

The Enlightenment and The French Revolution, 1700-1815

The Enlightenment:

- How did Enlightenment ideas change intellectual thought, including views about the role of government.
- Which Enlightenment ideas form the basis for our U.S. government?
- How did Enlightenment ideas inspire commoners to overthrow the French monarchy?

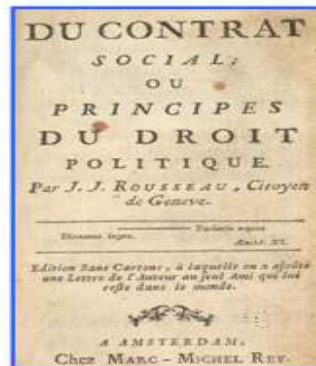
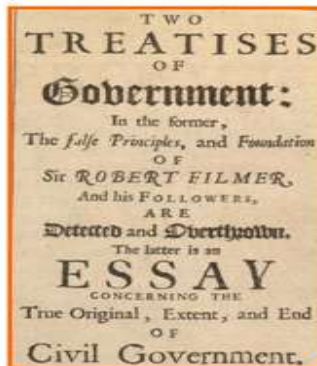
The French Revolution:

- What were the political, economic, religious, social, and intellectual causes of the French Revolution?
- What were the political outcomes of the first phase of the French Revolution?
- Why did the Terror occur and what were its consequences?
- Were the ideals of the French Revolution lost during Napoleon's reign?



The Enlightenment

Understanding Goal:
Ideas inspire action.



Investigative Question:

What resulted from the ideas and actions of the Enlightenment?

Explore: The Enlightenment was an eighteenth-century movement in European and American philosophy that emphasized reason, science, rationality and a dissatisfaction with repressive rule. How might the ideas of the Enlightenment have countered the established ideals of the time? How might the sources above reflect this opposition?

Connect: Can you think of any countries in the world today that have not yet experienced an "enlightenment"? Explain.

Main Themes:

- *1. The Enlightenment had its origins in the scientific and intellectual revolutions of the 17c.*
- *2. Enlightenment thinkers felt that change and reason were both possible and desirable for the sake of human liberty.*
- *3. Enlightenment philosophes provided a major source of ideas that could be used to undermine existing social and political structures.*



I. Origins of the Enlightenment:

Scientific Revolution

17th Century Thinkers

John Locke



THE ENLIGHTENMENT PHILOSOPHY

- *Free-thinking, individualism*
- *Dealt with areas such as government, religion, and relationships between the people and the government*



II. Characteristics:

Progress

Reason

Deism

Religious Tolerance

Critique of "Old Regime"
--The French Monarchy



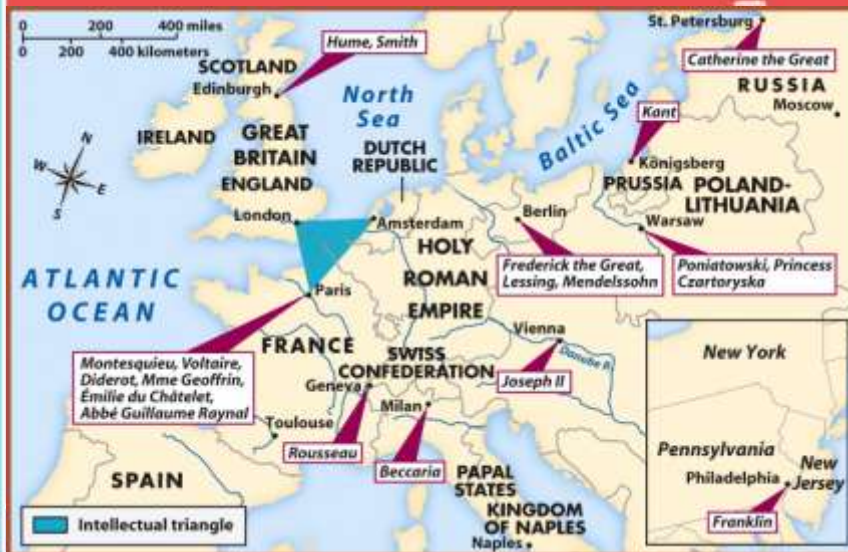
III. The Philosophes

- A group of social critics in France
- Opposed to divine right and absolute monarchies
- Objected to the privileges of the nobility and clergy
- Believed people were capable of governing themselves
- Turned away from traditional religious values; most were atheists or deists (believed in God, not the Church)



Philosophes

Society | Human Relations | Government



The Enlightenment and the French Revolution

Overview: Influenced by the Scientific Revolution, European philosophers began to propose that people could free themselves from superstition and ignorance by using reason. Enlightenment thinkers sought to discover natural laws that governed human behavior, just as Newton and Copernicus had discovered laws that governed physical bodies. Those people "enlightened" by reason could perfect themselves and society.

Ideas discussed during the Enlightenment inspired many revolutions, including a bloody one against the French monarchy in 1789, and became the basis for today's democratic governments.

I. First, using your textbook or notes, complete this graphic organizer:

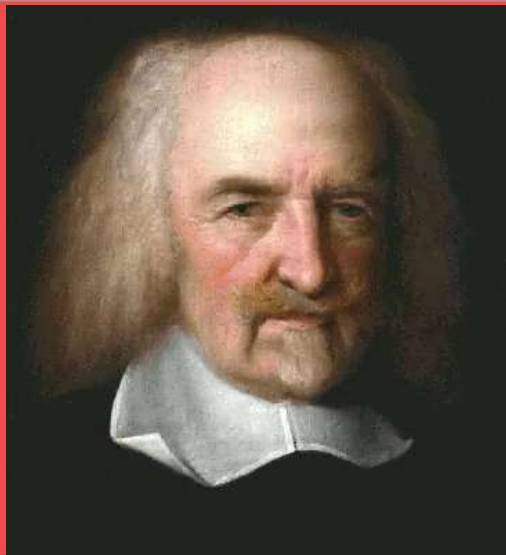
Name of Philosopher:	Summary of his ideas:
John Locke	
Voltaire	
Baron de Montesquieu	
Thomas Hobbes	
Jean Jacques Rousseau	

II. Writing Prompt: Now, go to the section in your textbook which discusses the causes, or beginnings, of the French Revolution. Imagine that you are a member of the bourgeoisie, or Third Estate, which is angry with King Louis XVI for his mistreatment of the French people. Using the Enlightenment ideas from the graphic organizer above, write a letter of protest to the King, detailing his abuses and the kinds of rights French citizens deserve. Also, using Enlightenment principles, propose a new type of government for France. Your letter should be a minimum of eight sentences.

III. The Philosophes:

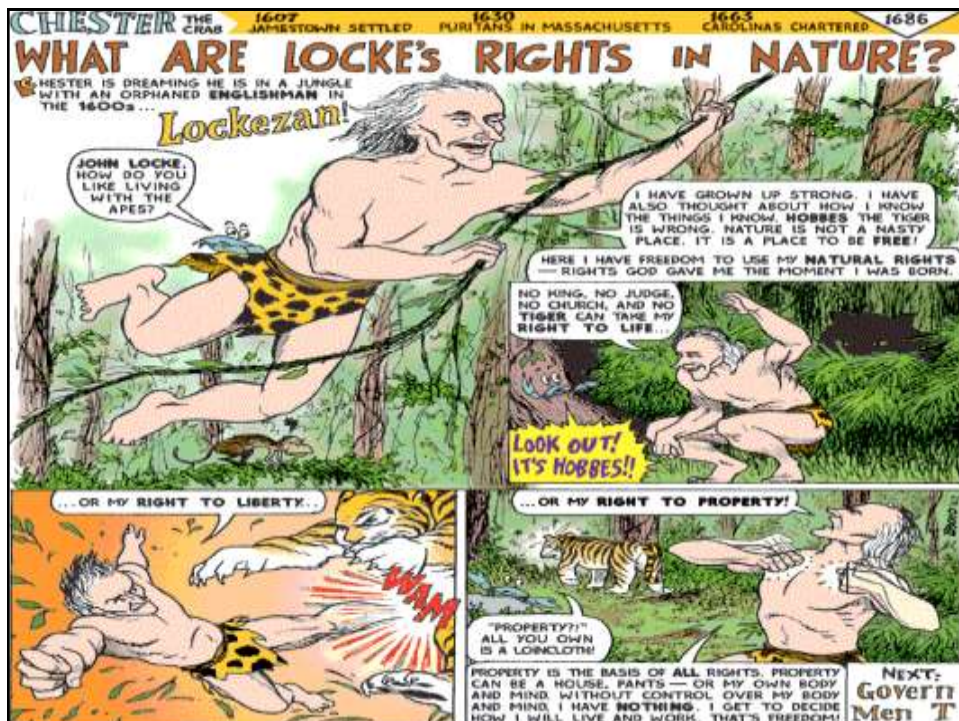
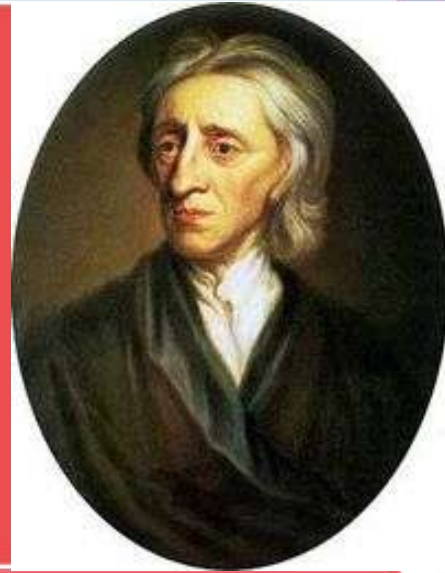
Thomas Hobbes, 1588-1679

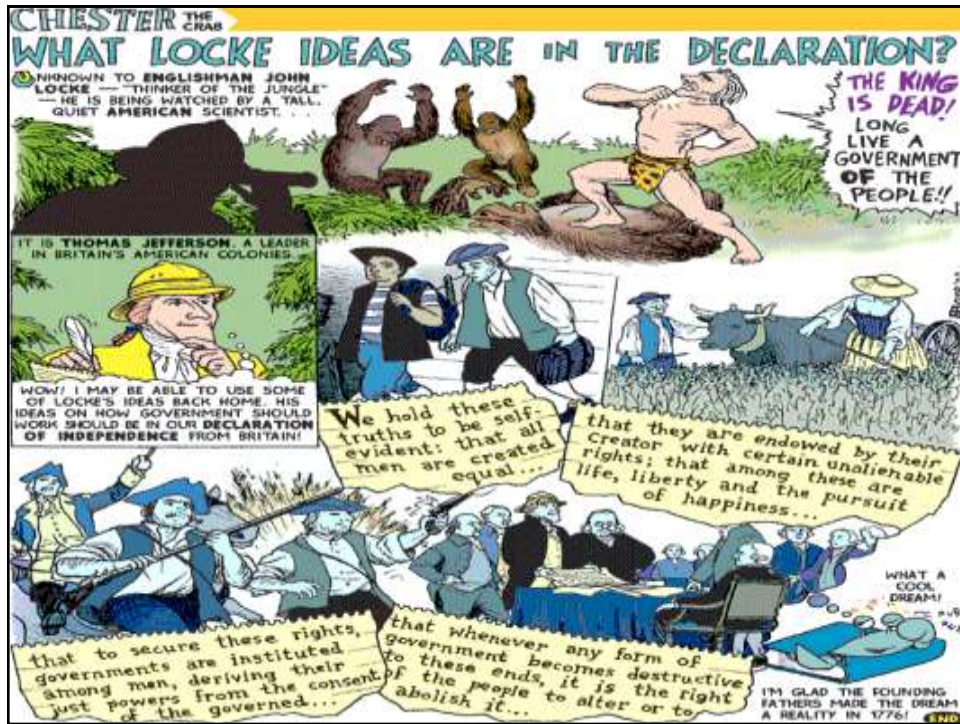
- Believed that conflict was a part of Human Nature
- Hobbes believed that as people we need to make a contract with the government to maintain social order.
- *Leviathan*



III. The Philsophes

- **John Locke** (August 29, 1632 – October 28, 1704) was an influential English philosopher and social contract theorist.
- **Believed that all people had Natural Rights: life, liberty, property**
- **The purpose of government is to protect these rights**
- Government had to gain the consent of the governed.





III. The Philosophes:

**Baron de Montesquieu,
1689-1755**

- Believed in a separation of powers in government
Legislative, Executive and Judicial
- Believed that Liberty of the people must be protected from corrupt leaders.

Persian Letters, 1721

The Spirit of Laws, 1748



III. The Philosophes:

- Francois-Marie Arouet
Voltaire
1694-1778
- Believed in tolerance,
reason and limited
government

•Quote: "I disapprove of what you
say, but I will defend your right till
the death to say it."

