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The practice of theatre in the education of women during the French Revolution.

The practice of theater in the education of women during the French Revolution

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SUMMARY

The text discusses contemporary changes in the teaching of History, especially after the reformulations proposed by the BNCC (Brazilian National Curriculum Base). According to Bittencourt (2018), the traditional teaching of History had a mnemonic and exclusionary character, centered on a Eurocentric and Christian narrative that exalted the achievements of "great men." Currently, the teaching of History faces new epistemological and historiographical challenges, seeking to include previously marginalized perspectives, such as the history of Africa, Afro-Brazilian culture, indigenous peoples, and women. These transformations generate debates about the acceptance and resistance of these themes in school curricula. As a methodological alternative, the text highlights the use of theater as a pedagogical tool. The dramatization of historical events is pointed out as a more interactive and meaningful form of learning, allowing students to develop expressive, creative, and relational skills, in addition to broadening their understanding of historical content.

In conclusion, the project is justified by promoting interdisciplinarity between History and Arts, reinforcing the importance of educational practices that combine historical knowledge, aesthetic sensitivity, and human development.

Keywords: History teaching; BNCC (National Common Core Curriculum); Interdisciplinarity; Educational theater

ABSTRACT

This text discusses contemporary changes in the teaching of History, especially after the reformulations proposed by the BNCC (National Common Core Curriculum). According to Bittencourt (2018), the traditional teaching of History had a mnemonic and exclusionary character, centered on a Eurocentric and Christian narrative that exalted the achievements of "great men." Currently, the teaching of History faces new epistemological and historiographical challenges, seeking to include previously marginalized perspectives, such as the history of Africa, Afro-Brazilian culture, indigenous peoples, and women. These transformations generate debates about the acceptance and resistance of these themes in school curricula. As a methodological alternative, the text highlights the use of theater as a pedagogical tool. The dramatization of historical events is pointed out as a more interactive and meaningful form of learning, allowing students to develop expressive, creative, and relational skills, in addition to expanding their understanding of historical content. It is concluded that the project is justified by promoting interdisciplinarity between History and Arts, reinforcing the importance of educational practices that combine historical knowledge, aesthetic sensitivity, and human development.

Keywords: History teaching; BNCC (Brazilian National Curriculum Base); Interdisciplinarity; educational theater

Justification

It is considered that teaching the subject of History today has gone through several changes. Changes and new contexts have been included in the BNCC, according to Bittencourt (2018), the changes are relevant to their school trajectory, since previously it was characterized as a mnemonic study about a past created to reinforce the idea of white and Christian origins, as the only one to present achievements of "great men".

However, recent transformations in history have been confirmed by research.



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Recent initiatives face constant challenges to their implementation, such as the inclusion of African history and... of Afro-Brazilian culture, the history of indigenous peoples, or women. In this way, the Transformations in the teaching of History have provided important debates related to epistemological and historiographical problems, but also regarding the meaning of its insertion and rejection in national and international curriculum projects

For teaching certain History topics, one option is Theatre, the staging of some... Showing historical scenes can be more effective than simply transmitting the subject matter.

Thus, it is clear that in school, theater does not aim to train actors and actresses for... the job market, but for the development of expressive skills, development Personal skills, interpersonal skills, creativity, and the ability to adapt to diverse situations. By This shows that this technique is useful in learning history topics.

Therefore, this project is justified by demonstrating the interdisciplinarity between the discipline of History and Art.

Theoretical Framework

1. The teaching of history

According to the BNCC (BRAZIL, 2018), knowing the past is also knowing the present. developed by different subjects. The historian questions in order to identify, analyze and to understand the meanings of different objects, places, circumstances, temporalities, Movements of people, things, and knowledge.

In this way, historical milestones are established through questions and... elaborations of hypotheses, as well as those arising from the various forms of narrative, expression of time, the social character, and the practice of producing historical knowledge. Thus, the questions They guide the thinking about History as a necessary knowledge for the education of children and young people in school, stemming from the present time. It is the past that drives the dynamics of teaching. Learning in elementary education, as it is the one that engages with the present time.

