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Teacher Overview

[Go directly to student-facing materials!](#)



SQ 8. Was the French Revolution successful?

SQ 9. What occurred during the National Assembly Stage of the French Revolution? To what extent did this stage of the revolution help the French people meet their revolutionary goals?



SQ 10. What occurred during the Radical Revolution Stage of the French Revolution? To what extent did this stage of the revolution help the French people meet their revolutionary goals?

Unit Essential Question(s): How do new ideas spark change? Do these changes last? [Link to Unit](#)

Supporting Question(s):

- What occurred during the National Assembly Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?

Objective(s):

- **Identify** the events that sparked the beginning of the French Revolution
- **Describe** how these events led to the beginning of the French Revolution
- **Describe** what occurred during the National Assembly Revolution Stage of the French Revolution
- **Evaluate** to what extent this stage of the revolution helped the French meet their revolutionary goals



Vocabulary

The following words are introduced or reinforced in this lesson. Reference the unit vocabulary tracker for more information. [Click here](#) for the New Visions Global History glossary.

Word/Phrase (part of speech)	Definition
Estates General (n.)	a legislative body made up of representatives from each of the three estates from all of France; called into order by Louis XVI to settle debt issues
representative (n.)	a person who speaks or acts for a group or community
decision-making (n.)	the process of making a choice
National Assembly (n.)	(1789-1791) the elected legislature in France during the first part of the French Revolution
Tennis Court Oath (n.)	(June 20, 1789) a promise by the members of the National Assembly to meet until a constitution was written and enacted
constitution (n.)	the set of basic laws and principles by which a nation, state, or other organization is governed
disband (v.)	break up
decree (n.)	an official order or decision by a ruler or government
abolish (v.)	to stop something from happening or end something
neglect (v.)	to give too little attention to; not take care of
contempt (n.)	the feeling or expression of angry disgust at something wicked, mean, or not worthy
distinction (n.)	a mark or feature that makes someone or something different
corruption (n.)	the act of making not honest
legislative (n.)	the part of a government that makes laws- parliament or congress
sanction (n.)	permission for an action; approval
executive (n.)	the part of a government that enforces laws- the president, governor, or mayor
judicial (n.)	having to do with judges, courts, or their activities

Formative Assessment Possible Responses

These responses represent possible answers to the formative assessment tasks in this lesson. They are not the only correct answers. Create your own list of possible responses before using this resource with students to anticipate student misconceptions and adjust your instruction.

Task 1

Event	How did this event help the French people meet their revolutionary goals?
1. The Decree Abolishing the Feudal System, August 4, 1789	This helped bring equality to France because classes like lords, knights, and serfs were made illegal.
2. The Declaration of the Rights of Man and Citizen, August 27, 1789	The Declaration of the Rights of Man and the Citizen stated the ideals of the revolution, which gave them goals to work towards.
3. The Women's March on Versailles, October 5th-6th, 1789	The women's March led to forcing the royal family to live in Paris, close to the revolutionary government.
4. The Constitution of 1791, September 3, 1791	The Constitution of 1791 limited the power of the king, giving more power to the people.

Task 2

Based on what you've learned so far, was the French Revolution successful? (Circle One)



YES	SOMEWHAT	NO
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Explain using evidence.

During the National Assembly Stage of the French Revolution, the revolutionaries removed some aspects of French society like the feudal system that created inequality and they took steps to take power away from the monarch and to the people like the Declaration of the Rights of Man and the Citizen and the Constitution of 1791.

Key Idea	Conceptual Understandings	Content Specifications
10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, CIV)	10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.

Social Studies Practices

NYS Social Studies Practices	New Visions Student Social Studies Practices
Comparison and Contextualization (C3)	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>Contextualize</p> </div> <div style="text-align: center;">  <p>Connect Cause and Effect</p> </div> </div>

NYS Common Core Learning Standards

Reading	Writing	Speaking and Listening
<p>Craft and Structure: CCSS.ELA-LITERACY.RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>CCSS.ELA-LITERACY.RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>Integration of Knowledge and Ideas: CCSS.ELA-LITERACY.RH.9-10.9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p>	<p>Text Types & Purposes: CCSS.ELA-LITERACY.WHST.9-10.1: Write arguments focused on <i>discipline-specific content</i>.</p>	<p>Comprehension and Collaboration: CCSS.ELA-LITERACY.SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

Associated Classroom Posters

[Student Social Studies Practices Poster](#)

What occurred during the National Assembly Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?

Objective:

- **Identify** the events that sparked the beginning of the French Revolution
- **Describe** how these events led to the beginning of the French Revolution
- **Describe** what occurred during the National Assembly Stage of the French Revolution
- **Evaluate** to what extent this stage of the revolution helped the French meet their revolutionary goals

Introduction: What events sparked the beginning of the French Revolution?