Candide, 1759



III. The Philosophes: Denis Diderot, 1713-1784

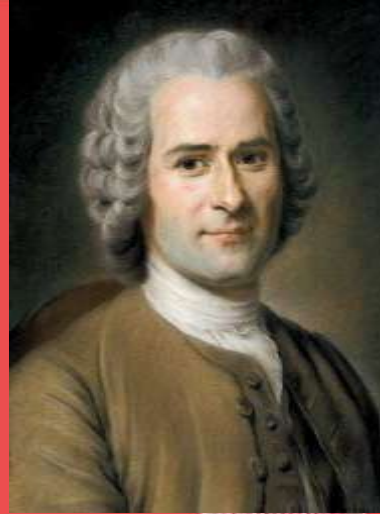


Illustration from his *Encyclopédie*, 1751

- Emphasized free will in human affairs.



III. The Philosophes: Jean-Jacques Rousseau, 1712-1778



- Believed people that lived in a civilized society were happy and unselfish
- People should live in harmony with nature
- Wrote The Social Contract in 1763.
 - His most famous line: "Man is born free, and everywhere he is in chains."
- Said that the General Will should take priority over individual will.

III. The Philosophes: Adam Smith, 1723-1790



Adam Smith, FRSE (baptised June 5, 1723 – July 17, 1790) was a Scottish politician, economist and moral philosopher. His *Inquiry into the Nature and Causes of the Wealth of Nations* was one of the earliest attempts to study the historical development of industry and commerce in Europe. That work helped to create the modern academic discipline of economics and provided one of the best-known intellectual rationales for free trade, capitalism and libertarianism.

IV. Enlightenment Culture:



Salons—”underground” meeting places run by wealthy women of the Enlightenment.

Writers, educated people, and artists met to discuss the new philosophies of the day.

Featured contests of wit.



Activity: Dinner with Philosophers of the Enlightenment!

- In this activity you will assume the role of a famous philosopher, or political thinker!
- You are required to master this philosopher's ideas and be prepared to engage in conversation at an imaginary dinner party! To do your research, start with the site <http://www.lkwdpl.org/lhs/enlightenment/>. This party will run like a Socratic Seminar in response to the following question: **What is the duty of government?**
- Possible choices:
 - Baron de Montesquieu
 - Adam Smith
 - Jean Jacques Rousseau
 - Thomas Hobbes
 - Thomas Jefferson
 - Benjamin Franklin
 - John Locke
 - Francois-Marie Arouet Voltaire
 - Denis Diderot
 - Others?



You will be graded based on content knowledge and your ability to clearly express the Enlightenment thinker's ideas! Maximum points: 20

V. Enlightenment and Government:

Enlightened Absolutists

- Development of **“Enlightened Despots”**--rulers who respected the rights of subjects but did not want to take too many rights from the nobility
- Instituted some reforms.



Example: Joseph II of Austria, 1780-1790





Enlightened Reforms | Nobles Reject Reforms

Enlightened Arguments

Situation	Enlightened Thinker (that would have disagreed)	Enlightened Thinker's Argument
Louis XIV wanted to be an absolute monarch & centralize all power in himself. He wanted to control every aspect of the French government. He wanted to make laws, judge laws, and enforce laws.		
Henry VIII was tired of the Pope controlling him. So he left the Catholic Church and made himself the head of the Anglican Church. He now controlled the law making in England and the religion of England.		
In France, the 3rd estate wanted a government run by the people. They did not want a strong king. Instead they wanted democracy where the people had a major say in what happened. They believed the people knew what was best.		
A monarch believed that the only person that mattered in decisions was herself. Government was a "1 way street". She wanted to tell the people what she wanted and make them do it. She felt they were not part of the process.		
The kings of England were not respecting the rights of the people. They believed people only had the rights given to them by their government. They did not believe that all people automatically had rights.		
If people spoke out against Peter the Great they were often tortured or jailed. It has been said he even ripped people's nostrils out for daring to speak out against him. People were afraid to speak their mind in Russia.		

People of the Enlightenment -1600s & 1700s

Name	From	Wrote	Main Ideas
 Locke	England	Two Treatises on Gov't	-Observation: gov't exists to "preserve life, liberty, & property" -Hypothesis: people should be sovereign (rule) -Hypothesis: monarchs not chosen by God
 Hobbes	England	Leviathan	-Observation: Life without gov't is "solitary, poor, nasty, brutish, & short." -Hypothesis: Absolute gov't needed to control evil behavior (not divine right)
 Montesquieu	France	The Spirit of Laws	-Observation: "When the legislature & executive are united in the same person, there is no liberty (freedom)" -Hypothesis: Gov't must have "Separation of Powers" -- 3 branches
 Rousseau	France	The Social Contract	-Observation: "man is born free, but everywhere he is in chains." - Hypothesis: Gov't is contract between people & rulers. Gov't must be what people want.
 Voltaire	France		-Observation: Life is better with liberty -Hypothesis: Freedom of speech & religion, separation of church & state -"I disapprove of what you say, but I will defend to the death your right to say it. "

VI. Enlightenment Led to Rebellions Against State Power:

Example: Russia: Pugachev Revolt, 1773



VI. Rebellions Against State Power:

American Revolution, 1776



America Influenced by the Enlightenment

America became a country during the heart of the Enlightenment. As a result, it was greatly influenced by the Enlightened thinkers. The Declaration of Independence as well as the US Constitution with its Bill of Rights would probably not have existed if the Enlightenment had not occurred.

Case Study - American Revolution 1775-1781

Great Britain (England) had gone through a civil war and then the Glorious Revolution during the 1600s, and as a result, citizens got used to having a say in government. The people that lived in the British colonies in the New World (like Virginia) were British citizens as well.

1 Britain believed in mercantilism. Therefore, it wanted colonies to make them rich. Britain really didn't care much about what the colonists wanted. The colonists didn't like this form of government. They wanted a government that did what they needed.

2 Britain began passing laws and taxes that colonists had to follow without letting the colonists vote on them. Back in Britain, citizens had a say in government, but in the colonies the citizens did not. American colonists thought they were being treated unfairly. They wanted to be have a voice in deciding on laws.

3 People in the colonies were very familiar with John Locke's ideas. They agreed with him that people had basic rights that can't be taken away. They also agreed with him that if a government was not good then the people had the right to rebel and create a new one that protected their life and liberty. They felt like the British government was not protecting their rights.

4 Britain kept raising taxes on the colonists, which hurt American businesses but helped Britain. Britain sent troops to keep order and then made the Americans pay for them with more taxes. Britain also only allowed American businesses to trade with Britain, which meant the Americans couldn't sell to other countries that could pay more money.

5 On top of all this, many people in America had never liked the British government. For example, the Pilgrims and the Puritans had come to America because the government of Britain did not like the way they practiced their religion. Descendants of these groups still disliked Britain for the way their ancestors had been mistreated.

6 Finally, the Americans had begun to see themselves as Americans first and British citizens second. They had more in common with each other than they did the British all the way across the Atlantic. Americans began to feel that their people were being ruled by an outside people and instead they wanted independence. They loved their colonies and wanted them to grow into a powerful country independent of Britain.

Each numbered section above is an example of one of these causes of revolutions. Write the number from above in the blank next to the appropriate cause of revolutions.

_____ Social Injustice _____ Unpopular Method of Rule _____ Nationalism

_____ Enlightenment Ideas _____ Religious Intolerance _____ Economic Distress

The American Revolution: Results

Declaration of Independence,
1776

Constitution of the
United States of America,
1787/1789

Bill of Rights,
1791



America: Influenced by the Enlightenment

The Declaration of Independence: Author: _____ Date: _____

Quote	What Enlightened thinker did this idea come from?
"... All men are created equal, that they are endowed by their Creator with certain unalienable Rights, among these are Life, Liberty, and the Pursuit of Happiness..."	

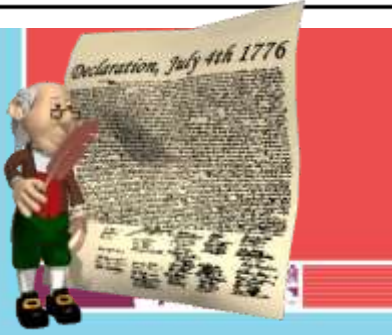
The Constitution of the United States, 1787

Quote	What Enlightened thinker did each idea come from?
"Article I: Legislative Power... Article II: Nature and Scope of Executive Power... Article III: Judicial Power, Courts, Judges..."	
"Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes law, be presented to the President: if he approves he shall sign it, but if not he shall [veto] it..."	
"... The Senate shall have the sole power to try all Impeachments. When the President is tried, the Chief Justice shall preside. Judgment in Cases of Impeachment shall not extend further than to removal of office..."	
Bill of Rights (in the Constitution)	
Amendment 1: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press..."	

The Declaration of Independence

Thomas Jefferson

1776



“...All men are created equal, that they are endowed by their Creator with certain unalienable **RIGHTS**, among these are **LIFE, LIBERTY,** and the Pursuit of Happiness...”

John Locke

The US Constitution

“Every Bill which shall have passed the House of Representatives and the Senate, shall, before it becomes law, be presented to the President; if he approves he shall sign it, but if not he shall [veto] it...”

Montesquieu

“Article I: Legislative Power...

Article II: Nature and Scope of Executive Power...

Article III: Judicial Power, Courts, Judges...”

Montesquieu

ENLIGHTENMENT READING & DEBATE:

- 1) **READ:** “Enlightenment – Document Packet #1” and answer all questions within.
- 2) **READ:** “Hobbes, Locke, Montesquieu, and Rousseau on Government” on pages 10-13 and answer “For Discussion and Writing Questions” on page 13.
- 3) Prepare for the debate as described on pages 13.



Swiss philosopher Jean-Jacques Rousseau thought that the best form of government was a direct democracy. (North American Association for the Study of Rousseau)

For Discussion and Writing

1. Of the four philosophers discussed in this article, which two do you think differed the most? Why?
2. Which of the democratic forms government proposed by Locke, Montesquieu, and Rousseau do you think is the best? Why?
3. Rousseau wrote in *The Social Contract*, “As soon as any man says of the affairs of the State ‘What does it matter to me?’ the State may be given up for lost.” What do you think he meant? How do you think his words relate to American democracy today?

For Further Reading:

A C T I V I T Y

The Philosophers Take a Stand

1. Divide the class into four groups, each taking on the role of Hobbes, Locke, Montesquieu, or Rousseau.
2. The members of each of the role group will need to research why their philosopher would agree or disagree with the debate topics listed below. The article contains some clues, but students should find out more about their philosophers’ views by using the school library and Internet.
3. After research has been completed, each role group will state its philosopher’s position on topic A. The groups should then debate the topic from the point of view of the philosopher they are role playing. Follow the same procedure for the rest of the topics.
4. After all the debates are finished, class members should discuss which one of the four philosophers they agree with the most and why.

Debate Topics

- A. The best form of government is a representative democracy.
- B. Only the president should have the power to declare war.
- C. A good way to make laws is for all the people to directly vote on them.
- D. Religion should be a part of the government.
- E. The government should have the authority to confiscate a person’s property for the public good.

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VII. Effects of the Enlightenment Period:

Secular Society

Questioning of Authority

Optimism

The French Revolution!



The French Revolution and Napoleon

Understanding Goal:
Ideas inspire action.



Investigative Question:

Was the French Revolution inevitable?

Explore: Based on the image above, how would you describe the climate in France during the French Revolution? How might Enlightenment ideas have contributed to this atmosphere?

Connect: Do you think revolution is sometimes unavoidable? Explain. How might life be different today if the American or French Revolution had never take place?

Phases of the French Revolution:

One: Liberal Phase, 1789-1792
--Constitutional Monarchy

Two: Radical Phase, 1793-1794
--Formation of the French Republic
--King Louis XVI and Marie Antoinette are beheaded!
--Robespierre and "The Reign of Terror"

Three: Reactionary Phase, 1795-1799
--The Directory is established
--Weakened central government

Four: Napoleonic Phase, 1799-1815
--The Republic ends
--Napoleon Bonaparte declares himself Emperor

Stages of the French Revolution

**National Assembly
(moderate phase)
1789-1791**

- Third Estate takes Tennis Court Oath
- Storming of Bastille
- Declaration of the Rights of Man and the Citizen
- National Assembly seizes church lands and puts Catholic Church under state control
- Paris Commune emerges
- Constitution of 1791 limits monarchy and creates Legislative Assembly
- Legislative Assembly declares war on Austria, Prussia, and Britain.

**National Assembly
(radical phase)
1792-1794**

- Radicals take control of Legislative Assembly and set up National Convention
- National Convention abolishes monarchy and declares France a republic
- Louis XVI and Marie Antoinette executed
- Committee of Public Safety set up
- Robespierre leads Reign of Terror: 40,000 people executed

**Directory
1795-1799**

- Moderate Constitution of 1795
- Five-man Directory established
- Riots suppressed
- Corrupt leadership
- Chaos threatened

**Age of Napoleon
1799-1815**

- Napoleon Bonaparte helps overthrow Directory
- Consulate set up with Napoleon as first consul
- Napoleon names himself consul for life, and later Emperor of the French
- Economic and religious reforms instituted
- Napoleonic Code established
- Military victories create French empire in Europe
- French defeat in Battle of the Nations leads to Napoleon's abdication and exile

I. French Social Order Before the Revolution:

First Estate--clergy

Second Estate--nobles

Third Estate—peasants
And bourgeoisie

Which social classes are riding
on the back of the common people?
How does this cartoon reveal some
of the causes of the French Rev.?



