

## Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe the social divisions of France's old order.
- List reasons for France's economic troubles in 1789.
- Explain why Louis XVI called the Estates-General and summarize what resulted.
- Understand why Parisians stormed the Bastille.


## Prepare to Read

Build Background Knowledge **L3**

Ask students to recall some of the ideas of the Enlightenment. Based on their previous reading, ask them to predict how these ideas might influence peasants and the middle class in countries with absolute monarchs, such as France.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 AUDIO **Witness History Audio CD,**  
Inciting Revolution

Ask **According to Desmoulins, what elements do monarchies thrive on?** (*vices, concealments, and crimes*) **Why do you think the crowd would find this speech inspiring?** (*Sample: It appeals to a desire for an honest government.*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 1 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Reading Skills** Have students use the *Reading Strategy: Recognize Sequence* worksheet.

**All in One** Teaching Resources, Unit 4, p. 26



Camille Desmoulins and French Revolution banner

**WITNESS HISTORY**  AUDIO

## Inciting Revolution

Camille Desmoulins was a French revolutionary leader and journalist who wrote pamphlets and journals to express his views on the revolution. He also spoke to Parisian crowds and his stirring speeches in 1789 were a cause of the storming of the Bastille prison on July 14, 1789. This excerpt is from one of his speeches, "Better to Die than not Live Free":

“In a democracy, tho the people may be deceived, yet they at least love virtue. It is merit which they believe they put in power as substitutes for the rascals who are the very essence of monarchies. The vices, concealments, and crimes which are the diseases of republics are the very health and existence of monarchies.”

**Focus Question** What led to the storming of the Bastille, and therefore, to the start of the French Revolution?

## On the Eve of Revolution

## Objectives

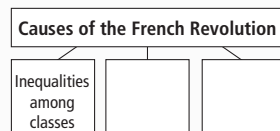
- Describe the social divisions of France's old order.
- List reasons for France's economic troubles in 1789.
- Explain why Louis XVI called the Estates-General and summarize what resulted.
- Understand why Parisians stormed the Bastille.

## Terms, People, and Places

ancien régime	Jacques Necker
estate	Estates-General
bourgeoisie	cahier
deficit spending	Tennis Court Oath
Louis XVI	Bastille

## Note Taking

**Reading Skill: Recognize Multiple Causes**  
Create a chart to identify causes of the French Revolution. Add as many boxes as you need.



On April 28, 1789, unrest exploded at a Paris wallpaper factory. A rumor had spread that the factory owner was planning to cut wages even though bread prices were soaring. Enraged workers vandalized the owner's home.

Riots like these did not worry most nobles. They knew that France faced a severe economic crisis but thought financial reforms would ease the problem. The nobles were wrong. The crisis went deeper than government finances. Reform would not be enough. By July, the hungry, unemployed, and poorly paid people of Paris had taken up arms. Their actions would push events further and faster than anyone could have foreseen.

## French Society Divided

In 1789, France, like the rest of Europe, still clung to an outdated social system that had emerged in the Middle Ages. Under this **ancien régime**, or old order, everyone in France was divided into one of three social classes, or **estates**. The First Estate was made up of the clergy; the Second Estate was made up of the nobility; and the Third Estate comprised the vast majority of the population.

**The Clergy Enjoy Wealth** During the Middle Ages, the Church had exerted great influence throughout Christian Europe. In 1789, the French clergy still enjoyed enormous wealth and privilege. The Church owned about 10 percent of the land, collected tithes, and paid no direct taxes to the state. High Church leaders such as bishops and abbots

## Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

**All in One** Teaching Resources, Unit 4, p. 25; Teaching Resources, Skills Handbook, p. 3

## High-Use Word

urban, p. 574

## Definition and Sample Sentence

*adj.* of, relating to, or characteristic of a city

Jack grew up in an **urban** environment where few people had a back yard.

were usually nobles who lived very well. Parish priests, however, often came from humble origins and might be as poor as their peasant congregations.

The First Estate did provide some social services. Nuns, monks, and priests ran schools, hospitals, and orphanages. But during the Enlightenment, *philosophes* targeted the Church for reform. They criticized the idleness of some clergy, the Church's interference in politics, and its intolerance of dissent. In response, many clergy condemned the Enlightenment for undermining religion and moral order.

