

Bridge the Gap: Replicating the Interactivity of the Physical Classroom in an Online Environment

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THE GROWING PRESENCE of online courses is rapidly changing the landscape of higher education. As a result of the explosive spread of the Internet, and its evolution from mere a search engine to a social medium where multiple interactions are common, online learning is becoming a commonplace alternative to traditional face-to-face instruction in the classroom. Several universities, in an effort to promote “global scholarship,” now require students to participate in at least one online course,¹ and many of the top-tier universities have launched significant online initiatives.² In Fall 2011, over 6.7 million students in America were taking at least one online course, representing an increase of 570,000 students over the previous year.³ In its many forms, online learning represents the cutting edge of pedagogical innovation and educational outreach.

Transitioning from a face-to-face format to an online one can be challenging. Transferring a course from the physical classroom to an online format can take different instructional design paths, ranging from a close reproduction of the original course to a radically changed version that takes advantage of modern learning theory. The growing consensus is that either method can be as effective as the traditional classroom experience, and that the success of online

courses is more closely related to the design and implementation of the course as it conforms to certain learner characteristics. Additionally the changing nature of the Internet—toward a more socially connected environment—has caused instructors to rethink the design and implementation of an online course.⁴

The Challenge

One of the major challenges facing an online instructor is the replication of the face-to-face interaction of the physical classroom. In the past, the process of distance learning was individualistic, since most online learning was achieved on an independent basis. But the evolution of the Internet, and the rise of educational technology theory, have pushed online courses toward a less isolated and more collaborative, cooperative, and interactive experience. Several studies reinforce the notion that supporting social presence, facilitating online interaction, and developing community are keys to the success of an online course.⁵ This is because today's students increasingly rely on social networking technologies to stay socially connected, and translating that connection into an online course will make students less isolated and thus more likely to connect academically both with their peers and their instructor.

This is easier said than done. Instructors have a tendency to teach using the methods and techniques by which they learned best. But many instructors never experienced learning via an online course, and transitioning their knowledge of the learning process to a new medium can be challenging.

My foray into online teaching was completely fortuitous. As a Chancellor's Fellow in the CUNY Graduate Center History Department, my scholarship was tied to teaching responsibilities at Lehman College—one of the senior CUNY colleges. One year into my teaching, my husband was offered a prestigious fellowship in Boston. As I was contemplating separate living arrangements for our family for the year, Lehman began a pilot program offering intensive design workshops to instructors interested in transferring their courses online. As skeptical as I was, I signed up.

Although I was comfortable with online teaching tools, and technology in general, it had never occurred to me that teaching a course entirely online could in any way replicate the rich interaction

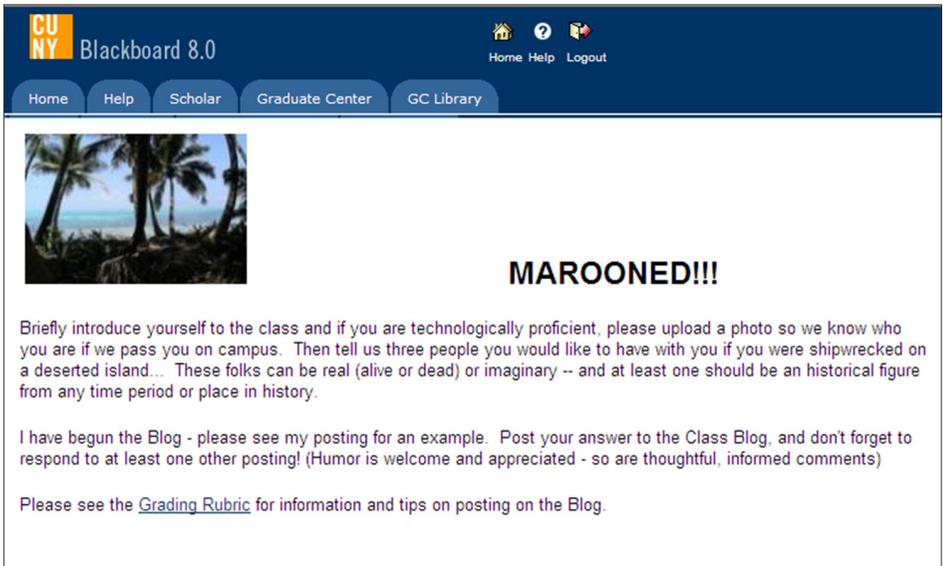
of a face-to-face classroom. In-class discussion and analysis of the historical issues and personal interaction with my students were fundamental components of my teaching technique, and I agonized over the decision to abandon these aspects of the classroom. At the conclusion of the workshop, I remained semi-convinced, but the desire to keep my scholarship and my family intact eventually won over my misgivings, and I transferred my course online.

Two years later, I was singing a very different tune. Over several semesters, I had created an online course that was richly interactive, and a discussion board that on many subjects was far superior to what I had been able to achieve in my face-to-face classroom. Most importantly, I learned that increasing my own social presence online, and actively promoting interactivity between myself and my students as well as among the students themselves, was the key to a successful online course that in many ways replicated the interactivity of a physical classroom.

The Tools

There are a variety of tools that enhance my social presence and contribute to the interaction among the students in my online courses. The first and most important of these is the “icebreaker,” which immediately introduces students to each other in a manner they are familiar with. In my online history courses, the initial learning module (**Figure 1**) asks students to imagine that they are marooned on a deserted online, and to consider which three people they would like to have with them on the island, one of whom must be a historical figure.

I continue to be astonished by the plethora of personal information this assignment engenders. From the majority of the essays (many of which are accompanied by photographs or Facebook links), I am able to get a fairly good composite of the students, and they immediately begin to interact with each other. Rather than being nameless, faceless numbers, my students are people with spouses, children, jobs, and diverse interests (and fantasies) who, for the most part, are willing to be a part of a learning community. I learn far more about my online students in one learning module than I learned about many of my face-to-face students over the course of an entire semester. Many of my students subsequently become Facebook



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MAROONED!!!