Hierarchy of French Social Order

The Estates (continued)

- The First and Second Estate paid no taxes. All of the taxes were paid by the peasantry!

The First Estate (The Church): They prayed for the King, so they were let off taxes. Their other responsibilities included the registration of births, marriages and deaths; they collected the tithe tax (10% of every peasants' produce); they censored books; operated schools and hospitals; and distributed charity to the poor.

The Second Estate (The Nobility): They fought for the King, so they were let off taxes. They also collected rent from the peasant population as well as customary dues [taxes] from the peasantry. There were dues on salt, cloth, bread and wine as well as on mills, granaries, presses and ovens.

Task: What is the message of this cartoon? (Tip: use the points listed above to help you answer!)



The First and Second Estates

"The young Duke of Sonfranc has just got out of bed. He is already rich and is heir to a fortune that would make a hundred families wealthy. His servant is putting his stockings on him; his butler is bringing a cup of chocolate, and his secretary is writing tender little notes to the many young women the bored duke is courting" - By an eighteenth century writer

"No less than 60% of the nobility lived in conditions where they found it hard to make ends meet. At the very bottom there were those who were too poor to possess a sword, a dog or a horse" - Historian Simon Schama

• How do these two sources differ in their description of what life was like for the First and Second Estates?

• Is it possible that both of them are telling the truth? Explain your answer.

A New Class: The Bourgeoisie

Wealthy

Educated

New Economic Elite

More Political Power

Began to Challenge
the power of the Nobility
and demand more rights



Video: "French Rev., Part I"



Q. What were the causes of the Revolution?
Pay attention! Your assignment follows!

CAUSES OF FRENCH REVOLUTION ASSIGNMENTS:

- *COMPLETE "CAUSES OF THE FRENCH REV. 1&2" AND "CAUSE OF THE FRENCH REVOLUTION: MID-TERM FACTORS"*



II. Origins of the Revolution:

The Enlightenment
“The Philosophes”

The American Revolution



Economic Causes:

Bankrupt State | Rural Poverty | Urban Poverty



Figure 11.1. A scene of rural poverty in France, 1830.

The French Monarchy's Economic Troubles



(above) King Louis and **Finance Minister Necker**

***Necker** could not get France out of debt from the French and Indian Wars. Tried to raise taxes → Made Third Estate angry!

Social Causes:

Which members of the Ancien Regime are struggling with each other here? →



The causes of the French Revolution

This cartoon was produced in the 1780s and is a comment on the social situation in France at that time. It can be used to help explain the causes of the French Revolution of 1789.

You have two tasks for this piece of homework. You should use your knowledge and evidence from your lessons on the causes of the French Revolution to help you complete the tasks.

1. Label the three figures in the cartoon by writing in the spaces provided:

- o Peasant
- o Priest
- o Noble



2. Use your own knowledge to explain how the cartoon can be used to describe the causes of the French Revolution.

Political Causes: How did these two kings increase tensions and problems before the Revolution?



Louis XV



Louis XVI

Dehumanizing the Monarchy



Louis XVI as a Pig



Marie-Antoinette as a Serpent

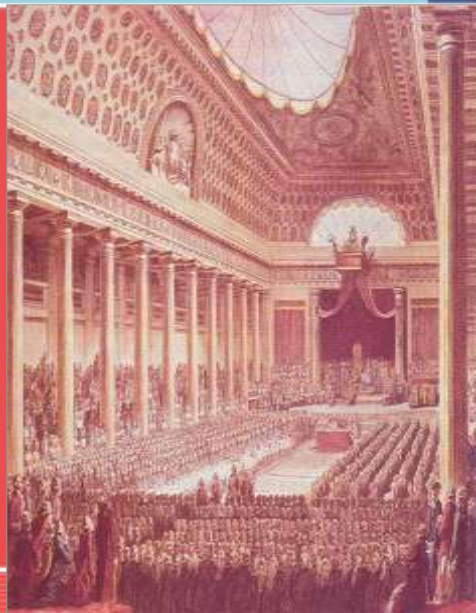
III. Phase One:

Summoning of The Estates General, May 1789

For the first time since 1614, the States-General met at Versailles.

Each of the three estates—clergy, nobility, and the third estate, or commons—presented its particular grievances to the crown.

The aspirations of the bourgeoisie were expressed by Abbé Sieyès in a widely circulated pamphlet that implied that the third estate and the nation were virtually identical.



Awakening the Third Estate



Tennis Court Oath: June 1789



- The **Tennis Court Oath** was a pledge signed by 577 members of France's Third Estate (also called the National Assembly) on June 20, 1789.
- After King Louis XVI locked the deputies of the Third Estate of the Estates-General out of the Palace of Versailles, they met instead in a nearby indoor tennis court where a **list of grievances** were drawn up. There, they adopted a pledge to continue to meet until a constitution had been written.
- It is often considered the start of the French Revolution.

Assignment on the Tennis Court Oath:

- *Directions: Read and complete “Change in France, 1788-1791” involving the debate over issues involving the National Assembly.*



IN THE TENNIS COURT

By Miss Reaney
www.GoodandBeautiful.com

In a desperate attempt to collect even more taxes, King Louis called a meeting of the ESTATES GENERAL in 1788. However the people from the Third Estate used the meeting as a chance to tell the King what they thought was wrong with France and their lives and demand improvements. When the King refused to listen, members of the Third Estate went to a nearby Tennis Court and made an OATH saying they would not move until the King had made improvements. In the Tennis Court several people made speeches:

Below are 'bits' of those speeches. In one colour show what 'bits' the peasants would have said. In another show what 'bits' the urban workers would have said and in a third colour show what the businessmen would have said. Use a fourth colour if all three could have said it.

Colour Key

Peasants	<input type="checkbox"/>
Urban Workers	<input type="checkbox"/>
Businessmen	<input type="checkbox"/>
All three	<input type="checkbox"/>

I deserve better treatment than this. I have just written a letter to my local newspaper about how hard I work and how much money my factory makes, yet I have no say in how this country is run. Down with the King.

Conditions in the factory where I work are terrible. It would be something to have a warm home to go back to but I don't even have that. I don't even know if I will have a job tomorrow. Why doesn't the King pass laws to improve working conditions?

The King tries nothing to stop the local aristocrat's animals wandering all over my land, ruining my crops. I am fed up.

Our lives are hard enough without having to work on the local aristocrat's land at harvest time for nothing. France needs to change.

This latest poor harvest has been the ruin of me. How can I survive now that I have lost my job in the textile factory? My family and me will starve.

Marie Antoinette is a disgrace. She spends money as if it were going out of fashion. The King just sits back and lets her. He is a disgrace too.

The system of taxes in France is criminal. It should have been changed years ago. I find them difficult enough to pay and I have some wealth. I can't imagine how the others in the Third Estate suffer. What makes it worse is how those nobles and clergymen get away with it.

TASK: CHOOSE TO BE ONE OF THE PEOPLE FROM THE THIRD ESTATE. WRITE THEIR TENNIS COURT SPEECH.

Storming the Bastille: July 14, 1789



Celebrating the Destruction of the Old Regime



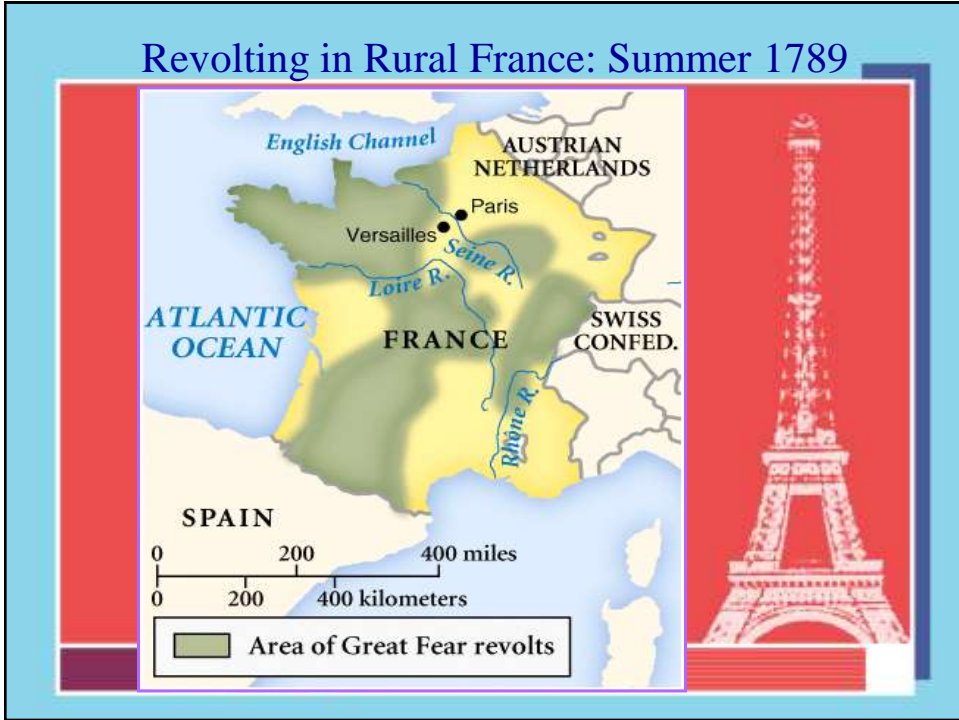
*La Journée mémorable de Versailles le Jeudi 5 Octobre 1789.
Après cette journée glorieuse plusieurs têtes de Nobles ont été
portées aux Fermes Nationales de Paris, telles par tout en Triomphe par un immense
peuple de la Nation Française.*



SUPPLICE
du Sieur Foulon.

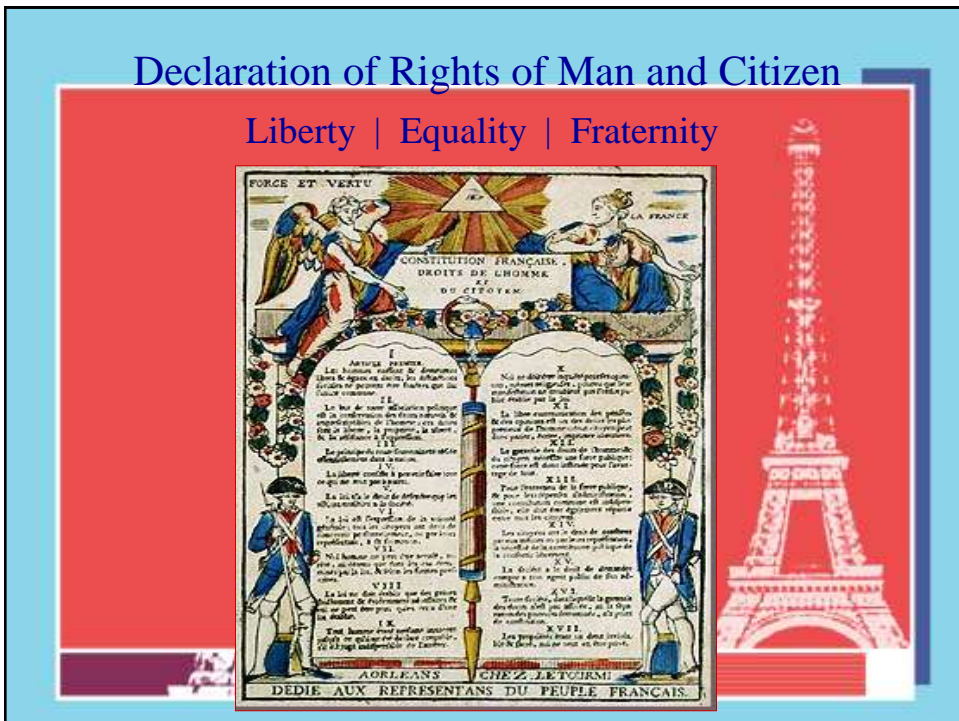
•Bread riots ensued. Wealthy governors and nobles who were hated during the Ancien Regime had their heads put on pikes by the rioting mobs.

Revolting in Rural France: Summer 1789



Declaration of Rights of Man and Citizen

Liberty | Equality | Fraternity



ASSIGNMENT:

- *WRITE A 250-WORD ESSAY, COMPARING/CONTRASTING “THE DECLARATION OF THE RIGHTS OF MAN AND CITIZEN” WITH “THE DECLARATION OF THE RIGHTS OF WOMAN AND CITIZEN.” FOCUS QUESTION: WHY DO YOU THINK THE SECOND DOCUMENT WAS WRITTEN DURING THE EARLY STAGES OF THE REVOLUTION?*



The King Accepting the 1791 Constitution

A Constitutional Monarchy was briefly established



The New Order

How does this cartoon represent the new social order of France during the French Revolution



Results of Phase One:

Constitutional Monarchy

Bourgeoisie and Noble
Benefactors



ASSIGNMENT:

- *Read “THE BEGINNING OF THE FRENCH REVOLUTION” FROM EYEWITNESS TOHISTORY.COM AND COMPLETE “THE REVOLUTIONS BEGINS!”*




IV. Phase Two:

- Civil Constitution of the Clergy, July 1790
--Clergy is stripped of many privileges, including ownership of land and freedom from taxation. Land is redistributed among the common people.

