

## Should the 1791 French Constitution provide all citizens with the same political power?

Lesson plan for developing discussion and voting on claims through various Perspectives

**Suggested length:** 2-3 class periods (45-55 minutes each)

### **Lesson components:**

- Opener (5-10 minutes)
- Activity
  - Part A: Expanding a Kialo Edu discussion as a class (focus of 1 class period)
  - Part B: Group voting on claims using Perspectives (focus of 1 class period)
  - Part C: Discussion and assessment (15-20 minutes)
- Optional closer (5-10 minutes)

### **Assessment**

Students will be assessed on their contributions to expanding the Kialo Edu discussion (see suggested rubric), as well as the individual completion of a short-answer Exit Ticket.

### **Opener (5-10 minutes)**

1. Spark student interest by asking the following questions:
  - How can many different groups of people come to a decision about something?
  - Is it better for groups to solely advance their own interests, or to try to compromise with others?
2. Conduct a brief discussion around the students' answers.

### **Activity**

#### **Part A: Expanding Kialo Edu discussion as a class (focus of 1-2 class periods)**

1. Inform students that they will work as a class to expand a partly-developed Kialo Edu discussion on the question, "should the 1791 French Constitution provide all citizens with the same political power?"

2. Go over the top claims (just below the blue thesis) that are already present in the discussion and field any questions from students. Have students explore the rest of the claims either individually or with a partner, and have them note down any questions they may have. Address any questions or comments as needed.
3. Direct students to expand the discussion by adding at least 3 claims each. Encourage students to add claims beyond the top 3 levels. Direct them to use the links provided in the background info, as well as in the discussion itself, to conduct research.

**TIP:** You may want to set a time limit for students to contribute to the discussion. Determine a time that is appropriate for your class, then go to the Discussion Settings, and navigate down to the [“Start or Stop the Discussion”](#) section to input the appropriate times.




4. When the time is up, students will not be able to make any more contributions to the discussion. Have a quick discussion on whether they wrote claims that only supported one side, or whether they were able to write claims that considered many different points of view.

### **Part B: Group voting on claims using various perspectives (focus of 1 class period)**

1. Ensure that there is a roughly even number of students in 6 groups. Inform them that each group will represent 1 of 6 groups that were prominent during the French Revolution and subsequent drafting of the 1791 Constitution: royalists, Jacobins (radicals), clergy, nobility, bourgeoisie, and peasants.
2. In their groups, direct students to read the description of their group's background in the provided Group Backgrounds Handout.
3. In their groups, students should pick one representative to create a new Perspective. All students in the group will vote from this created Perspective. Direct students to follow the Student Instructions.
4. If you had set a time limit for students to write their claims, restart the discussion. Direct students to vote as a group from their newly created Perspective. Remind them to not vote with their personal opinion; rather, they should solely vote according to the point of view of their designated group.

### **Part C: Discussion and Assessment (15-20 minutes)**

1. Once the groups have finished voting, share the results with the whole class. To do this:

- a. First, show an overview of how all groups voted by opening the topology diagram (click the  button in the top-left corner of the discussion). When looking at the topology diagram, the darker-colored claims have a higher score, and as you hover over claims, the colored Impact Meter will show precisely how highly each one was voted.
  - b. To show how each individual group voted, go to the Discussion Menu (click the  button in the top-left corner of the discussion), select “Perspectives,” and select the Perspective for a group. Then return to the topology diagram (click ) to examine how the corresponding group voted. Repeat for every group to compare which claims mattered more to which groups.
2. Repeat for other claims that you would like to discuss with students, or ask students if there are any claims on which they would like to see how each group voted. Have a class discussion on the following questions:
    - Was there anything that surprised you about how each group voted on the thesis and top claims?
    - How did the groups decide on the score for each claim?
    - Did any group members have different thoughts on how to vote compared to the rest of their group?
    - As groups got deeper into the discussion, did the claims get more or less impactful?
  3. Have students individually complete the short answer questions before leaving class.

### **Optional closer (5-10 minutes)**

1. Share a quote by American composer John Corigliano on the French Revolution:

“The French Revolution is the ultimate modernist statement. Destroy everything. Don't build on the past. There is no past.”
2. Ask students if they agree or disagree with this statement, and conduct a brief discussion on whether revolutions can truly erase past histories and societal structures.