**Nobles Hold Top Government Jobs** The Second Estate was the titled nobility of French society. In the Middle Ages, noble knights had defended the land. In the 1600s, Richelieu and Louis XIV had crushed the nobles' military power but had given them other rights—under strict royal control. Those rights included top jobs in government, the army, the courts, and the Church.

At Versailles, ambitious nobles competed for royal appointments while idle courtiers enjoyed endless entertainments. Many nobles, however, lived far from the center of power. Though they owned land, they received little financial income. As a result, they felt the pinch of trying to maintain their status in a period of rising prices.

Many nobles hated absolutism and resented the royal bureaucracy that employed middle-class men in positions that once had been reserved for them. They feared losing their traditional privileges, especially their freedom from paying taxes.

**Third Estate Is Vastly Diverse** The Third Estate was the most diverse social class. At the top sat the **bourgeoisie** (boor zhwah ZEE), or middle class. The bourgeoisie included prosperous bankers, merchants, and manufacturers, as well as lawyers, doctors, journalists, and professors. The bulk of the Third Estate, however, consisted of rural peasants.



### Analyzing Political Cartoons

**The Old Regime** This cartoon represents the social order in France before the French Revolution. While a member of the Third Estate is beginning to express anger and rise up, a nobleman representing the Second Estate and a priest, representing the First Estate, recoil in surprise and fear.

1. How does the cartoonist portray the Third Estate? Explain why.
2. What were the differences among the social classes in pre-revolutionary France?

- **Note Taking** Have students read this section using the Structured Read Aloud strategy (TE, p. T20). As they read, have students fill in the chart identifying causes of the French Revolution.

 **Reading and Note Taking**  
Study Guide, p. 164

## Teach

### French Society Divided L3

#### Instruct

- **Introduce: Vocabulary Builder**  
Have students read the Vocabulary Builder term and definition. Ask them what kinds of jobs they think **urban** workers in France might hold and problems they might face in 1789.
- **Teach** Discuss the three social classes, or estates, in 1789 France. Ask **To what estate did most of the French population belong? (the Third Estate) How did the lives of the clergy and nobles differ from members of the Third Estate? (The clergy and nobles paid almost no taxes; the Third Estate paid taxes on almost everything. Many of the clergy and nobles were wealthy and occupied positions of influence, while most of the Third Estate was poor and powerless.)**
- **Analyzing the Visuals** Refer students to the Infographic on the next page. Ask **Which members of the Third Estate are depicted? (dentist, peasant, merchant) How might the complaints of a peasant and merchant compare? (Sample: While both would want more equality, the peasant might want better wages and the merchant might want a political role.)** Then have a volunteer read aloud the excerpt from Abbé Emmanuel Sieyès's pamphlet. Ask **How might a member of the Third Estate react to these words? (with pride) How might a member of the nobility react? (with disbelief, dismissal, or anger)**


### Differentiated

#### Instruction Solutions for All Learners

##### L1 Special Needs L2 Less Proficient Readers

Students can use the visuals in this section to learn about the inequalities in France. Ask students to describe the visuals. Ask **What are the social tensions in French society? (Most people are struggling to overcome poverty, hunger, and unfair treatment in France's old order.) Describe what is occurring in the visual on the last page in this section. (The people are fighting back.)**

Use the following resources to help students acquire basic skills.

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 164
- Adapted Section Summary, p. 165

### Answers


#### Analyzing Political Cartoons

1. as a man who is shaking off the chains (representing taxes and restrictions) imposed by the First and Second Estate; because the cartoonist wanted to show the Third Estate rising up to demand change
2. taxes, money, land, and jobs available

## Independent Practice

Have students work with a partner to write brief profiles for three of the following: nun, priest, nobleman, banker, manufacturer, lawyer, peasant, member of the royal family, journeyman, servant. In their profiles, students should identify the estate to which each person would have belonged in 1789, the privileges and complaints each might have had, and changes that each might have desired. After students have finished their profiles, invite volunteers to read them to the class.

