

French Revolution Packet

For the next three class periods, you will be working on assignments that deal with the French Revolution. You will be required to have your work checked by the instructor at the end each day. You will receive participation points each day. You will have plenty of time to complete this assignment, so no homework. If you stay on task, you will have no problem finishing these assignments in the time allowed.

List of Assignments:

- 1.) Causes of the French Revolution #1 [7 points]
- 2.) Causes of the French Revolution #2 [10 points]
- 3.) Extension #1 [10 points]
Write a one page paper that answers the question, "What was wrong with French Society in 1789?" Refer to sources A-D, use keywords and your own knowledge in your answer
- 4.) Extension #2 [10 points]
Design a poster to encourage members of the third estate to campaign for a fairer way. Include the reasons why people were resentful of the rich on your poster.
- 5.) French Revolution Cartoon [11 points]
- 6.) Fill in the Gaps of the French Revolution [15 points]
- 7.) The Tennis Court Oath [9 points]
- 8.) The King & the Revolution [8 points]
- 9.) Execution of the King [6 points]
- 10.) The Reign of Terror [7 points]
- 11.) The Rise of Napoleon [5 points]
- 12.) Napoleon Timeline [5 points]
- 13.) Napoleon Fact File [5 points]
- 14.) How did France Change Under Napoleon? [12 points]

TOTAL POINTS POSSIBLE: **120 points!!!**

Causes of the French Revolution #1

- 1.) Look back at the information on these sheets. List the reasons why many people in France were critical of a) the nobility; b) the King; c) The clergy.

- 2.) What might a French peasant have grumbled about in 1789?

- 3.) Look at source A. Explain what point you think the cartoonist was making. Remember to explain the significance of the three characters, as well as the caption underneath.

- 4.) How does the author of source B describe the lives of French peasants? (remember: it is not enough to say 'good' or 'bad' – you need to give examples from the source!)

- 5.) Study sources A, B and C together. Do these sources explain why poor people in France resented the rich? Explain your answer using the sources.

- 6.) Rousseau (source D) was an influential writer at this time. Along with other writers like Voltaire, he wanted France to have a more democratic form of government. Who would be most influenced by his words and why? (remember to include extracts from the source in your answer.

- 7) The pamphlet which source D came from was banned in 1775. Why do you think this was? Which members of French society would want it to be banned?

Extension #2

Design a poster to encourage members of the third estate to campaign for a fairer way. Include the reasons why people were resentful of the rich on your poster.

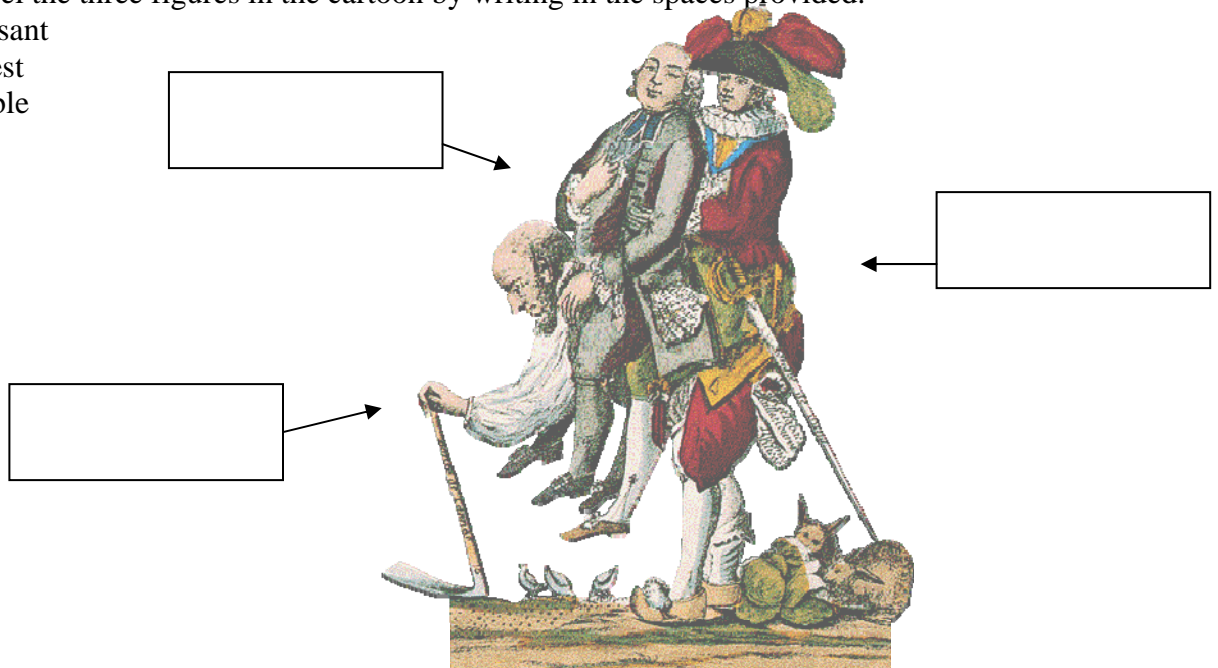
The causes of the French Revolution Cartoon