Briefly introduce yourself to the class and if you are technologically proficient, please upload a photo so we know who you are if we pass you on campus. Then tell us three people you would like to have with you if you were shipwrecked on a deserted island... These folks can be real (alive or dead) or imaginary -- and at least one should be an historical figure from any time period or place in history.

I have begun the Blog - please see my posting for an example. Post your answer to the Class Blog, and don't forget to respond to at least one other posting! (Humor is welcome and appreciated - so are thoughtful, informed comments)

Please see the [Grading Rubric](#) for information and tips on posting on the Blog.

Figure 1: Initial Module requiring students to introduce themselves and answer a short “icebreaker” question.

friends and otherwise establish social links to each other. This in turn enables them to have friendly and effective online discussions that are often superior to face-to-face class interactions since students generally give more thought to the ideas they commit to writing, and are less likely to be inhibited by shyness.

In an effort to counteract the “out of sight, out of mind” proclivities of online students, I regularly e-mail short “housekeeping” announcements that remind students of impending due dates or other important course information. Once or twice a week, I send out a random comment about current events or a humorous anecdote. In an era of Twitter, Instagram, and constant social connection, these short announcements are my chance to stay in the game, or at least, stay on my students’ social radar. Since my students rarely (if ever) see me, it is my social presence that will give them the opportunity to interact with me and thus in some way establish a similar connection that one might have in a face-to-face classroom. Additionally, I attempt to establish a direct connection to my students, and interact with them in a similar fashion as I might with face-to-face students, by holding virtual “office hours.” At set hours during the week, I encourage

Discussion Group Rubric (Sample)	
A A -	Timely discussion contributions. Comments are meaningful and show preparedness, reflecting course readings. In-depth thought and contributions add to the overall learning of the other individuals in the course. Demonstration of courtesy and respect to others.
B + B -	Timely discussion contributions. However, overall contribution is lacking in that readings are only sometimes incorporated into the discussions and postings do not always reflect questions posed or topics described. Individual participation in all but ONE of the discussion forums. Demonstration of courtesy and respect to others.
C + C -	Overall contributions are not meaningful—and include types of comments such as “good idea” or “I agree.” Very little evidence of having read course materials or giving any in-depth thought to the reading. Failure to participate in at least two discussions during the posting period.
D + D -	Participation is erratic or non-existent. Little or no evidence of having read course materials and preparing for the discussion. Failure to participate in at least three discussions during the posting period.

Figure 2: This sample Discussion Group Rubric is adapted from Patt Elison-Bowers, Jaime Sand, M. Rose Barlow, and Thomas J. Wing, “Strategies for Managing Large Online Classes,” *The International Journal of Learning* 18, no. 2 (January 2011): 62.

students to call or Skype to discuss any questions or concerns they may have regarding the course. At any other time, they are free to e-mail me their questions. I usually respond within a few minutes to a few hours, especially the night before an assignment is due. In this way, I attempt to impress upon my students that I am involved and interested in their work.

Another essential tool in establishing social presence and building community and connections is the use of a Discussion Board or a Class Blog. Making participation in the class discussion compulsory, and requiring that students reply to at least one other posting, imitates the give and take of a face-to-face discussion. Providing a grading rubric (**Figure 2**) for students to consult when

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<input type="checkbox"/>	Holocaust	Yanill Estevez	11/11/10 1:58 PM
<input type="checkbox"/>	Hey Guys!	Yanill Estevez	11/12/10 1:02 PM
<input type="checkbox"/>	RE: Hey Guys!	Kristal Torres	11/14/10 12:09 PM
<input type="checkbox"/>	RE: Hey Guys!	Monica Winston	11/15/10 9:16 PM
<input type="checkbox"/>	RE: Hey Guys!	Alisa Stern	11/14/10 1:16 PM
<input type="checkbox"/>	RE: Hey Guys!	Yanill Estevez	11/14/10 6:59 PM
<input type="checkbox"/>	RE: Hey Guys!	Leyvan Jones	11/15/10 8:17 PM
<input type="checkbox"/>	RE: Regarding Holocaust denial and the possibility of another Holocaust	Aris Polanco	11/17/10 4:34 AM
<input type="checkbox"/>	RE: Hey Guys!	Cassandra Gorham	11/15/10 12:06 PM
<input type="checkbox"/>	RE: Hey Guys!	Daniel Guillen	11/15/10 11:42 PM
<input type="checkbox"/>	Night and Fog	Ann Marie Alcocer	11/13/10 4:47 PM
<input type="checkbox"/>	Night and Fog	Trudy-Ann Brown	11/13/10 7:46 PM

Subject: Hey Guys! [Reply](#) [Quote](#) [Modify](#) [Set Flag](#) [Remove](#)

Author: [Yanill Estevez](#) [Next Post](#)

Posted date: Friday, November 12, 2010 1:02:39 PM EST
Last modified date: Friday, November 12, 2010 1:02:39 PM EST
Total views: 59 **Your views:** 3

[Maus-II.jpg](#) (84.977 Kb)

This is a comic called "MAUS", it is a humorous but reality based cartoon version of (Art Spiegelman) Art's experience being the son of two holocaust refugees. He has won many awards, one of them being the Pulitzer. I think his comics are interesting and if any of you are interested you should check them out. You can find them anywhere online. This is what his art work looks like :)

Enjoy!

Figure 3: This post was submitted as part of a larger discussion about the Holocaust, and it sparked an interesting thread on whether graphic art is an appropriate medium for Holocaust presentation. Notice that the post was viewed many times—despite the fact that it was outside the required topic (Holocaust denial) and the students did not receive credit for their responses.

posting responses is useful in clarifying for students the exact parameters of the assignment.⁶ Additionally, I provide the first post/response for the first discussion board assignment to serve as an example of an appropriate posting. Finally, I often join the Discussion Board as it is developing, adding questions and comments to the discussion.