- Royal Family Flees, 1791



Drafting Monks into the Army



**• POLITICAL
CARTOON
ANALYSIS**

2. Look at the pictures.
(a) What particular event do you think they describe?

(b) Do the cartoonists approve of the King and Queen, or not? How do you know?

(c) How accurate are these cartoons as a representation of what really happened? Explain your answer.

The Royal Family was captured in 1791 after being accused of conspiring against the new government






By Miss Lewis www.SchoolHistory.co.uk

June 22nd 1791

Louis Tries to Escape!



The family of pigs is brought back to the pigsty!

Late on the evening of June 20th,

Louis plan was to

Things started to go wrong when

Louis and the rest of the royals were re-captured and

Symbolic Decline of the French Monarchy



Louis the Absolutist



LOUIS SEIZE
ROI DE FRANÇAIS (S)

Louis the Supporter of the Revolution

Symbolic Decline of the French Monarchy



Louis the Drunk



An Unrefined Louis



Louis on Trial, 1792



Louis being taken to the Guillotine

ASSIGNMENT:

- **COMPLETE:** “THE KING AND QUEEN” IN WHICH YOU WILL ANALYZE PRIMARY SOURCE QUOTES TO DETERMINE IF LOUIS XVI WAS A “GOOD” OR “BAD” KING!



How did Louis behave in 1789—1791?

Louis' behaviour in the years 1789—1791 is crucial in deciding whether or not Louis co-operated with the Assembly's attempts at reform.

- 1) When many nobles fled France after their chateaux were burned, Louis continued to support the nobles (known as emigrés) who were now living in the courts of other European monarchs, by sending money to them.
- 2) Marie-Antoinette (whose brother was Emperor of Austria) wrote to neighbouring monarchs stating that she and Louis wanted to leave France and that they hoped their absolute monarch friends would invade France, put down the revolution and restore Louis to absolute monarch. Louis agreed with his wife's actions, and himself wrote to the kings of Prussia, Spain and Sweden, as well as the emperors of Austria and Russia to suggest an alliance to put down the revolution.
- 3) During the night of June 20–21, 1791, Louis attempted to escape to Montmédy, near the Austrian Netherlands. He and his family were disguised and carried false passports. Once there, he hoped, he would rally the emigré nobles, get the support of Austria and return with an army. However, Louis's plan was filled with problems.
 - Firstly, the queen insisted that all the family travel together. This meant using a larger, slower coach, which, even with six horses had a top speed of only 10km per hour.
 - The bodyguards wore easily recognisable uniforms.
 - There were six people instead of five listed on the passport.
 - Louis himself was recognised on the route to Varennes, and a mob prevented his coach from proceeding.
 - Louis's advisers suggested he use his bodyguards to shoot their way through the mob, but Louis refused.

On June 22nd, Louis and his family were captured and brought back to Paris. The crowd along the way jeered them, but once in Paris, Louis and his family were greeted with a grim silence. Anyone who applauded the King was beaten, and anyone who insulted him was hanged. The National Assembly had to decide what to do with Louis... **What happened next???**



Source: E. Louis and family being brought back to Paris. The caption read, 'the family of pigs being brought back to the pigsty'

Well???

In the end, the Assembly decided to keep Louis as their CONSTITUTIONAL MONARCH (a monarch who has to obey the rules of a constitution). On September 3rd 1791, the constitution was proclaimed and Louis swore an oath of loyalty to it. On 30th September 1791, the National Assembly declared its work finished. It seemed the revolution was over.

We shall see...

Video: "French Rev., Part II."



Activity: Mock Trial of Louis XVI

- **Directions:** *Read and complete "The King and the Revolution" and "The Trial of Louis XVI" to become more familiar with the major arguments during the trial. Then, we will stage our own trial to see if history repeats itself!*



The Trial of the King

Trial Fact file

- ☐ The trial took place in December 1792.
- ☐ Louis could have lawyers, but could not call witnesses for the defence.
- ☐ The case was heard by the National Convention whose 749 deputies acted as judge and jury.

Reminder! Keywords!

National Convention – a bit like our parliament.
Deputy – A representative elected by the people to sit at the convention. A bit like our MP.
Treason – a crime against the country.

The Charges: Louis faced a total of 33 charges when he was put on trial in December 1792. They included bankrupting the nation, plotting against the revolution, trying to flee, accepting a constitution he despised, helping the Austrian invasion of France. In short, he was accused of being a traitor.

The case for the prosecution

Sources 1, 2 and 3 below highlight the case for the prosecution. Read them carefully.

Source 1. From a speech by a radical deputy, Gouppiteau.
 "Citizens, let me repeat his infamous words: 'In my heart I cannot approve the Revolution and the detestable constitution.'"

Source 2. From a speech by Saint-Just, the youngest deputy.
 "He expressed a free nation; he declared himself its enemy; he abused its laws; he must die to ensure the peacefulness of the people, since to assure his own he intended that the people be crushed. Monarchy is an outrage. No man can reign innocently. Louis is an alien among us and not a citizen. He must die."

Source 3. From a speech by Mailhe, a deputy from Toulouse.
 "After having accepted the 1791 constitution, Louis declared he was a prisoner. That was a signal for foreign powers to come to his aid. Instead of resisting the Prussian and Austrian invasions, he organized treason in all border towns. He continued to support the émigrés with money, and paralyzed the actions of the government. His acceptance of the constitution was just a trick to keep him on the throne while he waited for the foreign armies to re-establish his rule on the ruins of the constitution."

Tasks

- 1) Using the trial fact file, do you think Louis's trial will be a fair one? Explain why.
- 2) Read the sources. What is Louis accused of in: a) source 1; b) source 2, and c) source 3? (Write as many as you can)
- 3) What does Saint-Just think should happen to Louis?
- 4) What impression of Louis does sources 1, 2 and 3 give you? (Short paragraph with reference to specific sources please)



The case for the Defence

These sources were presented as Louis's defence. Read them carefully.

Source 4. From a speech by De Seze, one of Louis's defence lawyers.

"Louis was the first king to voluntarily give up some of his power for the good of the people. You called him the 'restorer of French liberty.'"

Source 5. From a speech by Malesherbes, one of Louis's defence lawyers.

"On 6th October 1789 at Versailles he ordered his armed guards not to defend him.

At Varennes he preferred to be brought back rather than cause the death of a single man.

You blame him for the blood that has been shed, but on 10 August 1792 he came to the Assembly to prevent it being shed."

Source 6. From Louis's own defence

"I have not broken the law since the constitution was introduced. I will defend each of my actions as morally correct and faithful to the letter of the law. I have done nothing except for the good of the people. I will argue for my life but not beg for it."

Source 7. Louis's response when questioned about hidden documents which showed him trying to encourage foreign armies to invade France, and trying to bribe deputies.

"I have no knowledge of it. It is not my handwriting."

Source 8. Louis's response to the charge of disorganizing the army.

"Never did the idea of counter revolution enter my head. There is not one word of truth in this accusation."

Tasks

- 1) Read sources 4 and 5. What defence does each source offer on behalf of Louis?
- 2) What opinion do you have of Louis after reading sources 4 and 5? Why?
- 3) Read sources 6, 7 and 8. What opinion of Louis do these sources give you? Explain how.
- 4) Read Louis's answers to the charges in sources 7 and 8 again. Do you believe him? Explain why.



The Mock Trial—What we need.

Directions: We will stage a mock trial in the classroom, having students role-play Louis XVI, the prosecution and defense teams, the judge and jury. Here's what we need, depending on the number of students in the class:

3 judges

1-3 attorneys for the defense (for King Louis XVI)

1 person for Louis XVI, 1 person for Queen Antoinette, 1 person as a French citizen.

1-3 attorneys for the prosecution (against Louis XVI)

1 sketch artist (Sketch the trial!)

3-12 jury members

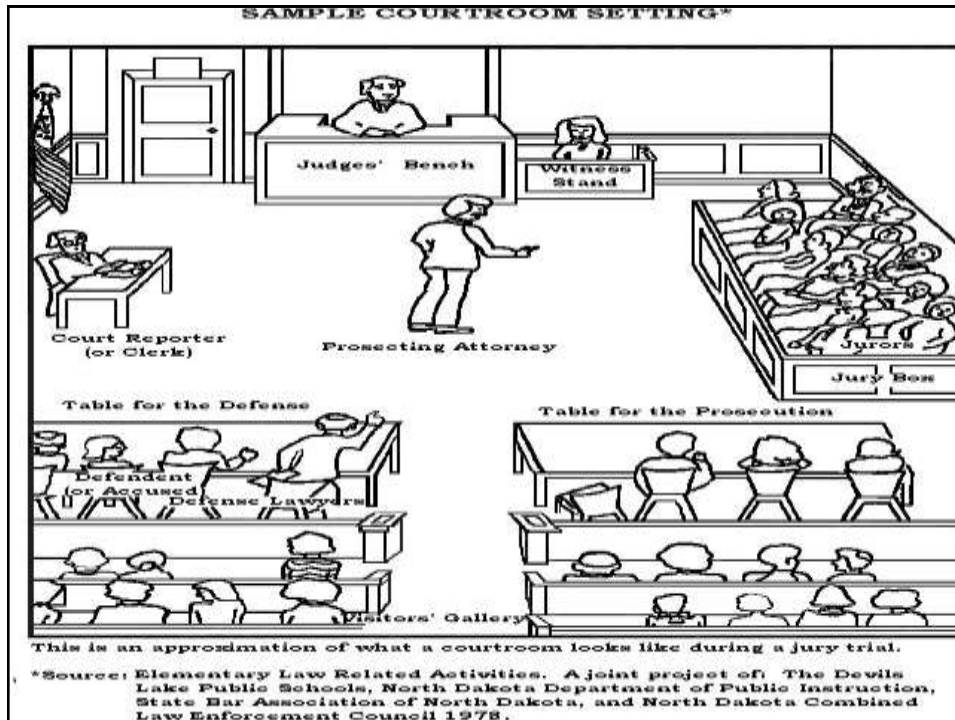
1 bailiff (optional)



What to do with the King?

- The National assembly was dissolved in 1792. New elections took place and the new parliament was known as the Convention. Many people were angry with the king and voted for deputies that were much less tolerant of him. So the new assembly quickly abolished the monarchy, declared a new French Republic and even a new system of dates (1792 was to be known as "Year 1")
- By this time the country was in a serious mess. Hundred of the King's supporters had been murdered in the "September Massacres" of 1791 and the other countries of Europe had threatened France with invasion if the King was harmed.
- The Convention then asked itself 4 questions, listed below. Your teacher will divide the class into two groups: the first group should fill in the "Yes" boxes; the second the "No" boxes. Go through the arguments as a class and then take a vote on each issue. Your teacher will tell you what the actual decisions were.