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

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

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

- Peasant
- Priest
- Noble



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

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The causes of the French Revolution

Fill in the gaps on this sheet using the words at the bottom of the page.

HINT: The dashes in each space tell you how many letters you need to use.

There was a revolution in _____ in 1789. The ruler of France before the Revolution was King _____ XVI. His wife was Queen _____ . King Louis XVI lived in his palace at _____ near Paris.

One of the reasons why there was a revolution in France in 1789 is that the king ran out of _____. He spent lots of money on two wars with _____. One was in 1756 and another one was in 1778. In the second war the French were helping the _____ break away from British control.

Another cause of the French Revolution was the problems faced by the _____. They were so poor that they did not have enough money to feed their families. This was made worse when the crops failed to grow. The _____ failed in 1787 and 1788.

Another cause of the French Revolution was that the two _____ groups in France would not give the king more money. The _____ and the _____ had lots of land and money but would not pay more _____. This left the king unable to find more money.

A final reason why the French had a revolution in 1789 was ideas. A new set of ideas called the _____ attacked the power of the king and the church. These made lots of ordinary French people think that they should have some of the power of the _____.



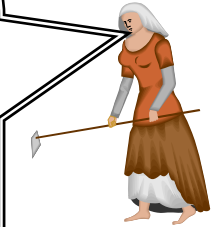
I am a lord. I have lots of money and do not want to pay any extra taxes to the king!



I am a bishop of the church. I have lots of money but I do not want to give the king any extra taxes either!

- | |
|------------------|
| taxes |
| peasants |
| Americans |
| Louis |
| Marie Antoinette |
| government |
| Enlightenment |
| Britain |
| lords |
| France |
| rich |
| church |
| Versailles |
| harvest |
| money |

I am a peasant. I have nothing. When the crops fail to grow the prices rise and I starve.



I am King Louis XVI. I have run out of money fighting the British. Perhaps the lords and the church could give me some more taxes?



IN THE TENNIS COURT

By Miss Surawy
www.SchoolHistory.co.uk

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

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

Colour Key

- Peasants
- Urban Workers
- Businessmen
- All three

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

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

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

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

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

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

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

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

The King & the Revolution

- 1.) Carefully look at sources A, B, and D. What kind of person do you think Louis XVI was?

- 2.) Now look at sources C and D. How would you describe Marie-Antoinette?

- 3.) Can you be sure that your descriptions of Louis and his queen are accurate? Explain your answer.

- 4.) Find all the dates on this worksheet and write them in your margin. Next to each date, write down the event it relates to.

- 5.) In what three ways did Louis behave badly in the years 1789-1791? Explain each fully.