Open-ended thought-provoking discussion questions will often be rewarded with intelligent, comprehensive discussions that fully explore and analyze the topic. In a recent Western Civilizations course, my students became involved in an emotionally charged discussion on the topic of Holocaust denial (**Figure 3**). In an exchange that lasted over a week, and sparked a total of 132 posts (from 26 participants) with wide-ranging references to relevant news items (the trial and conviction of Ivan [John] Demjanjuk), information gleaned from other courses (an in-depth look at the meaning behind the *Maus* graphic novel), and personal anecdotes (a U.S. Army private who had served in Afghanistan), I was reminded of the Talmudic saying that captures the essence of teaching: “I have learned much from my teachers, even more from my colleagues, but from my students I learned the most.”⁷⁷ It was also at this point that I arrived at the realization that an online discussion can not only replicate the give and take of face-to-face discussion, but in some instances, can also be far superior.

An emphasis on certain modalities that highlight instructor-student as well as peer-to-peer interaction can also increase social presence in an online course. In recent courses, I have experimented with VoiceThread and with Ning as alternative methods to encourage greater participation on the Discussion Board. A VoiceThread is a collaborative, multimedia slide show whereby group conversations occur through a variety of formats (**Figure 4**). Students can upload a photograph and then choose to leave their comment via text, audio, or video. There was a bit of trial and error on my part, although my Facebook savvy students who were born and raised on social media felt that zero technological skill was required and found the system simple to operate. In a subsequent survey, my students rated the layout of the system “cool” and were impressed with the features. However, I found that the written Discussion Board garnered more thoughtful discussion and is more user-friendly than VoiceThread.

Following my first foray into VoiceThread (I informed the VoiceThread team that I was conducting experimental Discussion Boards using their site—and received a free year of use in the process), my inbox was filled daily with updates from the VoiceThread team detailing the many advances in online interaction that the site was involved in, and ideas on how I could best utilize the technology

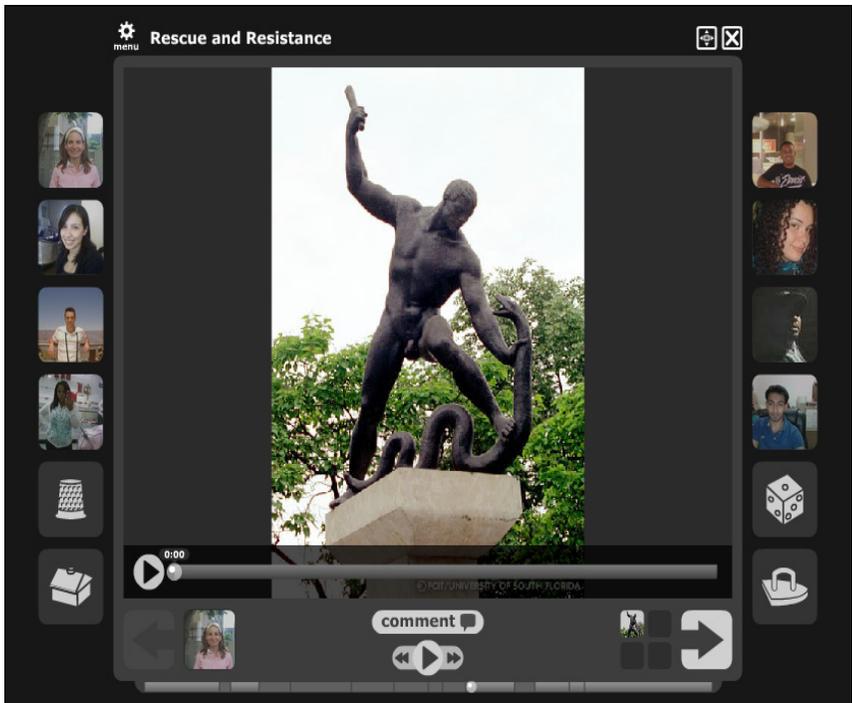


Figure 4: Screenshot from my initial attempt at using VoiceThread, which included a short lecture on the topic of rescue and resistance during the Holocaust, and asked students to respond to a discussion prompt.

in online Discussion Boards. I anticipate that technologies like VoiceThread will become essential to online learning, especially as they build interactive real-time discussion forums designed to imitate the face-to-face discussion of the physical classroom.

In recent years, “active learning” and “student-centered learning” have become essential components of online learning. The use of collaborative online projects and wikis are yet another method of enhancing student learning and participation, as well as building a sense of community in an online course. One of the most effective projects I assign in my history courses is a source evaluation project. Many archives can be accessed online and the plethora of source material readily available gives students the opportunity to do “real” historical research and recognize that history is not simply a parade of dry facts, names, and dates. On the other hand, the Internet is

Log onto <<http://www.hitler.org>>, which is the site of the Hitler Historical Museum. Browse the content of the website and answer the following questions:

1. What does the title of the website tell you about its content? How does the title influence your first impression of the website and its credibility?
2. Do the images affect the credibility of the website?
3. Is there any specific language in the website that seems odd for a historical website? Why?
4. What writing techniques, such as quotes or academic argument, are used to give the website validity?
5. Which sources outside of the website might you consult to determine the validity of this website?
6. Can you detect any bias in this website that might make you question its content?
7. Where do the links take you? Do you gain any information about the website based on its links?
8. After considering your answers, do you feel that this is a valid source? Why?

