This unit plan covers 12 lessons and one summative assessment assignment for the French Revolution.

UNIT PLAN

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CURR 336
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The French Revolution

Though global exploration brought great economic and demographic changes to Europe, the centuries-old feudal social structure that had reigned during the Middle Ages largely remained in place. By the late 18th century, the economic, social and political oppression of the rising middle class engendered by feudalism, combined with Enlightenment ideas of equality, brought these two competing forces to a head. Nowhere was this clash more dramatic, violent and transformative than in France, where, beginning in 1789, the middle class seized power, ended the monarchy and sought to create a new nation based upon a common commitment to the equality of all citizens. The rise -- and fall -- of this revolutionary government serves as a case study for similar movements around the world during the 18th and 19th century, and helps answer the question: How effective is revolution as a means of creating, structuring and maintaining government?

Unit Learning Goals: Students will be able to communicate effectively the causes and outcomes of the French revolutions and identify major characters and signposts of the movement. Students should be able to do/know the following:

1. Identify Louis XVI and Marie Antoinette and why the Third Estate were upset with them
2. Describe who was in the First, Second, and Third Estates
3. Explain the causes of the French Revolution
4. Explain the Storming of the Bastille
5. Explain what the National Assembly was
6. Describe what happened at the Meeting of the Estates General and the Tennis Court Oath
7. Explain/describe the following: Maximilian Robespierre, Radicals, Jacobins and the Reign of Terror
8. Explain what the Declaration of the Rights of Man was and what it did
9. Explain/describe the role of Napoleon Bonaparte
10. Understand and explain the roles of different parties in the Congress of Vienna
11. Analyse the impact of key social, economic, and political issues, trends, and/or developments in
12. Evaluate the effectiveness of the revolution based on primary and secondary documents
### Lesson 1: Introduction to the French Revolution

**Morgan Sylvester**

<table>
<thead>
<tr>
<th>Overview</th>
<th>The idea of this lesson is to gauge the student’s prior knowledge of the French Revolution, as well as to introduce the background information of the French Revolution. This includes a brief introduction to the Three Estates, and the pre-revolution conditions of France and its economy. Most importantly, this lesson aim is to spark interest in the French Revolution with the students, and to help them understand the overall causes of the French Revolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>Students will be able to communicate effectively the inequalities endured throughout the French Revolution and establish a foundation of the events that took place in France at this time.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | Communities: Local, National, Global  
*Conflict and Cooperation*  
- Analyze key factors that have led to conflict and war  
- Describe the key factors that have motivated people to seek peace |
| Materials |  
- Snacks (Halloween treats, cupcakes, Timbits, etc. – of your choosing, as long as it follows classroom allergy restrictions)  
- Chalk/dry erase markers  
- Chalkboard/whiteboard  
- Printed copies of the two primary sources, enough for all students as listed in the lesson plan  
  o Appendix 1.1, 1.2, 1.3, 1.4  
- Slideshow information  
  o Appendix 1.5 |
| Plan of Instruction | **WARM UP (7 minutes)**  
1. Place a snack on every students’ desk  
2. Ask the students to then jot down everything they know about the French Revolution in their notebooks, or what they think happened during the French Revolution  
3. Choose 5 students to enjoy a treat with you, or you can enjoy the treats by yourself  
   a. When it comes to the snacks, you represent the monarchy, select students will represent the 1st and 2nd estates (clergy and nobility). The students who do not get to eat represent the third estate, the regular population. **Don’t reveal this to the students to maintain intrigue and wonder.**  
4. Observe the reactions of other students  
5. Have a seated student get another snack from some place else, potentially another student, and bring it to you. They do not get to eat the treat either |

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DISCUSSION (10 minutes)
1. Towards the end of the 7 minutes, create a mind map on the board and write down all of the students’ thoughts about the simulation
2. Provoke their wonder/thoughts. Ask them: how did you feel when you couldn’t eat the snack on your desk? Was it frustrating that only 5 of you were able to eat the snack? Were you confused why you couldn’t eat the snack if it was sitting on your desk?

MODELING (13 minutes)
1. Hand out the “Fill in the Blanks worksheet” Appendix 1.1
2. Remind students to listen carefully while you read the paragraph out loud, as they are to fill in the correct word where the blank is on their worksheet.
3. Story telling: read in a very animated and enthused voice the Appendix 1.2 (answer key)
   a. This is a way of introducing the French Revolution to the students giving the basic overview of events that took place
   b. The purpose behind this is to provide a basis of background knowledge and stimulate thinking
4. There is also further information in Appendix 1.5 that can be taught or given to students

GUIDED PRACTICE (10 minutes)
1. Have students work with their neighbors (3-4 students) and compare their notes. Did they all get the same words?
2. Ask students to discuss their thoughts on the beginning simulation with the information they now have learned
3. Ask students to write down 5 words they feel encompass the information they just learned and their feelings during the warm-up simulation
4. Ask students to compare the words they’ve chosen to those their neighbors have chosen
5. Ask students to engage in a scholarly discussion about why they chose the words they chose

INDEPENDENT ACTIVITY (20 minutes)
1. Extended Activity, instructions for students:
   a. There were many grievances among the French people, which led them to revolt. The French were so frustrated with the monarchy, which is why the
momentum for the French Revolution gathered steam in the late 1780s. Keeping in mind some of these reasons, observe the primary source given to you and on a piece of construction paper, write a slogan that you think captures one of the central concerns of the revolutionaries. You can decorate your poster or sign with images or flags from the French Revolution that you find in your textbook. On the back of your poster, support your slogan with evidence from your primary source and information learned in class. You may point form your support or write it in sentence form.

b. Appendix 1.3 and 1.4 are the two primary sources needed for this activity
c. Hand out the primary sources evenly to the students in the classroom (half of the class gets 1 primary source, the other half gets the other primary source)

**SHARING/DISCUSING/TEACHING (10 minutes)**

1. Have the students share their slogans with the rest of the class.
2. Have every student go around and share their slogan, display their poster, and in one quick sentence support their slogan with background information

**Assessment**

1. Have students display their posters around the room, name included on the poster
   a. They may use the tape provided to place it where they see fit on the classroom walls
2. These posters can be used as an assessment tool for grasping an understanding of what they took from the lesson
3. Look over the posters at the end of class or end of the day and read over their thoughts
   a. Use this to guide your understanding of what they took from the lesson
**Lesson 2: The Three Estates**

Anni Hummel

| **Overview** | This lesson is designed to familiarize students with the structure of French society pre-revolution. It focuses on the struggles of the third estate and moves on to analyze how and why these struggles brought about revolution and reform, as well as how they influenced progress within France as a nation. |
| **Learning Goal(s)** | Students will be able to explain the rights and privileges of each of the 3 estates.  
Students will be able to identify the problems associated with the three estate political structure of pre-revolution French society.  
Students will be able to analyze how the unfair structure of France contributed to the start of the revolution. |
| **Curriculum Expectations** | A1.1: formulate different types of questions to guide investigations into issues, events, and/or developments in world history  
A1.4: interpret and analyze evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry.  
A1.6: use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events and/or developments  
D1.1: explain some of the causes and consequences of key social developments and/or trends during this period  
D1.4: analyse key political events, issues, and/or developments in various regions during this period  
D3.1: assess the impact of new social, economic, and/or political ideas on various societies during this period. |
| **Materials** | - Scrap Paper  
- Chalkboard or white board  
- Pens or pencils  
- Baskets  
- Appendix 2.1  
- Appendix 2.2  
- Appendix 2.3, slideshow |
| **Plan of Instruction** | **WARM-UP (3 minutes)**  
1. Have students create a KWL chart (Know, Wondering, Learned)  
   a. Students will draw the chart on scrap paper and complete the K and W prior to the lesson (3 minutes) |
SIMULATION (15 minutes)
1. Split the class into 3 groups, each to represent one of the three estates. The group representing the third estate should make approximately ⅔ of the class, with the last quarter being divided into the first and second estates. The second estate should be slightly larger than the first.
2. Members of the third estate are now asked to divide into 3 groups – 1 group will be drawing bushels of wheat on scrap paper, then handing these to second group who will cut them out, then handing the cut outs to the third group which is run to the far side of the classroom and place them in one of the 2 baskets (it doesn’t matter which). At short intervals (30 secs-1min) the teacher will take a few pieces of wheat and throw them out and say the crops were destroyed from poor weather. This goes on for about 5- 10 minutes.
3. For every ten bushels the third estate were able to draw, they will receive 1 candy, however, the teacher, acting as tax collector, will remove half of the wheat and give it to the first and second estates, who have been watching the wheat activity in silence, making notes of what they see. First and second estates pay no taxes so no wheat is taken from them.
4. Repeat steps 2 and 3.

DISCUSSION/SHARING (35 minutes)
1. Discuss with you students some questions
   a. How is this system unfair?
   b. How did you feel in your estate?
2. As a class, list possible grievances that the third estate might have and write them on the board.
3. Distribute list of actual grievances from 1789. Give the 1st, 2nd and 3rd estate grievances to their corresponding group. (appendix 2.1)
   a. What are the similarities or differences?
   b. What do you think about the actual grievances?
   c. Do any of these surprise you?
   d. How would we address these?

DIRECT INSTRUCTION (10 minutes)
1. Lead the class through the powerpoint (appendix 2.2)

DISCUSSION (10 minutes)
1. Analysis of cartoon (appendix 2.3)
   a. What do you see?
   b. How is each estate represented?
<table>
<thead>
<tr>
<th><strong>Assessment</strong></th>
<th>c. How are the relationships between the estates represented?</th>
</tr>
</thead>
</table>

**WRAP-UP (2 minutes)**

1. Students to complete the L of their KWL charts and hand in.

KWL charts act as both assessment **AS** learning and assessment **FOR** learning forms of assessment. The K and W are to get students to assess their own knowledge, and the L is to inform the teacher of possible topics for review, determine what students already know, as well as to ensure students understood the major ideas within the lesson.
Lesson 3: Estates General and Tennis Court Oath
Anni Hummel

<table>
<thead>
<tr>
<th>Overview</th>
<th>This lesson explores the theme of progress and how the initial outbreak of revolution was an attempt at making progress within the oppressive and restrictive estate system. The lesson moves forward through a series of analyses of primary sources including the Declaration of the Rights of Man and the Citizen, as well as the female response, the Declaration of the Rights of Women. Students will analyse these documents through the context of progress, and try to determine their effectiveness.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>Students will be able to discuss the meaning of progress within the context of the French Revolution. Students will be able to explain the impact of the Tennis Court Oath. Students will be able to discuss the Declarations in relation to current human rights. Students will understand how the Declaration of the Rights of Man and the Citizen influenced the Revolution and incited new ideas regarding human rights.</td>
</tr>
<tr>
<td>Curriculum Expectations</td>
<td>A1.2: select and organize relevant evidence and information on aspects of world history A1.4: interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry. A1.8: communicate their ideas, arguments, and conclusions using various formats and styles, as appropriate for the audience and purpose. D1.4: analyze key political events, issues, and/or developments in various regions during this period, and assess their impact D2.1: assess the impact of significant revolutions and rebellions on various societies during this period. D2.5: analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies. D3.2: analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period.</td>
</tr>
<tr>
<td>Materials</td>
<td>- Computer/projector - Appendix 3.1 - Appendix 3.2 - Appendix 3.3 - Appendix 3.4</td>
</tr>
<tr>
<td>Plan of Instruction</td>
<td><strong>WARM-UP (15 minutes)</strong> 1. Think, Pair, Share: discussion of Progress and review of the estate system</td>
</tr>
</tbody>
</table>
a. What does it mean to have progress?
b. How do progress and change come about?
c. What kinds of progress have you witnessed in your life? Personally? Within society?

SIMULATION/DISCUSSION (20 minutes)
1. Recall list of grievances from previous class. One of the major one was not paying tax. Hold a mini Estates-General and vote on the taxation issue: Should the first and second estates be taxed?
2. Before voting, ask the students to sit in their original estate, and vote with that estate in mind. Have all students vote individually, but only tally 1 vote per estate (total of 3 votes).
   a. Shows the unfairness of the estate general.
3. In their estates, have students write up a short argument for why voted the way they did, why their vote matters, and how much their vote should count for.

DISCUSSION (5 minutes)
1. How do groups initiate change? How can they do this within an oppressive regime? What advantage did the third estate have? How might the third estate be able initiate change?

DIRECT INSTRUCTION (10 minutes)
1. Explain that the third estate decided to unite with the Tennis Court Oath – named for the tennis court the swearing took place in since the original meeting hall was locked.
2. The Tennis Court Oath stated that the third estate would hereby be called the National Assembly and would remain assembled until a new constitution was established.

DISCUSSION (30 minutes)
1. Analysis and discussion of primary source “The Declaration of the Rights of Man and the Citizen” (Appendix 3.1)
2. Fill in worksheet (Appendix 3.2)
3. Discuss with students
   a. Which of these rights are still important to people today?
   b. What is surprising about this document?
   c. Do you feel the document fully addresses the grievances previously discussed?
   d. Who, or what group, is not represented in the document?
4. Analyze and discuss the Declaration of the Rights of Women by Olympe de Gouges (Appendix 3.3)
5. Fill in the same worksheet for this document that you used for the Declaration of the Rights of Man (Appendix 3.2)
   a. Discuss the similarities and differences between the documents.
   b. Discuss worksheet answers (don’t need to be filled out yet, can be filled in during discussion).

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment FOR learning: The write-ups explaining why students voted a certain way will be used as assessment for learning so the teacher can monitor student progress and understanding of content learned so far.</td>
</tr>
<tr>
<td>Assessment AS and FOR learning: The document analysis worksheets will be used as assessment both for and as learning so students can reflect on their own learning from the documents and so that the teacher can assess how students are grasping the major ideas from the primary documents.</td>
</tr>
</tbody>
</table>
## Lesson 4: King Louis XVI and Marie Antoinette

### Katie Kinsmen

### Overview

This lesson aims to teach the students about the monarchy, King Louis XVI and Marie Antoinette, during the time of the French Revolution. This lesson will explain the reasons the French people were so angry at the monarchy and wanted to bring about change. It will start with an analysis of a few political cartoons then the students will be introduced to Louis and Marie through the provided power point. From here the students will be asked whether they believe that Louis and Marie Antoinette should have been executed or not. Split the class in half. They will then be given an objective of researching reasons why they are for or against these two monarchs being executed. The last 20 minutes of class will be used for them to debate.

### Learning Goal(s)

By the end of this class students should be able to identify the reasons why the French people hated the monarchy. They should know the key turning points in Louis XVI and Marie Antoinette’s lives.

### Curriculum Expectations

- **D1.4** analyse key political events, issues, and/or developments in various regions during this period, and assess their impact.
- **D2.1** assess the impact of significant revolutions and rebellions on various societies during this period.
- **D2.5** analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies.

### Materials

- Computer (projector for the slideshow)
- Students will also each need a computer or device that has the internet (Computers should be signed out)
- Blank pieces of paper for entire class (if doing option B for Guided Practice)

### Plan of Instruction

#### WARM UP (15 minutes)

1. For the minds on activity of the period, the class will be analyzing Appendix 4.1, 4.2 and 4.3.
2. Ask the students what they notice about these drawings. Get them to discuss in partners for a few minutes and then bring it back to a class discussion. *Does it depict the main focus of the cartoon in a positive or negative aspect? Based on what we know so far about the French Revolution, can anyone tell me who these two figures are?*
3. Once they have become aware that it is Louis XVI and Marie Antoinette show Appendix 4.4 and briefly explain who she is.
4. Do the same for Appendix 4.5. Let the students discuss the difference in the political cartoons versus the primary sources.

**Modification:** These photos can either be posted on the projector or you can distribute photocopies around the classroom. This may make it easier for students at the back of the room or students who prefer to work independently.

