

**In your opinion, why was the American Revolution a success, but the French Revolution was not?**

Bell Work  
September 28



Sep 28-11:23 AM

**Chapter Preview**

**Chapter Main Ideas**

**Section 1** Problems in French society led to a revolution, the formation of a new government, and the end of the monarchy.

**Section 2** An extreme government changed French society and tried through harsh means to eliminate its critics within France.

**Section 3** Napoleon Bonaparte rose through military ranks to become emperor over France and much of Europe.

**Section 4** After defeating Napoleon, the European allies sent him into exile and held a meeting in Vienna to restore order and stability to Europe.

**Theme**

The rights of citizens under authoritarian and democratic governments have varied greatly throughout history. In this chapter you will examine how the right of citizens to equality surfaced during the French Revolution.

**You will learn:**

about events in France that led to a revolution, a period of chaos, and the emergence of a dictator.

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**Old Order** [ ]  
the political and social system in place in France before the Revolution

**King Louis XVI** [ ]  
(1754–1793) King of France from 1774 to 1792; he was unpopular for taxes that he imparted on his people, was king at the beginning of the French Revolution, was deposed by the National Convention and guillotined.

**Marie-Antoinette** [ ]  
(1755–1793) Queen of France, wife of King Louis XVI; she was queen during the French Revolution and dislike by many French citizens. She was found guilty of treason and guillotined.

**First Estate** [ ]  
the clergy in pre-Revolution France

**Second Estate**  
[ ]

**Third Estate**  
[ ]  
[ ]

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**sansculottes** [ ]

**"without breeches"; a radical group of shopkeepers and wage earners during the French Revolution who wanted a larger voice in government and an end to food shortages.**

**Declaration of the Rights of Man and of the Citizen** [ ]

**a document that laid out the basic principles of the French Revolution -- liberty, equality, and fraternity**

**radical** [ ]

**a person with extreme views**

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Take out a sheet of paper, write out what these terms mean to you:

- liberty
- equality
- brotherhood/sisterhood

Explain why some people may be willing to sacrifice everything for these principles, especially in an unjust society.

Section 1 Audio

Explain what the maps and charts reveal about this time period.

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**Look at the crowd:**

**What kinds of people are represented?**  
soldiers, common people

**What are their reactions to the execution?**  
Some are excited and celebrating, others stand silently.

**Reading Like a Historian** This painting shows the execution by guillotine of Queen Marie-Antoinette in 1793. The queen was killed during the French Revolution's Reign of Terror, an especially bloody time.

**Analyzing Visuals** How do you think the painter who created this picture felt about the queen's execution? Explain your answer.  
See Skills Handbook, p. H26

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**PRIMARY SOURCES**

### The Three Estates

This cartoon shows a member of the Third Estate crushed beneath a stone that represents taxes, land rent and fees, and labor the peasants had to perform without pay. Nobles paid some fees, but no taxes. The clergy did not pay taxes either. The graph below shows that the Third Estate contributed much more money to the country's treasury than the other estates.

The First and Second Estates, represented by a priest and nobleman, stand on the stone and add to the peasant's misery.

The man under the rock represents the peasants and laborers of the Third Estate.

**Info to Know**  
**Population Growth** In 1700, France's population hovered around 20 million. As diseases and food shortages diminished, the population increased by 8 to 10 million over the next hundred years. This rapid growth contributed to social stress that in turn led to revolution.

**REVENUE PAID BY ESTATES**

|               |      |
|---------------|------|
| First Estate  | 0.5% |
| Second Estate | 1.5% |
| Third Estate  | 98%  |

Source: Steve Schwan, Cengage

**SKILLS FOCUS: READING LIKE A HISTORIAN**

1. Analyze In the cartoon, which two estates appear to be allies?
2. Analyze Primary Sources How do you think members of the three estates might have reacted to this cartoon? Explain your answer. See Skills Handbook, p. H25

You will be answering these questions in a couple of slides.

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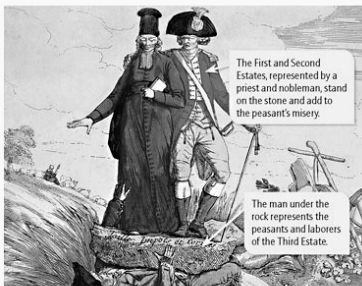
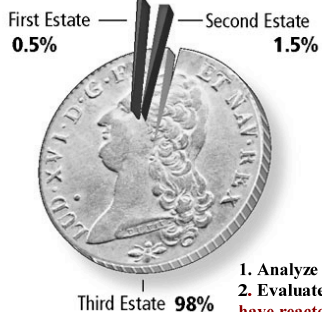
| Estate | Title                                | Roles  |
|--------|--------------------------------------|--|
| First  | Clergy                               | control of 1/10th of the land; minister to common people                       |
| Second | Nobility                             | controlled much of country's wealth; ran government; served in military        |
| Third  | Bourgeoisie, sans culottes, peasants | merchants, factory owners, professionals, artisans, workers, farmers, laborers |