Figure 5: Sample source evaluation project questions.

fraught with inaccuracy. As Gertrude Himmelfarb has pointed out, “the internet does not distinguish between true and false, the important and the trivial, the enduring and the ephemeral. Internet search engines will produce a comic strip or advertising slogan as readily as a quotation from the Bible or Shakespeare. Every source appearing on the screen has the same weight and credibility as every other; no authority is ‘privileged’ over any other.”⁸

Of the many different source evaluation projects I have tried, the most recent one requires students to examine a particular historical website and determine its authenticity, accuracy, and bias. Students collaborate on this assignment by discussing (online) and answering a list of questions about the validity of the website (**Figure 5**). The class then votes on the validity of the website as a source of historical information. Douglas Cremer argues that “The use of active learning principles means no longer reserving historiography for history majors, but introducing all students to the pleasures and frustrations

of doing historical research. This includes training them to form historical questions, seek answers to their own historical curiosity, explore the limitations of historical materials, and collaborate with each other to extend historical knowledge.”⁹

Another community building tool, wikis, allow groups of users to create and edit a webpage using any browser, and they are extremely useful in developing student content online. One of the modules in my Western Civilizations course asks students to create a period newspaper from French Revolutionary times. Students sign up for a variety of different entries ranging from front-page articles, editorials, opinion pieces, political cartoons, classifieds, and even crossword puzzles. One student also signs up to format the newspaper so that it looks like a pamphlet that might have been circulated in 1789. This assignment engenders an enormous amount of creativity and it has been (for my students and me) one of the most enjoyable sections of the course. Past newspapers have advertised the attributes of different guillotines (complete with artist renderings), and have featured (virtual) pull-out sections that deal with the fashions of Marie Antoinette’s court. The cartoon page often elicits a great deal of humor and gives the artistic students a platform on which to showcase their talents that might not otherwise be evident in a history course. A great deal of online interaction and discussion goes in to the creation of the newspaper and, via the wiki, students can comment and edit sections of the newspaper. Online collaboration toward a French Revolutionary period piece is truly a past-meets-present learning experience, and I have shared the finished product with many instructors who have gone on to use such projects in their own online and face-to-face courses (See **Appendix** for sample student newspaper).

Conclusion

Replicating the interactivity of the physical classroom is an essential component for the success of an online environment since it can bridge the gap between the isolation of distance learning and the fluidity of discourse as it might occur in a traditional classroom. Although several of the learning management systems support an increased “human presence” through advanced multimedia platforms, many instructors are unskilled and even unaware of the

possibilities of online technology. Furthermore, many instructors are not convinced of the effectiveness or the need for online courses and are often reluctant to engage in time-consuming workshops devoted to course design.

Collaboration and communication among IT staff, administrators, and instructors are key to the implementation of an outstanding online program, as new interactive technology is constantly being developed and must be tested in the cyberclassroom. The future success of online courses lies in extensive instructor training in instructional design, giving instructors the confidence, the knowledge, the resources, and the incentive necessary to transfer the richness of face-to-face presentation to a new and different medium.

Notes

1. Sarah Carr, "A University Moves to Require Distance Courses," *The Chronicle of Higher Education*, 20 October 2000, <<http://www.chroniclecareers.com/article/A-University-Moves-to-Require/17115/>>.
2. Institutions include the University of Chicago, Columbia University, the London School of Economics, Massachusetts Institute of Technology, Stanford University, and Yale University, to name just a few.
3. I. Elaine Allen and Jeff Seaman, "Changing Course: Ten Years of Tracking Online Education in the United States (2012)," Babson Survey Research Group and Quahog Research Group, January 2013, <http://onlinelearningconsortium.org/survey_report/changing-course-ten-years-tracking-online-education-united-states/>.
4. Britt Watwood, Jeffrey Nugent, and William Deihl, "CTE White Paper: Building from Content to Community: [Re]Thinking the Transition to Online Teaching and Learning," Virginia Commonwealth University Center for Teaching Excellence, May 2009, 2.
5. See Chih-Hsiung Tu, "Online Learning Migration: From Social Learning Theory to Social Presence Theory in a CMC Environment," *Journal of Network and Computer Applications* 23, no. 1 (January 2000): 22-23; Jennifer C. Richardson and Karen Swan, "Examining Social Presence in Online Courses in Relation to Students' Perceived Learning and Satisfaction," *Journal of Asynchronous Learning Networks* 7, no. 1 (February 2003): 67-88; Rena M. Palloff and Keith Pratt, *Building Online Learning Communities: Effective Strategies for the Virtual Classroom* (San Francisco, CA: Jossey Bass, 2007).
6. The sample Discussion Group Rubric is adapted from Patt Elison-Bowers, Jaime Sand, M. Rose Barlow, and Thomas J. Wing, "Strategies for Managing

Large Online Classes,” *The International Journal of Learning* 18, no. 2 (January 2011): 62.

7. B. Talmud, *Taanit*, 7a.

8. Gertrude Himmelfarb, “A Neo-Luddite Reflects on the Internet,” *The Chronicle of Higher Education*, 1 November 1996, A56.

9. Douglas J. Cremer, “Matter Method and Machine: The Synergy of World History, Active Learning, and Computer Technology,” in *History.edu: Essays on Teaching with Technology*, ed. Dennis A. Trinkle and Scott A. Merriman (Armonk, NY: M. E. Sharpe, 2000), 118. Also see Daniel M. Ringrose, “Beyond Amusement: Reflections on Multimedia, Pedagogy, and Digital Literacy in the History Seminar,” *The History Teacher* 34, no. 2 (February 2001): 209-228.