## Monitor Progress

- As students fill in their charts, circulate to make sure they understand that inequalities among classes was one of the causes of the French Revolution. For a completed version of the chart, see  **Note Taking Transparencies**, 136
- If students need more instruction on identifying causes and effects, have them read the **Skills Handbook**, p. SH36.

### Vocabulary Builder

**urban**—(UR bun) *adj.* of, relating to, or characteristic of a city

Some were prosperous landowners who hired laborers to work for them. Others were tenant farmers or day laborers.

Among the poorest members of the Third Estate were **urban** workers. They included apprentices, journeymen, and others who worked in industries such as printing or cloth making. Many women and men earned a meager living as servants, construction workers, or street sellers of everything from food to pots and pans. A large number of the urban poor were unemployed. To survive, some turned to begging or crime.

From rich to poor, members of the Third Estate resented the privileges enjoyed by their social “betters.” Wealthy bourgeois families in the Third Estate could buy political office and even titles, but the best jobs were still reserved for nobles. Urban workers earned miserable wages. Even the smallest rise in the price of bread, their main food, brought the threat of greater hunger or even starvation.

Because of traditional privileges, the First and Second Estates paid almost no taxes. Peasants were burdened by taxes on everything from land to soap to salt. Though they were technically free, many owed fees and services that dated back to medieval times, such as the *corvée* (kawr VAY), which was unpaid labor to repair roads and bridges. Peasants were

### INFOGRAPHIC

## What Is the Third Estate?

- “1. What is the Third Estate? *Everything*.  
2. What has it been until now in the political order? *Nothing*.  
3. What does it want to be? *Something*.”  
—Abbé Emmanuel Sieyès

Sieyès, a clergyman before the revolution, captured the spirit of the Third Estate with these words in a pamphlet published in January 1789. The vast Third Estate—peasants, dentists, laborers, and more—comprising more than 95 percent of France, was ready to fight for equality.



▲ Ceramic bottle depicting dentist and patient

▲ *Woman of the French Revolution*, painting of a peasant woman by Jacques-Louis David



▼ Eighteenth-century French street traders

### Thinking Critically

1. **Identify Point of View** According to the quote by Sieyès, why was the Third Estate ready to revolt?
2. **Make Generalizations** Why did Sieyès say the Third Estate was “nothing”?

## Answers

### Thinking Critically

1. It wanted to gain political power and recognition.
2. Its members were paying high taxes and dealing with unjust restrictions, but did not have any representation in government.

## History Background

**Louis XVI as a Young Prince** Indecisive and easily influenced, Louis XVI was ill-prepared to guide France through turbulent times. When he was born in 1754, he was the fourth in line for the throne. By age 10, he was the direct heir. Uneasy with this responsibility, he set out to prepare himself emotionally and mentally for his duties. As a student, he was only aver-

age, but he possessed an excellent memory, was interested in history and languages, and demonstrated skill as a locksmith. Nevertheless, he still preferred the quiet of the nearby woods to the pressures and politics of the court. When he became king at the young age of 20, he apparently said, “I am the unhappiest of men.”

also incensed when nobles, hurt by rising prices, tried to reimpose old manor dues.

In towns and cities, Enlightenment ideas led people to question the inequalities of the old regime. Why, people demanded, should the first two estates have such great privileges at the expense of the majority? Throughout France, the Third Estate called for the privileged classes to pay their share.

✓ **Checkpoint** What was the social structure of the old regime in France?

## Financial Troubles

Economic woes in France added to the social unrest and heightened tensions. One of the causes of the economic troubles was a mushrooming financial crisis that was due in part to years of **deficit spending**. This occurs when a government spends more money than it takes in.

**National Debt Soars** Louis XIV had left France deeply in debt. The Seven Years' War and the American Revolution strained the treasury even further. Costs generally had risen in the 1700s, and the lavish court soaked up millions. To bridge the gap between income and expenses, the government borrowed more and more money. By 1789, half of the government's income from taxes went to paying the interest on this enormous debt. Also, in the late 1780s, bad harvests sent food prices soaring and brought hunger to poorer peasants and city dwellers.