➔ **Directions:** Complete the prompt below.

By 1789, the social, political, and economic issues in France had worsened. Below, make a list of issues France experienced in the 1780s.

Social Issues	Political Issues	Economic Issues

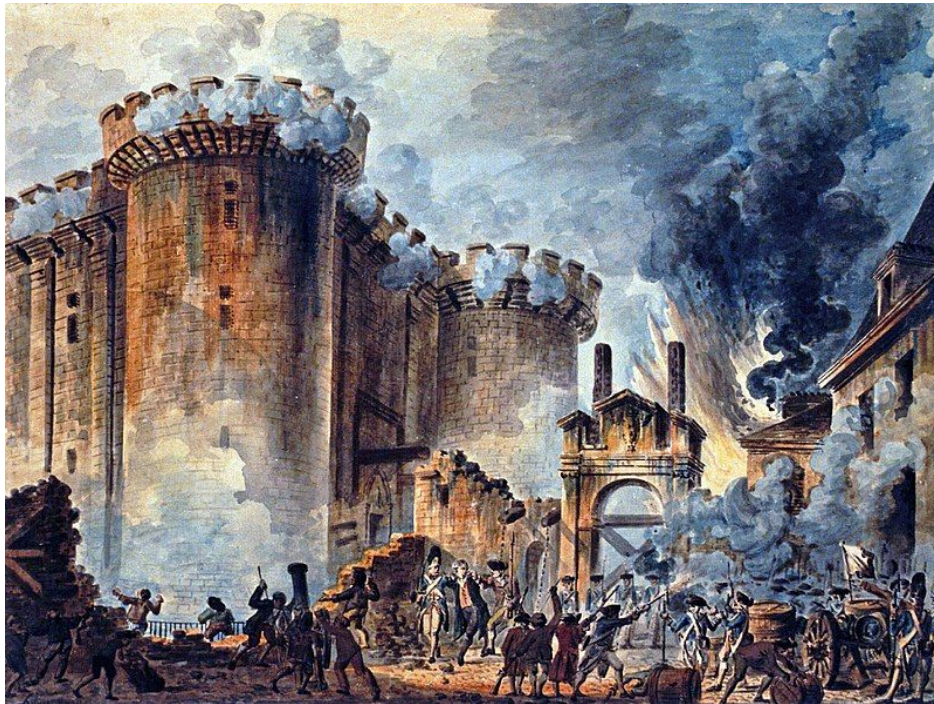
National Assembly Stage: 1789-1791

➔ **Directions:** Using the image and text below, respond to the questions.

<p>May 1789: Estates General</p>	<p>May 1789: National Assembly</p>	<p>June 1789: Tennis Court Oath</p>
 <p>The opening of the Estates General May 5, 1789 <small>Image is courtesy of Wikimedia Commons and is public domain</small></p>	 <p>National Assembly Coat of Arms <small>Image is courtesy of Wikimedia Commons and is public domain</small></p>	 <p>Drawing by Jacques-Louis David of the Tennis Court Oath. <small>Image is courtesy of Wikimedia Commons and is public domain</small></p>
<p>The Estates General was a general meeting where representatives from the French estates (the clergy, the nobility, and the commoners) gathered. The Estates General had not met since 1614. In May 1789, King Louis XVI called the three estates together in the midst of the social, political, and economic issues to discuss the problems that France faced.</p>	<p>At the Estates General each estate only had one vote. Even though the third estate, or the commoners, had the largest population, they did not receive what they felt was fair representation in the decision-making. The third estate feared that they would be overruled and outvoted. Because of this fear, the third estate broke away and formed the National Assembly in June 1789.</p>	<p>The National Assembly met at a tennis court nearby where they took the Tennis Court Oath. In the oath, they promised to not disband until they created a new national constitution. King Louis XVI attempted to force the National Assembly to disband, however, they refused. The king had to recognize the National Assembly. Some saw this recognition as a weakening of the king’s power.</p>
<p>1. What was the Estates General?</p>	<p>3. Why did the third estate form the National Assembly?</p>	<p>5. What was the tennis court oath? What was their goal?</p>
<p>2. How might the Estates General have moved France closer to a revolution?</p>	<p>4. How might the National Assembly have moved France closer to a revolution?</p>	<p>6. How might the Tennis Court Oath have moved France closer to a revolution?</p>

Adapted from [Source](#), [Source](#), and [Source](#)

July 1789: Storming the Bastille



The Storming of the Bastille by Jean-Pierre Houel, 1789

[Image](#) is courtesy of Wikimedia Commons and is public domain.



Watch [French Revolution - Storming of the Bastille](#) (26:08 to 31:55) and complete the questions below.

Why was the Bastille stormed?

Why was the Storming of the Bastille a turning point in French history?

THE FRENCH REVOLUTION BEGINS!