Appendix

Revolutionary Times

Newspaper of the French Revolution
1789-1799
Issue 1

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The Women's March

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Alba Chazulle's take on the life and death of Marie Antoinette

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Financial Woes

France's economic woes as an underlying cause of the revolution.
by Danielle Hipolito

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Death of Marat by Jacques Louis David

The Stabbing of Marat

by Henry Suarez, Published: July 14, 1793

Jacobin leader Jean-Paul Marat was killed in his home, he was fatally stabbed in the chest by Charlotte Corday a Girondin sympathizer. The attack took place yesterday afternoon as Marat took an afternoon bath; Corday arrived at the Marat residence and claimed to have news from Caen. Originally access was denied but ultimately she was granted permission to see Mr. Marat and after a short conversation, which involved the exchange of alleged confidential information Ms. Corday stabbed Mr. Marat in the ribs. It is not clear what lead to the attack as the exchange between the two

was not described as heated. When questioned Mr. Marat some names of corrupt officials to which he allegedly responded "Their heads will fall within a fortnight." Simone Marat, the wife of Mr. Marat, who first protested to the presence of Ms. Corday said she ran into the bathroom when she heard her husband cry out "A moi, ma chere amie!" meaning "Help me, my dear friend" he died shortly thereafter. Ms. Corday is currently being held as she awaits trial, no word yet on the funeral plans, but tensions amongst the factions are at a high.

Front page of *Revolutionary Times*, a student-produced historical newspaper compiled by my online students.

The Storming of the Bastille by Michael Hawthorne

Today marked the end of an era and the beginning of uncertainty as members of the Third Estate stormed the Bastilles. Tension has been at its highest since King Louis XVI fired the finance director Jacques Necker, whose popularity with the public had grown since he suggested that clergy and nobles tax exemption should be removed. Parisians had lost patience with King Louis and with the arrival of foreign soldiers' this caused further anger, which resulted in riots and chaos throughout the city.

On July 14, 1789 with the taste of liberty in their

mouths, demonstrators stormed the Bastilles searching for ammunition for their musket so as to defend themselves against the French guards. From everywhere you could see signs of upheaval, fear and even hope. With only a few prisoners still left in the Bastilles, the crowd gathered around while negotiations took place between the representatives from the crowd and Governor de Launay.

Parties could not reach a mutual agreement causing the crowd to lose patience. Not before long the crowd became intense and fighting

erupted. A bloody fight intervened resulting in the deaths of over ninety-eight attackers. Governor de Launay, was stabbed repeatedly, decapitated and his head was placed on a pike and brought along the street. The Storming of the Bastilles became the flashpoint of the beginning of the Revolution.



Widow Capet sent to the guillotine! by Alba Chazulle

"We are set at liberty, the Queen is no more" [1]. And so it concludes the fall of the Monarchy, a stagnant reminder of our medieval ancestry. Now we phase in a new era, an era where even the Third Estate will have its say. There will be no more despotism or special privileges for members of the clergy or The Second Estate.



Born a princess and Archduchess on November 2, 1755 in Vienna, the capital of the Holy Roman Empire, Marie Antoinette died October 16, 1793 at the age of 37. She was "emaciated, prematurely aged and care worn" [2]. What accumulated into a national view of Marie Antoinette as a frivolous and extravagant woman lost all its reason when the events of the Diamond Necklace Affair (1785) came to light. Yes, we all remember the disgust at her even insinuating that she desired such a necklace, when so many of

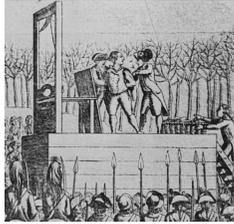
her subjects pay an immense portion of their income on bread. Survival is not guaranteed and disease is everywhere. She was a woman condemned even before her trial began. "The most morbid repaired to the spot where the execution was to take place, and took up their position there in the best places nearest to the scaffold, which the executioner's carpenters was already putting up" [3]. The Widow Capet placed her head into the guillotine, the crowd thirsty for her blood and shortly afterwards, they received it.

King Louis XVI Execution

By Judith Silva - 21 of January 1793

King Louie XVI of France ruled over our beloved France from 1774 until 1792. On 10 August 1792, was the day our king and his family were arrest. For the many years he ruled over our France, he was a beloved king. Until certain event he has proven that he was conspiring with the enemies. Our own king imprisoned for high treason. It is to be said that the National Convention took a vote on what lies ahead for King Louie XVI. The King got a quite verdict on GUILTY. King Louie XVI's fate has been sealed to immediate death.

The news is that last night King Louie XVI had to say good bye to his family. Louie woke up earlier around 5 o' clock waited until 8 o'clock for the guards to arrival. The morning of 21 January 1793 is the day our people have been waiting for the death of our King Louie XVI. In front of a cheering King Louie XVI walks up the steps to the guillotine where the executioner awaits. The executioner, Charles Henri Sanson, stated in front of the crowd "our former king had bravely met his fate". The crowd care not for any talk, they just wanted to see the punishment the king deserves.



Before the execution began King Louie was stripped of all his titles and honors, now he is a commoner like everyone else for the brief moments that he is left alive. As the crowd cheer on with merriment, the former king says a little speech. In this speech, he pledge to audience his innocent and excuses the people responsible for his death. He marked that he would pray for us, people, that we would not meet the same fate as him. Of course, this sad attempt to try to stay alive would not win over the crowd in any way or form. The evidence against of former king is too grand to just let him walk away without punishment.

The rest of the king speech was cut off to the start of the drums. To which that meant the king was to die now. The crowd grew silent to watch the quick death. The men had to drag the king to the guillotine and place his head in the proper place for the beheading. There were so many stories

going through the crowd of how many times the axed came down on his head. Sadly the crowd was wrong with one quick sharp move down the kings head was severed from his body.

One of the guards picks up his head to show the crowd. He walked from side to side lifting our former king's head as prove of the death. This is the moment everyone was waiting for the punishment has been served. An astonishing silent sweep over the crowd until someone screamed "Vive la Republique!". This saying was repeated in shout so many times.

Not many mourn the death of our former King Louie XVI. To the people out in the streets today is the day of celebration. King Louie XVI was once a beloved and devoted king to France. He will always be remembered for the bad thing he did and not for all the great things he has done for France. Up above is a picture that shows the death of King of France: Louie XVI.