To solve the financial crisis, the government would have to increase taxes, reduce expenses, or both. However, the nobles and clergy fiercely resisted any attempt to end their exemption from taxes.

**Economic Reform Fails** The heirs of Louis XIV were not the right men to solve the economic crisis that afflicted France. Louis XV, who ruled from 1715 to 1774, pursued pleasure before serious business and ran up more debts. **Louis XVI** was well-meaning but weak and indecisive. He did, however, wisely choose **Jacques Necker**, a financial expert, as an advisor. Necker urged the king to reduce extravagant court spending, reform government, and abolish burdensome tariffs on internal trade. When Necker proposed taxing the First and Second Estates, however, the nobles and high clergy forced the king to dismiss him.

As the crisis deepened, the pressure for reform mounted. The wealthy and powerful classes demanded, however, that the king summon the **Estates-General**, the legislative body consisting of representatives of the three estates, before making any changes. A French king had not called the Estates-General for 175 years, fearing that nobles would use it to recover the feudal powers they had lost under absolute rule. To reform-minded nobles, the Estates-General seemed to offer a chance of carrying out changes like those that had come with the Glorious Revolution in England. They hoped that they could bring the absolute monarch under the control of the nobles and guarantee their own privileges.

✓ **Checkpoint** What economic troubles did France face in 1789, and how did they lead to further unrest?



Poorer peasants and city dwellers in France were faced with great hunger as bad harvests sent food prices soaring. People began to riot to demand bread. In the countryside, peasants began to attack the manor houses of the nobles. Arthur Young, an English visitor to France, witnessed these riots and disturbances. Why did the poor attack the nobles' homes?

### Primary Source

“Everything conspires to render the present period in France critical: the [lack] of bread is terrible: accounts arrive every moment from the provinces of riots and disturbances, and calling in the military, to preserve the peace of the markets.”  
—Arthur Young, *Travels in France During the Years 1787–1789*

## Financial Troubles

L3

### Instruct

- **Introduce: Key Terms** Ask students to find the key term **deficit spending** (in blue) in the text and define it. Ask students to speculate on the problems that could occur when a country's government spends more than it takes in.
- **Teach** Discuss how economic troubles contributed to growing unrest in France. Ask **How did economic problems affect the poorer members of the Third Estate?** (*When food prices went up, they went hungry.*) **Why did the nobles and clergy demand that the king dismiss Jacques Necker and summon the Estates-General?** (*Necker wanted to tax them, and they hoped the Estates-General would guarantee their privileges and help them gain more power from the king.*)
- **Quick Activity** Direct students to the image on this page and have them read the accompanying Primary Source quote. Ask **How does the image show the great hunger described by Arthur Young?** (*The peasants are all gathered around the open pot, with arms outstretched for food.*)

### Independent Practice

**Link to Literature** To help students better understand the economic problems and social tensions during this time, have them read the selection from *A Tale of Two Cities*, by Charles Dickens and complete the worksheet.

All in One Teaching Resources, Unit 4, p. 29

### Monitor Progress

To review this section, ask students to summarize how financial troubles added to the unrest in France.

### Answers

✓ First Estate: clergy; Second Estate: nobles; Third Estate: the majority of the population and the lowest social class

**PRIMARY SOURCE** The nobles were wealthy and the source of repressive policies.

✓ France had a large national debt in 1789 and soaring food prices, forcing many people to go hungry. Further unrest developed when many people were forced to go hungry.

### Careers

**Economist** Jacques Necker was Louis XVI's financial advisor. He directed the king to make reforms to help improve France's economy. Today, economists still advise heads of state and other world leaders on such matters.


Economists study how society distributes limited resources, such as land, labor, and capital. Microeconomists study the economic decisions made by individuals

and firms; macroeconomists study trends of the whole economy. Some economists focus on the banking system, international markets, or the market structure of a particular industry. Some assess economic conditions for the government or a business; some conduct their own research and teach at a university. Economists can be very influential, shaping economic policies that may have worldwide effects.

