The French Revolution Unfolds

Objectives
- Explain how the political crisis of 1789 led to popular revolts.
- Summarize the moderate reforms enacted by the National Assembly in August 1789.
- Identify additional actions taken by the National Assembly as it pressed onward.
- Analyze why there was a mixed reaction around Europe to the events unfolding in France.

Prepare to Read

Build Background Knowledge
Ask students to recall the problems that led to the start of the French Revolution.

Set a Purpose
- WITNESS HISTORY Read the selection aloud or play the audio.
- Ask Who is “the Austrian” the mob is referring to? (The queen, Marie Antoinette)
- 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 2 Assessment answers.)

Preview
Have students preview the Section Objectives and the list of Terms, People, and Places.

Note Taking
Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the graphic organizer outlined in the section.

The French Revolution Unfolds

Excitement, wonder, and four unquiet phases as the revolution unfolded at home and spread abroad. Historians divide this revolutionary era into different phases. The moderate phase of the National Assembly (1789–1791) turned France into a constitutional monarchy. A radical phase (1792–1794) of escalating violence led to the end of the monarchy and a Reign of Terror. There followed a period of reaction against extremism, known as the Directory (1795–1799). Finally, the Age of Napoleon (1799–1815) consolidated many revolutionary changes. In this section, you will read about the moderate phase of the French Revolution.

Political Crisis Leads to Revolt

The political crisis of 1789 coincided with the worst famine in memory. Starving peasants complained the countryside or flocked to towns, where they swelled the ranks of the unemployed. As grain prices soared, even people with jobs had to spend as much as 80 percent of their income on bread.

Rumors Create the “Great Fear”
In such desperate times, rumors ran wild and set off what was later called the “Great Fear.” Tales of attacks on villages and towns spread panic. Other rumors asserted that government troops were seizing peasant crops.

Declared by famine and fear, peasants unleashed their fury on nobles who were trying to reimpose medieval dues. Defiant peasants asserted that government troops were seizing peasant crops.

The attacks died down after a period of time, but they clearly demonstrated peasant anger with an unjust regime.

Vocabulary Builder

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

High-Use Word: proclaim
Definition and Sample Sentence: proclaim, p. 379
The mayor proclaimed a city-wide holiday on Monday to celebrate the event.
Paris Commune Comes to Power

Paris, too, was in turmoil. As the capital and chief city of France, it was the revolutionary center. A variety of factions, or dissenting groups of people, competed to gain power. Moderates looked to the Marquis de Lafayette, the aristocratic “hero of two worlds” who fought alongside George Washington in the American Revolution. Lafayette headed the National Guard, a largely middle-class militia organized in response to the arrival of royal troops in Paris. The Guard was the first group to don the tricolor—a red, white, and blue badge that was eventually adopted as the national flag of France.

A more radical group, the Paris Commune, replaced the royalist government of the city. It could mobilize whole neighborhoods for protests or violent action to further the revolution. Newspapers and political clubs—many even more radical than the Commune—abounded everywhere. Some demanded an end to the monarchy and spread scandalous stories about the royal family and members of the court.

Checkpoint: What caused French peasants to revolt against nobles?

The National Assembly Acts

Peasant uprisings and the storming of the Bastille spurred the National Assembly to act. On August 4, in a restive all-night meeting, nobles in the National Assembly voted to end their own privileges. They agreed to give up their old manorial dues, exclusive hunting rights, special legal status, and exemption from taxes.

Special Privilege Ends “Feudalism is abolished,” announced the proud and weary delegates at 2 A.M. As the president of the Assembly later observed, “We may view this moment as the dawn of a new revolution, when all the burdens weighing on the people were abolished, and France was truly reborn.”

Were nobles sacrificing much with their votes on the night of August 4? Both contemporary observers and modern historians note that the nobles gave up nothing that they had not already lost. Nevertheless, in the months ahead, the National Assembly turned the reforms of August 4 into law, meeting a key Enlightenment goal—the equality of all male citizens before the law.