The Women's March to Versailles

By Ann Marie Alcocer
October 5, 1789

PARIS – Early this morning, thousands of working class Parisian women gathered to march to Versailles to visit the king and National Assembly as they protest the rising high prices of bread and its continual shortage. The twelve mile march was completed by Parisian housewives as well as Parisian men who brought with them pieces of cannon and other weaponry. Amalie Verne, one of the women protesters at the march to Versailles said: “My family has no food, my children are starving and my husband works every day!! How can it be possible that we cannot even afford

bread!! Queen Marie Antoinette and the King Louis XVI will have to pay for the suffering of the peasantry!!” A few short hours after the Women's March to Versailles, twenty thousand members of the sympathetic citizen militia known as the Paris Guards were seen to follow in the footsteps of the Parisian women. The Paris Guards are sympathetic to the demands of the protesters and the Revolution. Once in Versailles, the thousands of protesters invaded the palace and in the palace courtyard demanded that Queen Marie Antoinette face the crowd. It is believed that Queen Marie Antoinette is responsible for the shortage of bread. The

protesters demanded that the king and royal family return to Paris and stay in the Tuileries Palace. Protesters have been successful as the royal family was seen arrive in Paris late this evening. It is also believed that the National Assembly will transfer its headquarters to Paris.

The victory of the thousands of women protesters have demonstrated that the Third Estate shall not be reckoned and it is likely that today's event will surely mark one of the great and successful uprisings of our Revolution.



Women to have Rights? No Way! By Marcus Johnson

Some controversial news in town has now been found. Has anyone heard of this Mary Wollstonecraft and her "Vindication of the Rights of Woman?" Word has it that she has been influenced by a woman of France and has composed a statement regarding the treatment of woman. Men she says, seek woman to be mistresses rather than housewives than they criticize them for being bad wives or incompetent mothers. Wollstonecraft also goes on

explaining how men write the books in which woman teach and then they criticize them for being bad teachers. All in all Ms. Wollstonecraft asks woman to stand up in this sex battle and be all that they can be, possibly more. They are expected to do all the jobs that men are able to do and if the hardships placed on these women's back are removed men might actually be surprised at all the potential they can have toward building a better society. We are all

human beings right? I wonder what kinds of trouble these women will get themselves into next time, a march? A riot? I'm sure it will be something tasteful guys!



Weak Economy: A Sign for Rebellion by Daniele Ippolito

April 27, 1789
 Paris – Today, the French economy is in a declining state. France has never experienced such a weak economy since the year of 1741. A heavy unemployment strikes our daily laborers, while the cost of life has increased around sixty-two percent while wages have not increased at the same rate, only by twenty-two percent. As of today, the majority of French peasants live in poverty, while our king Louis XVI decided to increase taxes to the peasantry. Making it until the end of the month is impossible for the majority of the Third Estate. Meanwhile, the financial situation of the first two Estates is very good as they feast daily and enjoy the same privileges and goods as they always have.

People are starting to get tired and desperate with today's economy. There is a lot of tension in the air. A feeling of revolution is in the air. Jean-Pierre, a French peasant said: "I spend eighty-percent of my whole income just to buy bread, my family is going to misery, and I am ready to rebel." When I asked Jean-Pierre what a revolution would bring, he said: "less taxes, and a maximum price for bread and cereals."
 A young and determined philosophe, Maximilien Robespierre, said: "A French Revolution will bring equality to the people, but all the citizens should collaborate to achieve this goal, that will also bring more control over production, and establish a maximum in the prices and salaries."
 Will a revolutionary act

against the king bring the French Society to a more stable economy? With the help of our philosophes' ideas, the prayers of the Third Estate will be answered. Will a revolution bring violent acts? Unfortunately yes, but this is the only way to reduce the economic disparity between the first two Estates and the Third Estate.



Fall Fashion Guide 1789 by Kristal Torres

Want to know what's hot this Fall? Check out my guide on what to wear and not to wear this season. Our model couple of course is Ms. Fashion herself Marie Antoinette and the always fashionable Louis XVI.



While Louis XVI might not be one of the greatest leaders, he sure does know how to take the money of others and put it to good use, like all of his highly

fashionable outfits he is sporting this season. Marie, with her signature "poof" is the pioneer of this hairstyle. It is said to be that the higher the hair the bigger the bank. Let's not forget Louis hair, or shall I say many pieces of hair. He has more wigs than there are famished people in this country. Louis listening to Marie on how to rule the nation is foolish, but when it comes to fashion, that is something that is more her forte. As we all know they are both not very liked at this point in time. There is a rumor that they just might be fleeing the country soon. If that's the truth then who will we look too next year

for our fashion guide? To sum up our guide to fashion this fall, let's discuss the top five fashion musts this season. Number one, the poof this is for the ladies. Number two, an array of wigs for the men, their hair is just as important as the women. Three the gown of course, what is a woman without her gown any way? Four, the fan, a woman without her fan is like a low tax on bread, unreal! Five, the ruffle shirt, this for a man went hand in hand with his wigs, without it his outfit wasn't complete. This about wraps up my guide for this year, don't forget, the bigger the hair the bigger the bank!

Dear Abby

30th day of July in the year 1794

Dear Abby,
I am a survivor of the terrible French Revolutionary War. I am the enemy, at least that is what Robespierre and his followers, the Jacobins believe. I am a Catholic, hardworking peasant who was forced by the aristocrats to fight in a war that I did not want to get involved in. You may have guessed it by now, but I will tell you. I am a Vendean. It was the aristocrats who did not like the idea of change, a new Revolution. So why kill my people?