## Louis XVI Calls the Estates-General/Parisians Storm the Bastille

L3

### Instruct

- **Introduce: Key Terms** Use the Idea Wave Strategy (TE, p. T22) and ask students to list ways they can express their opinions about something they do not like, such as an action taken by their state legislature. Then ask students to find the key term *cahiers* (in blue) in the text and explain that cahiers gave voice to the complaints of members of all three estates.
- **Teach** Remind students that economic problems forced Louis XVI to call the Estates-General, while social inequalities led the delegates of the Third Estate to take the Tennis Court Oath. Ask **Which do you think was a bigger factor in starting the French Revolution—economic troubles or social inequalities?** (Sample: *Answers will vary, but students should provide logical reasons for their choice.*)
- **Quick Activity** Display **Color Transparency 110: Bastille Prison**. Use the lesson suggested in the transparency book to guide a discussion on the storming of the Bastille.  
 **Color Transparencies, 110**

### Independent Practice

On the board, write the following idea from John Locke: “People have a natural right to life, liberty, and property. Rulers have a responsibility to protect these rights. People have the right to change a government that fails to do so.” Have students write a paragraph explaining how this quote relates to the events of the meeting of the Estates-General.

### Monitor Progress

- To check students understanding, ask **What three factors led to the start of the French Revolution?** (*social inequalities, economic troubles, inspiring Enlightenment ideas*)
- Check Reading and Note Taking Study Guide entries for student understanding.

### Answer

**Caption** It showed the Third Estate’s commitment to creating a constitution.

## Louis XVI Calls the Estates-General

As 1788 came to a close, France tottered on the verge of bankruptcy. Bread riots were spreading, and nobles, fearful of taxes, were denouncing royal tyranny. A baffled Louis XVI finally summoned the Estates-General to meet at Versailles the following year.

**Estates Prepare Grievance Notebooks** In preparation, Louis had all three estates prepare *cahiers* (kah YAYZ), or notebooks, listing their grievances. Many cahiers called for reforms such as fairer taxes, freedom of the press, or regular meetings of the Estates-General. In one town, shoemakers denounced regulations that made leather so expensive they could not afford to make shoes. Servant girls in the city of Toulouse demanded the right to leave service when they wanted and that “after a girl has served her master for many years, she receive some reward for her service.”

The cahiers testified to boiling class resentments. One called tax collectors “bloodsuckers of the nation who drink the tears of the unfortunate from goblets of gold.” Another one of the cahiers condemned the courts of nobles as “vampires pumping the last drop of blood” from the people. Another complained that “20 million must live on half the wealth of France while the clergy . . . devour the other half.”

**Delegates Take the Tennis Court Oath** Delegates to the Estates-General from the Third Estate were elected, though only propertied men could vote. Thus, the delegates were mostly lawyers, middle-class officials, and writers. They were familiar with the writings of Voltaire, Rousseau, and other *philosophes*. They went to Versailles not only to solve the financial crisis but also to insist on reform.

The Estates-General convened in May 1789. From the start, the delegates were deadlocked over the issue of voting. Traditionally, each estate had met and voted separately. Each group had one vote. Under this system, the First and Second Estates always outvoted the Third Estate two to one. This time, the Third Estate wanted all three estates to meet in a single body, with votes counted “by head.”

After weeks of stalemate, delegates of the Third Estate took a daring step. In June 1789, claiming to represent the people of France, they declared themselves to be the National Assembly. A few days later, the National Assembly found its meeting hall locked and guarded. Fearing that the king planned to dismiss them, the delegates moved to a nearby indoor tennis court. As curious spectators looked on, the delegates took their famous **Tennis Court Oath**. They swore “never to separate

#### The Oath Is Taken

Delegates of the Third Estate declare themselves to be the National Assembly, representing the people of France. They take the Tennis Court Oath (bottom), vowing to create a constitution. The National Assembly later issues the assignat (top) as currency to help pay the government’s debts. *What was the significance of the Tennis Court Oath?*



### Differentiated

#### Instruction Solutions for All Learners

- L1** Special Needs **L2** Less Proficient Readers **L2** English Language Learners

To help students understand the significance of the Bastille, ask them **What was the Bastille?** (*a prison*) **What did it represent?** (*the monarchy’s abuse of power*) Then ask students to list landmarks that are

symbolic to the United States. Write each answer on the board, and ask students to explain what it represents. (Sample: *Capitol building: political power; Statue of Liberty: freedom*)

and to meet wherever the circumstances might require until we have established a sound and just constitution.”