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### The Three Estates

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#### REVENUE PAID BY ESTATES



Taille, Impots et Corvée, anonymous, 1700s

1. Analyze **In the cartoon, which two estates appear to be allies?**
2. Evaluate **How do you think members of the three estates might have reacted to this cartoon? Explain your answer.**

1. *the First and Second Estates;*
2. *possible answer—First and Second: anger at this portrayal; Third: agreement and motivation to take action*

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### CAUSES OF THE REVOLUTION

- Inequalities in society
- Ideas of Enlightenment writers
- Poor leadership from Louis XVI
- Financial crisis
- Widespread hunger and record cold



The Bread Famine and the Pawnbroker by Le Sueur brothers, 1700s

The class known as the "bourgeoisie" was educated, unlike the vast majority of the Third Estate.

**How did having an education affect the bourgeoisie's opinion about starting a revolution?**

*Education allowed the bourgeoisie to read Enlightenment writers such as Locke, Montesquieu and Rousseau. It also allowed them to understand the governments outside of France, such as the British government, and world events, such as the American Revolution.*

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**Put yourself in the place of a member of the bourgeoisie and discuss which of these factors, along with the factors in the chart, would motivate them most toward evolution, and why.**

What inequalities does the chart refer to?

*The First (clergy) and Second (nobility) Estates had the fewest members and all the wealth, whereas the Third Estate had the most people, the least money, and the most misery.*

Who were the Enlightenment writers?

*Writers such as Locke, Montesquieu and Rousseau.*

How was Louis XVI a poor leader?

*France was deeply in debt by Louis XVI continued to spend money. He was unable to collect taxes from the nobility.*

What happened to the money?

*For years, France had been borrowing money (often for wars) yet kept spending lavishly.*

What caused the hunger?

*Bad weather, including hailstorms, drought, and ruined crops resulting from the coldest winter in 80 years.*

Sep 27-9:41 AM

### Reading Focus

#### Causes of the Revolution

**Recall** Who were the sansculottes? *workers of the Third Estate who wore long pants instead of fashionable knee breeches; became a nickname of pride for workers*

**Summarize** What spending patterns put France into deep debt by the 1780s? *borrowing huge sums of money to spend on wars; lavish spending by king and his court*

**Predict** What actions could King Louis have taken to avoid an economic crisis? *possible answer— eliminated tax exemptions for the First and Second Estates*

Erase to find answers.

Sep 28-5:21 AM

## Reading Focus

- 2 What happened during the first events of the Revolution? *Members of the Third Estate demanded more representation and rights; a mob stormed the Bastille; rumors of retaliation spread.*

Erase to find answers.

## First Events of the Revolution

**Recall** Why did a mob storm the Bastille? *to look for weapons to defend themselves; the Bastille was a symbol of oppression*

**Contrast** How was the 1789 meeting of the Estates General different from previous meetings? *Members of the Third Estate had a new sense of their importance; they demanded, and eventually received, increased voting rights.*

**Make Judgments** Did the National Assembly created by the Third Estate have the right to make laws for all of France? *possible answer—Yes, they represented 97 percent of the people in France.*

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## Reading Focus

## First Events of the Revolution

**Recall** What did people fear after the fall of the Bastille? *that the king would punish them and end the revolution*

**Explain** How were rumors of massacres misleading? *Some stories were untrue, such as a reported gang of thugs in Champagne that was really a herd of cattle.*



Erase: to find the answers

Sep 28-5:21 AM

## Storming the Bastille

**Analyzing Visuals** One way we can learn about the past is by carefully analyzing works of art. The watercolor image on the right is Claude Cholat's *Storming the Bastille*. Even though Cholat was not a professional artist his painting interests historians because he was at the storming of the Bastille.

To interpret what this painting suggests about the French Revolution, think about

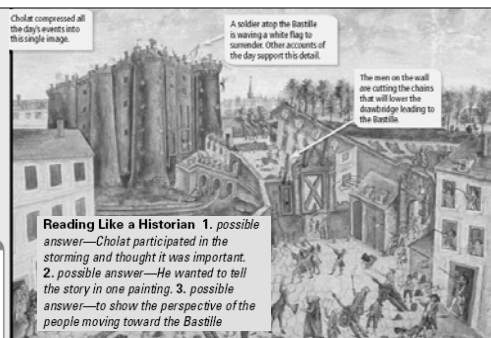
- the subject of the painting
- the title of the work
- the details in the painting

### Skills Focus: READING LIKE A HISTORIAN

**1. Subject and Title** Why do you think Cholat chose to paint the storming of the Bastille rather than some other event in the Revolution?

