

Enlightenment: The Case of Eloise Mercier Lesson Narrative

Prior to the lesson, make sure to assign this [PRETEST!!!!](#)

Introduction: 10 minutes

[Enlightenment Lesson PPT](#): This will be used throughout the lesson for introduction of central question framings as well as procedures of the lesson arc.

Introduce the court case to students and background information. This can be teacher led and students will be given two scaffolds during this segment:

[Newspaper Case Explanation](#)
[Background Information Sheet](#)

Appetizer: 15-20 minutes

Students will get into groups of 4 (depending on class can range from 3 to 5) these groups will represent “expert groups” in which they will read perspectives and short excerpts from their Enlightenment Philosophers.

Each expert group will receive the following Readings to analyze their perspective:

[Thomas Hobbes](#) (perspective)
[John Locke](#) (perspective)
[Voltaire](#) (perspective)
[Mary Wollstonecraft](#) (perspective)
[Jeremy Bentham](#) (perspective)

After reading their perspectives and excerpts, students will discuss and answer questions about their philosopher, paying special attention to how their perspective would view the Mercier case and how that fits into their greater philosophy concerning rights of the accused. Further, gender is a focus here as well, since the defendant is Eloise Mercier, a woman in Enlightenment France.

Discussion Scaffolds

- [Hobbes](#) (DS)
- [Locke](#) (DS)
- [Voltaire](#) (DS)
- [Wollstonecraft](#) (DS)

- [Bentham](#) (DS)

Main Course- 30 minutes

Expert groups will engage in a kinesthetic gallery walk to analyze “evidence” that pertains to the case. Groups will have roughly 5 minutes at each station

5 stations

Station 1- physical evidence

- [Poison Bottle-](#)
- [Chalk outline](#)
- [Eloise](#)
- [portrait of victim](#)

Station 2 and 3- Character Statements

- [testimonies-\(4\) character testimonies.](#)
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Station 4- Witness Testimonies

- [Witness statements 4](#)
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Station 5- Expert Witness Statements

- [Expert Witness- Botanist](#)
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This will include a physical, amicus briefs, witness testimony, and character testimony. As the students move through the stations, they will work through the “[Main course DRC](#)”, paying special attention to how their perspective would view the evidence at each station.

Dessert (20minutes)

Prior to entering mixed group, students will answer the top two questions on the “[Dessert Scaffold \(student\)](#)”

Then, students will be placed into mixed groups, with each of the five philosophers represented and work through the “Dessert Scaffold (student)”

One person from each group enters a mixed group scenario as their given perspective, now along with evidence analysis.

Mixed with the other four perspectives students will each share their thoughts about 2 questions on the “Dessert Scaffold (student)”

1. About the trial and in which ways it is just (or not)
2. Advice they would give to the defendant

After students have discussed their perspectives with the mixed group, the teacher will allow for a semi-open discussion with several prompting questions in their back pocket from the “[Dessert Scaffold \(Teacher\)](#)”

Discussion Questions for Dessert- these questions are geared toward how their philosopher would view the evidence and justify it through their world view.

Voting Procedure- (5 min)

Students will vote as a mixed group as the “class jury” in two ways.

1. The guilt or innocence of Eloise Mercier and the most compelling reasoning
2. The fairness of the trial procedure itself and why

Each student mixed group will briefly present how their “petite jury” voted on both counts and why.

Optional: (Class wide discussion after voting procedure)

Assessment- Dialectical Essay POST-TEST(and rubric) 15-20min

***Teacher choice if you want class time to work on or assigned for homework.**

***Students need to do this before the lesson starts and after the lesson.**