**MODELING (20 minutes)**
1. Put Appendix 4.6 on the projector and go through each slide with the students. There are 7 slides.
2. On slide 2 make sure to mention after all the points have been made that despite his best efforts King Louis XVI was an awkward man who was just not meant to rule a country.
3. On slide 3 explain to the students that when Louis and his family were caught trying to flee the country it makes them seem unpatriotic towards the people and cowards.
4. Slide 5: Explain that people did not like the marriage of Louis and Marie Antoinette to begin with because she came from Austria. She was known to spend money and so when the infamous Diamond necklace scandal took place it was the nail in the coffin for her.

**Modification:** You may print off the slideshow and hand it to some students who may use a computer or their writing is not as neat. This allows them to keep copies of their own notes under each slide for future reference. Also make sure to slow down if anyone asks you to do so.

**DISCUSSION (5 minutes)**
1. Allow the class to ask any questions that they may have on Louis XVI and Marie Antoinette.

**INDEPENDENT ACTIVITY (20 minutes)**
1. Ask the class based on what they have learned today whether they believe Marie Antoinette and Louis XVI were rightly executed. Based on who says what split the class into two sides. Explain that one side of the classroom is for the execution of the monarchs. The other half is against. Using computers provided (signed out through the school) or the students’ own computers explain to them that they have 15 minutes to find facts on the internet to support their side. Once time is up they will move the desks so they are facing each other.
Modification: Depending on how many computers there are available, students may have to pair up for this portion.

GUIDED PRACTICE (15 Minutes)
Debate
1. Once their time is up, instruct the FOR execution to the left side of the class and the AGAINST to the right side of the classroom. Explain to them that they will now be having a FRIENDLY debate.
2. As the teacher you will facilitate the entire thing. You are the one to time it and tell who is up next. The two teams can elect a leader if they would like or if the class can work well together allow them to raise their hand if they would like to be the next one to speak.
3. At the end of the class, declare a winner as to who had the best arguments.

OR

Activity called Silent Conversation
1. If your class tends to be a bit rowdy and a debate would probably cause tempers to flare you have a second option called Silent Conversation.
2. This requires you to assign them to partners. Partner A must be someone who was FOR the monarchs being executed. Partner B must be someone who was AGAINST the monarchs being executed.
3. Once they are with their partner put the blank piece of paper in front of them. Make sure each student has something to write with. They will SILENTLY on their paper start writing why they are for or against the execution. This will be a debate on paper and since they cannot talk it allows them to focus more on what they are writing.
4. Towards the last few minutes debrief with the students. Ask them some of the points that their partners and themselves brought up. Make sure they write their names on the paper and collect it to see where each student is at.

Assessment FOR learning: The students will be assessed on their answers during the debate as a checkpoint to see if they understand the reason that the French Revolution took place. They need to be able to grasp the main ideas of why the people of France hated the monarchy (no food, no money, monarchs living lavishly, etc.) They
will not be graded today it is to make sure they are all grasping the concepts and if you need to go over aspects that have previously been mentioned. (Can also be applied to Silent Conversation)

**Assessment AS Learning:** If you use the Silent Conversation, it will also include assessment as learning since you are able to take their written work from class and provide them with feedback as to whether they were grasping the concepts or not. They also learn from themselves as they ask questions and share their responses at the end of class.
## Lesson 5: Storming of the Bastille

**Erika Franco**

<table>
<thead>
<tr>
<th>Overview</th>
<th>In this lesson students will learn about the storming of the bastille during the French revolution. Duration: 75 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>Students will focus of the cause, significance and consequence of this major historical event.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | D2. Communities, Conflict, and Cooperation: analyze various international and regional conflicts as well as forces that united communities  
D3. Identity, Citizenship, and Heritage: explain how various social, political, and cultural forces affected identity, citizenship, and/or heritage  
E2. Communities, Conflict, and Cooperation: assess the impact of some key instances of conflict and international cooperation |
| Materials | - Video  
- Appendix 5.1, 5.2, 5.3, 5.4 |

### Warm Up (10 minutes)

1. Play video on storming of the bastille  
2. Before playing the video ask students to write down what they believe the storming of the bastille signified in France at this time in history. They have the choice of jotting down as many words as they can, make a mind map, or make simple sentences.

### Discussion (15 minutes)

1. Teacher will write down, “continuity and change,” in the middle of the chalk board. Students will be asked to share their ideas with the class and map it on the board. After discussing the video presented, ask the students why they think continuity and change is written at the center of their ideas.  
2. Ask the students how this video connects to the past three days of lessons. What do they believe led to the storming of the bastille? What have they learned that they can incorporate into our discussion?
**Modeling (15 minutes)**

1. Explain the idea of continuity and change to the class. Refer to the big six and point out the four key guidelines behind historical significance.
2. Write “storming of the bastille” on the board. Ask students to take 5 minutes and think about the storming of bastille, and how it relates to continuity and change. Allow them to talk amongst their neighbours and formulate ideas. Remind them to be able to support their answer and ideas.
3. Take this up as a class.

**Guided Practice (10 minutes)**

1. Pair the students and give them one sheet to complete between them, based on the information learned today. (Appendix 5.1)
2. The teacher will also have photos and primary source articles circulate the class to help guide them in answering their questions. (Appendix 5.2 and Appendix 5.3)
3. The teacher will circulate and help them answer any questions and well as provide guidance to students with more difficulties.
4. Answers will be taken up as a class.

**Independent Activity (20 minutes)**

1. Students will be given a comic sheet that they are to complete based on the “minds on” video they were shown. (Appendix 5.4) This will provide a visual summary of what occurred as well as show the significance of the Storming of the Bastille. This will be handed in and used as an evaluation.

**Sharing/Discussing/Teaching (5 minutes)**

1. Before students leave, the teacher will ask each student to write down one thing they learned from this lesson on the Storming of the Bastille, or one thing they do not understand. This will be used as an exit ticket.

**Assessment**

Students will submit their comic for evaluation. If they do not complete it in class, they will have until next class to do so.
Lesson 6: Symbols of the French Revolution
Morgan Sylvester

<table>
<thead>
<tr>
<th>Overview</th>
<th>This unit will cover the main symbols of the French Revolution and students will explore the significance of the symbols to the revolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>By the end of this class students will be able to understand the influence that symbols can have in historical events. They will also be able to identify the main symbols of the French Revolution.</td>
</tr>
</tbody>
</table>

| Curriculum Expectations | A1.2 select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources ensuring that their sources reflect a range of perspectives  
A1.6 use the concepts of historical thinking (i.e., historical significance, cause and consequence, continuity and change, and historical perspective) when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century  
C3.3 explain how artistic achievements in different societies during this period reflected or challenged notions of identity, citizenship, and/or heritage in those societies  
D3.2 analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period |

| Materials | - Computer/projector with speakers for slideshow and video  
- Video from YouTube: https://www.youtube.com/watch?v=n15yS4vakUE  
- White, red and blue paper, the thinner the better – preferably foil paper or scrapbooking paper  
  ○ You can cut these in half ahead of time, or have students cut them themselves  
- Scissors  
- Glue sticks  
- **the primary sources are on the slide show (the national anthem and the guillotine comic) and the students will discuss them during the modeling part of the class** |

<table>
<thead>
<tr>
<th>Plan of Instruction</th>
<th>WARM UP (10 minutes)</th>
</tr>
</thead>
</table>
| 1. Create a mind map on the board discussing what a symbol is and its role  
  - Have students think about the significance of a symbol, how it can change, who creates them, etc |
- Have them make connections with symbols they know in their lives and in other historical events
- Based on the knowledge they currently have on the French Revolution, have students predict what may be considered symbols

**MODELING (20 minutes)**
1. Go through the slideshow about the different symbols (Appendix 6.1)
2. Have students look at the comic of the guillotine on slide 7 before you share the notes on it
   a. Have them analyze what is in the image: what is on the ground? Who is acting as the workers of the guillotine? Why do these things matter?
3. Play the national anthem on slide 8 (the second primary source for this unit)
   a. Have students think about the words – are they still relevant today? Were they relevant at the time? Why or why not?

**GUIDED PRACTICE/INDEPENDENT ACTIVITY (40 minutes)**
1. Explain to the students that they will be making their own cockade today through an instructional video
2. Hand out the materials and allow the video to load

**DISCUSSION/SHARING (5 minutes)**
1. Discuss with the students if making the physical cockade changed their perspectives on the symbols
   a. If yes, why? If no, why not?
2. Get students to fill out their exit slips

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment AS learning: Students will complete an exit slip briefly explaining one symbol and its significance – they cannot choose the cockade</td>
</tr>
</tbody>
</table>
## Overview
This lesson aims to teach the students about the March on Versailles. The lesson will begin with a brief lecture that includes a power point. It will go into more detail about the anger of the females in France and how they did not appreciate the rising bread prices and shortages. Once the power point is done the students will have an opportunity to ask questions. Then the students will be given their independent activity that involves them taking on the character of either a woman during the March, Louis XVI or Marie Antoinette and writing a letter as that person.

## Learning Goal(s)
By the end of this class I will be able to understand the reasoning behind the March of Versailles.

## Curriculum Expectations
- D1.1 explain some of the causes and consequences of key social developments and/or trends in various regions during this period.
- D1.4 analyse key political events, issues, and/or developments in various regions during this period, and assess their impact.
- D2.1 assess the impact of significant revolutions and rebellions on various societies during this period.
- D2.5 analyse gender roles and relations in various societies during this period, with a particular focus on how traditional gender relations were challenged or reinforced in these societies.

## Materials
- Computer/Projector Needed for Slideshow
- Handouts

## Plan of Instruction
### MODELING (25 minutes)
1. Have Appendix 4.1 on the screen as the students come into the class.
2. You will go through the slideshow with the class. Always make sure to pause for any questions.
3. Main points to make sure come through while lecturing: There was a bread shortage and prices were rising. The people were so angry they walked 12 miles in the rain. They wanted change.
4. Before moving onto discussion, read Appendix 7.2 out loud to the class.

### DISCUSSION (5 Minutes)
1. When the slide show is over and Appendix 7.2 has been read ask the students if they can ever think of a time when they
were so upset that they would have walked 12 miles in the rain to do something about it.

2. Ask them if they understand why all these things are setting into motion a political change. Allow them to ask any questions they may have.

**INDEPENDENT ACTIVITY (40 Minutes)**

1. Hand out Appendix 7.3 to the class. Explain to them that they will have the rest of class time to work on. It should be hand written.
2. Make sure to tell them that four key events that have already happened from the Revolution must be mentioned and they are only taking on the persona of ONE person mentioned on the handout.
3. Make sure to walk around the room and monitor what the students are doing. Also make sure to note if anyone is struggling.

MODIFICATION: If students need a computer to write this then that is fine. They also should be finished at the end of class but if not they can take it home to work on it that night but remind them that it is due in class the next day.

**Assessment**

Assessment **AS** and **OF** learning

1. This letter allows the student to reflect on key events that they have learned from the unit so far and can apply it to their letter.
2. Handing it in to you also allows you to investigate where each student is at with the unit and whether they are grasping the how’s and whys of the French Revolution.
**Lesson 8:**
Anni Hummel

<table>
<thead>
<tr>
<th>Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>This lesson is taught in an expert group/jigsaw format. The lesson acts as an overview of the political landscape during the French revolution. It consolidates previous lessons about the monarchy and republic and introduces upcoming topics surrounding the reign of terror and the directory.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to identify the different political structures which governed during the French Revolution. Students will be able to explain how each system of government functioned, as well as why it rose to power and subsequently fell.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1.1: Students will formulate different types of questions to guide investigations into issues, events, and/or developments in world history</td>
</tr>
<tr>
<td>A1.2: select and organize relevant evidence and information on aspects of world history since the fifteenth century from a variety of primary and secondary sources.</td>
</tr>
<tr>
<td>A1.4 interpret and analyse evidence and information relevant to their investigations, using various tools, strategies, and approaches appropriate for historical inquiry</td>
</tr>
<tr>
<td>D1.1 explain some of the causes and consequences of key social developments and/or trends in various regions during this period</td>
</tr>
<tr>
<td>D1.4 analyse key political events, issues, and/or developments in various regions during this period, and assess their impact</td>
</tr>
<tr>
<td>D2.1 assess the impact of significant revolutions and rebellions on various societies during this period</td>
</tr>
<tr>
<td>D3.1 assess the impact of new social, economic, and/or political ideas on various societies during this period</td>
</tr>
<tr>
<td>D3.2 analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Class set of laptops or tablets</td>
</tr>
<tr>
<td>- Appendix 8.1</td>
</tr>
<tr>
<td>- Appendix 8.2</td>
</tr>
<tr>
<td>- Appendix 8.3</td>
</tr>
<tr>
<td>- Appendix 8.4</td>
</tr>
<tr>
<td>- Appendix 8.5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Plan of Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>WARM-UP DISCUSSION (5 minutes)</strong></td>
</tr>
<tr>
<td>1. What characterizes political instability? What might cause this?</td>
</tr>
<tr>
<td><strong>JIGSAW (60 minutes, 30 minutes PER PART)</strong></td>
</tr>
<tr>
<td>1. Stations on monarchy in France (pre 1789), Republic (1792-1793), Reign of Terror (1793-1794), Directory (1795-1799). All members of the group will “become experts” on their topic. (30 minutes). Each group will begin their research by formulating questions initiated by a primary source. Each group will aim to answer the 5 Ws (and how) with their research.</td>
</tr>
</tbody>
</table>
- Primary Sources:
  - Monarchy in France (1789-1791) - Appendix 8.1
  - Republic (1792-1793) – Appendix 8.2
  - Reign of Terror (1793-1794) – Appendix 8.3
  - Directory (1795-1799) – Appendix 8.4

2. One person from each group creates a new group, 4 people in each, 1 from each expert group. Each person has approximately 5 minutes to tell their groups about their topic while group members fill in graphic organizers (appendix 8.5) and prepare 1 question for presenter.

**CONSOLIDATING DISCUSSION (10 minutes)**
1. Why was the French revolution a period of political instability?
2. How do you think this instability affected everyday citizens?

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment FOR and AS learning: The graphic organizers function as assessment as and for learning. Students can use them to give feedback to each other (peer assessment), as well as monitor their own intake of information and note taking skills (self-assessment). Assessment FOR learning: The organizers can also be used for learning once handed in, so that the teacher can prepare subsequent lessons according to the knowledge students were able to gather on each topic.</td>
</tr>
</tbody>
</table>
**Lesson 9: Reign of Terror**  
Erika Franco

| Overview | In this lesson students will learn about the Power of Robespierre and how he leads the Reign of Terror during the French Revolution.  
Duration: 75 minutes |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>Students will prove their understanding of the topic through a simulation game as well as participation in class activities.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | B2. Communities, Conflict, and Cooperation: analyse relations between various groups, and between different groups and the environment, and assess the impact of these interrelationships  
D1. Social, Economic, and Political Context: describe various social, economic, and political events, trends, and analyse their key causes and consequences |
| Materials | - Video  
- Appendix 9.1  
- Appendix 9.2  
- Appendix 9.3  
- Appendix 9.4 |
| Plan of Instruction | **WARM UP (5 minutes)**  
1. Show class, “Robespierre and the reign of terror”:  
**DISCUSSION (15 minutes)**  
1. Give students a mini-lecture explaining the Reign of Terror and Robespierre.  
**MODELING (10 minutes)**  
1. Show students reign of terror photo-timeline while choosing volunteers in the class to re-cap the events that occurred. (Appendix 9.1)  
**GUIDED PRACTICE (15 minutes)**  
1. Put students in small groups and give them seven events that took place during the reign of terror, on pre-cut slips of terror. Based on
what they remember, ask them to put the events in order. Once they are done, have them stick their timeline on the board. (Appendix 9.2)

**INDEPENDENT ACTIVITY (20 minutes)**
1. Have students read, “The terror Justified” by Maximilian Robespierre. (Appendix 9.3) In partners have them discuss how terror kept him in power and if they can think of any contemporary politicians who used fear to gain power.
2. Share as a class.