Declaration of the Rights of Man

In late August, as a first step toward writing a constitution, the Assembly issued the Declaration of the Rights of Man and the Citizen. The document was modeled after the constitution insisted that governments view this moment as the dawn of a new revolution, when all the burdens weighing on the people were abolished, and France was truly reborn.”

Identify Central Issues

From the Student Edition on a bulletin board. Ask students to choose three key events discussed in this section and create illustrations for a newspaper report on these events. Then write the red headings from the Student Edition on a bulletin board. Ask students to display their drawings underneath the appropriate heading. To review this content, discuss the events illustrated under each heading.

Use the following study guide resources to help students acquire basic skills:

Adapted Reading and Note Taking Study Guide

Adapted Note Taking Study Guide, pp. 166–167

Adapted Section Summary, p. 168

Differentiated Instruction

Less Proficient Readers

Special Needs

Ask students to choose three key events discussed in this section and create illustrations for a newspaper report on these events. Then write the red headings from the Student Edition on a bulletin board. Ask students to display their drawings underneath the appropriate heading. To review this content, discuss the events illustrated under each heading.

Answers

famine and fear of government assault

Caption

The Declaration of Independence and other American writings on liberty and equality inspired people like Lafayette to rebel.
The National Assembly Acts

Instruct

■ Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder term and provide its definition. Ask them to explain how having something proclaimed in an official document lends it importance. (Sample: It becomes part of the historical record.) Have them provide other examples of important proclamations in history. (Sample: Emancipation Proclamation, the Pilgrim’s Thanksgiving Proclamation)

■ Teach
  Describe the actions taken by the National Assembly. Ask Why did the nobles vote to end their privileges? because peasants were attacking them and they thought it might put an end to the turmoil? How did the Declaration of the Rights of Man and the Citizen reflect Enlightenment ideals? It declared that all men were equal and had natural rights, and that government existed to protect these rights.

■ Quick Activity
  Display Color Transparency 109: “High Fashion in France.” Point out that the fashions and hairstyles in the image demonstrate the excesses at Versailles that the poor resented. Ask students to compare these fashions with those worn by the women who marched on Versailles. As a class, make a list of the similarities and differences.

Independent Practice

Biography

To help students understand how the French Revolution affected women differently from men, have them read the biography Olympe de Gouges and complete the worksheet.

Monitor Progress

Point out the pictures of Marie Antoinette and her hamlet and read the caption aloud. To review this section, have students compare how these images might anger members of the Third Estate and prompt them to take action against the monarchy.

Answer

Caption

Although she was compassionate to the poor, she lived extravagantly and was against reforms.

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vents and monasteries. Bishops and priests became elected, salaried officials. The Civil Constitution of the Clergy, issued in 1790, moved the French Catholic Church under state control. Under the Civil Constitution of the Clergy, issued in 1790, the National Assembly put the French Catholic Church under state control. The pope condemned it. Large numbers of clergy, including 8 of the 100 French bishops took the oath to support the Civil Constitution. Though the government declared that clerics who opposed the Constitution were “refractory” and removed them from office, these clerics defiantly continued to perform their duties. Pope Pius VI condemned the Civil Constitution of the Clergy and declared all of its provisions void. French Catholics therefore faced a conflict between political loyalty and religious devotion. This caused a divide in the French population between those who supported the constitutional priests and those who followed the refractory clergy.

The National Assembly Presses Onward

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The National Assembly soon followed the king to Paris. Its largely bourgeois members worked to draft a constitution and to solve the continuing financial crisis. To pay off the huge government debt—much of it owed to the bourgeoisie—the Assembly voted to take over and sell Church lands. The Church Is Placed Under State Control

In an even more radical move, the National Assembly put the French Catholic Church under state control. Under the Civil Constitution of the Clergy, issued in 1790, French clergy and only seven of the more than 100 French bishops took the oath to support the Civil Constitution. Though the government declared that clerics who opposed the Constitution were “refractory” and removed them from office, these clerics defiantly continued to perform their duties. Pope Pius VI condemned the Civil Constitution of the Clergy and declared all of its provisions void. French Catholics therefore faced a conflict between political loyalty and religious devotion. This caused a divide in the French population between those who supported the constitutional priests and those who followed the refractory clergy.