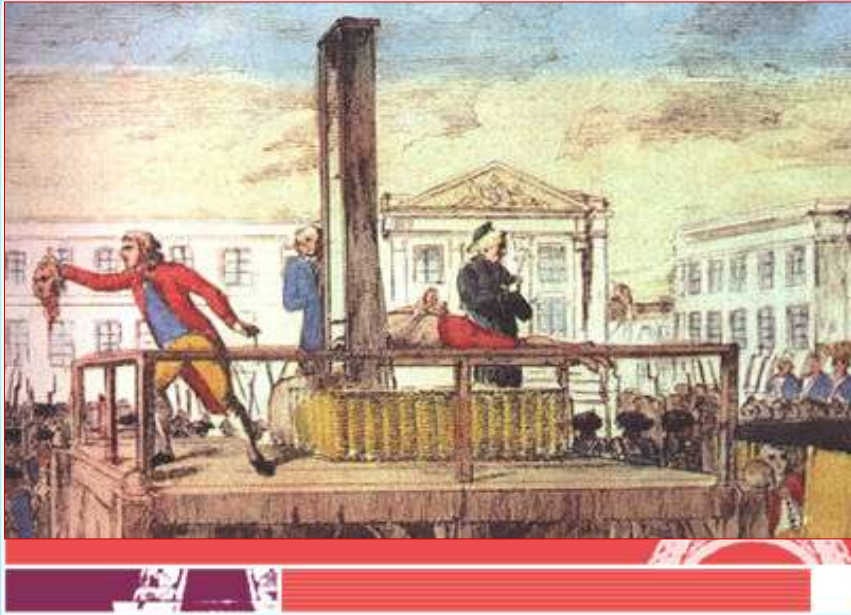
	Yes	No
Should the king be put on trial?	Argument:	Argument:
	Class decision:	
	Actual decision:	
Do we think that he is guilty of treason (betraying his country)?	Argument:	Argument:
	Class decision:	
	Actual decision:	
If he is guilty, should there be a referendum (national vote) to decide what punishment he should face?	Argument:	Argument:
	Class decision:	
	Actual decision:	
If we decide not to have a referendum, should we have him executed rather than sent to exile?	Argument:	Argument:
	Class decision:	
	Actual decision:	



Simplified Steps in a Trial:

1. Calling of Case by Bailiff: "All rise. The Court of _____ is now in session. Honorable Judge _____ presiding.
2. Opening Statement: First the prosecutor (criminal case) or plaintiff's attorney (civil case), then the defendant's attorney, explain what their evidence will be and what they will try to prove.
3. Prosecution's or Plaintiff's Case: Witnesses are called to testify (direct examination) and other physical evidence is introduced. Each witness called is cross-examined '(questioned so as to break down the story or be discredited) by the defense.
4. Defendant's Case: Same as the third step except that defense calls witnesses for direct examination; cross-examination by prosecution/plaintiff.
5. Closing Statement: An attorney for each side reviews the evidence presented and asks for a decision in his/her favor.
6. Jury Instructions (Jury Trials Only): The Judge explains to the jury appropriate rules of law that it is to consider in weighing the evidence. As a general rule, the prosecution (or the plaintiff in a civil case) must meet the burden of proof in order to prevail. In a criminal case this burden is very high. In order for the accused? Are some parts of the trial more important than others? Would you trust a jury of your peers to determine your guilt or innocence? Students should also explore their reactions to playing attorneys, witnesses, jurors, and the judge. What roles do each play in the trial process?

The Execution of Louis XVI, 1793



What was it like to be guillotined?



<http://www.metaphor.dk/guillotine/Pages/Guillot.html>

...with one stroke severed his head from his body. The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked around the scaffold. At first an awful silence prevailed, at length some cries of "Long Live the Republic!" were heard...the voices multiplied and in less than ten minutes this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air



21
January,
1793

4



Marie-Antoinette waiting to be executed. By Jacques-Louis David.
Does this drawing fit in with what you know already about the Queen?
Does it make you more or less sympathetic for her?

Assignment—Execution of a King!

- **Directions:** Read “The Execution of Louis XVI” from eyewitnesshistory.com and complete the worksheet “The Execution of the King”.
- **Then, time permitting we may either:**
- **Option #1:** Working in a group of 3-4, write/perform a short skit (approximately 2 pages), featuring Louis XVI and his execution! Include the following elements: 1) Setting with introduction to characters by the narrator, 2) Dialogue, explaining the events leading up to Louis’ execution, 3) a dramatic ending scene! Did Louis die with dignity and grace according to historic records? What were his final words? 4) A conclusion by the narrator about what his death means for France and the Revolution.
- **Option #2:** Read my pre-written skit and complete a front page newspaper account of the execution!



The Execution of the King

By Miss Lavelle www.SchoolHistory.co.uk

The Verdict: The outcome of Louis's trial was decided by a vote. The Jury of deputies had to answer three questions. Firstly, they had to decide whether or not Louis was guilty. All 693 deputies answered 'Yes'. Secondly, they had to decide whether there should be a referendum to decide his fate. 284 deputies said 'Yes', the rest said 'No'. Finally, the deputies were asked what the punishment should be. 321 said 'prison or exile', whilst 374 said the punishment should be death.

2nd January 1793—the day of the execution—preparations are made: The Convention needed to make sure that Louis's execution went smoothly. Troops were stationed at the entrances to the city to prevent crowds from entering or leaving. 200 Mounted guards and 1200 foot soldiers were to surround Louis's coach. There were around 80,000 armed men in Paris to ensure that problems did not arise. Louis's own preparations included having a final meeting with his family (source 1), attending mass at 6 o'clock in the morning, and passing on instructions to Clery, his servant (source 2).



Source 1: Louis meets with his family for the last time.

Source 2: Louis's instructions to Clery

"Will you give this seal to my son...the wedding ring to the Queen. Tell her that I leave her with a great deal of pain.

This little package contains locks of hair of all my family. Give it to her too. Tell the Queen, tell my dear children, that I had promised to see them this morning, but that I had wanted to spare them the pain of such a cruel separation."

The Execution: ...at around 10 o'clock, Louis arrived at the guillotine. At 10:22, he was dead (see source 3 and 4). As soon as the head came off, there were shouts from the crowd (see source 5). Louis's body was quickly taken to a cemetery in a wicker basket. He was then placed in a wooden coffin and buried in a mass grave. The Convention made every attempt to suppress any details of Louis's last days, in case a legend built up around his memory.

Sources 3 and 4 give two accounts of the execution of Louis.

Source 3 – a description of the execution by Mercier, a deputy to the Convention.

"His blood flows; grise of joy from 80,000 armed men round the air. His blood flows and there are people who dip a fingertip, a quill, a scrap of paper in it. One tastes it: It is slightly salt! An executioner on the scaffold side sells small bundles of his hair; people buy the ribbon that tied it. Everyone carries off a small bundle of his clothing or some other blood-stained remnant. The songs people go by, arm in arm, laughing and talking as if from some festivity. The rayons on the bloody square had their wine bottles emptied as usual. They sold cakes and patties around the beheaded body, which was put in the wicker basket of a common criminal."

Source 4 – a description of the execution by Bernard, a supporter of Louis.

"Louis XVI lost his life on Monday at half past ten in the morning, and to the very last he maintained the greatest possible calmness." He wished to speak to the people from the scaffold, but was seized by the executioners, who were following their orders, and who pushed him straight into the fatal blade. He was able to speak only these words: "I forgive my enemies; I trust that my death will be for the happiness of my people; but I grieve for France and I fear that she may suffer the losses of the Louis."

The King took of his coat himself at the foot of the scaffold, and when someone sought to help him he said cheerfully, "I do not need any help." He also refused help to climb onto the scaffold, and went up with a firm, graceful step.

After his death his body and head were immediately taken to the parish cemetery and thrown into a pit fifteen feet deep, where they were consumed by quicklime. And so there remains nothing of this unhappy prince except the memory of his virtues and his misfortunes."

Saucy Source words!

Sometimes written sources use descriptive words to emphasize a particular point or to encourage the reader to feel a particular way. It is important to read written sources very carefully, and to use a dictionary for any tricky words. Someone who did not support the king wrote source 3. The words and phrases he used, like 'slightly', meaning horrible and 'wicker basket of a common criminal' are there to subtly put-down Louis XVI. Source 4 was written by a supporter of Louis and so is much less jolly. It has a more reverent feel to it with phrases like 'lost his life' and 'virtues', meaning morals. The writer's description of Louis' speech lets the reader feel that Louis has mortified himself by giving his life for France. Some of the other words in both sources have been underlined to help you answer some questions later on. Try and find out what they mean!

Source 5 – The crowd cheers as Louis's head is severed from his body. "Long live the Republic! Long live liberty! Long live equality!"



Source 6—A sketch of Louis' execution, January 1793



Source 7. Extracts from a modern historian's account of the execution.

"He (Louis) pronounced these unforgettable words: 'I am innocent of all the crimes with which I am charged. I forgive those that are guilty of my death, and I pray God that the blood you are about to shed will never be required of France.' The king's last words were drowned out by the drummers."

??? Tasks ???

By Miss Lavelle
www.SchoolHistory.co.uk

Knowledge & Understanding.

Answer in full, detailed sentences. Explain each of your answers as fully as you can.

- 1) Look back at the verdict given by the Convention. How was Louis's fate decided? And by how many deputies?
- 2) How many deputies voted that there should NOT be a referendum?
- 3) Do you think Louis should have been sentenced to death? Explain your answer, remembering your previous work on Louis and his character and behaviour.
- 4) How did the following prepare for Louis's execution? a) The Government? b) Louis?
- 5) Why do you think so many armed guards were needed on the day of the execution?
- 6) Copy out the keywords and their meanings.

Source Work.

Use information from sources 1 – 7. Where necessary, quote from the sources. Use them to support your ideas. Try and link information from different sources together.

- 1) Using sources 1 and 2, what kind of relationship did Louis have with his family? Explain how you reached your answer.
- 2) Read source 3 carefully to yourself. What words or phrases does the writer use to give an atmosphere of fun and festivity to Louis's execution?
- 3) How does the writer of source 3 present Louis in a negative way?
- 4) Why might the writer have produced such an account?
- 5) Read source 4 carefully to yourself. How does this writer present Louis in a more positive way?
- 6) Why might the writer have produced an account like this?
- 7) How could an historian find out which of sources 3 and 4 is more reliable?
- 8) Look at source 5. What does this source suggest about the feeling of the people towards Louis?
- 9) Look at source 6. This is a sketch produced shortly after Louis's execution. Describe the sketch in detail.
- 10) Do you think a supporter of Louis produced source 6? Explain your answer.
- 11) Read source 7. How might someone in the crowd feel about Louis's execution after hearing these words?
- 12) Use sources 3 – 6. Imagine you were a spectator at Louis's execution. Write a diary extract to explain the event. Mention things like: the atmosphere at the scaffold, whether you managed to get a souvenir, the sights and sounds of the event, your hopes for France now that the King is dead.

Mr. Cegielski—World Studies

French Revolution Skit

Introduction: This skit was written by your teacher, Mr. Cegielski, who collected primary source quotes from participants during King Louis XVI's trial and execution during the French Revolution. Several students will be assigned parts to read in dramatic fashion. The rest of the class will serve as the French masses, calling for an end to the hated French monarchy and the beginning of a new French Republic, a radically different type of government designed to safeguard the natural rights of citizens.

The Participants: The narrator, King Louis XVI, court justices, executioners, angry French citizens

Narrator (introduction): The date is December 11, 1792. It is the final day of King Louis XVI's court trial. The courtroom is so crowded and full of anticipation that it is hard to breathe. Louis XVI sits before the court, offers his final pleas, and awaits the court's sentence.

Louis XVI: As the King of France, I request that you overlook my treatment of the French masses. You cannot expect the people to govern themselves! How ridiculous! The people shall recover from famine, sickness, the bread riots, and my taxes. France has had a monarchy for hundreds of years. My grandfather and great grandfather brought honor and glory to France! There is no precedent, nothing written in law that states that people have the right to execute their own king. Set me free!

Angry French citizens (in the courtroom): Boooooooooooo! Down with the king! Off with his head!

The Court Justices: "Louis, the French people accuse you of having committed a multitude of crimes in order to establish your tyranny by destroying its liberty. . . . You caused an army to march against the citizens of Paris; your satellites caused their blood to flow, and you withdrew this army only when the capture of the Bastille and the general insurrection apprised you that the people were victorious. . . . On 14 September [1791] you apparently accepted the Constitution; your speeches announced a desire to maintain it, and you worked to overthrow it before it even was achieved. . . . On 10 August [1792] you received the Swiss Guards at five o'clock in the morning, and the Swiss Guards fired first on the citizens. 33. You caused the blood of Frenchmen to flow. . . ." For these actions, Louis, the Court sentences you to death!

Angry French citizens (in the courtroom): Hooray! The hated King shall die!

Narrator: The date is December 25, 1792. King Louis XVI has been locked up in the tower of the Temple at Paris and awaits his execution. With tears of sadness and great pain, Louis begins to write his last will and testimony.

Louis XVI: Oh, what shall I write to my beloved wife, Queen Antoinette? Even though the French people have turned against me, I want to write something memorable. Hark goes. . . . "I hereby declare, in His presence, my last wishes and feelings.

I leave my soul to God, my creator; I pray Him to receive it in His mercy, not to judge it according to its merits but according to those of Our Lord Jesus Christ who has offered Himself as a sacrifice to God His Father for us other men, no matter how hardened, and for me first.

I beg all those whom I might have offended inadvertently (for I do not recall having knowingly offended any one), or those whom I may have given bad examples or scandals, to pardon the evil which they believe I could have done them. . . .

I beg my wife to forgive all the pain which she suffered for me, and the sorrows which I may have caused her in the course of our union; and she may feel sure that I hold nothing against her, if she has anything with which to reproach herself. . . .

I exhort my son, should he have the misfortune of becoming king, to remember he owes himself wholly to the happiness of his fellow citizens. . . . He can make the people happy only by ruling according to laws; but at the same time to remember that a king cannot make himself respected and do the good that is in his heart unless he has the necessary authority. . . .

I finish by declaring before God, and ready to appear before Him, that I do not reproach myself with any of the crimes with which I am charged."³³

Narrator: The date is January 21, 1793. It's cold and bitter outside today. "The carriage arrived . . . in the greatest silence, at the Place Louis XV, and came to a halt in the middle of a large empty space that had been left around the scaffold. This space was bordered with cannon; and beyond, as far as the eye could reach, was a multitude in arms. . . ." The crowd began to scream very insulting remarks.