**SHARING/DISCUSING/TEACHING (10 minutes)**
1. Introduce simulation game to class. (Appendix 9.4)

**Assessment**
Assign each student a role for the simulation game and track their participation throughout the week.
<table>
<thead>
<tr>
<th>Overview</th>
<th>During this activity students will learn about power and the French state. Duration 75 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Goal(s)</td>
<td>To learn how Napoleon Bonaparte rose to be one of the greatest figures in world history and to know how he ended the French Revolution with his coup d’état of 18 Brumaire.</td>
</tr>
</tbody>
</table>
| Curriculum Expectations | A1. Historical Inquiry: use the historical inquiry process and the concepts of historical thinking when investigating aspects of world history  
D1. Social, Economic, and Political Context: explain the impact of the lives of people in two or more regions of the world |
| Materials | • Appendix 10.1  
• Appendix 10.2  
• Appendix 10.3  
• Appendix 10.4  
• Appendix 10.5 |
| Plan of Instruction | **WARM UP (15 minutes)**  
1. Display two photos of Napoleon Bonaparte (Appendix 10.1 & Appendix 10.2). Ask students to get into groups and guess:  
   - Which photo is from a British Perspective, which is French  
   - How this people in the Photos are dressed  
   - Who were they?  
   - Are they liked or disliked?  
2. Take up answers as a class  
**DISCUSSION (10 minutes)**  
1. Teacher should summarize who Napoleon was based off the information gathered in the photo. It should be mentioned that this man was responsible for ending the revolution.  
**MODELING (10 minutes)**  
1. Teacher will display map of Europe on the overhead projector. (Appendix 10.3) The countries that Napoleon frequented will be pointed out to the class. The teacher will mention that he had a long history before coming to France and it was part of why he was such an important historical figure.
**GUIDED PRACTICE (10 minutes)**
1. The class will be divided into eight small groups. Each group will receive a paragraph that builds a map of Napoleon’s life (Appendix 10.4). Each group will receive a piece of chart paper where they will summarize their paragraph into bullet points, and then state why this information is important.
2. The teacher will circulate and ask guiding questions as well as respond to any doubts.

**INDEPENDENT ACTIVITY (15 minutes)**
1. Once the guided task is completed, one member of each group will take their chart paper and go to the front of the class to present. The teacher will ask the students to silently organize themselves in a straight line that is chronological. One by one each student will present their chart paper. The rest of the class will fill in the black squares on their sheet. (Appendix 10.5)

**SHARING/DISCUSING/TEACHING (15 minutes)**
1. The teacher will explain to the students that Napoleon was made emperor of France and lead the coup d’état. This will be further explained through the clip of the movie, Napoleon (2002).
   https://www.youtube.com/watch?v=gUOsMQhiQcQ

**Assessment**
Students will be evaluated on their contribution to the group task as they’re learning. The teacher will circulate and check off the students’ name for participation.
**Lesson 11: Napoleon Bonaparte**

*Morgan Sylvester*

<table>
<thead>
<tr>
<th><strong>Overview</strong></th>
<th>Napoleon’s life and rise to power will be looked at, as well as his influence on France.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Goal(s)</strong></td>
<td>Students will be able to explain why Napoleon came to power and how he lost this power. Students will be able to identify the main beliefs that Napoleon held and why.</td>
</tr>
</tbody>
</table>
| **Curriculum Expectations** | A1.1 formulate different types of questions to guide investigations into issues, events, and/or developments in world history since the fifteenth century  
A1.6 use the concepts of historical thinking when analysing, evaluating evidence about, and formulating conclusions and/or judgements regarding historical issues, events, and/or developments in world history since the fifteenth century  
A2.3 apply the knowledge and skills developed in the study of world history since the fifteenth century when analysing current social, economic, and/or political issues, in order to enhance their understanding of these issues and their role as informed citizens  
D1.1 explain some of the causes and consequences of key social developments and/or trends in various regions during this period  
D1.4 analyse key political events, issues, and/or developments in various regions during this period, and assess their impact  
D2.2 assess the impact of war in various countries and/or regions during this period  
D3.1 assess the impact of new social, economic, and/or political ideas on various societies during this period  
D3.5 explain the role of some key political figures in various societies during this period, and assess their contribution to the development of identity, citizenship, and/or heritage in those societies |
| **Materials** | - Computer/projector for slideshow  
- Appendix 11.1, 11.2, 11.3 |
| **Plan of Instruction** | **WARM UP** (5 minutes)  
1. Review with students what was covered the last lesson by asking them some guiding questions  
   a. What did we cover yesterday? What do we already know about Napoleon?  
**MODELING** (35 minutes)  
2. Mini lecture on Napoleon Bonaparte  
3. At slide 9 hand out the Napoleonic Code Excerpt handout (Appendix 11.2) |
<table>
<thead>
<tr>
<th>GUIDED PRACTICE (15 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Have students look at the names of the books that comprise the code</td>
</tr>
<tr>
<td>a. Students will write notes on their observations of the text</td>
</tr>
<tr>
<td>i. Is there significance to the sections? Why is covered in each? What significance do the</td>
</tr>
<tr>
<td>subsections have?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INDEPENDENT ACTIVITY (20 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Hand out appendix 11.3 for students; the primary source of quotes from Napoleon</td>
</tr>
<tr>
<td>2. They can work alone or in pairs to fill out their hand out</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will hand in appendix 11.3, if unable to finish in class they can hand it in next</td>
</tr>
<tr>
<td>class</td>
</tr>
</tbody>
</table>
## Lesson 12: A Return to Peace

**Katie Kinsman**

### Overview

This is the last lesson of the unit. It deals with the Congress of Vienna and how the major European countries came together to end the aftermath of the French Revolution and Napoleon. This lesson will start out with a KWL chart with the students so they can go over the key concepts of the unit and let the teacher know if there are any things they are still unsure of. The lesson will then move onto the power point about the Congress of Vienna and Metternich. Leave time for the students to ask questions. Once that is complete, the students will be put in five different groups. They are the five powerful countries of Europe at this time. They will spend the class doing research on their country and the others and towards the end of the class will have their very own Congress of Vienna and will come to an agreement of some sort.

### Learning Goal(s)

By the end of this class I will be able to connect the fall of Napoleon with the Congress of Vienna and can analyze how the Congress of Vienna will affect Europe for the next 100 years.

### Curriculum Expectations

- **D1.4** analyse key political events, issues, and/or developments in various regions during this period, and assess their impact.
- **D2.1** assess the impact of significant revolutions and rebellions on various societies during this period.
- **D2.2** assess the impact of war in various countries and/or regions during this period.
- **D3.2** analyse how nationalism affected identity, citizenship, and/or heritage in various regions during this period.
- **D3.5** explain the role of some key political figures in various societies during this period, and assess their contribution to the development of identity, citizenship, and/or heritage in those societies.

### Materials

- Computer (for power point)
- Handouts

### Plan of Instruction

**WARM UP (10 minutes)**

1. When the students walk into the classroom have a KWL chart written up on the board.
2. Since it is the last day of the unit, have the class go through the things they know about the French Revolution, Napoleon etc.
3. Ask them if there is anything they want to learn still about the French Revolution. Leave the L section of the chart blank.
4. You will return to this at the end of class. During this make sure that Appendix 12.1 is on the board.
5. Ask the students if they might know who the gentlemen in the painting are.
MODELLING (20 minutes):
1. Show Appendix 12.2 on the projector. Go over the key points with the students.
   a. From this slideshow they should understand and learn that people were upset with what Napoleon did during his years in power. They wanted to erase what he did and all met up to discuss matters.

MODIFICATION: Remember to pause for questions. If a student needs more time you can have the power point slides printed off so the student can write their own notes on this. It makes it easier to follow.

INDEPENDENT ACTIVITY (25 minutes)
1. Hand out Appendix 12.3. Read it out loud with the students.
2. Explain to them that they will be put into groups and as those groups they will be the powerful countries during the time of the Congress of Vienna.
   a. With their groups they have to research online their country’s financial, social state.
3. Put the students into five different groups.
4. Hand out Appendix 12.4-12.8 to the appropriate groups.
5. Explain to them how much time they have to research and once the time is up they will have their own Congress of Vienna.
   a. The handouts they were given should be a good starting point for them.

MODIFICATION: Depending on the class you can let them choose groups or have preassigned groups (this way so some students who may be nervous to form groups do not have to deal with that pressure.)

GUIDED PRACTICE (15 minutes)
1. They will form a big circle with their desks. You should be facilitating the Congress of Vienna mock trial.
2. Ask them questions about what their country wanted during that time. Tell them to discuss with other countries what their needs are and to strike up deals.

WRAP UP (5 minutes)
1. Ask the students if it was easy to come to any conclusions with the other countries.
2. Read out Appendix 12.8 to the students. Explain to them this is the beginning of one of the documents that came out of the Congress of Vienna.

3. Ask them if there are any countries that seem like they are getting a better deal than others. Ask them what is happening to France.
   a. Make sure to reiterate the aftermath of the Congress of Vienna for France and the rest of the countries involved.
   b. While discussing this come back to the L section of the KWL chart and discuss what they learned today.

**Assessment**

**Assessment for learning:** The KWL is a good way to see where each student is at before the unit is over. This allows you to see if you need to take an extra day to make sure all the main points have gotten across.

**Assessment as learning:** Using class time to research their own country during that time is assessment as learning. They are also learning from their peers and themselves as they orchestrate their own mock version of the Congress of Vienna.
French Revolution Newspaper Project

Objective:
To recreate a newspaper from 18th Century France that covers the main events during the Revolution and just before the rise of Napoleon. The timeframe that you will be working with will be from the birth of Louis XIV to the execution of Robespierre.

The Articles You Need to Include:
- 3 articles that talk directly about the certain revolution events (each one needs to be at least 150 words long)
- Each of the three articles must include at least one picture
- 1 or 2 international events articles with pictures that go with each one (each one needs to be at least 75 words long)
- 1 Political Cartoon
- A Bibliography (in the very back of your newspaper)
- At least one editorial (100 words long)
- At least one other newspaper “components” of your choice (ie. Classifieds, Horoscopes, comics)

Newspaper Structure:
This project is all about recreating a newspaper and so your final product must look like a newspaper. With that in mind you will have columns, titles, a table of contents, page numbers, headings for each picture etc. You will need a minimum of at least two pages for this project and you can use the newspaper format that is found in Microsoft Office or you can create it by yourself without
the use of the computer. If you make yours on a computer, have it printed so it can be handed in.

**Bibliography Structure:**

Necessary to cite your sources to give credit where it is due. Plagiarism will not be accepted.

When you are researching on the internet please **DO NOT USE WIKIPEDIA**. The reason why I say this is because there is no way to prove where that information comes from or who wrote it. However, if you go to the bottom of the page there is a list of website sources and please feel free to use any of those.

**Helpful Web Links:**

I have also found several really helpful web links that you can be using in your research for the newspaper project. The links are:

- [http://chnm.gmu.edu/revolution/](http://chnm.gmu.edu/revolution/) (exploring the french revolution)
- [http://www.rjgeib.com/thoughts/french/french.html](http://www.rjgeib.com/thoughts/french/french.html) (the legacy of the reign of terror)

**Bibliography Template**

- **“A Book Source”**
  Last, First Name of Author. *Name of the book*. City: Publisher, Year.

- **“Internet Source”**
  “Website Name.” Date of when it was last modified (found at the bottom of the page). Complete web address.

- **“Encyclopedia Source”**
  Last, First Name. “Article Name.” *Encyclopedia Full Name*. City: Publisher, Year.
**Marking Criteria:**

You may work with one other student for this project, but not required to. It will be expected that each person does the same level of work as there will be individual marks given out for this project.

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>40</td>
</tr>
<tr>
<td>Newspaper Design and visual</td>
<td>40</td>
</tr>
<tr>
<td>Bibliography</td>
<td>10</td>
</tr>
<tr>
<td>Completed the Check In Points</td>
<td>10</td>
</tr>
</tbody>
</table>

**Grand Total**

/100

**Benchmark/Check In Points:**

I have the three national articles completed: ____________
I have at least one international event article completed: ____________
I have completed the political cartoon: ____________
I have completed the editorial: ____________
I have began designing the newspaper layout: ____________

**Project Due:** ________________________________
Primary & Secondary Sources
APPENDIX 1.1 “Fill in the Blank worksheet”

THE FRENCH REVOLUTION – FILL IN THE BLANK

At the seat of the French monarchy in ___________, an alliance between ________________ and ________________ was created as King Louis XVI married Marie Antoinette. The king had inherited a financial crisis as France had sent millions of dollars and resources overseas to support the ________________. Poverty and malnourishment devastated the nation as the population in France continued to increase. Unrest was brewing as King Louis XVI called a meeting of the Estates-General to be held in May of ____________.

Meanwhile, a brilliant orator who will later become a leader of the French Revolution named ________________ sharpened his debating and political skills.

There were three major social groups in France, referred to as “estates.” The three estates were the nobility, the clergy, and the common people known as the ________________. This estate comprised over 95% of the French population. A political and philosophical awakening spearheaded by thinkers such as Voltaire and Rousseau inspired the members of the Third Estate. This transformation, known as ________________, created rising expectations among the French people at the same time that malnourishment and harsh taxes turned them against an inept crown. Politically inspired, the Third Estate demanded popular representation, forming a political body known as the ________________. They demanded that France become a Constitutional Monarchy in which the Third Estate would be more fairly represented politically.

After declaring their wishes to reorganize the French government in the “Tennis Court Oaths,” the Third Estate was met with violent repression. Though he recognized the need to compromise politically, Louis XVI soon started a campaign to re-establish power and put an end to the Revolution. The king’s repression incensed the French people, and hundreds of protestors stormed the ________________ on July 14, ______. Later that summer, the National Assembly outlined a basic human rights platform in a document written by the Marquis de Lafayette entitled ________________. Furious at the monarchy, a group of Parisian women marched to Versailles and demanded that the king and queen return to Paris.
The Revolution continued over the next few years, as the king ordered repressive measures against protestors and as factions emerged among the Third Estate. In 1791, Louis XVI and Marie Antoinette attempted to flee Paris but were recaptured and, in ________, Louis XVI was executed by ______________. Robespierre, who had been a major leader in the Revolution, responded to the chaos in France by handing over power to the ______________ with the goal of returning order. This attempt spiraled out of control as thousands of people suspected to be traitors of the Revolution were executed by guillotine. This chapter of the Revolution is known as the ______________.

Toward the end of the Revolution, in ________, Robespierre himself was put to death by guillotine and a more moderate group assumed a leadership role. This transfer from radicalism to a more moderate form of government is known as a _________________. Overall, the Revolution had transformed France. The era of divine right was over, the monarchy had been eliminated, and basic standards of human rights were established. The next phase of French history started shortly thereafter, as ____________________ took over through a coup in 1799 to become Emperor of France.
APPENDIX 1.2 Teacher’s Key

**THE FRENCH REVOLUTION – FILL IN THE BLANK**

At the seat of the French monarchy in **Versailles**, an alliance between **France** and **Austria** was created as King Louis XVI married Marie Antoinette. The king had inherited a financial crisis as France had sent millions of dollars and resources overseas to support the **American Revolution**. Poverty and malnourishment devastated the nation as the population in France continued to increase. Unrest was brewing as King Louis XVI called a meeting of the Estates-General to be held in May of **1789**. Meanwhile, a brilliant orator who will later become a leader of the French Revolution named **Robespierre** sharpened his debating and political skills.