History Background

Catholic Protest Many historians consider the Civil Constitution of the Clergy to be the first major blunder of the National Assembly. Less than half the French clergy and only seven of the more than 100 French bishops took the oath to support the Civil Constitution. Though the government declared that clerics who opposed the Constitution were “refractory” and removed them from office, these clerics defiantly continued to perform their duties. Pope Pius VI condemned the Civil Constitution of the Clergy and declared all of its provisions void. French Catholics therefore faced a conflict between political loyalty and religious devotion. This caused a divide in the French population between those who supported the constitutional priests and those who followed the refractory clergy.

Answers

Analyzing Visuals because it was the capital and chief city in France

The nobles in the National Assembly voted to give up privileges.

Independent Practice

Have students suppose that they are living during the French Revolution. Ask them to choose an event mentioned in the text such as the march on Versailles or the establishment of the new Constitution, and write two letters to the editor, one from the viewpoint of the Second Estate, the other from the viewpoint of someone in the Third Estate. Review the completed letters. Discuss the National Assembly. Then ask students to study the map on this page. Ask Why do you think Parisian women were willing to march 13 miles to Versailles? (Sample: because they were very angry that they could not feed their children and were determined to demand action) To help students understand how far the women walked, as a class make a quick list of places that are about 13 miles from their school.
Radicals Take Over

Instruct

1. Introduce: Key Terms Ask students to find the key term *republic* (in blue) in the text and explain its meaning. Have them name countries in the world today that are republics (Sample: Brazil, Bhutan, Brunei, India, Nigeria, Philippines, United States)

2. Teach Ask Why did European rulers and nobles denounce the French Revolution? They feared that ideas of revolution would spread to their countries and bring an end to their power and privileges. What factors led to the radical phase of the Revolution? (continuing economic problems and hostile factions competing for power)

3. Analyze the Visuals Display Color Transparency 107: The French Plague. Use the lesson suggested in the transparency book to further analyze the political cartoon on this page. Color Transparencies, 107

Independent Practice

Viewpoints To help students better understand the mixed reactions to the French Revolution, have them read the selection Two Views of the French Revolution and complete the worksheet. Teaching Resources, Unit 4, p. 31

Monitor Progress

1. Have students read the passage on British statesman and writer Edmund Burke. Ask them to summarize his opinion of the French Revolution and describe how his predictions began to come true.

2. Check Reading and Note Taking Study Guide entries for student understanding.

Answers

1. It set up a limited monarchy, created a new Legislative Assembly, replaced the old provinces with 83 departments, abolished provincial courts, and reformed laws.

Analyzing Political Cartoons

1. They didn’t want to lose their privileges and power and feared the influence of the Third Estate’s actions.

2. As giant French rats whose tails form a guillotine.

Rulers Fear Spread of Revolution European rulers increased border patrols to stop the spread of the “French plague.” Failing those fears were the horror stories that were told by *émigrés* (EH ih grayz)—nobles, clergy, and others who had fled France and its revolutionary forces. Émigrés reported attacks on their privileges, their property, their religion, and even their lives. Even “enlightened” rulers turned against France. Catherine the Great of Russia burned Voltaire’s letters and locked up her critics.

Edmund Burke, a British writer and statesman who earlier had defended the American Revolution, bitterly condemned revolutionaries in Paris. He predicted all too accurately that the revolution would become more violent. “Pietà and reassurances,” he wrote, “will be anticipated by preventive murder and preventive confiscation.” Burke warned: “When ancient opinions and rules of life are taken away . . . we have no compass to govern us.”

Threats Come From Abroad The failed escape of Louis XVI brought further hostile rumbles from abroad. In August 1791, the king of Prussia and the

Connect to Our World

Connections to Today Ask students to describe what the terms left, right, and center mean in politics today. Explain that the political use of these terms began with France’s Legislative Assembly in 1791. Members with similar views always sat together in the meeting hall in Paris. On the right sat those who felt that reform had gone far enough and those who wanted to turn the clock back to 1788. In the center of the hall sat supporters of moderate reform. On the left were the Jacobins and other republicans who wanted to abolish the monarchy completely and bring about radical changes. Today, the terms right, center, and left continue to reflect those ideologies and seating arrangements.