According to Brodbeck (2012, p.10), being a subject that is included in the curriculum, History "[...] must start from an understanding of each student's daily life, in order to that he may, through experiences, understand the dimension of these experiences in the lives of all men".

Therefore, it is up to the educator to introduce content in a way that he Notice that it is ordinary people who make history, and that he, as a social individual, also has his own role. role in this process (PINSKY, 2004). Therefore, it is necessary for her to construct a notion of time and that they understand their reality, thereby constructing their social identity.

According to the BNCC (BRAZIL, 2018) for the teaching of History, it is necessary to consider



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five processes: identification, comparison, contextualization, interpretation, and...

Analysis of an object that stimulates thought.

To identify a question or object to be studied, several steps must be taken.

Questions: What? How? Why? When? Where? Who? so that one can understand the

The functioning of different societies.

Contextualization is necessary for historical knowledge, since it is based on...

at varying levels of complexity, from the most understandable to the most elaborate operations, the

Students should be encouraged to learn how to contextualize. Thus, by discovering moments and places...

Specific details, whether of an event, a speech, or a record of human tasks, are essential.

to avoid assigning meanings and significances that are inconsistent with a particular era,

social group, community or territory.

In relation to the exercise of interpretation (text, object, literary or artistic work, or of a
(myth), it is fundamental to the formation of critical thinking. Because it demands observation and

knowledge of the object's structure and its relationships with models and forms (similar or

different) embedded in time and space. The subject-object relationship, founded on the varied

Interpretations about the same object become clearer and more explicit, and encourage identification.

of the hypotheses raised and the arguments selected to prove the different

propositions.

Regarding analysis, it is considered a rather complex skill, since it assumes

problematizing the writing of history and considering that it is an activity in which something always

It escapes, although the effort of organization and the search for meaning is relevant.

Therefore, encouraging independent thinking and the ability to recognize that...

One of the main objectives of History is that individuals act according to the time and place in which they live.

In elementary education, the goal is to preserve or transform their habits and behaviors. Thus, by

to realize that there is a plurality of individuals and stories that encourages critical thinking, the

autonomy and education for citizenship.

2. Women in the French Revolution

According to Alonso (2019), feminism is understood as an emancipatory social movement, which

It aims at a set of theories that leads to the liberation of women and the achievement of the rights that...

The patriarchal, political, economic, and social organization has deprived them of these rights. Thus, a feminist is any individual who...

She becomes aware of the oppression affecting women and seeks to improve this condition.

Although this feminism, which emerged in the 1970s, was preceded by other "trends"

"feminists." In previous waves, the central principle was that of "equality," that is, equality of

rights in the legal field. However, this difference is an existential reality, because it is a



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a context that includes subjectivity, subjects, identity construction, and recognition of the other.

(ALONSO, 2019).

Going back to history, it can be said that the feminist movement emerged at the end of the 18th century. due to the influence of the French Revolution and the equality of rights it proclaimed, but which did not It included women. Historically, it can be said that the feminist movement emerged at the end of the 18th century, influenced by the French Revolution and the equality of rights it established, However, it did not include women. Thus, women were able to participate effectively in the Revolution. However, after that, the French returned to being considered as they always were, that is, beings inferior and limited to domestic activities and maternal functions, thus being "the age of enlightenment." which left women in the dark" (GOLDMAN, 2014, p. 39).

Thus, the French Revolution (1789-1799) sought to dismantle society. to overcome the oppression of the old regime in order to build a new world, which aimed at the principles of "Freedom, "Equality, Fraternity." It was through this impulse that a social transformation began... This led to a growing feminist movement in Paris, as many women leaders emerged to... to safeguard revolutionary and feminist causes.

Women have demonstrated their own political activism by instigating and leading some of the Key moments of the Revolution. According to Mark (2023), these were the Women's March in Versailles and the assassination of Marat by Charlotte Corday were moments that exemplified that... Women have effectively demonstrated their unique political role, as evidenced by these two episodes. They exemplify the actions of women who considered themselves patriots. They made their voices heard. They heard about it through pamphlets and newspapers, and even took to the streets, creating their own political clubs and All-female militias. However, this revolutionary feminist movement was thwarted by... Jacobins in 1793 and was reversed by the Napoleonic Code in 1804, which validated the status of women as secondary citizens.