A mourner with a reason

Dear A mourner with a reason,

You and your people have deeply upset the powerful Robespierre and the Jacobins. You are but a peasant, a liar, and a traitor toward the French people. Your people represent the Aristocrats and therefore had to be expunged. The Revolution brings time for change, for peace, for equality. Anyone who does not like the idea of change and common ground must be put to death with swords or by guillotine. The Jacobins did a good thing by sinking your people in the Loire River. If it were not for Robespierre and the

Jacobins the republic would not be saved. Maybe you now have heard that Robespierre time has come to an end. Just the other day, I believe if I may say so, the 28th day of July of this year 1794 the leader of the Jacobins, Maximilien was guillotined with no effort for anyone to save his soul. The Jacobins too have been killed, massacred I might say. This might be a lesson for the current leader (activist) Napoleon Bonaparte. Robespierre could not be trusted due to killing all of those leaders. A mourner with a reason, you know may be merry. The beast and his snakes are gone forever!

Book Review

Declaration of the Rights of Women, 1791”

By OLYMPE DE GOUGE

Reviewed by Arta Maksuti. “Declaration of the Rights of MAN Women “

The National Assembly thought declaring the Rights of Man is as good as it gets but it is not true for Olympe de Gouge who speaks for all women. She believes that given the opportunity we are just as strong and equal to men. In her “Declaration of the Rights of Women, 1791”, she states that our country will be more stable if given the power to women. The National Assembly has failed to declare our rights and consider us citizens.

Her voice calls us to wake up and realize that we are oppressed by the Men and it is time to act! She encourages all French women to demand equal opportunities. She wants all women to be alarmed that the constitution of 1791 does not address us nor consider our sufferance. We too should have legal equalities in marriages; right to be able to divorce should we suffer from abusive men; right to have custody of children should we lose our husbands; rights to divided wealth in case of separation and

many more which are deprived of. If you recall on October 5th, 1789, many housewives marched miles to Versailles to protest the lack of bread to the National Assembly and the king. If we’re good enough to march then why aren’t we good enough for equal opportunities? Olympe De Gouge raises this question throughout her declaration.



Olympe De Gouge asks that The National Assembly renew the declaration and realize that we’re all human and capable of the same thoughts. She asks that we no longer need to tolerate man and their requests. Instead we must request from them to create a law that will protect women from dishonest and abusive men regardless of age, marital status or if widowed. “I would like, I say, this law to force an inconstant man to hold to his obligations or

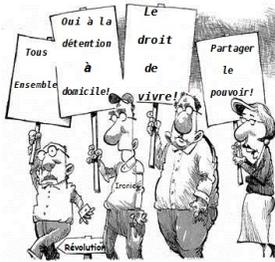
at least (to pay) an indemnity equal to his wealth”.

She invites us to open our eyes and see the corruption. If man does not believe that we’re strong enough then let them test us. If given this opportunity Olympe de Gouge believes we will build a better French government! Reading this article has made me proud to be a woman and has inspired me to write this review regardless of the consequences that I am to suffer. The wise words of Olympe de Gouge will one day change life my life and all other women around me. All to those who believe in equal opportunities, I encourage you read the “Declaration of the Rights of Women, 1791” by Olympe De Gouge with an open mind that is, that all humans are equal.

DÉCLARATION DES DROITS DE LA FEMME ET DE LA CITOYENNE,
“A déclarer par l’Assemblée nationale dans ses dernières séances ou dans celle de la prochaine législature.
T R A N S C R I T.
Les mâles, les filles, les veuves, représentantes de la nation, demandent d’être constituées en assemblée nationale. Considérant que l’équité, l’égalité ou le respect des droits de la femme, sont les seuls bases des malheurs publics et de la corruption des gouvernements, ont résolu d’exposer dans une déclaration solennelle, les droits naturels, inaliénables et sacrés de la femme, afin que cette déclaration, constamment présente à tous les membres du corps social, leur rappelle sans cesse leurs droits et leurs devoirs, ainsi que les actes du pouvoir des femmes, et ceux du pouvoir des hommes puissent être à chaque instant comparés avec le but de toute institution politique, en soient plus respectés, afin que les réclamations des citoyennes, fondées désormais sur des principes simples et incontestables, tombent toujours au nombre de la constitution, des honnes mœurs, et du bonheur de tous.
En conséquence, l’Assemblée nationale, en tant que comme en courage, dans les souffrances maternelles, reconnaît et déclare, en présence

Political Cartoons

1



2



Dessins animés par Yanill Estevez

Le premier dessin anime

Il est temps de se diriger vers une révolution!

* Beaucoup de rassembler face à différentes questions! Il est temps de faire un meilleur endroit!

* Est-il paradoxal que l'on préférerait être en résidence surveillée que d'être traîné hors de sa propre maison?

* La mort est une option, la vie n'est pas! J'ai le droit de

manger!

* Partager le pouvoir! Nous sommes tous égaux!

It is time to head towards a revolution!

*Many gather confronting different issues! It is time to make a better place!

*Is it ironic that one would rather be under house arrest than to be dragged out of one's own home?

*Death is an option, living is

not! I have the right to eat!

*Share the power! We are all equal!

Le deuxième dessin anime

La monarchie est un glouton! Les pauvres meurent de faim que les taxes aller plus haut. Il est temps de mettre un terme à l'enfant de matières grasses! The monarchy is a glutton! The poor are starving to death as the taxes go higher. It is time to put a stop to the fat kid!

Advertisement

'Happy Jack's Coffins of the French Revolution'

Have members of your old and noble family been unlawfully executed by the unwashed rabble overrunning the streets of our glorious Paris? • We offer low priced coffins so you can give all your relatives a 'fit for a King... or Christian Queen'. • Our craftsmen can make custom coffins to your

specifications. • Our 'executive' dual model offers separate storage for head and body. Brothers in arms: Have you lost valiant loved ones fighting for our liberty, brotherhood and equality? • We offer low priced coffins so you can give all your relatives a Christian burial. • Volume pricing available. Come visit Happy Jack's Workshop at

14 Sainte Maria Boulevard, ParisTwo blocks south of Notre Dame (Mention this ad for a 10% discount) We accept cash, jewelry, wine and cheese



Classifieds

Guillotine for Rent

One used guillotine, available for disposal of unfit monarchs. Need three days advance notice for transport or 12 hour notice for use at present location, before the Hotel DeVille

Used Weapons for Sale

Recently liberated from the Bastille; muskets, pistols, Small cannons, daggers and swords. Some are slightly used but all are in working condition. All prices negotiable.