Lawmakers from Paris would be elected by tax-paying male citizens over age 25. To make government more efficient, the constitution replaced the old provinces with 83 departments of roughly equal size. It abolished the old provincial courts, and it reformed laws. To moderate reformers, the Constitution of 1791 seemed to complete the revolution. Reflecting Enlightenment goals, it ensured equality before the law for all male citizens and ended Church interference in government. At the same time, it put power in the hands of men with the means and leisure to serve in government.

Louis’s Escape Fails Meanwhile, Marie Antoinette and others had been urging the king to escape their humiliating situation. Louis finally gave in. One night in June 1791, a coach rolled north from Paris toward the border. Inside sat the king disguised as a servant, the queen dressed as a governess, and the royal children.

The attempted escape failed. In a town along the way, Louis’s disguise was uncovered by someone who held up a piece of currency with the king’s face on it. A company of soldiers escorted the royal family back to Paris, an looking crowds hurled insults at the king. To many, Louis’s dash to the border showed that he was a traitor to the revolution.

Checkpoint What were the provisions of the Constitution of 1791?

Radicals Take Over Events in France stirred debate all over Europe. Supporters of the Enlightenment applauded the reforms of the National Assembly. They saw the French experiment as the dawn of a new age for justice and equality. European rulers and nobles, however, denounced the French Revolution.

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Transparency 107: Color Transparencies, p. 31

Display the political cartoon on this page. Guide entries for student understanding.
Radicals Fight for Power and Declare War. In October 1791, the newly elected Legislative Assembly took office. Faced with crises at home and abroad, it survived for less than a year. Economic problems fed renewed turmoil. Assignats (AS ignats), the revolutionary currency, dropped in value, causing prices to rise rapidly. Uncertainty about prices led to hoarding and caused additional food shortages.

In Paris and other cities, working-class men and women, called sans-culottes (sanz koo LAHTS), pushed the revolution into more radical action. They were called sans-culottes, which means “without breeches,” because they wore long trousers instead of the fancy knee breeches that upper-class men wore. By 1791, many sans-culottes demanded a republic, or government ruled by elected representatives instead of a monarch.

Within the Legislative Assembly, several hostile factions competed for power. The sans-culottes found support among radicals in the Legislative Assembly, especially the Jacobins. A revolutionary political club, the Jacobins were mostly middle-class lawyers or intellectuals. They used pamphleteers and sympathetic newspaper editors to advance the republican cause. Opposing the radicals were moderate reformers and political officials who wanted no more reforms at all.

The National Assembly Declares War on Tyranny. The war of words between French revolutionaries and European monarchs moved onto the battlefield. Reger to spread the revolution and destroy tyranny abroad, the Legislative Assembly declared war first on Austria and then on Prussia, Britain, and other states. The great powers expected to win an easy victory against France, a land divided by revolution. In fact, however, the fighting that began in 1792 lasted on and off until 1815.

Checkpoint How did the rest of Europe react to the French Revolution?

Terms, People, and Places
1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Make Taking
2. Reading Skill: Identify Supporting Details. Use your completed notes to answer the Focus Question: What political and social reforms did the National Assembly institute in the first stage of the French Revolution?

Comprehension and Critical Thinking
3. Make Comparisons. How was the French Declaration of the Rights of Man and the Citizen similar to the American Declaration of Independence?

4. Summarize. What did the Constitution of 1791 do, and how did it reflect Enlightenment ideas?


Sections 2 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. revoked the nobles’ privileges, issued the Declaration of the Rights of Man, placed the church under state control, and wrote a constitution that set up a limited monarchy.
3. Both documents emphasized freedom, equality, and natural rights for men. The basic principles came from Enlightenment ideas presented by writers such as John Locke.
4. It put the Catholic Church under state control and created a Legislative Assembly whose members would be elected by tax-paying male citizens over 25. Ending Church interference and ensuring equality for male citizens reflected Enlightenment goals.
5. The monarchy lost most of its power.

