the word and receives a point. The group with the most points wins.

## Flexi Exercises

(To adjust to students' needs, you can either use or not the activities below)

### Exercise 5

**05** Complete the sentences with the correct linking adverbial from the word bank. Use each word only once.

however    nevertheless    meanwhile  
as a result of this    consequently

- The French people were suffering from extreme poverty and hunger; \_\_\_\_\_, they became increasingly angry with the monarchy.
- The government raised taxes to pay off debts; \_\_\_\_\_, this made life even harder for common citizens.
- The general was called to discuss the financial crisis; \_\_\_\_\_, tensions between the social classes continued to rise.
- The Third Estate declared itself the National Assembly; \_\_\_\_\_, they promised to create a new constitution.
- King Louis XVI tried to stop the revolution; \_\_\_\_\_, the storming of the Bastille marked a turning point and is seen as the start of the revolution.



**06** Use both linking adverbials to expand the simple sentences into two connected sentences.  
Answers will vary.

- People were angry about high taxes / as a result of this / therefore

- The price of bread was too high for many families / on account of this / furthermore

- The king ignored the demands of the Third Estate / nevertheless / consequently

- The people stormed the Bastille / at that moment / as a consequence

- The storming of the Bastille symbolized the fall of royal power / moreover / nonetheless

**07** Work with a classmate. Use the linking adverbials in Exercises 5 and 6 to create an interview with an eyewitness to the storming of the Bastille.

**08** Perform your interviews in small groups. Then, discuss the following questions.

- How would you feel in this situation?
- What would you and your family do?
- Would you join the revolution?