Mark (2023) identifies four influential women in revolutionary politics. Germaine de Staël Olympe de Gouges intentionally promoted women's rights. And Pauline Léon and Théroigne de Méricourt did so as a byproduct of her zealous participation in the Revolution. wide.

Anne Louise Germaine de Staël-Holstein (April 22, 1766 – July 14, 1817), or Madame de Staël was a Franco-Swiss writer, political theorist, and *salonnière* who distinguished herself in... politics during the Revolution. Because she became politically involved, she frequently attended meetings of the National Assembly where he met many of the elected representatives.

To outline her revolutionary public discourse in Paris, she organized dinners and He invited names such as Marquis de Lafayette, Thomas Paine, Thomas Jefferson, and Sophie de Condorcet. Even though she was assured by her husband's diplomatic status, with the rise of the Kingdom



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During the Terror, she was forced to flee to Coppet, Switzerland. There she wrote about French politics and about the defamation of the recently executed Queen Marie Antoinette, she was also forced into exile again in 1804, for having become an outspoken opponent of Napoleon Bonaparte.

The second woman is Olympe de Gouges (May 7, 1748 – November 3, 1793, woman). of letters, playwright, and activist. Upon publishing her first novel in 1784, she gained recognition. As a writer, she championed the causes of marginalized groups, such as Black people enslaved. In this way, she was repeatedly threatened and suffered public attacks for her beliefs. abolitionists, both pro-slavery lobbyists and those who believed that women They did not belong to the theater. However, de Gouges remained rebellious, her writings demonstrated... His determination to be a success, despite his enemies.

The third woman is Pauline Léon (September 28, 1768 – October 5, 1838). Because she Having lost his father at a young age, Léon had to take on the responsibility of raising his five younger siblings, helping His mother was involved in managing the family chocolate factory. This experience led Léon to open up... his focus was on the disparities in French society, particularly the inequalities present. in gender roles. Thus, she participated in the Storming of the Bastille on July 14, 1789 and attended the anti-monarchist demonstration for the National Guard at the *Champ de Mars Massacre* Two years later.

It's important to consider that she wasn't a feminist solely for women's rights, nor She fought only for gender equality. Since she vehemently believed in the Revolution, for her... Women should be able to defend the *fatherland* just as men do, therefore weapons and asked the Assembly for the right to form an armed women's militia, although she did not have With her request granted, for her, the right to bear arms was intimately linked to citizenship.

And finally, the fourth wife, Théroigne de Méricourt (August 13, 1762 – June 8, 1773). 1817), considered one of the most mysterious women who participated in the Revolution; her life was remarkable even before becoming involved in revolution, he ended up in Paris in 1789 on the eve of... Revolution. At meetings about the Revolution, she would appear dressed in men's riding clothes and A large, round hat, making her outfit a signature. Being a charming woman, Attractive and frank, it didn't take long for her to befriend some members of the Assembly and... to get involved in politics. She co-founded the short-lived Society of Friends of the Law in January 1790, which It sought greater involvement from the provinces.

Therefore, the different origins of Germaine de Staël, Olympe de Gouges, Pauline Léon and Théroigne de Méricourt differed greatly in their worldviews; while de Gouges fought Primarily concerned with the rights of women and slaves, Léon became involved in feminism as a A means to an end, which was the success of the French Republic. However, simply because they were Politically significant women, each of them challenged traditional gender roles by



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to enter the political sphere.

3. THEATRE IN HISTORY CLASSES

According to the BNCC (BRAZIL, 2018), in the context of contemporary society, the process Education demands an innovative and inclusive perspective on vital questions such as: what to learn, and why. learning, how to teach, how to promote collaborative learning networks, and how to evaluate Learning. It is considered that in this new global scenario, it is necessary to recognize oneself within one's context. historical and cultural, communicating, being creative, analytical-critical, participatory, open to new things, Collaborative, resilient, productive, and responsible, which involves much more than just accumulating... information.

With so much technological advancement today, it is necessary for the school environment to offer... Bold practices to enable students to experience fascination, invention, and critical thinking, and to move away from being a place that often inhibits the desire to learn. It is in the school environment, through... Teaching that can transform realities, awakening an appreciation for knowledge.