Based on what you've learned about the French Revolution's causes so far, what do you think the revolutionaries wanted to accomplish?

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The Decree Abolishing the Feudal System, August 4, 1789

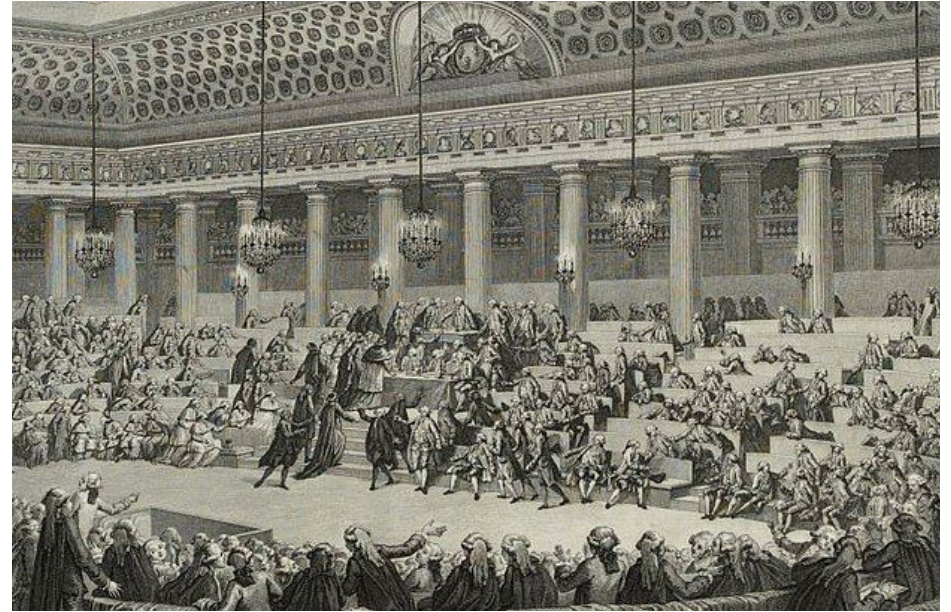
A **decree** is an official order from a government. The Decree Abolishing the Feudal System was passed by the National Assembly on August 4, 1789.

ARTICLE I. The National Assembly hereby completely **abolishes** the feudal system...

ARTICLE III. The exclusive right to hunt and to maintain unenclosed warrens [network of rabbit burrows] is likewise abolished, and every landowner shall have the right to kill, or to have destroyed on his own land, all kinds of game, observing, however, such police regulations as may be established with a view to the safety of the public.

ARTICLE V. Tithes [one-tenth of annual earnings taken as tax to support the Catholic church and its clergy] of every description...are abolished, on condition, however, that some other method be devised to provide for the expenses of divine worship, the support of the officiating clergy, for the assistance of the poor, for repairs and rebuilding of churches and parsonages, and for the maintenance of all institutions, seminaries, schools, academies, asylums, and organizations to which the present funds are devoted.

Source: Copyright © Hanover Historical Texts Collection. Used by permission of Hanover College, Hanover, IN. from the NYS Social Studies Toolkit. <http://www.c3teachers.org/inquiries/frenchrev/>



Print created by Charles Monnet and Isidore Helman depicting the passage of the Decree Abolishing the Feudal System. [Image](#) is courtesy of Wikimedia Commons and is public domain.

Purpose for Examining Document: To identify the revolutionary goals of the French Revolution.

<p style="text-align: center;">AUDIENCE</p> <p>Who was the intended audience of the source? What do you know about the audience?</p>	<p style="text-align: center;">PURPOSE</p> <p>What was the purpose of the source? Why did the author create it?</p>	<p style="text-align: center;">POINT OF VIEW</p> <p>What is the author's opinion? What claims does the author make? Why does the author have that opinion?</p>	<p style="text-align: center;">RELIABILITY</p> <p>Is the document <i>reliable</i>, <i>somewhat reliable</i>, or <i>unreliable</i> as a source of evidence for your research purpose? Why? What other sources would be helpful to corroborate?</p>

Excerpt from the Declaration of the Rights of Man and Citizen, August 27, 1789

The Declaration of the Rights of Man and of the Citizen was issued by the National Assembly on August 27, 1789.

The representatives of the French people, organized as a National Assembly, believing that the ignorance, **neglect**, or **contempt** [disgust] of the rights of man are the sole cause of public calamities [disaster] and of the corruption of governments, have determined to set forth in a solemn [serious] declaration the natural, unalienable [not able to be given away], and sacred rights of man...

1. Men are born and remain free and equal in rights. Social **distinctions** may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible [in law] rights of man. These rights are liberty, property, security, and resistance to oppression.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its foundation. It must be the same for all, whether it protects or punishes...
9. As all persons are held innocent until they shall have been declared guilty...
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, but shall be responsible for such abuses of this freedom as shall be defined by law.