Angry French citizens: There's our former King, the butcher! He made our women and children starve to death! Tonight, we shall eat bread again, raise our wine glasses, and make a toast to the King's death!

Narrator: As soon as the king descended from the carriage, three executioners surrounded him and wished to take off his coat."

The Executioners: Louis, we must strip you of your clothes in order to prepare you for the execution!

Louis XVI: Get away from me! How dare you place your hands on a king! I'll do it myself!

Narrator: "He undressed himself, untied his neckcloth, opened his shirt, and arranged it himself. The guards, whom the determined countenance of the King had for a moment disconcerted, seemed to recover their audacity. They surrounded him again and attempted to tie his hands."

Louis XVI (stands by the guillotine and withdraws his hands abruptly from the executioners): "What are you trying to do?"

The Executioners: "Tie you!"

Louis XVI: "Tie me! No, I will never consent; do what you are ordered to do, but I will not be tied; renounce that idea."

Narrator: "The executioners insisted, they lifted their voices, and seemed about to call for help in order to use force. . . . At these words he lifted his eyes to heaven with a sorrowing look that I cannot describe. . . . and, turning to the executioners, said:"

Louis XVI: "Do what you wish; I will drain the cup to the dregs."

drummers were in front of him, bearing their drums to signal the countdown to the execution. The executioners secured his head at the bottom of the guillotine, with the blade hanging still over his head. Louis XVI yelled these final words:

Louis XVI: "I die innocent of all the crimes imputed to me. I pardon the authors of my death, and pray God that the blood you are about to shed will never fall upon France."¹

Narrator: "The executioners seized him, the knife struck him, his head fell at fifteen minutes after ten. The executioners seized it by the hair, and showed it to the multitude, who cried..."²

Angry French citizens: "Long live the Republic!"

Narrator: "Thus died, at the age of thirty-eight years, four months, and twenty-eight days, Louis, sixteenth of his name, whose ancestors had reigned in France for more than eight hundred years. Immediately after the execution, the body of Louis was transported to the cemetery of the ancient Church of the Madeleine. It was placed in a pit six feet square, close to the wall of the Rue d'Anjou, and dissolved instantly by a great quantity of quicklime with which they took the precaution to cover it."³

A couple of days later, the French convention declared an end to the French monarchy and proclaimed a new Republic for France. The Convention addressed the people by stating: "Citizens, the tyrant is no more. For a long time the cries of the victims, whom war and domestic dissensions have spread over France and Europe, loudly protested his existence. He has paid his penalty, and only acclamations for the Republic and for Liberty have been heard from the people."⁴

Concluding Questions:

1. Describe several reasons why the Court found Louis XVI guilty.
2. Analyze Louis XVI's last will and testimony again. Why does he make an appeal to God? Does he forgive all of his enemies or does he still hold a grudge against them? Explain.
3. Did King Louis XVI die bravely and with dignity? Explain, using details from the text.
4. According to his very last words, does Louis XVI believe himself to be guilty? What are his last wishes for France?
5. What new type of government is set up following Louis XVI's trial and execution?

End notes:

- ¹ John Hall Stewart, ed., *A Documentary Survey of the French Revolution* (New York: Macmillan, 1951), pp. 388-389, 391.
² Archives Nationales, Paris, dated 25 Dec. 1792, given by the King to M. Baudrais, a municipal officer, on 21 Jan 1793, a few moments for he left for his place of execution. Baudrais immediately signed his name to authenticate it and deposited it with the commune, where it was signed and certified by Combonneau, the secretary, and Lomet, the vice-president.
³ E. L. Higgins, ed., *The French Revolution as Told by Contemporaries* (Boston: Houghton Mifflin, 1966), pp. 272-273.



January 22nd 1793

By His Lords www.schoolhistory.co.uk

Louis Executed!



The execution of the 'traitor' king.

Letters -- page 2
 History -- page 7
 Weather -- page 9
 Sports -- page 15
 In other news...
 'France to host Football World Cup in 1998'
 'French to become second language in English schools...but not for a while'

Yesterday, in Paris...

He was executed following his trial in December. Lawyers for the prosecution claimed that...

Louis and his defence lawyers claimed that...

He was found guilty and sentenced to death. On the day of the execution Louis was...

Reported by _____

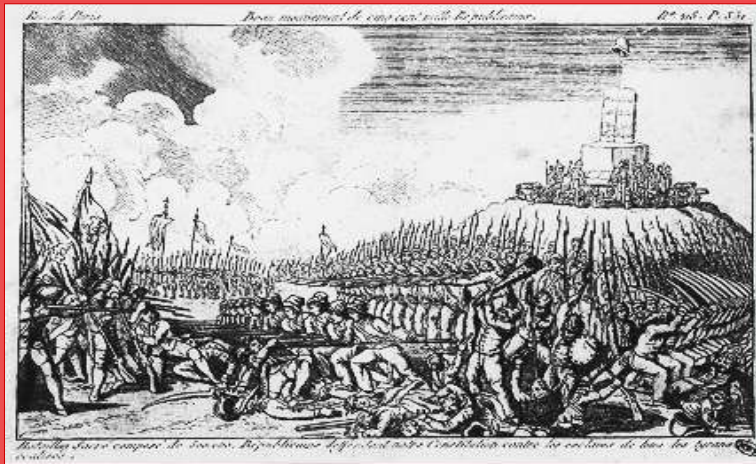
The National Convention, 1793



Jacobins vs. Girondins

Two opposing political factions fight for power

Foreign Wars



Austria | Prussia

Made many people worried about enemy spies who might attempt to overthrow The French Republic.

Committee of Public Safety and the Reign of Terror

A select circle of men led by **Maximilien Robespierre** during the French Republic

He justified the use of “terror” by claiming that enemy spies were trying to destroy the French Republic.

Result: Thousands of people were accused of being spies and guillotined!






The Terror
“The Revolution eats its children”

Following the execution of the King, the Convention argued about how the country should be run and how the war should be fought. This debate became much more heated following a peasant uprising in La Vendée against compulsory military service. Two main groups emerged with very different ideas.

Group	Leader	Idea
The Jacobins	Jean Marat Max Robespierre Georges Danton	“We must suspend free speech and liberty so we can win the war. Otherwise, there will be nothing left to defend.”
The Girondins	Madame Roland	“We must preserve the ideals of free speech and liberty at all costs. Otherwise the Revolution is not worth fighting for.”

Discussion point: Which of these two views do you agree with most?

In the end, the Jacobins seized control of the Convention and expelled the Girondins. Their main leaders were as follows:

		
Georges Danton	Jean-Paul Marat	Maximilien Robespierre
“We must dare, and again dare, and forever dare.”	“God has always been hard on the poor”.	“Every Revolution eats its children”
He was known for his ugliness – he had been twice gorged by a bull, and trampled over by a herd of pigs as a child.	He was known as “The Toad” due to his ugliness. Suffered from conjunctivitis, migraines and tuberculosis and a rare disease that left his skin peeling off in lumps.	He was a talented lawyer with amazing energy, dedication and intelligence, but with a streak of absolute ruthlessness.

Questions:
Which of the three quotes listed above do you find the most striking? Explain your answer carefully.

What happened to each man?

<p>Danton did not agree with Marat and Robespierre, who wanted the Girondins executed as "traitors to the Revolution" - so he was thrown out of the government. He felt Robespierre hadn't "got the balls" to arrest him, but he was wrong. He was sent to the guillotine. His last words were "Infamous Robespierre! The scaffold is calling for you! Your house shall be razed! You shall follow me!". He left instructions for his head to be held up for the crowd after his execution because "it's well worth a good look at!".</p>	 <p>DANTON</p>
<p>Marat was soaking himself in a herbal bath to relieve his sores when he was visited by Charlotte Corday, a woman who claimed to have details about a planned rebellion. Whilst he was jotting down notes, she stabbed him through the heart with a butcher's knife.</p>	
<p>Robespierre reacted to the death of Marat by declaring "Let Terror be the order of the day". During "The Terror" 40,000 people were guillotined in just a few months. He then totally lost it, calling himself "The Incorruptible" and organising a bizarre "Festival of the Supreme Being" in which he seemed to suggest that he was a God! In July 1794 (the "Coup de Thermidor"), police came to arrest Robespierre himself, who had part of his jaw shot off as he tried to escape. He was then carried, half-conscious, off to the Place de Revolution in Paris and was guillotined, facing upwards. A wax mask was made of his face (right) by Madame Tussaut, who exhibited her work in London and later opened a museum.</p>	

Optional: Debate: Who was the most evil of the Jacobins?
 Your teacher will divide you into three groups - 1, 2 and 3. Each group will then be divided into two smaller groups: A & B. Your tasks are outlined below:

	A	B
Group 1	For Danton	Against Marat
Group 2	For Marat	Against Robespierre
Group 3	For Robespierre	Against Danton


Next lesson, you will have a debate about who the most evil of these three men were. Using any sources available to you, produce
 "A's" should produce a case trying to convince the jury that your allocated character deserves to be remembered in a positive way.
 "B's" should produce a case trying to convince the jury that your allocated character deserves to be remembered in a negative way.

Using any sources available to you, write the speech following this format:
 Paragraph 1: His public life: things he has done for the Revolution
 Paragraph 2: His personal life: his personality and family life

In the debate, the "prosecution" and "defence" points will be heard in turn for each man. Each person will then have one vote: "A's" will be able to vote for the person they think is the most guilty; "B's" for the most innocent. The "innocent" votes will be subtracted from the "guilty" votes for each man to give him an overall score. The person with the highest score will be the most guilty.

Assignment:

COMPLETE THE "REIGN OF TERROR" WORKSHEET!



The Reign of Terror



The period following Louis's execution became known as 'The Terror'. In France, in the years 1793 — 1794, thousands of people suspected of anti-revolutionary activities or of helping France's enemies were sent to the guillotine. We need to look at the situation in France to understand why the reign of terror began. In January 1793, Louis was executed. In February, it was clear that the war was still going badly for France. And in March, there was a peasant revolt in Vendée, in the north-west. In August, the Jacobins declared that 'Terror is the order of the day'. By the late summer, many areas of France were rebelling against the new radical Jacobin government. Because of these threats to the stability of France, the Convention took emergency measures. It set up a Committee of Public Safety (source 1), which had twelve members. Measures such as setting up the Committee for Public Safety, were aimed at allowing the revolution to survive during a crisis. A fear of traitors had grown in France following revolution and war, and this led to another measure, revolutionary tribunals (sources 2 and 3). The law was changed to try folks quickly.

KEYWORDS
JACOBIN — radical sort of French revolutionary.
TERROUR — emergency government set up in 1793 — 1794.
GIRONDIN — moderate sort of French revolutionary.
TRIBUNAL — a hearing at court.
SANS-CULOTTES — urban workers who supported the revolution.

Source 1: Decree by Convention, April 1793 on the Committee of Public Safety.

"The Committee shall talk in secret; it shall be responsible for watching over the work of the government...under the critical circumstances it is authorised to take measures to defend the revolution against internal and external enemies."



Source 2: A painting of a revolutionary tribunal.

Source 3: Extract from a law introduced by the Committee for Public Safety, 17th September 1793, to deal with suspects brought to tribunals.

"Suspects shall be locked up... The proof necessary to convict enemies...can be any kind of evidence. If proof already exists there need be no further witnesses. The penalty for all offences under the law of revolutionary tribunal is death."

By Miss Lavells
www.SchoolHistory.co.uk

Who was executed? One of the first to be executed was Marie Antoinette, the former Queen. It is impossible to estimate how many people met their deaths. More than 12,000 were officially guillotined, but many others were shot, drowned or put to death some other way. The Terror was supposed to help the revolution survive, but it was not just the former members of the first and second estates who suffered at its hands. Of the 12,000 or so who were guillotined, 3031 were Nobles, 2923 were from the middle classes, 574 were from the clergy, 7875 were workers & peasants and 140 were of unknown classes. Some of those who faced tribunal were clearly treated in a most humane manner. Sources 4 and 5 show examples of individual cases where innocent French people were put to death unnecessarily.

CASE FILE: The Terror

Source 4: From the Execution Record, 1793.

A) - Jean-Baptiste Henry, aged 18, journeyman tailor, convicted of having sawn down a tree of liberty, executed 5th September, 1793.

B) - Marie Pileant, seamstress, convicted of having exclaimed that she was an aristocrat and that she did not care a fig for the nation, condemned to death and executed the same day.

C) - Henriette Françoise Marbeauf, aged 68, convicted of having hoped for the arrival of the Austrians and Prussians and of keeping food for them, condemned to death and executed the same day.

D) - Francois Bertrand, aged 37, publican, convicted of having provided the defenders of the country with sour wine, condemned and executed the same day.

E) - Jean Julien, wagoner having been sentenced to twelve years hard labour, took it into his head to cry 'long live the king', brought back to the Tribunal and condemned to death.