One of the biggest obstacles currently faced by public and private schools It is the continued lack of motivation and interest of students in relation to classes. It is observed that the Students are living in a world of intense change in various fields: social, economic, technological, political, and upon arriving in the classroom eager for expectations that this While reality may be problematic, they find themselves in an environment that inhibits their desire to learn. because the traditional methodical and disciplined approach is still part of the daily school routine (SCHACTAI, 2018).

Perhaps that's why some resources are implemented in schools, such as the case of Theater, which is gradually becoming part of History classes, is being valued by teachers. ...and seeking interdisciplinarity. Since the merging of artistic languages in the teaching-learning process... It is important to emphasize that history teachers have a role... fundamental in shaping students' historical awareness, by broadening the teaching-learning, as well as incorporating different languages into the educational process.

Although not being from the performing arts field, it is necessary to seek the attitudes of studying and Asking questions on a daily basis, as well as guiding students to identify themselves and the world through... art. According to Dominguez (1978), it is in the process of interdisciplinary work with teachers of different areas, which begins with many ideas, a desire, and the joy of teaching, because it breaks free from school activity that is not related to the interests and lives of teenagers, but rather as a An activity that can involve both students and teachers.

Therefore, theater can be considered a viable educational resource for experiencing life. school, helping students broaden their cultural horizons, overcome shyness, and position themselves in



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Instead of the other, take a greater interest in varied texts and authors, and prioritize group work over...
teacher's guidance.

For Zé Adão Barbosa, actor and theater director (2004), theater can be used as a game. aiming for improvisation, but addressing its technical aspect: a sense of observation and listening; Sensitivity in handling the exercise, respecting the time and manner of expression of colleagues; perception and integration within the group; agility of reasoning through exercises involving various difficulties; readiness and availability - instant response to external stimuli; attention and concentration.

It is therefore noticeable that theater presents itself as a relevant instrument for the The personal development of students, their relationship with their peers, and the building of their citizenship. According to Torres (2007, p.40), dramatizing the teaching of History facilitates a deeper understanding. One of the most discussed topics in the classroom, creating possibilities for teachers to adapt the... scientific content should be adapted to the reality and everyday language of the students, establishing greater... dynamism to the teaching and learning process.

It is therefore important that interdisciplinarity is established as interaction occurs. between two or more disciplines, in this case Art and History. In this sense, Fonseca (2003, p.101) states It is within this sociocultural and educational context that the debate about [the subject] takes place intensely. of the molds, of the relationships between the standards and levels of knowledge, of the conceptions of education and from the school, which highlights the need to rethink teachers' pedagogical practices in within the different educational spaces. Therefore, it is necessary to adapt new methodologies for the teaching gains new motivation, and that's where the idea of interdisciplinarity and... transdisciplinarity.

Here, it's not appropriate to say whether the teachers, in their different disciplines, are trying to teach. the other discipline, but rather, they should work with specific knowledge, intertwining, intervening and building students' thinking so that they can develop into individuals capable of to participate in and intervene in political, cultural, economic, and social realities.

In this way, an interdisciplinary work or teaching project is able to capture the The depth of conscious relationships between people and between people and things. So, the project It needs to be someone who, in addition to guiding, arises spontaneously in everyday life, from an act of... will. In this sense, there is no imposition, but rather a proposition, of an act of will in the face of a A project that seeks to understand better. In an interdisciplinary project, one neither teaches nor confines: one lives. if, it is exercised (FONSECA, 2003, pp. 105-6).

Therefore, the methodology using theater as a tool broadens the scope of teaching. since the teacher is the mediator and not the holder and transmitter of information. For Almeida (2003),



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[...] mediation is assigned the duty or the possibility of eliminating or minimizing the difference between the terms teaching and learning or systematic knowledge and everyday experience, or even between the teacher and the student. (p.52).

Therefore, the use of theater in history teaching contributes to students being able to...
To observe and compare different cultures throughout history, at various times. Furthermore,
It contributes to a deeper understanding of topics covered in class, allowing the teacher to adapt the...
content adapted to the students' language, and consequently greater involvement of the students in the process of
Learning and greater engagement with the subject matter.

