

Europeana Learning Scenario

Title

Parisian scenes of the great revolutionary days: before and after

Author(s)

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Abstract

Through the digital exploration of significant scenes of the Revolutionary Days in Paris, during the French Revolution (years 1789-1794), students will collaboratively produce a guided tour highlighting traces of the past within present urban elements.

In the course of this project, students will develop knowledge and skills in History (mastering and using chronological and spatial landmarks).

In an expanded version of this scenario, students can also develop media literacy skills (to access, critically evaluate and create media).

Keywords

French Revolution, Paris, monument, media, History

Table of summary

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|---------------------------|--|
| Subject | History, Media education |
| Topic | French Revolution (1789-1794) and the history of Paris |
| Age of students | 15-16 years (upper secondary) |
| Preparation time | 4-5 hours |
| Teaching time | 2 sessions (2 hours) |
| Online teaching material | <ul style="list-style-type: none"> • uMap (to create a general map on OpenstreetMap). Edition by the teacher. • Google tour creator (to create the scenes as 360° panoramic photographs enriched with interactivities like pictures, explanations, videos, sounds. Alternatively: h5p "virtual tour 360"). • Europeana to select historical illustrations to be placed in the 360° photospheres. • A computer room or devices for students (1 per group) to access the map and the 360° scenes, and to search for information. |
| Offline teaching material | |

Table of summary

Europeana resources used

[Search results for "Serment du jeu de paume"](#)
["Motion faite au Palais Royal par Camille Desmoulins"](#)
["La Bastille et la porte Saint-Antoine"](#)
["Proclamation de la patrie en danger"](#)
[Discours des "Sans Culottes" à la convention nationale \(Europeana\)](#)
[Guillotine and Louis XVI](#)
[Marie-Antoinette in a dungeon of the Conciergerie before her execution & The Death of Marie-Antoinette who was executed at Paris at the Place de la Révolution Oct. 16th, 1793](#)

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Integration into the curriculum

Level: upper secondary education (denomination in French education: "première").

Subject: History. Theme 1: Europe in the face of revolutions - Chapter 1: The French Revolution and the Empire: a new conception of the nation ([official general syllabus](#) and [detailed syllabus](#)).

Note: the study of the "Revolutionary days" is an exciting way to foster chronological narrative, as a horizontal competence in history, as well as the ability to put events into perspective (causality and scope).

Aim of the lesson

By the end of the lesson, students will learn to understand a founding historical sequence (the "Revolutionary days"), where each event must be explained by its context (contextualisation). They will develop their ability to produce a historical narrative.

They will also reflect on the difficulties of building a new political and social order.

Outcome of the lesson

Through the collaborative production of a (possibly digital) guided tour of the significant events of the Revolutionary Days in Paris, students develop knowledge and skills in History (mastering and using chronological and spatial landmarks: [see skills in the history curriculum of French education](#)).

They will also develop media literacy ("Media literacy encompasses the practices that allow people to access, critically evaluate, and create media"¹).

¹ Wikipedia Contributors (2019). Media literacy. [online] Wikipedia. Available at: https://en.wikipedia.org/wiki/Media_literacy [Accessed 20 Nov. 2019].

Trends

Collaborative Learning: a strong focus on group work.

Visual Search & Learning: images and multimedia are more powerful than verbal stimuli.

21st century skills

LEARNING & INNOVATION SKILLS

- Communication
- Critical Thinking and Problem Solving Collaboration

INFORMATION, MEDIA & TECHNOLOGY SKILLS

- Information Literacy Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Activities

| Name of activity | Procedure | Time |
|------------------|---|---------|
| Start-up | <p>The teacher presents the activity to students:</p> <ul style="list-style-type: none"> • <i>What were the Great Revolutionary Days?</i> • <i>How were they articulated?</i> • <i>How were events distributed in Paris? What traces remain of them today in the capital of France?</i> <p>Each group will work on a different event of the French Revolution related to a specific place in Paris. Using course resources and one or many historical documents associated with each site, each group will prepare an oral presentation to present to the class. The oral presentations will complement each other in sequential/chronological order, to give a global picture of the revolutionary days.</p> <p>Setting up groups (have the teacher choose the members or let the students organise themselves) and assigning one specific place or scene to each group (it is recommended to number the places or scenes). Group size is between 3-6 members.²</p> <p>Via the classroom projector or individual/shared devices, students consult the general map of the site (via the OpenStreetMap link provided by the teacher), to discover and understand the general topography. This map can include a polygon visualising the global area of events, to make visible the density of events in the revolutionary Paris. A key point for the students is to understand that the Revolutionary days occurred within a minimal area.</p> | 20 min. |

