

Lesson – History (also Art, Citizenship)

The Three Estates

Objectives

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

- Describe the social situation at the time of the French Revolution (NC 1.2.a, 3.i)
- Describe each of the Three Estates and their political goals (NC 1.2.a, 3.i)
- Gain a wider understanding of how societies and social organizations work and the roles of individuals in these systems. (NC 1.2.a, 3.i) (Citizenship, NC 1.1.b)

Knowledge and understanding

- Students will gain an understanding of different political points of view and how these can be played out in historical situations
- The homework assignment will give them a greater understanding of one of their own communities and their role within that community

Skills, attitudes and values

- Use of visual sources
- The value of the past and its impact on and relevance towards understanding the present

Introduction 10 – 15 mins

- Project the image onto a screen using either the digital image or overhead transparency.
- Ask the children if they know what the image is about; what it pertains to; what is happening in it.
- If this is the introductory lesson to the French Revolution, ask them what they think they know about the French Revolution, and what questions they have about it.
- Define “revolution”.
- Outline the activities below, and what each student should have achieved by the end of the lesson.

Activities

Everyone

Read the information page of the worksheet and fill in the details for each of the characters depicted on the remaining pages of the worksheet.

Either

Create your own version of the drawing to show the relationship between the three characters in a new situation, e.g. if they all lived in the same house

Or

Write a dialogue between the characters in the drawing used speech bubbles and thought bubbles. What sorts of things would they say to each other? How do they all feel about each other?

Discussion

- Which of each of the three pictures would each of the three groups think would be the best situation? For example, which would be the view the peasants preferred?
- Which of the three pictures do you think is best?

Homework

Draw your own version of this image based on school. Create characters to represent the students, teachers, teaching assistants etc. and show how they relate to each other.

Timings

15 mins

20 mins

10 mins

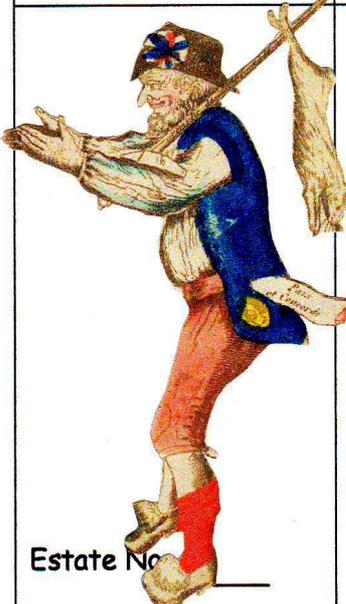
Resources

Copies of the prints for students
OHT or digital copy of the drawing
Information sheet and worksheets
Pencils, coloured pencils/pens

Evaluation

Three Estates Worksheet

Teachers' Copy

Estate	Who am I?	What do I wear?	What do I want?
 <p>Estate No. _____</p>	<p>Clergy. Priest.</p>	<p>Priest's clothes. Crucifix.</p>	<p>To run the country's administration and keep collecting taxes/the tithe.</p>
 <p>Estate No. _____</p>	<p>Nobility. Royalty.</p>	<p>Fancy clothes. Sword.</p>	<p>To keep hold of power to run the country, access to taxes and to maintain my honorary privileges, e.g. hunting.</p>
 <p>Estate No. _____</p>	<p>Peasants and other workers. The Bourgeoisie.</p>	<p>Plain clothes. Farming tools.</p>	<p>More equal distribution of power and wealth.</p>