There were three major social groups in France, referred to as “estates.” The three estates were the nobility, the clergy, and the common people known as the **third estate**. This estate comprised over 95% of the French population. A political and philosophical awakening spearheaded by thinkers such as Voltaire and Rousseau inspired the members of the Third Estate. This transformation, known as **The Enlightenment** created rising expectations among the French people at the same time that malnourishment and harsh taxes turned them against an inept crown. Politically inspired, the Third Estate demanded popular representation, forming a political body known as **the National Assembly**. They demanded that France become a **Constitutional Monarchy** in which the Third Estate would be more fairly represented politically.

After declaring their wishes to reorganize the French government in the “Tennis Court Oaths,” the Third Estate was met with violent repression. Though he recognized the need to compromise politically, Louis XVI soon started a campaign to re-establish power and put an end to the Revolution. The king’s repression incensed the French people, and hundreds of protestors stormed the **Bastille** on July 14, **1789**. Later that summer, the National Assembly outlined a basic human rights platform in a document written by the Marquis de Lafayette entitled **Declaration of the Rights of Man of the Citizen**. Furious at the monarchy, a group of Parisian women marched to Versailles and demanded that the king and queen return to Paris.

The Revolution continued over the next few years, as the king ordered repressive measures against protestors and as factions emerged among the Third Estate. In 1791, Louis
XVI and Marie Antoinette attempted to flee Paris but were recaptured and, in 1793. Louis XVI was executed by means of the guillotine. Robespierre, who had been a major leader in the Revolution, responded to the chaos in France by handing over power to the Convention with the goal of returning order. This attempt spiraled out of control as thousands of people suspected to be traitors of the Revolution were executed by guillotine. This chapter of the Revolution is known as the Reign of Terror.

Toward the end of the Revolution, in 1794, Robespierre himself was put to death by guillotine and a more moderate group assumed a leadership role. This transfer from radicalism to a more moderate form of government is known as a Republic. Overall, the Revolution had transformed France. The era of divine right was over, the monarchy had been eliminated, and basic standards of human rights were established. The next phase of French history started shortly thereafter, as Napoleon Bonaparte took over through a coup in 1799 to become Emperor of France.
APPENDIX 1.3 – Primary Source #1, “Louis as Pig”

APPENDIX 1.4 – Primary Source #2, “Marie Antoinette as Serpent”
APPENDIX 1.5 – Slideshow for the Introduction to the French Revolution

Slide 1

French Revolution
Liberté, Égalité, Fraternité

Slide 2

What Does ‘Revolution’ Mean?
- Overthrowing the government and demanding a change to social order
- In favour of a new system
- **SOCIETY** and **SOCIAL STRUCTURE**
- Made suddenly and often accompanied by violence
Long- and Short-Term Causes

- **Long-term causes**
  - Also known as *underlying causes*
  - Causes which can stem back many years

- **Short-term causes**
  - Also known as *immediate causes*
  - Causes which happen close to the moment the change or action happens

**Key:** One typically does not happen without the other; Events which bring important change (or action) need both

---

Long-Term Causes

<table>
<thead>
<tr>
<th>Everything Previously Discussed</th>
<th>Also</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Absolutism</td>
<td>• Unjust social-political system (Old Regime)</td>
</tr>
<tr>
<td>• Poor harvests which left peasant farmers with little money for taxes</td>
<td>• System of mercantilism which restricted trade</td>
</tr>
<tr>
<td>• Influence of Enlightenment <em>philosophes</em></td>
<td>• Influence of other successful ‘Revolutions’</td>
</tr>
<tr>
<td></td>
<td>• England’s Glorious Revolution (1688-1689)</td>
</tr>
<tr>
<td></td>
<td>• American Revolution (1775-1783)</td>
</tr>
</tbody>
</table>
### Short-Term Causes

#### Bankruptcy
- Caused by deficit spending
- Financial ministers (Turgot, Necker, Calonne) proposed changes
- Assembly of Notables voted down taxation for the nobility in 1787

#### Great Fear
- Worst famine in memory
- Hungry, impoverished peasants feared that nobles at Estates-General were seeking great privileges
- Attacks on nobles occurred throughout the country in 1780

#### Estates-General
- Louis XVI called a meeting for all three estates, the Estates-General, to find a solution to the bankruptcy problem
- Had not met since 1614
APPENDIX 2.1 – Primary Source #1, excerpts looking at the Constitutional Elements of France before and up to the Revolution

The Clergy of Blois and Romoratin

The clergy of the bailliage of Blois have never believed that the constitution needed reform. Nothing is wanting to assure the welfare of king and people except that the present constitution should be religiously and inviolably observed.

The constitutional principles concerning which no doubt can be entertained are:

1. That France is a true monarchy, where a single man rules and is ruled by law alone.
2. That the general laws of the kingdom may be enacted only with the consent of the king and the nation. If the king proposes a law, the nation accepts or rejects it; if the nation demands a law, it is for the king to consent or to reject it; but in either case it is the king alone who upholds the law in his name and attends to its execution.
3. That in France we recognize as king him to whom the crown belongs by hereditary right according to the Salic law.
4. That we recognize the nation in the States General, composed of the three orders of the kingdom, which are the clergy, the nobility and the third estate.
5. That to the king belongs the right of assembling the States General, whenever he considers it necessary. For the welfare of the kingdom we ask, in common with the whole nation, that this convocation be periodical and fixed, as we particularly desire, at every five years, except in the case of the next meeting, when the great number of matters to be dealt with makes a less remote period desirable.
6. That the States General should not vote otherwise than by order.
7. That the three orders are equal in power and independent of each other, in such a manner that their unanimous consent is necessary to the expression of the nation's will.
8. That no tax may be laid without the consent of the nation.
9. That every citizen has, under the law, a sacred and inviolable right to personal liberty and to the possession of his goods.

The Nobility of Blois

Deep and established ills cannot be cured with a single effort: the destruction of abuses is not the work of a day. Alas! Of what avail to reform them if their causes be not removed? The misfortune of France arises from the fact that it has never had a fixed constitution. A virtuous and sympathetic king seeks the counsels and
cooperation of the nation to establish one; let us hasten to accomplish his desires; let
us hasten to restore to his soul that peace which his virtues merit. The principles of
this constitution should be simple; they may be reduced to two: Security for person,
security for property; because, in fact, it is from these two fertile principles that all
organization of the body politic takes its rise.

PERSONAL LIBERTY

Art. I. In order to assure the exercise of this first and most sacred of the rights of man,
we ask that no citizen may be exiled, arrested or held prisoner except in cases
contemplated by the law and in accordance with a decree originating in the regular
courts of justice.

That in case the States General determine that provisional detention may be necessary
at times, it ought to be ordained that every person so arrested shall be delivered,
within twenty-four hours into the hand of appropriate judges, to be judged with the
least possible delay, in conformity with the laws of the kingdom; that evocations be
abolished, and that no extraordinary commission be established in any instance;
finally that no person be deprived of his position, civil or military, without judgment
in due form.

From the right of personal liberty arises the right to write, to think, to print and to
publish, with the names of authors and publishers, all kinds of complaints and
reflections upon public and private affairs, limited by the right of every citizen to seek
in the established courts legal redress against author or publisher, in case of
defamation or injury; limited also by all restrictions which the States General may see
fit to impose in that which concerns morals and religion.

We indicate further a number of instances in which natural liberty is abridged:

1. The abuse of police regulations, which every year, in an arbitrary manner and
   without regular process, thrusts a number of artisans and useful citizens into
   prisons, work-houses and places of detention, often for trivial faults and even
   upon simple suspicion;
2. The abuse of exclusive privileges which fetter industry;
3. The guilds and corporations which deprive citizens of the right of using their
   faculties;
4. The regulations governing manufactures, the rights of inspection and marque,
   which impose restrictions that have lost their usefulness, and which burden
   industry with a tax that yields no profit to the public treasury.
TAXES

Art. 2. A tax is a partition of property.

This partition ought not to be otherwise than voluntary; in any other case the rights of property are violated: Hence it is the indefeasible and inalienable right of the nation to consent to its taxes.

According to this principle, which has been solemnly recognized by the king, no tax, real or personal, direct or indirect, nor any contribution whatsoever, under whatsoever name or form, may be established except with the consent and free and voluntary approval of the nation. Nor may said power of consenting to a tax be transferred or delegated by the nation to any magistracy or other body, or exercised by the provincial estates nor by the provincial, city or communal assemblies: superior and inferior courts shall be especially charged to attend to the execution of this article, and to prosecute as exactors those who may undertake to levy a tax which has not received the proper sanction.

SPECIAL MATTERS

3. Throughout the whole kingdom there should be but one code of laws, one system of weights and measures.
4. That a commission be established composed of the most eminent, men of letters of the capital and provinces, and citizens of all orders, to formulate a plan of national education for the benefit of all classes of society; and for the purpose of revising elementary text-book.
5. That all customs duties collected in the interior of the kingdom be abolished, and all custom-houses, offices and customs barriers be removed to the frontier.

CONCERNING THE NATIONAL CONSTITUTION AND THE MEANS OF OBTAINING THE ABOLITION OF ABUSES

Art. 8. Up to this point we have merely indicated the abuses which have accumulated in France during a long succession of centuries; we have made it evident that the rights of citizens have been abridged by a multitude of laws which attack property, liberty and personal safety.

That these rights have suffered injury as well in the nature as in the imposition of the taxes; in the administration of justice in both civil and criminal law; that this has been the case especially in the administration of the public revenues.
It is not sufficient to suppress these abuses; it is necessary to prevent their return; there must be established in ever-active influence, moving without interruption in the direction of public prosperity, which shall bear in itself the germ of all good, a principle destructive of all evil.

In order to accomplish this great object the nobility of the bailliage of Blois demand:

That the States General about to assemble shall be permanent and shall not be dissolved until the constitution be established; but in case the labors connected with the establishment of the constitution be prolonged beyond a space of two years, the assembly shall be reorganized with new deputies freely and regularly elected.

That a fundamental and constitutional law shall assure forever the periodical assembly of the States General at frequent intervals, in such manner that they may assemble and organize themselves at a fixed time and place, without the concurrence of any act emanating from the executive power.

That the legislative power shall reside exclusively in the assembly of the nation, under the sanction of the king, and shall not be exercised by any intermediate body during the recess of the States General.

That the king shall enjoy the full extent of executive power necessary to insure the execution of the laws; but that he shall not be able in any event to modify the laws without the consent of the nation.

That the form of the military oath shall be changed, and the troops promise obedience and fidelity to the king and the nation.

That taxes may not be imposed without the consent of the nation; that taxes may be granted only for a specified time, and for no longer than the next meeting of the States General.

The Third Estate of Dourdon

The order of the third estate of the City, Bailliage, and County of Dourdan, imbued with gratitude prompted by the paternal kindness of the King, who deigns to restore its former rights and its former constitution, forgets at this moment its misfortunes and impotence, to harken only to its foremost sentiment and its foremost duty, that of sacrificing everything to the glory of the Patrie and the service of His Majesty. It supplicates him to accept the grievances, complaints, and remonstrances which it is permitted to bring to the foot of the throne, and to see therein only the expression of its zeal and the homage of its obedience.
It wishes:

1. That his subjects of the third estate, equal by such status to all other citizens, present themselves before the common father without other distinction which might degrade them.
2. That all the orders, already united by duty and a common desire to contribute equally to the needs of the State, also deliberate in common concerning its needs.
3. That no citizen lose his liberty except according to law; that, consequently, no one be arrested by virtue of special orders, or, if imperative circumstances necessitate such orders, that the prisoner be handed over to the regular courts of justice within forty-eight hours at the latest.
4. That no letters or writings intercepted in the post [mails] be the cause of the detention of any citizen, or be produced in court against him, except in case of conspiracy or undertaking against the State.
5. That the property of all citizens be inviolable, and that no one be required to make sacrifice thereof for the public welfare, except upon assurance of indemnification based upon the statement of freely selected appraisers.

15. That every personal tax be abolished; that thus the capitation and the taille and its accessories be merged with the vingtiemes in a tax on land and real or nominal property.
16. That such tax be borne equally, without distinction, by all classes of citizens and by all kinds of property, even feudal and contingent rights.
17. That the tax substituted for the corvee be borne by all classes of citizens equally and without distinction. That said tax, at present beyond the capacity of those who pay it and the needs to which it is destined, be reduced by at least one-half.

Justice

1. That the administration of justice be reformed, either by restoring strict execution of ordinances, or by reforming the sections thereof that are contrary to the dispatch and welfare of justice.

7. That venality of offices be suppressed.
8. That the excessive number of offices in the necessary courts be reduced in just measure, and that no one be given an office of magistracy if he is not at least twenty-five years of age, and until after a substantial public examination has verified his morality, integrity, and ability.
10. That the study of law be reformed; that it be directed in a manner analogous to our legislation, and that candidates for degrees be subjected to rigorous tests which may not be evaded; that no dispensation of age or time be granted.

11. That a body of general customary law be drafted of all articles common to all the customs of the several provinces and bailliages. . . .

12. That deliberations of courts . . . which tend to prevent entry of the third estate thereto be rescinded and annulled as injurious to the citizens of that order, in contempt of the authority of the King, whose choice they limit, and contrary to the welfare of justice, the administration of which would become the patrimony of those of noble birth instead of being entrusted to merit, enlightenment, and virtue.

13. That military ordinances which restrict entrance to the service to those possessing nobility be reformed.

Finances

1. That if the Estates General considers it necessary to preserve the fees of aides, such fees be made uniform throughout the entire kingdom and reduced to a single denomination. . . .

2. That the tax of the gabelle be eliminated if possible, or that it be regulated among the several provinces of the kingdom. . . .

3. That the taxes on hides, which have totally destroyed that branch of commerce and caused it to go abroad, be suppressed forever. 4. That . . . all useless offices, either in police or in the administration of justice, be abolished and suppressed.

Agriculture

4. That the right to hunt may never affect the property of the citizen; that, accordingly, he may at all times travel over his lands, have injurious herbs uprooted, and cut luzernes, sainfoins, and other produce whenever it suits him; and that stubble may be freely raked immediately after the harvest. . . .

11. That individuals as well as communities be permitted to free themselves from the rights of banalite, and corvee, by payments in money or in kind, at a rate likewise established by His Majesty on the basis of the deliberations of the Estates General. . . .