**2. Details** Why do you think Cholat included details of the entire day—from the initial attack on the Bastille to the flag of surrender—in this one image?

**3. Details** Why do you think Cholat put the scene in the courtyard in the foreground and the Bastille itself in the background?



**Reading Like a Historian** 1. *possible answer—Cholat participated in the storming and thought it was important.* 2. *possible answer—He wanted to tell the story in one painting.* 3. *possible answer—to show the perspective of the people moving toward the Bastille*

1. Cholat participated in the storming and thought it was important.
2. He wanted to tell the story in one painting.
3. To show the perspective of the people moving toward the Bastille.

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## Declaration of the Rights of Man and of the Citizen

*This excerpt from the Declaration states the principles of the French Revolution and shows the strong influence of Enlightenment ideals.*

"The representatives of the French people, . . . believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man . . .

1. Men are born and remain free and equal in rights. . .
2. The aim of all political association is the preservation of the . . . rights of man. These rights are liberty, property, security and resistance to oppression. . .
5. Law can only prohibit such actions as are hurtful to society. . .

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all. . .

7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . .

9. As all persons are held innocent until they shall have been declared guilty. . .

11. The free communication of ideas and opinions is one of the most precious of the rights of man. . .

12. A common contribution [tax] is essential. . . This should be equitably distributed among all the citizens in proportion to their means."

### Skills Focus: READING LIKE A HISTORIAN

**1. Explain** According to the Declaration, what are the natural rights of man?

**2. Analyze** What ideas do the Declaration and the American Declaration of Independence and U.S. Bill of Rights share?

1. *liberty, property, security, resistance to oppression;*

2. *equality of man; listing basic human rights; free speech, innocent until proven guilty*

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**Reading Focus**

3 How did the French create a new nation? *National Assembly completed constitution; restricted king's power; created Legislative Assembly; gave citizens broad rights; ended monarchy*

**Creating a New Nation**

**Recall** What was the outcome of the women's march on Versailles? *Louis made peace with the crowd by promising to return to Paris.*

**Make Inferences** Why did the National Assembly turn the clergy into public employees? *possible answer—They wanted the clergy to be accountable to the public, not part of a separate institution.*

Erase to find answers

Erase to find answers.

**Reading Focus**

**Creating a New Nation**

**Make Inferences** Why do you think that Austria and Prussia warned against harming the French monarchs? *possible answer—to avoid provoking war against France*

**Summarize** What challenges were faced by the people of France in August 1792? *mob violence, foreign invasion, unstable government*

Sep 28-5:44 AM

**Reviewing Ideas, Terms, and People**

1. a. Recall What was the Old Order, and who was at its top?  
**1. a. structure of French society in 1780s; King Louis XVI**

b. Explain Why did members of the Third Estate feel they were treated unfairly by the First and Second Estates?  
 b. First and Second Estate-small tax burden, powerful positions and privileges; Third Estate-large tax burden, few rights

c. Predict What do you think might have happened if, in the fall of 1789, harvests had been larger than usual?  
 c. possible answer-tensions would have eased, conflict would have been postponed

2. a. Explain What happened on July 14, 1789?  
**2. a. The Bastille was stormed.**

b. Analyze Why did Third Estate members of the Estates-General feel that the Tennis Court Oath was necessary?  
**b. The third estate members of the Estates-General believed France needed a constitution soon**

c. Evaluate Do you think the Great Fear was a logical reaction to the fall of the Bastille? Why or why not?  
 c. possible answer-Yes, French peasants could expect punishment.

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3. a. Describe What rights did the Declaration of the Rights of Man and of the Citizen grant?  
**3. a. freedom of speech, press, and religion, right to participate in government, receive fair trial**

b. Sequence List the events that directly affected the royal family.  
**b. women's march to Versailles, 1791 constitution, march on Tuileries palace**

**Critical Thinking**

4. Identify Cause and Effect Copy the graphic organizer below and use it to list causes of the French Revolution and the immediate effects. Add rows as needed.

| Causes              | Effects                     |
|---------------------|-----------------------------|
| huge inequalities   | resentment of upper class   |
| Enlightenment ideas | gave people hope            |
| economic problems   | country desperate for money |
| poor harvest        | hunger and anger            |
|                     | end of monarchy             |

Sep 27-12:44 PM

5. Persuasion You are a member of one of the French estates. Write a short letter to the editor of the newspaper, arguing for or against each representative to the Estates-General having one vote.

**5. possible answers-letters for: balances interests of France; letters against: unfair because 97 percent of people are in Third Estate**

Sep 27-12:52 PM

**List problems France faced in 1780s.**

List Problems faced in the 1780s.

Develop a plan to address three of France's problems. Remember to suggest plans in accordance with the individual roles.

monarch   clergy   nobility   bourgeoisie   peasants

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