Source 5: a description of the Terror at Baudoux. "A Woman was charged with the crime of having wept at her husband's execution, she was condemned to sit for hours under the blade which shed upon her, drop by drop the blood of her dead husband...before she was released by death..."


The Jacobins controlled the Committee of Public Safety. The leading figure in the Committee was Maximilien Robespierre. (see the fact file). As you can see from source 4, the Committee allowed revolutionary tribunals to convict people without hearing evidence. This was called the Law of Suspects. In September 1793 the Convention passed a law called the Law of Suspects. People could now be put in prison without trial.

The Terror continues...
 There were many incidents of horror during the Terror. In Lyons, a Jacobin ordered 300 people to be executed by cannon fire as the guillotine was too slow. At Nantes, barges containing 2000 people were towed into the middle of the River Loire and sunk. Everyone drowned. Birds hovered above the water, eating dead flesh. The river water was so contaminated that fishing was banned. In Paris, thousands watched the executions. Women took their knitting with them, but were placed on the order the prisoners would be executed in.

Eventually, people got sick of all the killing, and by mid-1794, the Terror had died out. As the Austrian threat decreased so too did the need for the emergency government. Many now looked for someone to blame for the Reign of Terror. The leading Jacobin, Robespierre found himself at the centre of the blame, despite acting on the wishes and with the backing of the Convention, and was arrested and locked up. In July 1794, Robespierre found himself facing the same fate as thousands of other French people, the guillotine.

FACT FILE:

Maximilien Robespierre



1758 - Born in Arras.
 1780s - Becomes a lawyer; defends poor folk.
 1789-92 - Elected to Estates General, National Assembly, National Convention.
 Speaks out against slavery and death penalty. Becomes leading Jacobin member.
 July 1793 - elected to Committee of Public Safety.
 December 1793 - Suddenly comes out to support the Terror, offer years of recalling members of the committee who wanted to intensify it.
 1793-1794 - has many executed.
 July 1794 - denounced and executed by the Convention.
 July 28th 1794 - guillotined with 21 of his close supporters.



Stuff to do

By Miss Lavelle www.SchoolHistory.co.uk

Imagine you have been asked to say a few words about Robespierre at a remembrance service. Remember, you need to be respectful. No matter what you think of him, you need to write something that points him in a positive light. Use the fact file on the worksheet to help you start, but you need to also think about what others have said or written about him. Look at the sources on this task sheet. What do they tell you about him? You should aim to write around 150 – 200 words.



a cartoon attacking the Terror. The government of Robespierre - he is even guillotining himself

"Robespierre is extremely touchy and suspicious" (mayor of Paris 1794)

"The bastard isn't satisfied with being the boss, he's got to be God as well" (a sans-culottes)

"Robespierre was bred a butcher." (from the London Times)

"...dictatorship, he believed was the only way to stop the spread of evil." (Bertrand Barere 1832, he sat on the Committee with Robespierre)

"a depraved monster of small talent." (a government enquiry)


"...physically repulsive, humourless" (British newspaper, 1887)

He had been the equal of emperors and kings, he was the most hateful character in history" (Lord Acton, British historian, 1890s)


Robespierre: "One's duty is to punish traitors, to help the needy, respect the weak, defend the oppressed, do good to one's neighbour and behave justly." "Terror is nothing but quick and hard justice." " I detest the death penalty." "...in a revolution the state is at war, it doesn't have to follow all the laws."

- 1) Explain in a paragraph or two, what happened in France following the execution of King Louis.
- 2) What were the main causes of the 'Reign of Terror'?
- 3) Approximately what percentage of those guillotined were nobles and clergy?
- 4) Look at sources 1 – 5 and at the information on the Committee for Public Safety. Do you think the system of Tribunals in France was fair? Explain why, giving examples from each source.
- 5) Using sources 4 and 5, and the information on the Terror continuing, what examples of particular 'horrors' are there? Explain at least 3, in full.
- 6) How and why do you think the Terror came to an end?
- 7) Was Robespierre to blame for the Terror? Answer in a short paragraph, using the sources, the information and the fact file on Robespierre.

"Robespierre guillotining the executioner after having guillotined all Frenchmen"



5



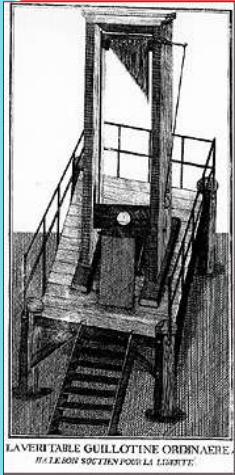
...to the right were the benches on which the accused were placed in several rows...to the left was the jury...

...the weighty knife was then dropped with a heavy fall; and, with incredible rapidity, two executioners tossed the body into the basket, while another threw the head after it...


...the next unfortunate soul was placed in position...

October, 1793


Enforcing the Revolution



L'AVERTABLE GUILLOTINE ORDINAIRE.
M. LEBLANC SOUS LE NOM DE LA LIBERTÉ.



VILLE DE PARIS DE LA MONTAGNE DE LA MONTAGNE.



Burning of Cities

Guillotine

Imprisonment

Revolutionary Culture: Destroying the Old Regime



Revolutionary Culture: Destroying the Old Regime



New Calendar



Lady Liberty as a Symbol of the Republic

Revolutionary Culture: Destroying the Old Regime



Priests and Nuns Encouraged to Marry

Death of Robespierre and End of Reactionary Phase

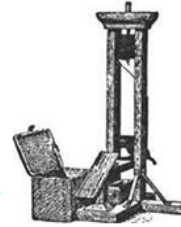
- Robespierre was eventually put on trial for his crimes against the French people.
- Ironically, like Louis XVI, he was executed in 1795.
- Committee of Public Safety is replaced by the **Directory**.



INTRODUCTION TO: The Guillotine

History and Use:

- Designed by Dr Joseph Guillotine, a man described as kindly and who wanted to make execution more humane, the guillotine quickly became a symbol of tyranny during the **French Revolution**.
- Victims were placed on a bench, face down, and their necks positioned between the uprights.
- The actual beheading was very quick - often to the gathered crowd's disgust - taking less than half a second from blade drop to the victim's head rolling into the waiting basket.
- However, debate rages over whether the quickness of the execution was humane or not, as many doctors put forward the notion that it could take up to 30 seconds before the victim lost consciousness.
- That piece of gruesome news would not have worried the crowd, which continually called for aristocratic and royalist blood to be spilt.
- An estimated 40,000 people died under Madame Guillotine in Paris alone.



Additional Facts and Figures

- Total weight of a Guillotine was about 580 kilos (1278lb)
- The blade weighed over 40 kilos (88.2lb)
- Height of side posts was just over 4m (14ft)
- The blade drop was 2.3m (88 inches)
- Power at impact was 400 kilos (888lb) per square inch.

PROJECT: DESIGN A FRENCH GUILLOTINE ON GOOGLE SKETCH UP!



PROJECT
Option #1:

Introduction: You will conduct research on the guillotines used during the French Revolution, specifically from 1791-1794, when King Louis XVI and 40,000 other French citizens were executed! Using the free program Google Sketch Up, you will design a 3-dimensional model of the guillotine! You can download the program at <http://sketchup.google.com/download/>.

Project Requirements:

- 1) The guillotine's look and design must look authentic for the period! Use appropriate colors and shading to achieve maximum 3-D effect!
- 2) Your 3-dimensional model must be to scale, reflecting the exact measurements of the guillotines used during the period!
- 3) In addition to your guillotine model, you must all create: 1) the raised platform which was placed on, 2) the public square, 3) a crowd of spectators (this can be downloaded from 3-D Warehouse), and 4) a surrounding one-block radius of French buildings. Again, the public square and buildings must reflect the architectural style of this period! Please research this on the Internet! (Do not create or import the Eiffel Tower into your project, since this was built much later!)
- 4) **Extra credit option:** If possible, you will animate the model, showing the blade falling down. But, please...do not show any blood or anyone's head being chopped off. The animation feature should be available if you download Google Sketch Up 7.

Warning: Do not import the guillotine, platform, public square, or any buildings from 3-D Warehouse. You must design these! If you are caught cheating, you will receive a zero for this project! Good luck and have fun with this!

The French Revolution Project

For our "big project", you have a choice between being a **Newspaper Reporter** observing and writing an article describing the situation as the French Revolution occurs. Or you can create a **Comic Strip**, illustrating the major events of the revolution. To do this project, you should use the following resources:

Mr. C's Notes and Worksheets
Internet Research
Textbook

Newspaper Reporter

If you chose this option, you will write at least four (4) newspaper articles, documenting the evolution of the French Revolution. Your "articles" should include the following:

- Titles like a newspaper article: "National Assembly Rescapes New Constitution."
- Dates: Remember, you are writing from 1789-1794.
- Written from the perspective of someone in France between 1789-1794.
- Written objectively - only the facts. Your opinions should not be present.
- Written in 3rd person.
- Typed, 12-point font, **DUAL COLUMN**, like a newspaper.
- Your four articles should capture the **BIG** events of the French Revolution. Within each article, **details** of the revolution should be described.

Comic Strip Author

If you chose this option, you will create at least four (4) comic strips, with at least three cells each, documenting the evolution of the French Revolution. Your comic strips should include the following:

- Hand-drawn or computer-animated.
- In color.
- Include listing of characters:
- A member of each of the three estates:
- A peasant
- A worker
- A Bourgeoisie
- Louis XVI
- Robespierre
- A woman
- A Swiss guard
- A Prussian or Austrian soldier
- Other: _____

Your four comic strips should capture the **BIG** events of the French Revolution. Within each comic strip, **details** of the revolution should be described.

A COMIC STRIP

PROJECT
Option #2:

V. Phase III: Reaction and the Directory



How does this cartoon poke fun at the weakness of the Directory? Who is the guy opening the drapes?

France in 1795 (an overview)

By Miss Lavellie www.SchoolHistory.co.uk

After the Terror ended in 1794, the constitution changed yet again. The JACOBINS and the SAN5-CULLOTTES were forced out of power and Politicians tried to find a moderate form of government that French people would support. It was decided that there should be five directors who would see that laws were carried out. However the new government, the **Directory**, had serious problems to deal with and by 1798 were in serious trouble. They had reached crisis point...

The government were running out of money - the foreign wars they were fighting were costly.

CRISIS!

France's armies had been badly defeated in wars in Italy.

There were severe food shortages

There were plots from royalists and extreme revolutionaries.

As things got worse for the Directory in France, one of the Directors (government leaders) began to look round for a general who could control France. Throughout History army generals have tried to take control of governments in crisis, and Robespierre had even warned of a '**coup d'état**' in 1792 when he said: *"Put yourself on guard against your generals, or a strong citizen might gain power and one day become your master."*

The choice fell on Napoleon Bonaparte - one of France's most successful military generals. (You will learn more about him next lesson) He had proved himself a brilliant general in wars across Europe and Africa and this had made him famous and popular in France. In 1799, Napoleon secretly left his armies who were still fighting in Egypt for France. When he landed, people of all opinions welcomed him. On 11th November 1799, Napoleon seized power.

A '**coup d'état**' is when a military government takes over a country illegally.



The Rise of Napoleon Bonaparte



Phase IV: The Napoleonic Era

- He promoted the spread of ideas from the Revolution throughout Europe as part of a propaganda campaign.
- Can this painting titled “Bonaparte Crossing the Alps” be considered propaganda?



The Rise of Napoleon

As you already know, Napoleon seized power in **November 1799**. But, who was he? And what had he done?

Napoleon Bonaparte was born on the island of Corsica in **1769**. He was the son of a noble. In **1784** Napoleon won a scholarship to the elite military training college in Paris. In **1785**, at the age of 16, Napoleon became second lieutenant in the artillery. Napoleon became sympathetic to the Revolution in **1789**. In the Battle of Toulon in **1793**, Napoleon led a victorious attack on a **Royalist** fort and was then promoted to Brigadier General. Napoleon gained more attention in **1796** when he put down a pro-royalist coup in Paris. He was promoted to Major General. In **1796**, Napoleon married Josephine Beauharnais. He was put in charge of the French army fighting the Austrians in Italy. Between **1796 and 1797**, Napoleon re-organized the French army and inspired the dispirited soldiers. They went on to win several great victories over the Austrians and Italians. The Austrians were forced to sign a ceasefire at Leoben in **1797**. Between **1798 and 1799** Napoleon's plans to attack the British went badly wrong. His army was ravaged by plague and sickness, and **Nelson's** British Navy destroyed many of Napoleon's own ships. Still, Napoleon seized Malta and had several victories in Egypt during the expedition. Napoleon returned to Paris in **August 1799**, after hearing of the military crisis facing France and on **November 11th 1799**, Napoleon seized control of France in the 'coup d'état' (or **Coup de Brumaire**). Following the Coup, a new constitution was introduced, and Napoleon was made **First Consul of France**. Then, on **December 2nd, 1804**, in the presence of the Pope, Napoleon crowned himself **Emperor**.