When reform-minded clergy and nobles joined the Assembly, Louis XVI grudgingly accepted it. But royal troops gathered around Paris, and rumors spread that the king planned to dissolve the Assembly.

✓ **Checkpoint** What actions did delegates of the Third Estate take when the Estates-General met in 1789?

## Parisians Storm the Bastille

On July 14, 1789, the city of Paris seized the spotlight from the National Assembly meeting in Versailles. The streets buzzed with rumors that royal troops were going to occupy the capital. More than 800 Parisians assembled outside the **Bastille**, a grim medieval fortress used as a prison for political and other prisoners. The crowd demanded weapons and gunpowder believed to be stored there.

The commander of the Bastille refused to open the gates and opened fire on the crowd. In the battle that followed, many people were killed. Finally, the enraged mob broke through the defenses. They killed the commander and five guards and released the handful of prisoners who were being held there, but found no weapons.

The Bastille was a symbol to the people of France representing years of abuse by the monarchy. The storming of and subsequent fall of the Bastille was a wake-up call to Louis XVI. Unlike any other riot or short-lived protest, this event posed a challenge to the sheer existence of the regime. Since 1880, the French have celebrated Bastille Day annually as their national independence day.

✓ **Checkpoint** What was the significance of the storming of the Bastille?

Parisians storm the Bastille on July 14, 1789.



### Progress Monitoring Online

For: Self-quiz with vocabulary practice  
Web Code: naa-1811

#### Terms, People, and Places

1. What do many of the key terms, people, and places listed at the beginning of the section have in common? Explain.

#### Note Taking

2. **Reading Skill: Recognize Multiple Causes** Use your completed chart to answer the Focus Question: What led to the storming of the Bastille, and therefore, to the start of the French Revolution?

#### Comprehension and Critical Thinking

3. **Compare Point of View** How did the views of society differ between the nobles and peasants in 1789 France?
4. **Identify Point of View** Suppose that you are Jacques Necker. Write a paragraph that explains how your economic reform program will benefit France.
5. **Express Problems Clearly** What issues arose when Louis XVI called the Estates-General in 1789?

#### Writing About History

**Quick Write: Make a Cause-and-Effect Organizer** Choose a specific event from this section and write it in the center of a piece of paper. List causes above it and effects below it. This will give you the details to include in your cause-and-effect essay. You may need to do additional research to gather more details.

## Section 1 Assessment

1. They are all related to France in 1789 and are associated with events that led to the French Revolution.
2. Sample: Inequalities between the Third Estate and the other two estates, as well as hunger and poverty, led the Third Estate to attack the nobles and demand a new constitution. In this tense atmosphere, fear that the royal troops would

- occupy Paris led Parisians to storm the Bastille in search of weapons believed to be stored there.
3. Responses should reflect the inequality between the Second and Third Estates.
4. Responses should reflect an understanding of Necker's policies and France's economic troubles.
5. issues about voting, which led the Third Estate to proclaim itself the National Assembly and take the Tennis Court Oath

## Assess and Reteach

### Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

**All in One** Teaching Resources, Unit 2, p. 21

- To further assess student understanding, use **Progress Monitoring Transparencies**, 75

### Reteach

If students need more instruction, have them read the section summary.

L3

**Reading and Note Taking Study Guide**, p. 81

L1 L2

**Adapted Reading and Note Taking Study Guide**, p. 81

L2

**Spanish Reading and Note Taking Study Guide**, p. 81

L4

### Extend

Have groups research how the French celebrate Bastille Day. Then have them compare and contrast this holiday with Independence Day in the United States and present their findings to the class.

### Answers

- ✓ They declared themselves the National Assembly representing the people of France and took the Tennis Court Oath, swearing to meet until they created a new constitution.
- ✓ With their rage, Parisians demonstrated a new sense of empowerment.

#### Writing About History

Responses should show an understanding of what led up to the event students chose and the effects thereafter.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code nba-1811**.