Assess and Reteach
Assess Progress
- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 4, p. 22
- To further assess student understanding, use
  - Progress Monitoring Transparencies, 76

Reteach
- If students need more instruction, have them read the section summary.
  - Reading and Note Taking Study Guide, p. 168
  - Adapted Reading and Note Taking Study Guide, p. 168
  - Spanish Reading and Note Taking Study Guide, p. 168

Extend
- Ask students to draw comparisons between the reforms demanded by the French in the Declaration of the Rights of Man and those demanded by the Americans in the Declaration of Independence and by the English in the English Bill of Rights. Then ask students to compare and contrast these documents.

Answer
- Supporters of the Enlightenment in Europe were pleased with the French Revolution, while European nobles and rulers denounced it.

Writing About History
Quick Write: Create a Flowchart. As you prepare to write a cause-and-effect essay, you need to decide how to organize it. To do this, create a flowchart that shows the effects of the French Revolution on other countries. Do you want to write about the events in chronological order or by the importance of each event?

Progress Monitoring Online
For: Self quiz with vocabulary practice
Web Code: naa-1821

Writing About History
For additional assessment, have students access Progress Monitoring Online at Web Code naa-1821.
Objectives
■ Identify the basic principles of the French Declaration of the Rights of Man and the Citizen.
■ Understand how specific articles support the basic principles of the Declaration.

Build Background Knowledge
Ask students to recall what they know about the Declaration of the Rights of Man and the Citizen. Remind them that the document was modeled in part after the American Declaration of Independence, which was written 23 years earlier, in 1776, and based in part on the English Bill of Rights, written in 1689. Have students predict what kinds of statements the Declaration of the Rights of Man might contain.

Instruct
■ Go over each of the articles listed with students. Help students understand how each of the articles may have affected the lives of French citizens. Have students give one real-life example of each of the four natural rights listed under article 2.
■ Ask students how the Declaration of the Rights of Man and the Citizen reflects the slogan of the French Revolution, “Liberty, Equality, Fraternity.”

Monitor Progress
Remind students that Enlightenment ideas influenced both the French Revolution and the Declaration of the Rights of Man and the Citizen. Present students with some Enlightenment ideas or have volunteers name the fundamental ones. (Sample: right to life, liberty, and property). Ask students to identify which articles reflect these ideas.

History Background
Origins of the Declaration of the Rights of Man and the Citizen In addition to being influenced by the American Declaration of Independence and the English Bill of Rights, the French Declaration of the Rights of Man and the Citizen drew its content from other sources as well. The constitutions of individual states such as New Hampshire and Virginia also influenced the Declaration.

Thinking Critically
1. Summarize: Summarize article 6. Why is this article especially significant?
2. Identify Central Issues: What central idea does this declaration share with the American Declaration of Independence?

Thinking Critically
1. auspius (ay spuhz eez) n. approval and support
2. imprescriptible (im prib skrip tuh bul) adj. that which cannot be rightfully taken away

Declaration of the Rights of Man and the Citizen
The National Assembly issued this document in 1789 after having overthrown the established government in the early stages of the French Revolution. The document was modeled in part on the English Bill of Rights and on the American Declaration of Independence. The basic principles of the French declaration were those that inspired the revolution, such as the freedom and equality of all male citizens before the law.

The Articles below identify additional principles.

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. Liberty consists in the freedom to do everything which does not injure another.
4. Law can only prohibit such actions as are hurtful to society.
5. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eye of the law, are equally eligible to all dignities and to all public positions and emoluments, according to their abilities, and without distinction except that of their virtues and talents.
6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all, whether it protects or punishes. All citizens, being equal in the eye of the law, are equally eligible to all dignities and to all public positions and emoluments, according to their abilities, and without distinction except that of their virtues and talents.
7. No person shall be accused, arrested, or imprisoned except in the course and according to the forms prescribed by law.
8. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom.
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