- 6.) How did Louis show that he could not be trusted during this time?

- 7.) What point was the cartoonist of source E trying to make? Explain your answer.

- 8.) Mini-essay - How did Louis deal with the difficulties he faced in the years 1789 - 1791? Use the information and sources on this sheet, as well as your previous work.

Execution of Louis XVI

- 1) Look back at the verdict given by the Convention. How was Louis's fate decided? And by how many deputies?

- 2) How many deputies voted that there should NOT be a referendum?

- 3) Do you think Louis should have been sentenced to death? Explain your answer, remembering your previous work on Louis and his character and behavior.

- 4) How did the following prepare for Louis's execution?
a) The Government? b) Louis?

- 5) Why do you think so many armed guards were needed on the day of the execution?

- 6) Copy out the keywords and their meanings.

Execution of Louis XVI

Extra Credit!!!!

EXTRA CREDIT

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

- 1.) Using sources 1 and 2, what kind of relationship did Louis have with his family? Explain how you reached your answer.

- 2.) Read source 3 carefully to yourself. What words or phrases does the writer use to give an atmosphere of fun and festivity to Louis's execution?

- 3.) How does the writer of source 3 present Louis in a negative way?

- 4.) Why might the writer have produced such an account?

- 5.) Read source 4 carefully to yourself. How does this writer present Louis in a more positive way?

- 6.) Why might the writer have produced an account like this?

- 7.) How could an historian find out which of sources 3 and 4 is more reliable?

- 8.) Look at source 5. What does this source suggest about the feeling of the people towards Louis?

- 9.) Look at source 6. This is a sketch produced shortly after Louis's execution. Describe the sketch in detail.

- 10.) Do you think a supporter of Louis produced source 6? Explain your answer.

- 11.) Read source 7. How might someone in the crowd feel about Louis's execution after hearing these words?

- 12.) Use sources 3 — 6. Imagine you were a spectator at Louis's execution. Write a diary extract to explain the event. Mention things like; the atmosphere at the scaffold, whether you managed to get a souvenir, the sights and sounds of the event, your hopes for France now that the King is dead.

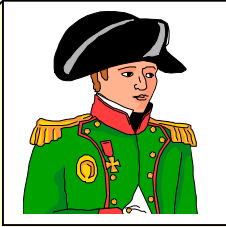
The Rise of Napoleon

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

Create a **TIMELINE** of at least 10 events in Napoleon's life.

The image shows a blank timeline template. It consists of a horizontal line with five vertical tick marks extending upwards and five vertical tick marks extending downwards. This creates a series of boxes for writing events.

BONAPARTE, NAPOLEON



CONFIDENTIAL

NAME:

BIRTH DETAILS:

POLITICAL IDEAS:

RISE TO IMPORTANCE:

HOW HE BECAME POWERFUL IN FRANCE:

How Did France Change Under Napoleon?

- 1) Go back through all the information on the worksheets. Write down each underlined word or phrase and its meaning. You might have to ask your teacher for help with some, or think back to your previous work. There are 6 altogether!

- 2) In what ways did Napoleon reform the education system in France?

- 3) Which aspects of Napoleon's education system did not change?

- 4) In what ways were the governments of King Louis XVI (pre-Revolution) and Napoleon different?

- 5) In what ways were they similar?

- 6) Read the Napoleonic Code. List the points of the code which you think are:
a. Fair? b. Unfair? Give reasons for your choices.

- 7) How did Napoleon try to restrict individual rights and freedoms?

- 8) Why do you think Napoleon felt it was so important to control the press?

- 9) How did Napoleon try to control religion in France?

- 10) What was the appeal of Napoleon to:
a. The Peasants? b. The Nobility?

- 11) Read some of the things said by Napoleon (on all of the sheets). What do these extracts tell us about Napoleon's attitude towards:
a. His role as Emperor? b. Women? c. The Media? d. The lower classes?

- 12) How did Napoleon improve France's cities and towns?