² For more information: University of Waterloo, Centre for Teaching Excellence. (2019). Implementing Group Work in the Classroom [online] Available at: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/alternatives-lecturing/group-work/implementing-group-work-classroom> [Accessed 22 Nov. 2019].

| Name of activity | Procedure | Time |
|--|---|----------------|
| | <p>N.B.: in the next activity, the scenes that will be accessible to the students are 360° panoramic photographs (digital photospheres) prepared beforehand by the teacher: a current 360° view of a place in Paris, with the possibility to reveal at least one illustration as a historical trace of the event, and possibly a set of documentary resources presenting the historical contexts (made available to students via hyperlinks or photocopied documents). Designing a series of 360° panoramic photographs with interactive elements requires digital tools. It is recommended to use the free services Google Tour Creator or h5p "virtual tour 360". The scenes are accessible online, via a link communicated to the students and a connected computer (desktop, laptop, tablet or possibly smartphone). The devices can be shared in each group.</p> <p>Example released with Google Tour Creator.</p> <p>N.B.: this digital tour is compatible with Google Expeditions.</p> | |
| <p>Group work: analyse and understand an historical scene</p> | <p>Each group works on its assigned location (jigsaw method³). The groups must analyse and understand the past events and their traces, to present to the class the revolutionary day that occurred in this Parisian location.</p> <ol style="list-style-type: none"> 1. Short time for individual reflection (in silence and without interactions) to allow each student to implement the instruction by his/her means, and for each of the elements and content that he or she can then bring to the group to emerge, to improve communication between peers. 2. Group work time under specific rules: <ul style="list-style-type: none"> - everyone must ask questions and try to answer them (not just the "strongest" ones); - everyone must learn (disagreeing is interesting); - everyone must feel safe (no one makes fun of any intervention); - everyone can give their opinion (exchanges start with a round table discussion); - everyone respects each other's concentration (we whisper to discuss); - everyone must progress (there is no competition between the groups).⁴ | <p>35 min.</p> |
| <p>Presenting the results to the class</p> | <p>Each group successively presents to the whole class its story and the explanation of the historical scene. A speaker may have been nominated by the group or drawn by lot by the teacher (this method allows each student to be better prepared). The speaking time is about 5 minutes per group. The class is encouraged to ask questions.</p> <p>Students can evaluate each other with a criteria grid on oral presentations.</p> | <p>50 min.</p> |

³ This strategy involves students becoming "experts" on one aspect of a subject and then sharing their expertise with others.

⁴ These rules are adapted from Connac, S. (2018). La coopération entre élèves. Canopé.

Assessment

The activity can result in an assessment of knowledge and understanding of all events in the Revolutionary Days series.

Several methods are possible for evaluating the work of students in the respective groups. See [Methods for Assessing Group Work](#) for more information⁵.

***** AFTER IMPLEMENTATION *****

Student feedback

Students can complete an activity evaluation form, ideally via an online form. This form will include closed-ended questions to assess interest and difficulty experienced during the activity, as well as open-ended questions for more open-ended comments.

This form can also be used to self-assess the group's functioning (compliance with instructions, commitment to tasks, etc.) to optimise the work of future groups by developing good work habits.

Teacher's remarks

An **enhancement to this learning scenario** can consist of asking each group to write a short interview with a character who was present at the historical event (see Annex for character proposals).

Students could also record this interview, and the teacher could then integrate the audio files into the 360° interactive scenes to create a digital guide to the revolutionary days in Paris. In this case, the teacher will have to ask the students' legal guardians for permission to publish works with audio recordings.

These audio sequences could have the journalistic form of a "Revolution" Radio, mixing the words of a reporter with those of historical actors. Here is an example of a canvas that can be proposed to students for each audio sequence.

- Duration: 3-4 minutes, about 400 words.
- Presentation of the location/scene in its current urban function in Paris.
- Presentation of the events that took place there:
 - narrative mode, with historical details: "what is happening" (use of the elements visible in the historical illustration);
 - explanatory mode: the broad context and the immediate trigger of the event.
- Presentation of the importance of the event, its historical significance.
- Interview of one or more actors or witnesses, by highlighting subjective points of view. "*We have found an archive of "Radio Revolution", with an interview from this period.*"
 - Who are you? Who are you? (historical character or whoever)
 - Why are you here today?

⁵ University of Waterloo, Centre for Teaching Excellence. (2012). Methods for Assessing Group Work [online] Available at: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/group-work/methods-assessing-group-work> [Accessed 24 Nov. 2019].

- What do you hope to achieve next? What message do you want to convey?

About the Europeana DSI-4 project

[Europeana](#) is Europe's digital platform for cultural heritage, providing free online access to over 53 million digitised items drawn from Europe's museums, archives, libraries and galleries. The Europeana DSI-4 project continues the work of the previous three Europeana Digital Service Infrastructures (DSIs). It is the fourth iteration with a proven record of accomplishment in creating access, interoperability, visibility and use of European cultural heritage in the five target markets outlined: European Citizens, Education, Research, Creative Industries and Cultural Heritage Institutions.

