

403 - Representing Lesson Plan

The purpose of this lesson is to impart to students that the 3rd Estate in the French Revolution was not a homogenous mass, but was in fact divided into many factions. The original lesson included a hodgepodge of activities that that pulled in several other issues. In this refined lesson I have chosen to focus on the issue of identity, utilizing a variety of sources in order to encourage a connection to prior student knowledge and historical empathy. What follows here the beginning of a lesson plan that I have adopted.

Context	Social Studies 9: French Revolution - Lesson 7/10 Class time: 78 Minutes
Lesson Title	In what ways were the identities of the political clubs represented in the French Revolution? ¹
Objectives	<ol style="list-style-type: none"> 1. Values shape political, social, and cultural identities. 2. Explain different perspectives on past or present people, places, issues and events, and distinguish between worldviews of today and the past (perspective) 3. Features and characteristics of major world political revolutions and conflicts²
Hook (5 Minutes)	<ul style="list-style-type: none"> ● Harry Potter Frees Dobby Clip (2:00)³ https://www.youtube.com/watch?v=_3VTffYJdCE <ul style="list-style-type: none"> ○ Why do you think the presentation of clothing means freedom? <ul style="list-style-type: none"> ■ Clothing is a way of expressing your identity.⁴ Slaves are forced to wear the clothing that their masters allow. This is a means of control as well as strips slaves of the freedom to explore or express their identity ■ The use of uniforms is a means of control. It allows people outside the group to identify who they are. ○ Can any of you think of an example of a uniform you can recognize right away? <ul style="list-style-type: none"> ■ School uniforms, mail persons, Fastfood servers,

¹ The title of the lesson has been reformatted in order to it to follow the format of an inquiry. Inquiry is one of the new focuses of the new Social Studies curriculum: "Use Social Studies inquiry processes (ask questions, gather, interpret and analyze ideas, and communicate findings and decisions)". Accessed from: <https://curriculum.gov.bc.ca/curriculum/social-studies/9>.

² Objectives have been updated using Transforming Curriculum & Assessment. My original lesson plan included the 1997 Curriculum guide. Many of the PLO's have remained similar. However, the addition with this new curriculum includes historical thinking concepts that frame unit or lesson plans. I have chosen to frame this topic on the issue of Historical Perspective. Accessed from: <https://curriculum.gov.bc.ca/curriculum/social-studies/9>.

³ In order for the new lessons data and information to become knowledge, I am starting class with a video from pop culture which will link the new data to something they already know. The experience the students already have will act as a foundation for the new data and information of the lesson today, in other words (European Framework for Knowledge Management, in Rowley, p.172).

⁴ The topic of the class is hinted at here, however, still in the context of students prior knowledge. The reference and connection to prior knowledge is due to the "importance of contextualizing information and knowledge management with reference to knowledge" (Rowley, p.174).

	<ul style="list-style-type: none"> ● If you do not have a required uniform you have the freedom to communicate anything you want.
Introduction (5-8 minutes)	<ul style="list-style-type: none"> ● At this time there were no official Political Parties in France - however there were Political Clubs. These newly formed clubs were only just forming their identity. They communicated this identity with distinctive and symbolic clothing as well as through the political pamphlet. ● Recall the opulence and frivolity of the Royal family and the aristocrats in Versailles? <ul style="list-style-type: none"> ○ What kind of clothing did they wear? <p>(5 minutes) We will then look at a 2:43 video from the movie Marie Antoinette ⁵ https://www.youtube.com/watch?v=dfO0TgcDUnl</p> <ul style="list-style-type: none"> ○ What details are you noticing about their clothing? <ul style="list-style-type: none"> ■ ruffles, big skirts, tight corsets, huge hair styles, ○ What do you think someone who dresses like this does during the day? ○ Do you think they were active? What did their clothing prevent them from doing? <ul style="list-style-type: none"> ● The sans-culottes were a radical group who purposefully projected an image of the exact opposite of this. ● What we are going to do today is consider the perspective of the sans-culottes and the radical parties, as well as their opposition. <ul style="list-style-type: none"> ○ What were they trying to communicate? ○ What were they trying to achieve with this communication?
Body of the Lesson	<p>(15 minutes) I will then hand them an image of a sans-culottes (attached below⁶), as well as project the image on the board. As a class we will analyze the sans-culottes just like we did with the aristocracy. Students will then label their image of the sans-culottes.⁷ Aspects to note⁸:</p> <ul style="list-style-type: none"> ● pants vs. knee breeches: pants are what people in the working class typically wore.