15. That the militia, which devastates the country, takes workers away from husbandry, produces premature and ill-matched marriages, and imposes secret and arbitrary taxes upon those who are subject thereto, be suppressed and replaced by voluntary enlistment at the expense of the provinces.
APPENDIX 2.2 – Primary Source #2, a Cartoon of the Three Estates
APPENDIX 2.3 – Slideshow on the Three Estates

Slide 1

Three Estates
The Old Regime

Slide 2

The Privileged Estates

First Estate – Those who Pray
- Clergy of the Roman Catholic Church
  - Less than 1% of French population
  - Owned 15% of French land
    - Collected Rent, taxes and fees from Land
    - Paid few, if any, taxes

Second Estate – Those who Fight
- Nobility
  - Less than 2% of population
  - Held highest positions in government and army
  - Paid few if any taxes, collected dues from peasants
The Unprivileged Estate

- Third Estate – Those who Toil
- The rest of the French population
  - 95-98%
    - Bourgeoisie (urban middle class) – merchants, manufacturers, professional people such as Doctors and Lawyers
    - City workers
    - Artisans
    - Rural peasants – largest group, poorest group
    - Serfs
- Resented nobility and lack of input to government

Privileges of the Estates

First
- Collected the tithe
- Censorship of the press
- Control of education
- Kept records of births, deaths, marriages, etc.
- Catholic faith held honoured position of being the state religion (practiced by monarchy and nobility)
- Owned 20% of the land
- Did not have to pay taxes
- Subject to Church law rather than civil law

Second
- Collected taxes in the form of feudal dues
- Monopolized military and state appointments
- Owned 20% of the land
- Did not have to pay taxes
### Burdens of the Estates

<table>
<thead>
<tr>
<th>Estate</th>
<th>Burdens</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First Estate</strong></td>
<td>• Moral obligation (rather than legal) to assist the poor and needy</td>
</tr>
<tr>
<td></td>
<td>• Support the monarchy and the Old Regime</td>
</tr>
<tr>
<td><strong>Second Estate</strong></td>
<td>• Support the monarchy</td>
</tr>
<tr>
<td><strong>Third Estate</strong></td>
<td>• Paid all the taxes</td>
</tr>
<tr>
<td></td>
<td>• Tithe (Church tax)</td>
</tr>
<tr>
<td></td>
<td>• Octrot (tax on goods brought into cities)</td>
</tr>
<tr>
<td></td>
<td>• Corvée (forced road work)</td>
</tr>
<tr>
<td></td>
<td>• Capitation (poll tax)</td>
</tr>
<tr>
<td></td>
<td>• Vingtième (income tax)</td>
</tr>
<tr>
<td></td>
<td>• Gabelle (salt tax)</td>
</tr>
<tr>
<td></td>
<td>• Taille (land tax)</td>
</tr>
<tr>
<td></td>
<td>• Feudal dues for use of local manor’s winepress, oven, etc.</td>
</tr>
</tbody>
</table>

### Growing Discontent

- Increased population and cost of living
  - Families had more children, needed more money to live
  - Less jobs due to the increase of population
  - Higher estates raised rents and fees
    - Only for those who have land and/or work
- Bourgeoisie wanted liberty and equality
  - Had gained strength and prosperity
  - Wanted the same amount of power as nobility
Economic Conditions under the Old Regime

- France’s economy was based on agriculture
  - Urban people relied on the crop of the rural people
  - The rural people relied on the money they would get from selling to the urban people
- Peasant farmers of France bore the burden of taxation
- Poor harvests meant that peasants had trouble paying their regular taxes
  - Certainly could not afford the have their taxes raised
- Bourgeoisie often managed to gather wealth
  - But were upset that they paid taxes while nobles did not

France is Bankrupt

- The king (Louis XVI) lavished money on himself and the residences like Versailles
- Queen Marie Antoinette was seen as a wasteful spender
- Government found its funds depleted as a result of wars
  - Including the funding of the American Revolution
- Deficit spending
  - A government spending more money than it takes in from tax revenues
- Privileged classes would not submit to being taxed
Something in Common?

- The urban and rural communities had things in common
- The drive to survive
- Criticism of absolutist governments
  - This was common elsewhere
    - American vs. Britain; Holland vs. Switzerland and Austrian Netherlands
APPENDIX 3.1 – Primary Source #1, Declaration of the Rights of Man and the Citizen

The Declaration of the Rights of Man and the Citizen

The Representatives of the French people, organized in National Assembly, considering that ignorance, forgetfulness, or contempt of the rights of man are the sole causes of public miseries and the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man, so that this declaration, being ever present to all the members of the social body, may unceasingly remind them of their rights and duties; in order that the acts of the legislative power, and those of the executive power, may at each moment be compared with the aim and of every political institution and thereby may be more respected; and in order that the demands of the citizens, grounded henceforth upon simple and incontestable principles, may always take the direction of maintaining the constitution and welfare of all.

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

Articles:

1. Men are born free and remain free and equal in rights. Social distinctions can be based only on public utility.

2. The aim of every political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.

3. The sources of all sovereignty resides essentially in the nation; no body, no individual can exercise authority that does not proceed from it in plain terms.

4. Liberty consists in the power to do anything that does not injure others; accordingly, the exercise of the rights of each man has no limits except those that secure the enjoyment of these same rights to the other members of society. These limits can be determined only by law.
5. The law has only the rights to forbid such actions as are injurious to society. Nothing can be forbidden that is not interdicted by the law, and no one can be constrained to do that which it does not order.

6. Law is the expression of the general will. All citizens have the right to take part personally, or by their representatives, and its formation. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, are equally eligible to all public dignities, places, and employments, according to their capacities, and without other distinction than that of their virtues and talents.

7. No man can be accused, arrested, or detained, except in the cases determined by the law and according to the forms it has prescribed. Those who procure, expedite, execute, or cause arbitrary orders to be executed, ought to be punished: but every citizen summoned were seized in virtue of the law ought to render instant obedience; he makes himself guilty by resistance.

8. The law ought only to establish penalties that are strict and obviously necessary, and no one can be punished except in virtue of a law established and promulgated prior to the offense and legally applied.

9. Every man being presumed innocent until he has been pronounced guilty, if it is thought indispensable to arrest him, all severity that may not be necessary to secure his person ought to be strictly suppressed by law.

10. No one should be disturbed on account of his opinions, even religious, provided their manifestation does not upset the public order established by law.

11. The free communication of ideas and opinions is one of the most precious of the rights of man; every citizen can then freely speak, write, and print, subject to responsibility for the abuse of this freedom in the cases is determined by law.

12. The guarantee of the rights of man and citizen requires a public force; this force then is instituted for the advantage of all and not for the personal benefit of those to whom it is entrusted.

13. A general tax is indispensable for the maintenance of the public force and for the expenses of administration; it ought to be equally apportioned among all citizens according to their means.

14. All the citizens have a right to ascertain, by themselves or by their representatives, the necessity of the public tax, to consent to it freely, to follow the employment of it, and to determine the quota, the assessment, the collection, and the duration of it.
15. Society has the right to call for an account of his administration by every public agent.

16. Any society in which the guarantee of the rights is not secured, or the separation of powers not determined, has no constitution at all.

17. Property being a sacred to and inviolable right, no one can be deprived of it, unless legally established public necessity evidently demands it, under the condition of a just and prior indemnity.
## Analyze a Written Document

### Meet the document.

**Type (check all that apply):**
- [ ] Letter
- [ ] Speech
- [ ] Patent
- [ ] Telegram
- [ ] Court document
- [ ] Chart
- [ ] Newspaper
- [ ] Advertisement
- [ ] Press Release
- [ ] Memorandum
- [ ] Report
- [ ] Email
- [ ] Identification document
- [ ] Presidential document
- [ ] Congressional document
- [ ] Other

Describe it as if you were explaining to someone who can’t see it.

*Think about: Is it handwritten or typed? Is it all by the same person? Are there stamps or other marks? What else do you see on it?*

### Observe its parts.

- Who wrote it?
- Who read/received it?
- When is it from?
- Where is it from?

### Try to make sense of it.

- What is it talking about?
- Write one sentence summarizing this document.
- Why did the author write it?
- Quote evidence from the document that tells you this.
- What was happening at the time in history this document was created?

### Use it as historical evidence.

- What did you find out from this document that you might not learn anywhere else?
- What other documents or historical evidence are you going to use to help you understand this event or topic?
In 1791, Olympe de Gouge wrote The Declaration of the Rights of Woman as a response to the exclusion of women's rights in the Declaration of the Rights of Man. She insisted that women, too, were born free and entitled to the same inalienable rights as men, and that women deserved legal equality. She maintained that men should be required to recognize their illegitimate children, that both married and single women should have the right to control their property, and that women must be allowed to speak out on political matters.

**Declaration of the Rights of Woman**

1. Woman is born free and lives equal to man in her rights. Social distinctions can be based only on the common utility.
2. The purpose of any political association is the conservation of the natural and imprescriptible rights of woman and man; these rights are liberty, property, security and especially resistance to oppression.
3. The principle of all sovereignty rests essentially with the nation, which is nothing but the union of woman and man...
4. Liberty and justice consist of restoring all that belongs to others; thus the only limits on the exercise of the natural rights of woman are perpetual male tyranny: these limits are to reformed by the laws of nature and reason.
5. Laws of nature and reason proscribe all acts harmful to society.
6. The law must be the expression of the general will; all female and male citizens must representation to its formation; it must be the same for all; male and female citizens, being equal in the eyes of the law, must be equally admitted to all honors, positions and public employment according to their capacity and without distinction besides those of the virtues and talents.
7. No woman is an exception; she is accused, arrested, and detained in cases determined by law. Women, like men, obey this rigorous law.
8. The law must establish only those penalties that are strictly and obviously necessary...
9. Once any law is declared guilty, complete rogor is to be exercised by the law.
10. No one is to be disquieted for his very basic opinion; woman has the right to mount the scaffold; she must equally have rights to mount the rostrum, provided that her demonstrations do not disturb the legally establish public order.
11. The free communication of thoughts and opinions is one of the most precious rights of woman, since that liberty assures the recognition of children by their fathers. Any female citizen thus may say freely, I am the mother of a child...
which belongs to you, without being forced by a barbarous prejudice to hide the truth.

12. For the support of the public force and the expenses of administration, the contributions of woman and man are equal; she shares all the duties and all the painful tasks; therefore, she must have the same share in the distribution of positions, employment, offices, honors, and jobs.

13. Female and male citizens have the right to verify, either by themselves or through their representatives, the necessity of the public contribution. This can only apply to women if they are granted an equal share, not only of wealth, but also of public administration.

14. The collectivity of women joined for tax purposes to the aggregate of men, has the right to demand an accounting of his administration from any public agent.

15. No society has a constitution without the guarantee of rights and the separation of powers; the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.

16. Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right...
APPENDIX 4.1 – Primary Source #1, King Louis XVI and Marie Antoinette Cartoon

APPENDIX 4.2 – Primary Source #2, Painting of the Murder of Louis XVI from Hell
APPENDIX 4.3 – Cartoon of Marie Antoinette

APPENDIX 4.4 – Primary Source #3, Painting taken of Marie Antoinette in 1779 by Vigee Le Brun
APPENDIX 4.5 – Primary Source #4, Painting taken of King Louis XVI around 1780
APPENDIX 4.6 – Slideshow on the King and his Wife

Slide 1

The King and His Wife

Slide 2

King Louis XVI, 1754-1793

- 20 years old when he became king, after his grandfather died
- Indecisive, shy and quiet
- Parents died at a young age, leaving him to learn from his tutors how to interact within society
- His parents spent little time prepping him to be king
- Spent absurd amounts of money on his demanding wife- Marie Antoinette
As pressures increased in France due to financial issues, Louis could not make any decisions to solve the problem. This inability leads to an unavoidable revolution. Refused to accept responsibilities, discrediting him as a viable king. June of 1791, Louis and his family attempted to escape France, but failed. The King was subsequently forced to accept a new constitution that sharply limited his power.

September of 1792, the new National Convention officially abolished France’s monarchy. Louis was reduced to a private citizen and quickly charged with treason. Executed on January 21, 1793.
Marie Antoinette, Nov. 5, 1755-1793

- Member of the royal Hapsburg country
- Emphasis on religious and morality in her studies
- Marriage arranged at the age of 10 to 11 year old Louis August de France
- Seeking a political alliance with France
- Lazy and frivolous
- More interested in being a perfect princess than queen
- Married in 1770
- Very opposite to Louis XVI – she is outgoing, lavish and social

Marie Antoinette

- Had a Swedish lover
- French despised her extravagance while they suffered
- Crooks impersonating the queen stole a necklace worth 1.5 million Francs– the French believed she was guilty, giving them more reason to hate her
- Royal family no longer seen as monarchy since it had been abolished
More Marie

- Two-day trial on trumped up charges of treason, adultery, and even incest, she was found guilty and sentenced to death.
- French leaders viewed the queen as a liability that needed to be eliminated.
- Faced her death bravely, saying, "I am calm as people are whose conscience is clear."
- October 16, 1793, Marie Antoinette was led to the guillotine.
APPENDIX 5.1 – Bastille Handout

1. In which city was the Bastille Prison?

2. What is the name of the French King and Queen?

3. In your own words describe a storming

4. What example had the French people seen about a country getting rid of a bad King? Where? Who? So?

5. On what date did the Storming of the Bastille happen?

6. Who oversaw the prison?

7. How many prisoners were inside the Bastille?

8. What happened to the soldiers who oversaw the Bastille?

9. How did Louis XVI react to the storming of the Bastille?

10. How is the Bastille remembered today?

11. Was the storming of the Bastille a success/victory?

12. How important was the storming of the Bastille?
APPENDIX 5.2 – Primary Source #1, Painting of the Storming of the Bastille

APPENDIX 5.3 – Primary Source #2, extract from the London Gazette from Saturday 18 July to Tuesday July 21, 1789

In the Evening a Detachment with Two Pieces of Cannon went to the Bastile, to demand the Ammunition deposited there. A Flag of Truce had been sent before them, which was answered from within: But notwithstanding, the Governor (the Marquis de Launay) ordered the Guard to fire, and several were killed. The Populace, enraged at this Proceeding, rushed forward to the Assault, when the Governor agreed to admit a certain Number, on Condition that they should not commit any Violence. A Detachment of about Forty accordingly passed the Drawbridge, which was instantly drawn up, and the whole Party masacred. This Breach of Faith, aggravated by so glaring an Infringe of Inhumanity, naturally excited a Spirit of Revenge and Tumult not to be appeased. A Breach was soon made in the Gate, and the Fortres surrendered. The Governor, the principal Gunner, the Jailer, and Two old Invalids, who had been noticed as being more active than the Rest, were feized, and carried before the Council assembled at the Hotel de Ville, by whom the Marquis de Launay was sentenced to be beheaded, which was accordingly put in Execution at the Place de Grève, and the other Prisoners were also put to Death.
### APPENDIX 5.4

#### The Storming of the Bastille Storyboard

<table>
<thead>
<tr>
<th>Poor people in France were angry at King Louis XVI because...</th>
<th>The National Assembly tried to...</th>
<th>The Bastille was a...</th>
</tr>
</thead>
<tbody>
<tr>
<td>On July 14, 1789...</td>
<td>The survivors of the siege were...</td>
<td>People celebrate Bastille Day every year because...</td>
</tr>
</tbody>
</table>
APPENDIX 6.1 – Slideshow on the Symbols of the Revolution – primary sources 1&2 within

Slide 1

Symbols of the French Revolution

Slide 2

Fasces
- Roman origin
- Symbolized the power of magistrates
- Bundles of birch rods containing an axe
- Symbolizes state power, justice, unity
- Also a version with a Phrygian cap in place of an axe
Tricolore Cockade
- Pinned blue and red colours onto the white cockade of the Ancien Régime
- Blue and red are the traditional colours of Paris
- Later distinctive colours and styles indicated faction
- Tricolour flag is derived from this
- Circular rosette-like emblems usually attached to a hat

Liberty Cap
- Also called bonnet rouge or Phrygian cap
- Brimless felt cap in a conical shape with the tip pulled forward
- Originally worn by ancient Greeks and Romans
- Alludes to the Roman ritual of manumission of slaves, where the freed slave would receive the bonnet as a symbol on their newfound liberty
- Worn by revolutionaries at the fall of the Bastille
- The symbol of the liberation from all servitudes, the sign for unification of all the enemies of despotism
Slide 5

**Liberty Tree**
- Symbol of the everlasting Republic, national freedom and political revolution
- Symbolizes fertility in French folklore
- Also used by the Americans
- Portrayed as a sapling, usually of an oak
- Constant celebration of the spirit of political freedom

Slide 6

**Hercules**
- First adopted by the Old Regime to represent the monarchy
- Symbolized strength and power
- Revived in revolution to represent developing revolutionary ideas
- Used first at a Festival of Unity representing revolutionary ideals
- Liberty, unity and power
Slide 7 – Primary Source #1

Guillotine

- Stands as the principal symbol of the Terror in the French Revolution
- Quicker more effective form of execution
- Popular entertainment that attracted great crowds and spectators
- Organized brutality
- Used for all estates

Slide 8 – Primary Source #2

La Marseillaise

- National anthem of France
- Written and composed in 1792
- Has been used as a song of revolution in other areas
- Incorporated into many pieces of classical and popular music

https://www.youtube.com/watch?v=4K1q9Ntcr5g&list=RD4K1q9Ntcr5g&index=1
Slide 1

French Revolution Continued

Slide 2

Things I Need to Mention...
- The Great Fear
  - Disconnected but widespread series of peasant uprisings across France
  - Rumors that the feudal aristocracy [the aristos] were sending hired brigands to attack peasants and pillage their land
March on Versailles

- Angry mob of nearly 7,000 working women – armed with pitchforks, pikes and muskets – marched 12 miles in the rain from Paris to Versailles.
- The march began among women in the marketplaces of Paris who, on the morning of 5 October 1789, were near rioting over the high price and scarcity of bread.
- After telling their need to Louis, he promised the women that he would send grain to Paris.
- This was not enough and they insisted that the King and his family return with them to Paris.
- October 6, the royal family returned to the city that was the heart of the revolution escorted by women carry pikes, some of which held the heads of the King's guards.