4. The Use of Staging to Present the 4 Women of the Revolution FRENCH

Noting that the use of interdisciplinarity in History classes is extremely useful,
The idea arose to combine both disciplines to explain an extremely important topic in class.
about the French Revolution.

Based on Mark's (2023) studies on the four great women of the Revolution
French women, who made all the difference during that period, in relation to women's performance.
After all, it wasn't only men who were willing to go to the battlefield, nor...
They played an important role.

It was noted that these women, each with their own tasks, did a lot of hard work to
to elevate the status of women during that period. However, no matter how much they played a role
Playing an important role, the condition of women remained the same for many, many years. Feminism
It was not viewed favorably, and even today, there are people who cannot understand this concept.

Lectures will help in understanding the general content, that is, what was the...
The French Revolution: its necessity, its motives, and how it ended. After this explanation, explain...
the fundamental role of these women throughout this historical moment. In closing this
The content will prepare the students for their presentations. The classroom will be divided into four groups.
To represent them, research will also be conducted so that they can learn about their lives, such as
The facts unfolded.

The research into what will be staged must be consistent with the facts that occurred, in order to
that it be as reliable as possible. Many rehearsals will be necessary for the students to be ready for
Discuss the topic after the presentations.

It is expected that the dramatizations will aid in understanding the content and its importance.
of these women in the French Revolution. As well as the teaching staff assisting and encouraging the
Teachers are encouraged to work with interdisciplinarity, as many teachers believe that it is not possible.
It can interfere with the other person's discipline.



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However, as already mentioned in this study, the flame of learning must be kept burning.

Motivation and interest in classes are key. Therefore, it's important to use methodologies and content from different disciplines.

They assist in this process.

Therefore, the aim is to demonstrate how the use of two divergent disciplines can...

to contribute to the learning of the 21st-century student.

Problem Definition

According to Almeida (2016), it is in the various school subjects that one has the possibility of rethinking strategies used in content-based curricula, which emphasize education only technical and informative.

However, the school, as an institution willing to help young people in the task of conceiving themselves... as human beings who learn and recognize themselves as historical subjects conscious of the Other, of the group, the environment in which they live and, of course, their past.

In this way, the intention is to show that the use of theater and stage performances is possible. To provide some necessary historical context for understanding contemporary society.

Formulation of Hypotheses

It is considered that Theatre can be taught in both Art and other disciplines. History, because such content contributes to the child's development into a creative, responsible adult and open to new discoveries. Therefore, the question is whether it is possible to use... Theater in History classes, to engage students and provide them with experiences that make them... creative and skilled.

Title

The practice of theatre in the education of women during the French Revolution.

General Objectives

To justify the use of theatrical dramatizations as a way of presenting historical contexts in history classes.

Specifics

To present the historical context of the French Revolution and the role of women; To list the procedures for presenting this content; To indicate the strategies for staging the reenactments.



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Methodology

The following steps were taken to implement this project:

- 1st Presentation of the content in question: women in the French Revolution;
- 2nd Questions about the events of this historical period; 3rd Division of the class into groups for the distribution of topics;
4. The themes will be based on the "Quarrel of the Women" (*Querelle des femmes*) and on the Four Women of the French Revolution;
5. There will be a thorough study of the themes so that students can adapt their scenes to the events that occurred; 6. During 4 classes, students will be able to rehearse their scenes;
7. The presentation will be on a specific day of the term; 8. After the presentations, the students will create a portfolio to document the entire process;
9. A feedback session will be held with the students, reviewing the content.

Activity Schedule

Activities	Feb	Mar	Apr
General guidelines regarding the content	x		x
Presentation of the planned theme.	x		x
Dividing the students into groups			x
Thorough study of the topics	x		x
Rehearsal of the scenes			x
Presentations			
Portfolio Creation			x
Feedback			x

Human and Material Resources

The resources used were: Teachers and students;
 Classroom; Library;
 Chalkboard;
 Computers for research;
 Institutional spaces for rehearsals;
 Research websites; Notebooks and paper for note-taking.

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