⁵ Before introducing the main 'players' of today's lesson I will remind students of previous historical characters that they have been introduced to so far this unit. Furthermore, this links to the overarching unit concept, as pulled from the new curriculum, which is the issue of Historical Perspectives. Multiple Perspectives is also an Indigenous Knowledge pedagogy in that it is believed "that the more viewpoints involved in the gathering of data and construction of knowledge, the deeper and more meaningful the understanding will be" (Parsons, J. & Beauchamp, p.123).

⁶ By giving the students an image to label it provides the catalyst for changing data, which "has no meaning or value because it is without context and interpretation" into information (Rowley, p.170). The difference between data and information is a sense of structure, meaning, use and relevance (Rowley, p. 172). By annotating an image students will be seeing the data as parts of a greater whole. In other words, information that is connected in a meaningful way which will then communicate deeper understanding.

⁷ For this activity we will be breaking down the symbolic elements of the clothing of the sans-culottes. "Data are defined as symbols that represent properties of objects, events and their environment. They are the products of observation. But are of no use until they are in a useable (i.e. relevant) form. The difference between data and information is functional, not structural."

⁸ For each aspect, I will show accompanying images on PowerPoint.

- Women has shorter skirts so that it was easier for them to move around.
 - "In 2013, a bylaw requiring women in Paris, France to ask permission from city authorities before "dressing as men", including wearing trousers (with exceptions for those "holding a bicycle handlebar or the reins of a horse") was declared officially revoked by France's Women's Rights Minister, Najat Vallaud-Belkacem. The bylaw was originally intended to prevent women from wearing the pantalons fashionable with Parisian rebels in the French Revolution."
 - Sabots (type of clog) - traditional footwear of the lower classes - utilized in heavy labour
 - Armed - group none for fighting/solving problems through violence
 - Liberty Caps
 - Pileus: Originally Greek, first utilized by the Romans as a symbol of freedom. Roman slaves were given a Phrygian cap as part of a ceremony when they were freed. This was much more formal, unlike the freeing of Dobby.
 - Coins issued by Brutus after the assassination of Julius Ceasar
 - Knitted by women known as the Tricoloreuse (knitting women) while attending the executions.
 - Lady Liberty
 - Inspiration for the Statue of Liberty
 - Jefferson Davis - President - asked for it to be a helmet instead so that Lady Liberty would not look like an Abolitionist symbol
 - Haiti
 - Coat of Arms Motto: Unity is Strength
 - Inclusion of Liberty Cap and Pikes
 - National Motto: Liberty, Equality, Fraternity
- (5 minutes)** Were the sans-culottes moderates, radicals or monarchists?⁹
- Radicals. They followed various political clubs throughout the Revolution including the Jacobins, Montagnards, Cordeliers...
 - Provided a violent force for whatever club was able to get their support.
- Who were they?
 - Mostly urban labourers, the poor.
 - Many joined the Revolutionary Army
 - Armed, militant group
 - What did they do?
 - September massacres
 - Utilized by political clubs to strong-arm opponents
 - What was the result of the actions of the Sans-culottes?
 - The dress of the sans-culottes (especially the Liberty Cap) was adopted by other political clubs including the moderates as a way of protecting themselves.
 - Louis XVI was forced to wear the Liberty Cap to show he supported the Revolution

⁹ This discussion activity allows students the opportunity to access data they have just organized and answer questions. The first questions also requires the application of student knowledge and wisdom as it requires a judgement based on the new information received (Rowley).

Province of British Columbia (2015). Transforming Curriculum & Assessment. Retrieved from: <https://curriculum.gov.bc.ca/curriculum/social-studies/9>.

Parsons, J. & Beauchamp, L. (2012) From knowledge to action: Shaping the future of curriculum development in Alberta (see Chapter 3: Ways of Knowing). Alberta Education, Planning and Standards Sector: Edmonton, AB. Retrieved from http://www.education.alberta.ca/media/6809250/f_chapter3.pdf.

Rowley, J. (2007). The wisdom hierarchy: Representations of the DIKW hierarchy. Journal of Information Science, 33(2), 163-180. Retrieved from: <http://ezproxy.library.ubc.ca/login?url=http://jis.sagepub.com/content/33/2/163.full.pdf+html>



10

¹⁰ The Sans-culottes. The image provided to students would be a full page in size for clarity.