Holy Land for sale

Help us back our new currency, the assignat! Lands recently owned by the church are being parceled out for sale by the Nation. Plots will be auctioned off this Thursday through Saturday. Come one come all for a chance to support the Nation and become a land owner and eligible voter.

Let Them Eat Bread!

Due to the recent shortage of grain and in accordance with the Law of Maximum, 4lb loaves of bread are available for sale at a cost 12 ½ sous White bread for 14 ½ sous this coming Friday. Buy them while they're hot!



Builders Needed

New lands are available and construction on them is inevitable. The Danton and Marat families are in need of builders at this moment. Standard pay rate of 18 sous a day

New Eatery Set to Open

Up and coming restaurateur, Jean-Franasois Vacry is set to open his finest eatery in Paris next week.

The menu will include:

Soups - Rice soup & Croutons with Lettuce

Main Entrees - Rump of beef with cabbage & Loin of veal on the spit

Entrees - Spanish pates, Grilled mutton cutlets & Sweetbreads en papillot

Hors D'Oeuvres - Fillets of Rabbit, Shin of Veal

consommé & Cold Turkey

Roast Dishes - Chickens, Young Turkey, Partridges & Rabbit

And sixteen different deserts. Monsieur Vacry's intended clientele is evident from the sign he has already posted on the front door of his establishment reading:

"We welcome people of the best sort"

Personal Ads

Paris, Woman searches for a real Man.

October, 1789

Parisian Woman, 20 years old, in search of Parisian man between the ages of 20 and 30 years old to be my Husband.

I am a very beautiful, strong and confident woman who is looking for a man who will

respect me and treat me as his equal.

I am looking for a husband who will be there for me and understand my fight as a woman.

He should be Strong, respectful, understanding and generous and willing to go the extra mile to help women in the fight for equality.



Declaration of the Rights of Man and of the Citizen

The representatives of the French people, constituted into a National Assembly, considering that ignorance, forgetting or contempt of the rights of man are the sole causes of public misfortunes and of the corruption of governments, are resolved to expose [i.e., expound], in a solemn declaration, the natural, inalienable and sacred rights of man, so that that declaration, constantly present to all members of the social body, points out to them without cease their rights and their duties; so that the acts of the legislative power and those of the executive power, being at every instant able to be compared with the goal of any political institution, are very respectful of it; so that the complaints of the citizens, founded from now on on simple and incontestable principles, turn always to the maintenance of the Constitution and to the happiness of all.

In consequence, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

Article I - Men are born and remain free and equal in rights. Social distinctions can be founded only on the common utility.

Article II - The goal of any political association is the conservation of the natural and imprescriptible [i.e., inalienable] rights of man. These rights are liberty, property, safety and resistance against oppression.

Article III - The principle of any sovereignty resides essentially in the Nation. No body, no individual can exert authority which does not emanate expressly from it.

Article IV - Liberty consists of doing anything which does not harm others; thus, the exercise of the natural rights of each man has only those borders which assure other members of the society the enjoyment of these same rights. These borders can be determined only by the law.

Article V - The law has the right to ward [i.e., forbid] only actions [which are] harmful to the society. Any thing which is not warded [i.e., forbidden] by the law cannot be impeded, and no one can be constrained to do what it [i.e., the law] does not order.

Article VI - The law is the expression of the general will. All the citizens have the right of contributing personally or through their representatives to its formation. It must be the same for all, either that it protects, or that it punishes. All the citizens, being equal in its eyes, are equally admissible to all public dignities, places and employments, according to their capacity and without distinction other than that of their virtues and of their talents.

Article VII - No man can be accused, arrested nor detained but in the cases determined by the law, and according to the forms which it has prescribed. Those who solicit, dispatch, carry out or cause to be carried out arbitrary orders, must be punished; but any citizen called [i.e., summoned] or seized under the terms of the law must obey at the moment; he renders himself

culpable by resistance.

Article VIII - The law should establish only strictly and evidently necessary penalties, and no one can be punished but under a law established and promulgated before the offense and [which is] legally applied.

Article IX - Any man being presumed innocent until he is declared culpable, if it is judged indispensable to arrest him, any rigor [i.e., action] which would not be necessary for the securing of his person must be severely reprimanded by the law.

Article X - No one may be questioned about his opinions, [and the] same [is] religious [opinions], provided that their manifestation does not trouble the public order established by the law.

Article XI - The free communication of thoughts and of opinions is one of the most precious rights of man: any citizen thus may speak, write, print freely, save [if it is necessary] to respond to the abuse of this liberty, in the cases determined by the law.

Article XII - The guarantee of the rights of man and of the citizen necessitates a public force [i.e., a police force]: this force is thus instituted for the advantage of all and not for the particular utility of those to whom it is confided.

Article XIII - For the maintenance of the public force and for the expenditures of administration, a common contribution is indispensable; it must be equally distributed between all the citizens, by reason of their faculties [i.e., ability to pay].

Article XIV - Each citizen has the right of voting, by himself or through his representatives, the necessity of the public contribution, of free consent, of following the employment [of the contributions], and of determining the quotient [i.e., the share], the assessment, the recovering [i.e., the collecting] and the duration.

Article XV - The society has the right of requesting [an] account[ing] from any public agent of its [i.e., the society's] administration.

Article XVI - Any society in which the guarantee of rights is not assured, nor the separation of powers determined, has not a lot of Constitution.

Article XVII - Property being an inviolable and sacred right, no one can be deprived of private usage, if it is not when the public necessity, legally noted, evidently requires it, and under the condition of a just and prior indemnity [i.e., compensation].

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Final page of *Revolutionary Times*.