Source: From *The French Revolution and Human Rights: A Brief Documentary History*, translated, edited, and with an introduction by Lynn Hunt. Copyright © 1996. Reprinted by permission of Bedford/St. Martin's. from the NYS Social Studies Toolkit. <http://www.c3teachers.org/inquiries/frenchrev/>

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October 1789: Women from Paris marched to the Palace at Versailles, captured Louis XVI and his family, and forced them to come to Paris.



Illustration of the Women's March on Versailles, October 5th and 6th, 1789

[Image](#) is courtesy of Wikimedia Commons and is public domain.



Watch [French Revolution - Women's March on Versailles](#) (31:55 to 39:38) and complete the questions below.

1. Why did the women (and men) march from Paris to Versailles?

2. What were King Louis XVI and his family forced to do as a result of the march?

Excerpt from Olympe de Gouges, The Declaration of the Rights of Woman and Citizen, September 1791

Marie Gouze (1748–93) was a self-educated butcher’s daughter from the south of France who, under the name Olympe de Gouges, wrote pamphlets and plays on a variety of issues, including slavery. De Gouges was executed in 1793 and condemned as a counterrevolutionary. [Source](#)

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. [We] have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman...

1. Woman is born free and remains equal to man in rights. Social **distinctions** may be based only on common utility.
2. The purpose of all political association is the preservation of the natural and imprescriptible rights of woman and man. These rights are liberty, property, security, and especially resistance to oppression.
6. The law should be the expression of the general will. All citizenesses and citizens should take part, in person or by their representatives, in its formation. It must be the same for everyone. All citizenesses and citizens, being equal in its eyes, should be equally admissible to all public dignities
11. The free communication of thoughts and opinions is one of the most precious of the rights of woman, since this liberty assures the recognition of children by their fathers...
13. For maintenance of public authority and for expenses of administration, taxation of women and men is equal; she takes part in all forced labor service, in all painful tasks...
16. Any society in which the guarantee of rights is not assured or the separation of powers not settled has no constitution. The constitution is null and void if the majority of individuals composing the nation has not cooperated in its drafting.

Source: From *The French Revolution and Human Rights: A Brief Documentary History*, translated, edited, and with an introduction by Lynn Hunt. Copyright © 1996. Reprinted by permission of Bedford/St. Martin’s. from the NYS Social Studies ToolKit. <http://www.c3teachers.org/inquiries/frenchrev/>

Purpose for Examining Document: To identify the revolutionary goals of the French Revolution.

<p>AUTHOR Who created the source? What do you know about the author?</p>	<p>AUDIENCE Who was the intended audience of the source? What do you know about the audience?</p>	<p>PURPOSE What was the purpose of the source? Why did the author create it?</p>	<p>POINT OF VIEW What is the author’s opinion? What claims does the author make? Why does the author have that opinion?</p>	<p>RELIABILITY Is the document <i>reliable</i>, <i>somewhat reliable</i>, or <i>unreliable</i> as a source of evidence for your research purpose? Why? What other sources would be helpful to corroborate?</p>

The Constitution of 1791, September 3, 1791

The Constitution of 1791 was the first constitution written during the French Revolution. This constitution abolished the monarchy.

3. The **legislative** power is delegated to a National Assembly, composed of temporary representatives freely elected by the people, to be exercised by it, with the **sanction** [approval] of the King, in the manner hereinafter determined.

4. The government is monarchical; the **executive** power is delegated to the King, to be exercised, under his authority, by ministers and other responsible agents in the manner hereinafter determined.

5. The **judicial** power is delegated to judges who are elected at stated times by the people.

Source: Excerpt from *The Constitution of 1791, September 3, 1791* from *The Constitutions and other Select Documents Illustrative of the History of France (1789-1907)*.

https://archive.org/stream/cu31924026370936/cu31924026370936_djvu.txt

3. Which Enlightenment philosopher most influenced this document? What is his idea called?

4. When the National Assembly creates a law, who has the power to approve it?

5. According to the Constitution of 1791, what role does the King have in the government?

SQ 9. What occurred during the National Assembly Stage of the French Revolution? During this stage, what were the revolutionaries able to achieve? How do we know?

➔ **Directions:** Based on what you have learned, complete the task below.



Contextualize



Connect Cause and Effect

Task 1

Event	How did this event help the French people meet their revolutionary goals?
1. The Decree Abolishing the Feudal System, August 4, 1789	
2. <i>The Declaration of the Rights of Man and Citizen</i> , August 27, 1789	
3. The Women’s March on Versailles, October 5th-6th, 1789	
4. The Constitution of 1791, September 3, 1791	

Task 2

Based on what you’ve learned so far, was the French Revolution successful? (Circle One)

YES	SOMEWHAT	NO
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Explain using evidence.