[European Schoolnet](#) (EUN) is the network of 34 European Ministries of Education, based in Brussels. As a not-for-profit organisation, EUN aims to bring innovation in teaching and learning to its key stakeholders: Ministries of Education, schools, teachers, researchers, and industry partners. European Schoolnet's task in the Europeana DSI-4 project is to continue and expand the Europeana Education Community.

Annex

| Location of the event | Event | Date | Actor or witness | Significance, scope | Resources |
|-----------------------|---|---------------|---|--|--|
| 1. Versailles | Oath of the Palm Game (« Serment du Jeu de Paume » ⁶) | June 20, 1789 | Necker (Minister). | The deputies of the third state, together with some representants of the clergy and nobility, made the promise to remain united until they had given France a Constitution. King Louis XVI will accept this coup de force. Later this same assembly shall evolve into a constituent National Assembly, i.e. an assembly responsible for drafting a Constitution. | Search results for "Serment du jeu de paume" |
| 2. Royal Palace | Call for the mobilisation of Parisians by Camille Desmoulin | July 12, 1789 | Camille Desmoulin, bystander | The king has the city of Paris, surrounded by 25,000 soldiers. The king dismisses Minister Necker, who is deemed to be in favour of the third state's ideas. Parisians who are afraid of a massacre and the return of the absolute monarchy decide to arm themselves. The National Guard was created in Paris on July 14; La Fayette took command on July 15. On July 12, the Parisians establish the "Commune" of Paris. | "Motion faite au Palais Royal par Camille Desmoulin" |
| 3. Bastille square | The storming of the Bastille ("prise de la Bastille") | July 14, 1789 | A member of the Bourgeois Militia of Paris. | N.B.: the absolute monarchy (inseparable terms) remains in law (not | "La Bastille et la porte Saint-Antoine" |

⁶ For certain events; it is recommended to use terms in French when they are "historical" expressions accepted in the national heritage.

| Location of the event | Event | Date | Actor or witness | Significance, scope | Resources |
|---------------------------------------|---|-------------------|--|---|---|
| | | | | in fact) until August 10, 1792. Fearing an attack from the King's soldiers, and looking for guns and powder, the people of Paris revolted and took the Bastille, symbol of the absolute monarchy (on July 14) which was also an arsenal (where the weapons and powder are stored). The next day, Louis XVI recognises the National Guard and the Commune and calls Necker back to his post. | |
| 4. Tuileries Garden | Attack on the Tuileries Palace (« la Prise des Tuileries ») | August 10, 1792 | A Parisian "sans-culotte" Representant from Craftsmen and « petit bourgeois ». | The political crisis of the constitutional monarchy leads to the birth of the Republic. On August 10, 1792, the Parisian sans-culottes overrun the Tuileries palace where the king resides and imprison him. | Wikimedia , Jean Duplessis-Bertaux, La Prise des Tuileries le 10 août 1792, 1793. |
| 5. Pont Neuf | The homeland in danger ("La Patrie en danger") | April 20, 1792 | Politician and Revolutionary Georges Danton | On April 20, 1792, the assembly declares war on Austria allied with Prussia. The assembly declares the "homeland in danger" and recruits volunteers. | Europeana : la Patrie en danger (Pont Neuf) |
| 6. Rue de Rivoli (former riding hall) | The National Convention: the institution of the first republic in the history of France | 22 September 1792 | A "sans culotte" | On 22 September 1792, the Convention (elected by universal suffrage) is charged with drafting a republican constitution, and proclaims the First Republic. Between 1789 and 1798, the same place is the seat of the successive assemblies. | Discours des "Sans Culottes" à la convention nationale (Europeana) |
| 7. Concorde Square | The guillotine, execution of the king | January 21, 1793 | A representant of the Montagnard | The Convention, despite the opposition between the Montagnards and the Girondins (two revolutionary | Guillotine Louis XVI (Europeana) |

| Location of the event | Event | Date | Actor or witness | Significance, scope | Resources |
|-----------------------|--|--------|------------------|---|---|
| | | | | groups), votes to sentence the king to death, which is guillotined. This condemnation provokes a coalition of European monarchies against France. | |
| 8. Conciergerie | The royal family locked in the "conciergerie" during their trial | August | Marie-Antoinette | https://goo.gl/maps/U6ZtMjxVikdqqzG18 | Marie-Antoinette in a dungeon of the Conciergerie before her execution ; The Death of Marie-Antoinette who was executed at Paris at the Place de la Révolution Oct. 16th, 1793. Other illustrations on Europeana |