Bonjour mon est ches amis, c'est moi, Napoleon! Some keywords for you!
ROYALIST - a supporter of the King
NELSON - The British Admiral who defeated me!
COUP - a takeover of power
FIRST CONSUL - My title following the coup
EMPEROR - I crowned myself in 1804

TASK
 Complete a timeline of Napoleon's life using the information above.



Background Information

- *Born on the island of Corsica (Mediterranean)*
- *Trained in military service*
- *Participated in the French Revolution at an early age*
- *Supported Jacobins, but was also confused by the wide variation of ideas available during the French Revolution*



Napoleon Becomes Emperor



- 1799: A popular French general, **Napoleon Bonaparte** returned from his successful military campaigns in Italy and Egypt . He was fed up with the Directory and overthrew it to create a 3-member Consulate
 - 1802: Named himself Consul for life
 - 1804: Became emperor of the French
- **He was strongly supported by the French people****




Did you know?
 Napoleon suffered from Frohlich's Disease, which caused his sex organs to shrink!


Both Napoleon's appointment as First Consul of France and his coronation were put to the French People in a Referendum (vote). The French People had had enough of the political quarrels in France and now looked for strong leadership in Napoleon. Many observers abroad found it odd that France had agreed to have an Emperor so soon after removing a King. Many people in European Monarchies (such as Austria and Britain) had not supported the Revolution and therefore did not like Napoleon. They were more critical of the new Emperor of France.

SOURCE 1. "Frenchmen, without a doubt, you will see in what I did that I am a soldier who supports liberty and am a citizen who is devoted to the republic." - From a translation of the 'official' version of the coup, issued throughout France.

Source 2. Another version of the Coup by an English artist. The caption reads: The Corsican Crocodile abolishes the Council of Fiegs.



SOURCE 3: Napoleon's Coronation by the French painter David. David was a keen supporter of the Revolution.



SOURCE 4. "He stammered so much... it was clear his place was before soldiers rather than before an assembly." From the memoirs of Bourrienne, Napoleon's secretary. The two later fell out.

Tasks

- 1) Why did some people think it strange that the French people accepted Napoleon as their new Emperor?
- 2) Compare sources 1 and 3. How do Napoleon's words in the 'official' version of the coup contradict the scene pictured in source 3?
- 3) Look at source 2. Does it support or criticise the coup? Explain your answer.
- 4) Identify the people marked A, B and C in source 3. Why might we not trust this painting completely?
- 5) What impression of Napoleon does each of these sources give you?

Reforms Under Napoleon

- *Regulation of Economy: encouraged new industry, regulated prices, and built canals and roads*
- *Made Peace with the Catholic Church (Concordat of 1801)*
- *All careers were open to "talent"—means to satisfy all social classes*
- *Establishment of the Napoleonic Code*



How Did France Change Under Napoleon?

Napoleon has been remembered not only for his military victories, but also as a 'Great Reformer', bringing about improvements to France and French Society. Napoleon himself said, "I intend to keep the Revolution's useful changes, but not to abandon the good institutions it mistakenly destroyed." So, how did France change under Napoleon? And did it change for the better? To answer these questions, we need to look at France before, and during Napoleon's rule.

CHANGES TO EDUCATION

UNDER THE KING - Only the privileged went to schools, which were run by The Church. Pupils were taught respect for elders and religion.

THE REVOLUTION brought some change. Revolutionaries proclaimed that school was for everyone, and state schools were even proposed, but none were set up. The Aim was to encourage pupils to investigate and question.

UNDER NAPOLEON - The education system in France changed. Four grades of school were set up; primary, secondary, *lycées* (schools run on military lines) and technical schools. Schools now stressed the importance of obedience and military values - although primary education stayed almost as it had been before 1789. Science and maths became more important subjects in secondary schools. In 1814, 9000 pupils were attending the 36 lycées - out of a population of 30 million.

THINK! How much change had taken place in schools?



GOVERNING FRANCE



UNDER THE KING - Louis had absolute power, and could not be removed. There was no National Assembly (or Parliament) and there were no elections, so people did not have a say in who was in power in France. The King made all the laws, and as a result, some were very out of date such as the Estates system, and inequality of different groups in society.

THE REVOLUTION brought changes. There was no single ruler of France, and a National Assembly was elected by voters (all men). The Assembly made all the laws, which meant that many new laws were introduced.

UNDER NAPOLEON - More changes were introduced. Napoleon became Emperor of France, and could not be removed from power. There were two National Assemblies, with members chosen by Napoleon from candidates elected by the people. All men could vote, but after 1804, there were no elections. All laws were made by the Assemblies.

THINK! In what ways were the regimes of Napoleon and Louis different?

FRENCH SOCIETY

Napoleon tried to make sure that all major groups gained from his rule. For peasants, Napoleon made sure that they could keep their land by eradicating Feudalism. He restored the Catholic Church to its former importance through the Concordat, and the peasants no longer had to pay tithes. For the Nobles, Napoleon offered 'king-like' stability. He created titles for some people, though these new nobles had no special privileges. Napoleon tried to reward talented and hardworking people by setting up the Legion of Honour in 1802. It is still one of the highest honours you can receive in France today.

Some of the things said by Napoleon!

It is not what is true that counts, but what people think is true.

Public education does not suit women, as they are not called upon to live in public... marriage is their whole estimation.

The ignorant class will no longer exercise their influence on making laws or on government.



DID YOU KNOW? Napoleon introduced the Baccalauréat. (BAC) an exam still set in France today!

In France women are considered too highly. They should not be regarded as equal to men. In reality they are nothing more than machines for producing children.

THINK! What do these quotes tell us about Napoleon?

BUILDINGS AND ROADS.

Napoleon ordered the building of new roads, canals and bridges. Huge amounts of money were invested in improving the image of France's capital, Paris. Older buildings were improved, and new buildings were put up. A better network of roads was planned for Paris, and several memorials to the Revolution and to Napoleon himself were erected.

L'Arc de Triomphe, Paris - built in 1813 to celebrate Napoleons victories in wars all over Europe.



The Code Napoleon

- He established the **Code Napoléon** as the rule of law in France and in each new area he conquered.
 - Feudalism and serfdom were abolished, and freedom of religion was established.
 - Each area was granted a constitution, providing for universal male suffrage (voting rights) and a parliament and containing a bill of rights.
 - French-style administrative and judicial systems were required.
 - Schools were put under centralized administration, and free public schools were envisioned. Higher education was opened to all who qualified, regardless of class or religion.
 - Every state had an academy or institute for the promotion of the arts and sciences. Incomes were provided for eminent scholars, especially scientists.
 - Constitutional government remained only a promise, but progress and increased efficiency were widely realized.



The Creation of an Empire

- *1804-1814: Napoleon creates an empire by annexing territory*
 - Netherlands
 - Belgium
 - Parts of Italy
 - Parts of Germany
- *Napoleon cut Prussian territory in half*
- *Many countries signed treaties with France to avoid conflict*
- *Napoleon placed relatives on the thrones of several places to solidify his control*



Conflict with England

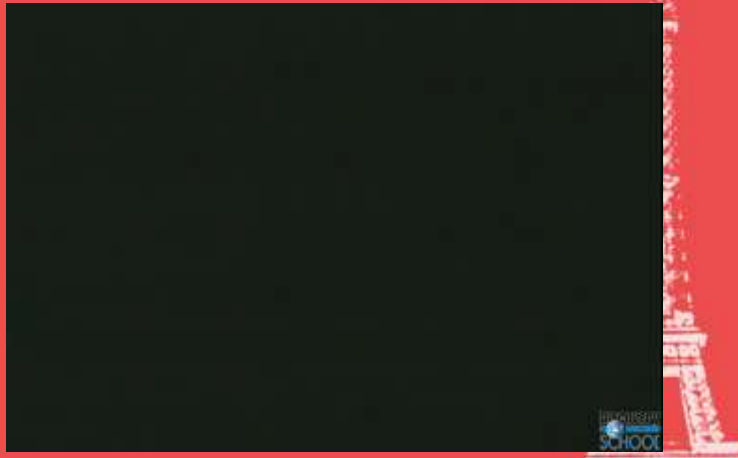
- *Traditionally, the French and the British have not gotten along well.*
- *1805: Napoleon prepares to invade England, but is stopped at the **Battle of Trafalgar**.*
- *Napoleon's **Continental System**: Closed European ports to British goods*



Napoleon's costly invasion of Russia! Why was this a mistake?



“Napoleon” Biography Video



Watch closely because your assignment follows after the video!

Napoleon Biography Questions:

- ***Discussion Questions***
- 1. Discuss how Napoleon’s background, early experiences in school, and the times in which he lived may have affected his character and leadership style. In the end, what part of his character do you think led to his downfall?
- 2. Explain the debate between aristocrats and philosophers over monarchy and democracy during the revolutionary period in France. Which side would you say Napoleon was on?
- 3. Analyze Napoleon’s role in the French Revolution and his speedy rise to power. What were his talents?
- 4. What were Napoleon’s first tasks as dictator? Explain and discuss why they were important.
- 5. Why do you think the French people accepted Napoleon as their sole leader not once but twice?
- After all, hadn’t they just fought a revolution to end the monarchy in France?
- 6. Compare and contrast both times Napoleon was exiled. Was he wise to try to return to power from Elba? What do you think should happen to defeated leaders today?

Group Activity: Do you accept Napoleon as your leader, the emperor of France?

- **Procedures**
- 1. Divide into committees of 3-4 so that you can have small-group discussions about Napoleon's attempt to regain power in 1815, after his 1814 exile to Elba.
- 2. Your first assignment is to research more details about Napoleon's defeat and exile in 1814. Locate the responses of various French men and women to those events, beginning perhaps with a thorough encyclopedia article about Napoleon. Students on each committee should identify reference sources and distribute them among themselves; each student on a committee should be responsible for reading and taking notes from one or more sources, with the entire committee covering all the identified sources.
- 3. Next, imagine that you are living in France in 1815 at various levels of society. Within the small groups, each student should state whether he or she would welcome Napoleon back to the position of emperor in France. Each student must also give reasons for holding his or her opinion on Napoleon's return.
- 4. For your statements, you must consider the following:
 - The goals and ideals of the French Revolution
 - Napoleon's accomplishments and failures up to 1814
 - The return of the monarchy under Louis XVIII
- 5. The goal of each committee is to create a consensus out of the views of its three or four members. That is, members of a committee may start off holding opposed positions about Napoleon's return but should arrive at one and only one position.
- 6. One member of each committee should present the committee's final decision to the class. Then, the several committee spokespeople need to work out and announce a joint statement on whether Napoleon should be allowed to return to France in 1815.

Napoleon is Defeated at Waterloo!

- He ruled France as Emperor and Dictator and continued to engage in wars of territorial expansion.
- He was defeated by England, France, and several other European powers at the **Battle of Waterloo** in 1815.
- He died in exile on the Island of St Helena in 1821.
- The monarchy was revived in France!



ASSIGNMENT—NAPOLEON CARTOON:

- *READ “THE BATTLE OF WATERLOO” AND “EXILE TO HELENA” FROM EYEWITNESSTOHISTORY.COM. THEN, USING THE HISTORICAL INFORMATION IN THESE READINGS, DRAW A COLORFUL, INTELLIGENT POLITICAL CARTOON, POKING FUN AT HIS DEFEAT AND EXILE. INCLUDE A TITLE CAPTION UNDERNEATH THE CARTOON, DESCRIBING WHAT’S GOING ON.*



Successes and Failures

- *Successes*
 - *Code Napoleon*
 - *Boost of French nationalism*
 - *Age of Napoleon is considered a glorious time in French history*
 - *Massive territorial expansion*
- *Failures*
 - *Continental System did not work*
 - *Trade restrictions hurt Europe*
 - *Merchants ignored Napoleon and smuggled in British goods*
 - *Napoleon’s huge miscalculation in Russia*



The Lasting Legacy of the French Revolution

- Were all of the ideals of the French Revolution lost during the Napoleonic Period?
- How are the ideas of the Enlightenment and the French Revolution still with us today?



Vocabulary Review:

- **Vocabulary**
- **abdicate**
- *Definition:* To formally relinquish a sovereign power.
- *Context:* On April 6, 1814, a humiliated emperor is forced to abdicate the throne.
- **armistice**
- *Definition:* Temporary suspension of hostilities by agreement between the opponents.
- *Context:* Napoleon has driven the Austrians back and secured an armistice, a peace treaty that gives France thousands of miles of new territory.
- **artillery**
- *Definition:* A branch of an army armed with crew-served mounted firearms.
- *Context:* Napoleon is commissioned as second lieutenant in the artillery, a fortuitous choice since new advances in weaponry and tactics are about to rewrite history.
- **coup**
- *Definition:* The violent overthrow or alteration of an existing government by a small group.
- *Context:* Napoleon's allies stage a coup and seize control of the government.
- **guillotine**
- *Definition:* A machine for beheading by means of a heavy blade that slides down in vertical guides.
- *Context:* In 1793, Louis XVI and Marie Antoinette are marched to the guillotine and beheaded.