This was significant because the king displayed that he was subject to the pressure of the people.
The October Days

- The March on Versailles and the days following
- The king was thought to be surrounded by evil advisors at Versailles so he was forced to move to Paris and reside at the Tuileries Palace
APPENDIX 7.2 – Primary Source #1, Speech by Adrien Duquesnoy

“Imagine the surprise of many members of the [National] Assembly when some 20 fishwives entered, led by a reasonably well-dressed man called Maillard, who spoke on their behalf with great skill and in well educated French. The women had come to say that Paris was short of bread. They sought the help and support of the Assembly. This action was simple and justified, for to be hungry is a terrible state. A proposed decree [by the Assembly] was read out to the women. The king was requested to take the strongest possible action to improve the free circulation of grain, etc. All this took place honourably and peacefully, until some members were unwise enough and bold enough to leave their places to go and chat with the women, which led to some disorder. Viscount Mirabeau (the brother of the famous Mirabeau) grabbed the bosoms of the prettiest women, and the most indecent behaviour occurred in the sacred place of representative government.”

- Adrien Duquesnoy (Leading figure in the French Revolution’s account of the March on Versailles)
Imagine yourself as Marie Antoinette, King Louis XVI or enraged women from the mob on October 5th, 1789. Write a letter as one of these figures.

Were you outraged? Were you scared? Who would you be writing a letter to?

You letter can be written about before the March, during or the aftermath.

Your letter must be at least a page long. It must reference four events that we have discussed from the unit so far. It must be neat and organized.

References to key events during the French Revolution /8

Grammar and Spelling /2

Total: /10
"La Chalotais" Affair

In the spring of 1765, the regional conflict between the Breton Parlement and the King spilled over to a higher level when the Parlement of Paris took up the case of Breton parlementary ally La Chalotais and began issuing its own remonstrances defending the regional Parlement's power (issued 3 March 1766), under the doctrine of the 'union of classes'—which held that all the Parlements were allied in speaking for the "nation." Supporters of the crown strongly opposed this idea, which they saw as contrary to the principle that the King alone could speak for the kingdom. The animosities generated by this "affair" continued to cut across French politics in the 1770s, since the Duke d’Aguillon retained his hostility to the Parlementary magistrates when in 1771, Louis XV made him foreign minister in the Maupeou government. This excerpt from the Paris Parlement from 1766 raises fears and attacks monarchical government in an inflammatory way, though still avoiding direct blasts against the King.

2 February 1766

Sire,

The good of Your Majesty’s service, the interests of your justice and your authority, and the salvation of the State, all make it imperative for your parlement to convey to Your Majesty the just protest of the magistracy crushed by continuous illegal acts, the last of which clearly reveals the use of absolute power, the subversion of the law’s authority, and the open infraction of the most sacred rights of the State. . . . New orders have formed a body of commissioners at Saint-Malo responsible for continuing the prosecution of this same case against the members of the parlement sitting at Rennes.

If the criminal impulses of the enemies of the magistracy, secret enemies of the State and of Your Majesty, can prevail to such a point that magistrates can be tried before commissioners, then all rights of station and dignity are henceforth trampled underfoot, and are, from then on, extinguished in the kingdom. . . .

Sire, if this law can be broken, all hierarchy by birth and distinction, all bodies, all ranks, all dignities must henceforth fear the imperious force of absolute power. They then must watch with terror each movement of a small number of persons who, at a word, are transported to the farthest extremities of the kingdom, transformed into a tribunal, placed into action, suspended and made to disappear, but who, in a new disguise, are placed immediately in possession of the sole power to which all the legitimately established powers in the state would be subordinated.

Sire, your parlement has already shown Your Majesty the contradiction that the establishment of these commissions have with the laws of the state, the injuries they cause to the security of the
citizens, the impressions of fear and terror which they arouse in the citizens' minds, and the slow but inevitable deterioration they would cause to even the authority of the sovereign, whose principal strength is closely bound to the love of his subjects and their confidence in his justice.
The French Republic is one and indivisible.

ON CITIZENSHIP

The following are admitted to exercise the rights of French citizenship:
Every man born and domiciled in France, fully twenty-one years of age;
Every foreigner, fully twenty-one years of age, who, domiciled in France for one year:
And lives there by his labor,
Or acquires property,
Or marries a French woman,
Or adopts a child,
Or supports an elderly person;
Finally, every foreigner who is considered by the legislative body to be deserving of being treated humanely.

The exercise of the rights of citizenship is lost:
By naturalization in a foreign country;
By the acceptance of offices or favors emanating from a government that is not of the people;
By sentencing with punishments that are dishonorable or strip the party of his civil rights, until rehabilitation.

The exercise of the rights of citizenship is suspended:
By status of indictment;
By sentencing in absentia, until such sentence is revoked.

ON POPULAR SOVEREIGNTY

Popular sovereignty includes all French citizens.
It directly appoints its deputies.
It delegates to its electors the choice of administrators, public arbiters, and judges for criminal and appellate courts.
It deliberates upon the law.

ON NATIONAL REPRESENTATION

Population is the sole basis of national representation.
There shall be one deputy for every 40,000 individuals.
Every grouping of the primary assemblies, with a population of between 39,000 and 41,000 inhabitants, shall directly elect one deputy.
The election is decided by absolute majority.

Every assembly shall count the votes, and shall send a commissioner to the most central location for the general count.

If the first return does not produce an absolute majority, a second roll call shall be held, and a vote taken between the two citizens who have obtained the most votes.

In case of a tie, the elder shall have the choice, either to hold another vote or to be declared the winner. In the case where both citizens are of equal age, the decision shall be made by lot.

Every Frenchman who enjoys the rights of citizenship is eligible throughout the entire Republic.

Every deputy belongs to the whole nation.

In case of the nonacceptance, resignation, forfeiture, or death of a deputy, the primary assemblies that elected him shall provide for his replacement.

A deputy who has proffered his resignation may not leave his post until after the swearing in of his successor.

The French people shall assemble annually, on the 1st of May, to hold elections.

They shall proceed thereto, regardless of how many citizens have the right to vote.

The primary assemblies shall meet in extraordinary session upon the request of one-fifth of the citizens who have the right to vote in that district.

In such cases, the town council of the usual place of assembly shall conduct the convocation.

Such extraordinary sessions shall deliberate only when one-half plus one of the citizens who have the right to vote in that district are present.

ON CIVIL JUSTICE

The code of civil and criminal laws shall be uniform throughout the Republic.

No infringement may be made upon the right of citizens to have arbitrators of their own choice pass judgment on their disagreements.

The decision of such arbitrators shall be final, unless the citizens have reserved the right to protest.

There shall be justices of the peace, elected by the citizens in districts determined by law.

They shall reconcile and judge without charge.

Their numbers and abilities shall be regulated by the Legislative Body.

There shall be public arbitrators elected by the electoral colleges.

ON CRIMINAL JUSTICE

In criminal matters citizens may be judged only upon an indictment received by juries or decreed by the Legislative Body.
The accused shall have council, chosen by themselves or appointed by the court. 
Inquiries shall be public. 
Facts and intents shall be declared by a trial jury. 
The penalty shall be imposed by a criminal court. 
Criminal judges shall be elected annually by the electoral colleges. 

ON PUBLIC TAXES 
No citizen is exempt from the honorable obligation of contributing to public expenses. 

ON NATIONAL CONVENTIONS 
If, in one-half of the departments plus one, one-tenth of the regularly constituted primary assemblies requests the revision of a Constitutional Act or the amendment of some of its articles, the Legislative Body shall be required to convocate all the primary assemblies of the Republic to ascertain if there are grounds for a National Convention. 

ON THE GUARANTEE OF RIGHTS 
The Constitution guarantees all Frenchmen equality, liberty, security, property, public debt, freedom of worship, public schooling, public relief, unrestricted freedom of the press, the right to assemble in groups, and the enjoyment of all the rights of man. 
The French Republic respects loyalty, courage, the elderly, filial piety, and misfortune. It entrusts its Constitution to the care of all the virtues. 
The Declaration of Rights and the Constitutional Act shall be engraved on tablets and placed in the midst of the Legislative Body and in public places.
The Law of Suspects

This law, passed on 17 September 1793, authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. This legislation in effect made the penal justice system into the enforcement arm of the revolutionary government, which would now set as its primary responsibility not only the maintenance of public order but also the much more difficult and controversial task of identifying internal enemies of the Republic—such as "profiteers" who violated the Maximum—and then removing them from the citizenry, where they might subvert the general will.

1. Immediately after the publication of the present decree, all suspects within the territory of the Republic and still at large, shall be placed in custody.

2. The following are deemed suspects:

1— those who, by their conduct, associations, comments, or writings have shown themselves partisans of tyranny or federalism and enemies of liberty;

2— those who are unable to justify, in the manner prescribed by the decree of 21 March, their means of existence and the performance of their civic duties;

3— those to whom certificates of patriotism have been refused;

4— civil servants suspended or dismissed from their positions by the National Convention or by its commissioners, and not reinstated, especially those who have been or are to be dismissed by virtue of the decree of 14 August;

5— those former nobles, together with husbands, wives, fathers, mothers, sons or daughters, brothers or sisters, and agents of the émigrés, who have not constantly demonstrated their devotion to the Revolution;

6— those who have emigrated between 1 July 1789, and the publication of the decree of 30 March (8 April 1792), even though they may have returned to France within the period established by said decree or prior thereto.
Declaration of Rights and Duties of Man and Citizen, Constitution of the Year III (1795)

After the fall of Robespierre and the dismantling of the Terror, the National Convention drafted yet another republican constitution. The new constitution was also approved in a referendum and put into effect 26 October 1795. It remained until Napoleon came to power in November 1799. Note that this declaration links duties with rights. It also drops the references to welfare and public assistance and emphasizes family obligations (Art. 4 among duties) for the first time. This declaration also makes clear that "men" refers to males only.

The French people proclaim in the presence of the Supreme Being the following declaration of the rights of man and citizen:

Rights.

1. The rights of man in society are liberty, equality, security, property.
2. Liberty consists in the power to do that which does not injure the rights of others.
3. Equality consists in this, that the law is the same for all, whether it protects or punishes.
4. Security results from the cooperation of all in order to assure the rights of each.
5. Property is the right to enjoy and to dispose of one's goods, income, and the fruit of one's labor and industry.
6. The law is the general will expressed by the majority of the citizens or their representatives.
7. That which is not forbidden by the law cannot be prevented.

No one can be constrained to do that which it does not ordain.

8. No one can be summoned into court, accused, arrested, or detained except in the cases determined by the law and according to the forms which it has prescribed.
9. Those who incite, promote, sign, execute, or cause to be executed arbitrary acts are guilty and ought to be punished.
10. Every severity which may not be necessary to secure the person of a prisoner ought to be severely repressed by the law.
11. No one can be tried until after he has been heard or legally summoned.
12. The law ought to decree only such penalties as are strictly necessary and proportionate to the offense.
13. All treatment which increases the penalty fixed by the law is a crime.
14. No law, either civil or criminal, can have retroactive effect.

15. Every man can contract his time and his services, but he cannot sell himself nor be sold; his person is not an alienable property.

16. Every tax is established for the public utility; it ought to be apportioned among those liable for taxes, according to their means.

17. Sovereignty resides essentially in the totality of the citizens.

18. No individual nor assembly of part of the citizens can assume the sovereignty.

19. No one can without legal delegation exercise any authority or fill any public function.

20. Each citizen has a legal right to participate directly or indirectly in the formation of the law and in the selection of the representatives of the people and of the public functionaries.

21. The public offices cannot become the property of those who hold them.

22. The social guarantee cannot exist if the division of powers is not established, if their limits are not fixed, and if the responsibility of the public functionaries is not assured.

Duties.

1. The declaration of rights contains the obligations of the legislators; the maintenance of society requires that those who compose it should both know and fulfill their duties.

2. All the duties of man and citizen spring from these two principles graven by nature in every heart:

   Not to do to others that which you would not that they should do to you.

   Do continually for others the good that you would wish to receive from them.

3. The obligations of each person to society consist in defending it, serving it, living in submission to the laws, and respecting those who are the agents of them.

4. No one is a good citizen unless he is a good son, good father, good brother, good friend, good husband.

5. No one is a virtuous man unless he is unreservedly and religiously an observer of the laws.

6. The one who violates the laws openly declares himself in a state of war with society.

7. The one who, without transgressing the laws, eludes them by stratagem or ingenuity wounds the interests of all; he makes himself unworthy of their good will and their esteem.

8. It is upon the maintenance of property that the cultivation of the land, all the productions, all means of labor, and the whole social order rest.

9. Every citizen owes his services to the fatherland and to the maintenance of liberty, equality, and property whenever the law summons him to defend them.
APPENDIX 8.5 – Jigsaw Fill in the Blank

Political Changes in Revolutionary France

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<td>1 Question I Still Have</td>
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APPENDIX 9.1 – Photo Timeline

### APPENDIX 9.2 – Text of the Photo Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 5, 1793</td>
<td>“Terror is the order of the Day”&lt;br&gt;The Reign of Terror began when French lawyer and politician Maximilien Robespierre took control of the Committee of Public Safety and ruled as a dictator.</td>
</tr>
<tr>
<td>October 16, 1793</td>
<td>Death of a Queen&lt;br&gt;Put on trial for a wide range of charges, many of them exaggerated, the Queen was found guilty and executed.</td>
</tr>
<tr>
<td>October 31, 1793</td>
<td>Girondin members are rounded up and executed&lt;br&gt;Robespierre was a member of the Jacobins - a radical political group. The rival group, the Girondins, became targets during the &quot;Terror&quot;.</td>
</tr>
<tr>
<td>December 25, 1793</td>
<td>Robespierre justifies his authority&lt;br&gt;Robespierre claims that since his &quot;revolutionary regime&quot; is at war, it must &quot;operate in an extraordinary manner&quot;.</td>
</tr>
<tr>
<td>June 8, 1794</td>
<td>Festival of the Supreme Being&lt;br&gt;Robespierre created his own revolutionary religion based on Greek and Roman models. To &quot;ring in&quot; this new belief system he organized a massive festival, involving a man-made mountain, which he presided over.</td>
</tr>
<tr>
<td>June 10, 1794</td>
<td>New legislation makes trials for &quot;counterrevolutionaries&quot; even faster!&lt;br&gt;Over 65% of all &quot;counterrevolutionaries&quot; were executed after Robespierre put this new law into effect.</td>
</tr>
<tr>
<td>June 28, 1794</td>
<td>The Terror Ends&lt;br&gt;Charged with &quot;crimes against the Republic&quot;. Robespierre is guillotined. The Reign of Terror ends after over 40,000 French citizens are killed.</td>
</tr>
</tbody>
</table>
APPENDIX 9.3 – Primary Source #1&2, Robespierre

The Terror Justified
Maximilian Robespierre
Speech delivered to the National Convention - February 5, 1794

It is time to mark clearly the aim of the Revolution and the end toward which we wish to move; it is time to take stock of ourselves, of the obstacles which we still face, and of the means which we ought to adopt to attain our objectives....

