

Lesson – History (also Art, Citizenship)

Marat and Corday, part 1

Objectives

By the end of this lesson, students will:

- Be ready to investigate the reasons for the assassination of Jean Paul Marat. (History NC 3.i)
- Understand the advantages and disadvantages of visual sources for a historian. (History NC 2.2.a/b)

Knowledge and understanding

- Students should gain an understanding of the political issues surrounding the death of Jean Paul Marat. (History NC 3.i)

Skills, attitudes and values

- Analysing visual sources. (History NC 2.2.a/b, Art NC 1.3.a/b, 1.4.a/b/c)
- Discussion of values regarding towards justice, crime and punishment. (Citizenship, NC 1.1.b)

Introduction 5-10 mins

- Define assassination, as opposed to murder.
- Can the killing of a human being ever be justified? In what circumstances? Students have two minutes thinking time, then teacher-led discussion.

Activities

- Project the images onto a screen using either the digital image or overhead transparency. Also provide each student with their own copy of the images.
- Ask the children, working in pairs, to draw arrows to what they consider to be interesting details in the image, and to write beside them what they might suggest about Marat and/or Corday.
- Extension – what else would you like to know about the images? (Possible answers – who produced them, when, for what audiences etc)
- Collect responses on board. Discuss how useful a source like this is in an investigation, and reasons to be cautious.
- Students, in eight groups, collect list of questions they have about
 - Marat
 - Corday
 - The Aliprandi image
 - The Letoula image
 (Two groups responsible for each subject)
- Each group exchanges one member with the other group working on the same subject, in order to share ideas.

Timings

10 minutes

10 minutes

10 minutes

5 mins

Plenary

- What are the advantages and disadvantages of visual sources for a historian?

5 mins

Homework

- Students research answers to the questions collected by their group.

Resources

Projector
 Black/Whiteboard/Flipchart
 Digital image/Overhead transparency
 Printouts of images

Evaluation

Lesson – History

Marat and Corday, part two

Objectives By the end of this lesson, students will be able to:

- Describe the political situation in France during the Reign of Terror up to the assassination of Jean Paul Marat. (NC 1.2.a, 3.i)
- Offer an explanation as to why Marat was assassinated, and as to whether it was justified. (NC 2.3.a)

Knowledge and understanding

- Students should gain an understanding of the different points of view along the political spectrum during the French Revolution, and that not all Revolutionaries wanted the same things. (NC 1.2.a, 3.i)

Skills, attitudes and values

- Evaluating a historical situation
- Empathizing with historical figures
- Public speaking

Introduction 5-10 mins

What groups are present in the school amongst the students? Students have two minutes thinking time, then teacher-led discussion. Possible supplementary questions - do teachers identify the same groups? To what extent does everyone fit into the groups named? To what extent are the groups useful in helping to describe the students? Can they be misleading?

Activities

In the same groups as last lesson, students produce a two minute speech based on their research done as homework from the previous lesson. One member of each group presents to the class. Teacher supplies any important information not covered.

Assign each table a role based on the different groups of the French Revolutions, e.g. bourgeoisie, Girondins, Montagnards, etc. They need to discuss and decide upon how radical their group is, based upon what they believed about how France should be run.

Have each table select a representative to go to the front of the class and arrange themselves along a clothesline representing the political spectrum, with radicals on the left and conservatives on the right.

Choose one student to represent Charlotte Corday and another to play Jean Paul Marat. Have them stand in their respective positions along the political spectrum and discuss how their views differed and why Charlotte Corday acted as she did.

Plenary

What are the problems with the ‘clothesline’ as a means of describing the situation in France? What are the advantages? Reuse the clothesline to examine how justified the students think the killing of Marat was (one end = totally justified, other = totally unjustified). Question students as to why they are stood where they are.

Homework

Write a series of entries in Charlotte Corday’s diary. The first should be one month before the assassination of Marat, the second the day before, and the third after she has been arrested. Describe her feelings and motivations leading up to and after the act.

Or...

Using the letter template as a guide, write a letter from Charlotte Corday to the people of France, written while she is imprisoned for the murder of Marat and awaiting execution. The letter should explain her actions.

Timings

20minutes

10minutes

10mins

10 mins

Resources

- Projector
- Black/Whiteboard/Flipchart
- Digital image/Overhead transparency
- Diary worksheet and letter template
- Groups and individuals in Revolutionary France info sheet.
- ‘Clothesline’ with radical/conservative and justified/unjustified labels