What is the goal for which we strive? A peaceful enjoyment of liberty and equality, the rule of that eternal justice whose laws are engraved, not upon marble or stone, but in the hearts of all men.

We wish an order of things where all low and cruel passions are enchained by the laws, all beneficent and generous feelings aroused; where ambition is the desire to merit glory and to serve one’s fatherland; where distinctions are born only of equality itself; where the citizen is subject to the magistrate, the magistrate to the people, the people to justice; where the nation safeguards the welfare of each individual, and each individual proudly enjoys the prosperity and glory of his fatherland; where all spirits are enlarged by the constant exchange of republican sentiments and by the need of earning the respect of a great people; where the arts are the adornment of liberty, which ennobles them; and where commerce is the source of public wealth, not simply of monstrous opulence for a few families.

In our country we wish to substitute morality for egotism, probity for honor, principles for conventions, duties for etiquette, the empire of reason for the tyranny of customs, contempt for vice for contempt for misfortune, pride for insolence, the love of honor for the love of money . . . that is to say, all the virtues and miracles of the Republic for all the vices and snobbishness of the monarchy.

We wish in a word to fulfill the requirements of nature, to accomplish the destiny of mankind, to make good the promises of philosophy . . . that France, hitherto illustrious among slave states, may eclipse the glory of all free peoples that have existed, become the model of all nations.... That is our ambition; that is our aim.

What kind of government can realize these marvels? Only a democratic government.... But to found and to consolidate among us this democracy, to realize the peaceable rule of constitutional laws, it is necessary to conclude the war of liberty against tyranny and to pass successfully through the storms of revolution. Such is the aim of the revolutionary system which you have set up....
Now what is the fundamental principle of democratic, or popular government— that is to say, the essential mainspring upon which it depends and which makes it function? It is virtue: I mean public virtue . . . that virtue is nothing else but love of fatherland and its laws....

The splendor of the goal of the French Revolution is simultaneously the source of our strength and of our weakness: our strength, because it gives us an ascendancy of truth over falsehood, and of public rights over private interests; our weakness, because it rallies against us all vicious men, all those who in their hearts seek to despoil the people.... It is necessary to stifle the domestic and foreign enemies of the Republic or perish with them. Now in these circumstances, the first maxim of our politics ought to be to lead the people by means of reason and the enemies of the people by terror.

If the basis of popular government in time of peace is virtue, the basis of popular government in time of revolution is both virtue and terror: virtue without which terror is murderous, terror without which virtue is powerless. Terror is nothing else than swift, severe, indomitable justice; it flows, then, from virtue.
APPENDIX 9.4 – Simulation Game

LIVING DURING “THE REIGN OF TERROR”

A Simulation

The minute you walk out of class today, you will be entering a whole new world—the world of the Reign of Terror. In this world, French people had to watch their behaviour and demeanor very carefully. For those who did not seem to be whole-hearted supporters of the Revolution were declared “enemies of the Revolution”—and went to the guillotine to “lose a quick 10 pounds.”

We will be doing a simulation of what it must have been like during the Reign of Terror. You will go about your day as normal—but you will have to adhere to a strict set of rules or be fingered by “spies” for the Committee of Public Safety for execution.

Here are the rules of the simulation:

1. You will be assigned a role—either regular French citizen or a committee of Public Safety spy. You must keep your identity a secret—or else you will not make too effective a spy (lie if you have to).
2. Everyone must follow the attached rules as they go through the school day—you never know who will be watching. (Yes, spies, even you must watch yourself).
3. Committee spies—you are responsible for monitoring the behaviour of your classmates, (and anyone in any of the other APUS1 classes) and reporting any indiscretions. Proper “reports” should contain the spy’s name, the name of the accused, date, time, location, their offense, and any witnesses. Reports that do not contain all of these things are not acceptable. Email all denunciations to citizen Robespierre (TEACHER NAME AND EMAIL)

Only people who are assigned as spies can make reports.

4. At the end of the simulation, the spy with the most number of valid denunciations will receive +10pts on the next test. Any citizen who proves their loyalty to the Republique by not having any reports filed against him/her will receive +10pts to the next nest.
5. The simulation will take place in school over the next three days.
APPENDIX 9.4 CONTINUED

THE REPUBLIC OF VIRTUE

Rules to be followed by the *Virtuous* supporters of the Republic

*1. All citizens (members of this class) must address each other as “citizen” or “citizenship” whenever beginning a conversation or bidding hello or goodbye.

2. No one shall be seen eating white bread—a sure sign of rebellion and greed. Only whole wheat bread—“equality bread” will be eaten.

3. No one shall speak ill of the present government (any teacher, the administration, or any member of the Committee of Public Safety).

*4. No one shall be seen associating with known enemies of the Revolution—particularly the former “noble class” (juniors, seniors).

5. Subversive writings during any class (notes or texts to a classmate or other unauthorized use of cell phones) are outlawed. Subversive actions (talking in class when not called upon by the teacher) are outlawed.

6. No one shall wear garish jewelry or ornamentation—a sure sign of greed and unnecessary extravagance.

7. No one shall inquire as to who might be the vigilant eyes of the Committee of Public Safety (spies).

*Vive La Republique!*

Robespierre
*Premier Citoyen*

*Rules 1 and 4 will not apply in any other academic class but will apply in History class, Gym, Lunch, passing time and hanging around after school (extra help).*
APPENDIX 10.1 – Primary Source #1, Caricature

APPENDIX 10.2 – Primary Source #2, Napoleon on his throne
Slide 1

NAPOLEON BONAPARTE

Death is nothing, but to live defeated and inglorious is to die daily.

Slide 2

The Early Years

- Born 1769 in Corsica, Italy (which belonged to France at the time)
- Attended Military school in France
- Famously known for his height – 5’2”
  - Nicknamed “The Little Corporal”
- Had a wild dream of becoming another Alexander the Great by carving out a large empire for France in the East
- 1799-1814 Napoleonic Era, or Age of Napoleon
Personal Life

- Married a leader of French society, Josephine de Beauharnais in 1796
  - Separated in 1809

Personal Life

- Married Marie Louise, Duchess of Parma in 1810
  - Were married until his death in 1821
Rise of Napoleon

- Appointed General of the French army to lead them into Italy to fight against Austria
- Gained control of all northern Italy for France
- Other officials feared that he might become so popular that they could no longer control him
- There were advantages that made him look better than he was
  - Faced generals who were 72 and mid-sixties, one with gout
    - Believed in old fashioned rules of war so were caught off guard by Napoleon’s innovative strategies

Rise of Napoleon

- While fighting in Egypt, Napoleon secretly abandoned his hungry, heat stroked and plagued men and returned to France
- The French were happy to see him, having lost confidence in their 1795 constitution, they looked to him for a change
- Coup d’État due to an unstable government
  - Used force to over take power
  - Many were not surprised that he did this
  - No violence
Rise of Napoleon

- The Consulate – Napoleon gave himself unlimited power
  - First five years of Napoleon called the Consulate
  - Made offers of peace to England and Austria – they rejected so Napoleon led an army into Northern Italy to fight the Austrians
    - Napoleon defeated Austria just as it looked like they would fail, and the truce was signed the next day

Napoleon as Dictator

- Hailed the “genius of war” and the “angel of peace”
- France declared him Consul for life – giving him the ultimate of ultimate power
  - He wrote a new constitution in 1799 and put it to the people to vote
    - It was approved by the people
- Accomplishments in government
  - Napoleonic Code
  - Bank of France
  - Public education – high schools, universities, technical schools
  - Concordat-agreement with the Pope of Roman Catholic Church – acknowledged that most of the France was catholic, but allowed religious freedom
Slide 9

Napoleonic Code

- Believed there should be one law for everyone which unifies France
- Consisted of 2,281 articles in three books
  - *First book, Of Persons*
  - *The second book, Of Property*
  - *The third book, Of the Different Modes of Acquiring Property*,

Slide 10

Napoleon as Emperor, 1804-1815

- French people voted to become an empire
- Napoleon crowned himself, and his wife with the blessing of the Pope
  - *Power permanent and hereditary*
- Saw Napoleon as protecting the ideals they created in the revolution
- The French did change
  - *Felt a practical government was more important than liberty; they wanted security*
- Defeated Austria and Russia
- Blockage of British Isles
The Reorganization of Europe

Increased nationalism
- Napoleon placed members of his own family as monarchs of countries he conquered; loyalty and patriotism

The Peninsular War
- Spanish and Portuguese revolt against French rule
  - Drove Napoleon’s family out of rule in Spain

Catastrophe in Russia

Upset that Russia was trading with Great Britain, though they were allies with France

The Grand Army of 600,000 – marched to Russia but were defeated through lack of proper housing and supplies, scorched earth
  - Russian winter was coming so they retreated

Final defeat – Western European countries allied against France and Napoleon
  - Restored the monarchy to Louis XVIII
  - Exiled to the Island of Elba
The Hundred Days

- During 1814 and early 1815, Napoleon escaped exile in Elba and returned to France.
- King sent army to capture Napoleon.
  - Napoleon convicted them to join him against king.
- Napoleon led this army into France and drove out the King and ruled for 100 days until Britain, Prussia, and Netherlands were victorious and forced him into exile.
The Code Napoleon (1804)

Preliminary Title: Of the Publication, Effect, and Application of the Laws in General

1. The laws are executory throughout the whole French territory, by virtue of the promulgation thereof made by the First Consul. They shall be executed in every part of the Republic, from the moment at which their promulgation can have been known. The promulgation made by the First Consul shall be taken to be known in the department which shall be the seat of government, one day after the promulgation; and in each of the other departments, after the expiration of the same interval augmented by one day for every ten myriameters (about twenty ancient leagues) between the town in which the promulgation shall have been made, and the chief place of each department.

2. The law ordains for the future only; it has no retrospective operation.

3. The laws of police and public security bind all the inhabitants of the territory. Immovable property, although in the possession of foreigners, is governed by the French law. The laws relating to the condition and privileges of persons govern Frenchmen, although residing in a foreign country.

6. Private agreements must not contravene the laws which concern public order and good morals.

Book I: Of Persons

Title I: Of the Enjoyment and Privation of Civil Rights

1. The exercise of civil rights is independent of the quality of citizen, which is only acquired and preserved conformably to the constitutional law.

8. Every Frenchman shall enjoy civil rights.

Chapter VI: Of the Respective Rights and Duties of Married Persons

212. Married persons owe to each other fidelity, succor, assistance.

213. The husband owes protection to his wife, the wife obedience to her husband.

214. The wife is obliged to live with her husband, and to follow him to every place where he may judge it convenient to reside; the husband is obliged to receive her, and to furnish her with every necessity for the wants of life, according to his means and station.

215. The wife cannot plead in her own name, without the authority of her husband, even though she should be a public trader, or noncommunicant, or separate in property.
216. The authority of the husband is not necessary when the wife is prosecuted in a criminal manner, or relating to police.

217. A wife, although noncommunicant or separate in property, cannot give, pledge, or acquire by free or chargeable title, without the concurrence of her husband in the act, or his consent in writing.

218. If the husband refuses to authorize his wife to plead in her own name, the judge may give her authority.

219. If the husband refuses to authorize his wife to pass an act, the wife may cause her husband to be cited directly before the court of the first instance, of the circle of their common domicil[e], which may give or refuse its authority, after the husband shall have been heard, or duly summoned before the chamber of council.

220. The wife, if she is a public trader, may, without the authority of her husband, bind herself for that which concerns her trade; and in the said case she binds also her husband, if there be a community between them. She is not reputed a public trader if she merely retails goods in her husband’s trade, but only when she carries on a separate business.

221. When the husband is subjected to a condemnation, carrying with it an afflектив or infamous punishment, although it may have been pronounced merely for contumacy, the wife, though of age, cannot, during the continuance of such punishment, plead in her own name or contract, until after authority given by the judge, who may in such case give his authority without hearing or summoning the husband.

226. The wife may make a will without the authority of her husband.

Title VI: Of Divorce

Section II: Of the Provisional Measures to Which the Petition for Cause Determinate May Give Rise

267. The provisional management of the children shall rest with the husband, petitioner, or defendant, in the suit for divorce, unless it be otherwise ordered for the greater advantage of the children, on petition of either the mother, or the family, or the government commissioner.

271. Every obligation contracted by the husband at the expense of the community, every alienation made by him of immovable property dependent upon it, subsequent to the date of the order mentioned in article 238, shall be declared void, if proof be given, moreover, that it has been made or contracted in fraud of the rights of the wife.

Title IX: Of Paternal Power

375. A father who shall have cause of grievous dissatisfaction at the conduct of a child, shall have the following means of correction.
376. If the child has not commenced his sixteenth year, the father may cause him to be confined for a period which shall not exceed one month; and to this effect the president of the court of the circle shall be bound, on his petition, to deliver an order of arrest.

377. From the age of sixteen years commenced to the majority or emancipation, the father is only empowered to require the confinement of his child during six months at the most; he shall apply to the president of the aforesaid court, who, after having conferred thereon with the commissioner of government, shall deliver an order of arrest or refuse the same, and may in the first case abridge the time of confinement required by the father.

379. The father is always at liberty to abridge the duration of the confinement by him ordered or required. If the child after his liberation fall into new irregularities, his confinement may be ordered anew, according to the manner prescribed in the preceding articles.

Book III: Modes of Acquiring Property

Title I: Of Successions

818. The husband may, without the concurrence of his wife, claim a distribution of objects movable or immovable fallen to her and which come into community; with respect to objects which do not come into community, the husband cannot claim the distribution thereof without the concurrence of his wife; he can only demand a provisional distribution in case he has a right to the enjoyment of her property. The co-heirs of the wife cannot claim final distribution without suing the husband and his wife.

Title II: Donations and Wills

905. A married woman cannot make donation during life without the assistance or the special consent of her husband, or without being thereto authorized by the law, conformably to what is prescribed by articles 217 and 219, under the title “Of Marriage.” She shall not need either the consent of her husband, or the authorization of the law, in order to dispose by will.

Chapter IV: Of Donations During Life

Section II: Of the Administration of the Community, and of the Effect of the Acts of Either of the Married Parties Relating to the Conjugal Union

1421. The husband alone administers the property of the community. He may sell it, alienate and pledge it without the concurrence of his wife.

1424. Fines incurred by the husband for a crime not importing civil death, may be sued for out of the property of the community, saving the compensation due to
the wife; such as are incurred by the wife cannot be put in execution except out of her bare property in her personal goods, so long as the community continues.

1427. The wife cannot bind herself nor engage the property of the community, even to free her husband from prison, or for the establishment of their children in case of her husband’s absence, until she shall have been thereto authorized by the law.1428. The husband has the management of all the personal property of the wife. He may prosecute alone all possessory actions and those relating to movables, which belong to his wife. He cannot alienate the personal immovables of his wife without her consent. He is responsible for all waste in the personal goods of his wife, occasioned by the neglect of conservatory acts.

Section II: Of the Rights of the Husband over the Property in Dowry, and of the Inalienable Nature of the Funds of the Dower

1549. The husband alone has the management of the property in dowry, during the marriage. He has alone the right to use the debtors and detainers thereof, to enjoy the fruits and interest thereof, and to receive reimbursements of capital. Nevertheless it may be agreeed, by the marriage contract, that the wife shall receive annually, on her single acquaintance, a part of her revenues for her maintenance and personal wants.
APPENDIX 11.3 – Primary Source #2, Quotes of Napoleon

Maxims of Napoleon – A Genius?

On War:
- The fate of the nation may sometimes depend upon the position of a fortress.
- When you have resolved to fight a battle, collect your whole force.
- Dispense with nothing. A single battalion sometimes decides the day.
- The first qualification of a soldier is fortitude under fatigue and privation. Courage is only the second; hardship, poverty, and want are the best school for a soldier.
- In war, the moral element and public opinion are half the battle.
- War must be made as intense and awful as possible in order to make it short, and thus to diminish its horrors.
- A soldier will fight long and hard for a bit of coloured ribbon.
- A man like me troubles himself little about a million men.
- The spectacle of a field of battle after the combat is sufficient to inspire Princes with love of peace, and the horror of war.

On Politics:
- For the stability of the Government, the people should have a considerable voice in the elections.
- The sovereignty of the people is inalienable.
- There is no power without justice.
- A King should sacrifice the best affections of his heart for the good of his country; no sacrifice should be above his determination.
- A great European federative system alone can be favourable to the development of civilization/

On Nations:
- Patriotism is a word, which represents a noble idea
- It strengthens the bonds between nations to have the same civil laws and the same monetary system.
- Agriculture is the soul and chief support of empires; industry produces riches and the happiness of the people; exportation represents superabundance, and good use of both.
- Nothing renders a nation so despicable as religious despotism.
- Equality should be the chief basis f the education of youth.
- We should wash our dirty linen at home.
- We are nothing but the law.
- To extraordinary circumstances we must apply extraordinary remedies.
APPENDIX 11.4 – Blackline Master for Quotes of Napoleon

Napoleon’s Words and Deed

Quote #1
Quote #2
Quote #3
Quote #4
Quote #5

In other words...
In other words...
In other words...
In other words...
In other words...

Napoleon Did
Napoleon Did
Napoleon Did
Napoleon Did
Napoleon Did
APPENDIX 12.1 – Primary Source #1, Congress of Vienna, Painted by Jean-Baptiste in 1819.
Ending Napoleon

- After the 100 Days, the European powers were not going to take any chances on Napoleon's possible return
- They exiled him to the island of St. Helena - a barren, wind-swept rock located in the South Atlantic Ocean
- This is where he died in 1821, still a British prisoner

A RETURN TO PEACE

“Order alone can produce freedom. Without order, the appeal to freedom will always in practice lead to tyranny”
- Metternich
Congress of Vienna

The principles of the Congress of Vienna, Austria

- Met to achieve stability in Europe and settle Territorial questions
  - Compensation - the countries that had suffered the most at the hands of Napoleon had to be paid back
  - Balance of power - had to be restored to Europe so that no country became too powerful
  - Legitimacy - all former ruling families should be restored to their thrones

The Age of Metternich

- Prince Klemens von Metternich, 1773-1859
- Lived during the French Revolution
- Born in Austria but had large influence from the France due to their influence on Austria throughout the Revolution
- Attended university in France during the Revolution and formed an opinion on the ideas and behaviours of it
  - Viewed revolutionaries as tyrants who used the word freedom to justify violence
The Age of Metternich

- Used Secret police and Military suppression to stop liberalism
  - Liberalism-Extended the ideas of the American and French Revolution
    Individual rights and rule of law
- Metternich suppressed freedoms such as press and speech
- Architect of a diplomatic system which kept Europe at peace for a century
The Congress of Vienna (September 1814-June 1815): Background Information

Overarching Questions:
1. What to do with Napoleon?
2. What to do with the rest of Europe (France, Holy Roman Empire, other borders)?

After Napoleon’s exile to Elba in April 1814, the Allies were faced with determining the fate of Europe. The major powers that gathered in Vienna had lived through the French Revolution and had seen their territories be overrun by Napoleon. The Congress of Vienna was an almost year-long series of meetings between the four victorious nations (Britain, Austria, Russia and Prussia) and defeated France. Hosted by Emperor Francis of Austria, who took little part in its work, the Congress of Vienna was dominated by the following individuals:

- Prince Clemens von Metternich of Austria
- Viscount Castlereagh of Great Britain
- Marquis de Talleyrand of France
- Tsar Alexander I of Russia
- King Frederick William III of Prussia

Along with these five powerful men were thousands of diplomats and agents representing the interests of smaller powers and various associations. The challenge facing these diplomats was to create a stable Europe out of the ruins of the Napoleonic system.

The first guests began arriving in Vienna in late August. In September when Castlereagh, Tsar Alexander and King Frederick William arrived, the host, Emperor Francis, announced their arrival with a cannon salute while huge crowds watched the procession. Over the next nine months, the delegates debated, intrigued, and sometimes threatened one another, all while accompanied by string quartets and lavish banquets and ceremonies. Over three hundred carriages with gilded wheels drawn by horses with their manes plumed with colored ribbons were held in readiness at all times to transport visiting royalty. The glitter of royalty was part of Metternich’s plan to make Europe forget about all the revolutionary times and changes they brought and help lead the way towards a return to the “Old Order.” (To pay for these excesses, the Emperor imposed a 50% tax increase upon the people of Vienna).

The intrigue of the Congress continued but the atmosphere changed drastically when the news of Napoleon’s escape from Elba was received in 1815. At this point all of the leaders put aside their personal differences in a united front against Napoleon (Sweden, Spain and Portugal joined the big 5 powers to fight at Waterloo).

When the Congress met in Paris after Napoleon’s second and final defeat, it was tough to keep the agreements in place and to not further punish France for Napoleon’s aggressive actions. But Metternich reminded the group that “a bitter France is a dangerous France.”

N.B.: The goal of the Congress was not to divide ALL of the land in Europe between the 5 great powers; rather, there would still be many dozens of independent political entities moving forward.
APPENDIX 12.4 – The Congress of Vienna Activity Sheet, Austria

**Prince Metternich**  
**Austria**

**Personal Information:** You are a vain and arrogant aristocrat who opposes all democratic ideals of the French Revolution. You admire the “Old Regime” institutions of class distinction, a strong monarchy, and huge empires. You fear what the rising revolutionary spirit in the world will do to the ruling Austrian family, the Hapsburgs. Your influence at the Congress of Vienna is so great that some historians have called the period after Napoleon the “Age of Metternich.”

At the Congress, you were the chairman, planner and master of ceremonies. You were admired by the other diplomats for your courtly style. You were often attired in a gold embroidered coat and sash. Although you often let it appear that you were spending time with one of your many mistresses, in actuality you were studying intelligence reports submitted to you by spies who probed wastebaskets and eavesdropped on any conversations they could. Because of a personal disagreement with the Tsar (more info below), only the Tsar did not attend your weekly receptions. When Napoleon escapes, you do finally mend your relationship with the Tsar.

**Your role at the Congress in the negotiations:** As the key manipulator you are committed to a number of principles: you believe a balance of power in Europe must be maintained. It is critical to Austrian security that Russia and Prussia not expand their influence on Austrian territory. Secondly, like Talleyrand, you believe in legitimacy, that is returning the traditional or legitimate heirs to their thrones. (for example, putting Louis XVIII, a Bourbon king, back on the French throne). Thirdly, you believe in compensation, or rewarding those nations that fought Napoleon.

You are also deeply concerned about Austria’s position. You want Austria to be the dominant state among “the German peoples, consequently you are concerned about Prussia and any expansion of its territory or influence.” You do NOT want to punish and humiliate France because you believe that doing so would lead to a desire for revenge and future wars. So you do not want to strip France of its territory and all its power. Also, you realize that weakening France too much would result in the increased strength of another nation in Europe, and a strong Russia, in particular, would pose a threat to Austrian security and the balance of power. Therefore, along with Castleragh (Great Britain), you oppose the acquisition of Poland by Russia.

You also oppose the creation of a united Italian nation; in fact, you would like to see Austria acquire some Italian territories.

You are a master at playing countries off one another. In an effort to split up the Prussian-Russian friendship, you sent misinformation Frederick William of Prussia about the Tsar’s plans for Poland. The Tsar challenged you to a duel, but fortunately the duel never happened.
APPENDIX 12.5 – Congress of Vienna Activity Sheet, Great Britain

Viscount Castlereagh
Great Britain

Personal Information: You are arrogant, bossy, moody, troubled, and disliked by the public, although you are very bright and capable. At the Congress, your role was critically important as you wanted to maintain peace in Europe and arrange the map so that no great power would feel a need to resort to war. Because of your diplomatic skills you feel that you would be an excellent arbiter between those powers that did have conflicting claims.

Your role at the Congress in the negotiations: One principle that you feel the Congress must follow is to restore a balance of power in Europe. You realize that peace is good for trade, and although you and France under Napoleon have been bitter enemies, France had been your best trade customer. You believe that England, and you in particular, can serve as an arbiter in European disputes since you have no claims to any territory in continental Europe. Also, since you have been at war with France from 1793 during the French Revolution until 1815, you desire territorial compensation from France of some sort (although not in territorial Europe—some French colonies would be nice).

You do believe that the French borders should be decreased and forced back to the ancient boundaries, not the “natural” boundaries that France claims should be hers. And although France should lose territory, you feel strongly that one of the great powers should have mastery in Europe— you realize the danger of a powerful Russia just as much as a powerful France.

You work with Metternich to prevent Russia from getting Poland completely, but you can see that Russia should have some claims to further territorial influence. A primary concern, though, is to be sure that all the Allied powers work together first against Napoleon, and later to restore Europe. You oppose any liberal democratic movements that would threaten to upset the delicate balance of power that you feel is necessary to keep peace in Europe. And finally, representing Britain, you don’t lay claim to any territory in Europe, but you feel strongly that Britain should be compensated for their key role in defeating Napoleon by acquiring colonial territory around the world.
Marquis De Talleyrand  
France

Personal Information: History might consider you a master “turncoat” since under the “Old Regime” you had been a bishop and a courtier. As the revolution proceeded, you betrayed the church, but then as Napoleon began to rise you turned your back on the revolution to attach yourself to Napoleon’s coattails. After Napoleon’s defeat and exile to Elba you dedicated yourself to serving the restored Bourbon king, Louis VIII. Napoleon was not completely charmed by you, however, as he once referred to you as a “silk stocking filled with mud.” In your defense, however, it was because of your leadership and political maneuvering that France was admitted to the Congress of Vienna as an equal negotiator, despite being the defeated nation.

Your role at the Congress in the negotiations: You are committed to the principle of legitimacy, meaning that you want to restore the traditional (legitimate) rulers to the throne. (For example, Louis XVIII, of the Bourbon dynasty was returned to France’s throne). It was because of your influence in convincing Metternich of the importance of France in the European community that France was invited as a full-fledged member at the Congress of Vienna.

You want to keep France’s losses to a minimum and would like to see France returned to what you consider the natural boundaries (Rhine river and the Alps), even though you realize that as the defeated nation you will probably lose some territory. What you must constantly remind the others about is that weakening France and letting another European nation become too strong will threaten peace and stability in Europe.

One of your important goals is to create an independent Poland and to not let Russia simply take over this entire territory. This will be tough because Russia will demand the territory for all of the destruction that occurred during Napoleon’s invasion. Therefore, you will need support in this goal and you consider Austria and Prussia as most likely to support you in some sort of compromise.
Appendix 12.7 – Congress of Vienna Activity Sheet, Russia

Tsar Alexander I
Russia

Personal Information: As commander of the largest army in the world, you take pride in your Cossack Cavalry that rode down the boulevards of Paris in triumph over Napoleon in 1814. You believe in the occult (supernatural), often go to séances, and confide in a mystic, Madame Krudener. At the Congress, you believe that you are there on a great mission ordained by heaven. You think of yourself as an enlightened and just prince ruling over a nation of grateful subjects, but in reality, your Russia was the most autocratic and your subjects had the fewest rights of any nation at the Congress.

You are 37, tall, handsome, and incredibly vain. You believe that you are irresistible to women, and in order to prove this to Metternich (the host), you took one of his former mistresses; though this, you wanted not only prove yourself equal to Metternich, but you hoped to gain confidential information through her. You begin to hate Metternich, especially after he tried to turn the Prussian Prince against you, so you challenged him to a duel.

While the duel never happened, you do steadfastly ignore him and you insist on your demand of Poland. You skip his receptions and try to avoid him at the Palace where both of your mistresses live; at the palace, you do meet Madame Krudener and your Holy Alliance moves to the front of your mind.

Your role at the Congress in the negotiations: You want to move Russia from the edge of Europe/Asia to be accepted as a truly great power in the European community. You want Poland and Finland as compensation for fighting Napoleon. Your primary goal (some called it a foolish distraction) is to create a Holy Alliance (Russia, Prussia and Austria) to shape foreign policy according the Jesus’ teachings. Prussia and Austria have reservations about your sincerity, but are willing to go along with it. (Metternich of Austria refers to it as “loud sounding nothing.”)
King Frederick William III
Prussia

Personal Information: You are undoubtedly the least influential of the great representatives at Vienna, largely because you are not very bright and are very timid. You really became the “yes man” for Tsar Alexander of Russia, whom you greatly admired. Another negotiator, the able Karl von Hardenberg, was there with you and did play a role as well, although he suffered from a severe hearing problem at the time of the conference that handicapped his performance.

Your role at the Congress in the negotiations: You want to get Saxony, a major German state, but Metternich opposes this (he wants Austria to be the dominant German state, not Prussia). You need support, preferably from Russia, to get Saxony. You also feel that Prussia played a key role in defeating Napoleon, and therefore the principle of compensation should be employed—in other words, Prussia should somehow benefit territorially from France’s defeat.

During the Napoleonic wars you kept Prussia neutral until joining the 3rd coalition in 1805. However, Prussia lost about half of its land (its Polish and western territories), which you are now desperate to regain. You are prepared to join Russia and Austria in the Holy Alliance.
APPENDIX 12.9 – Primary Source #2, Congress of Vienna Transcript

May 30, 1814.

In the Name of the Most Holy and Undivided Trinity.

His Majesty, the King of the United Kingdom of Great Britain and Ireland, and his Allies on the one part, and His Majesty the King of France and Navarre on the other part, animated by an equal desire to terminate the long agitations of Europe, and the sufferings of Mankind, by a permanent Peace, founded upon a just repartition of force between its States, and containing in its Stipulations the pledge of its durability, and His Britannic Majesty, together with his Allies, being unwilling to require of France, now that, replaced under the paternal Government of Her Kings, she offers the assurance of security and stability to Europe, the conditions and guarantees which they had with regret demanded from her former Government, Their said Majesties have named Plenipotentiaries to discuss, settle, and sign a Treaty of Peace and Amity; namely,

1. There shall be from this day forward perpetual Peace and Friendship between His Britannic Majesty and his Allies on the one part, and His Majesty the King of France and Navarre on the other, their Heirs and Successors, their Dominions and Subjects, respectively.

The High Contracting Parties shall devote their best attention to maintain, not only between themselves, but, inasmuch as depends upon them, between all the States of Europe, that harmony and good understanding which are so necessary for their tranquility.

2. The Kingdom of France retains its limits entire, as they existed on the 1st of January, 1792. It shall further receive the increase of Territory comprised within tile line established by the following Article:

3. On the side of Belgium, Germany, and Italy, the Ancient Frontiers shall be re-established as they existed on the 1st of January, 1792, extending from tile North Sea, between Dunkirk and Nieuport to the Mediterranean between Cagnes and Nice, with the following modifications:

... . . .

France on her part renounces all rights of Sovereignty, Suzerainty, etc., and of possession, over all the Countries, Districts, Towns, and places situated beyond the Frontier above described, the Principality of Monaco being replaced on the same footing on which it stood before the 1st of January, 1792.

The Allied Powers assure to France the possession of the Principality of Avignon, of the Comitat Venaissin, of the Comté of Montébliard, together with the several insulated
Territories which formerly belonged to Germany, comprehended within the Frontier above described, whether they have been incorporated with France before or after the 1st of January, 1792.
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Lesson 11
Lesson 12

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