

SECTION 3



Marie Antoinette transported by cart to the guillotine

WITNESS HISTORY AUDIO

The Engine of Terror

A new execution device called the guillotine was introduced during this phase of the revolution. With its large, diagonal blade that came crashing down from a great height, it cut off heads swiftly and accurately. Thousands of people were sent to the guillotine and executed without trial. In his novel *A Tale of Two Cities*, Charles Dickens describes daily life during the Reign of Terror:

“Along the Paris streets, the death-carts rumble, hollow and harsh. Six tumbrils [carts that carried condemned persons to the guillotine] carry the day’s wine to La Guillotine.”

Focus Question What events occurred during the radical phase of the French Revolution?

3 Step-by-Step Instruction

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.

- Understand how and why radicals abolished the monarchy.
- Explain why the Committee of Public Safety was created and why the Reign of Terror resulted.
- Summarize how the excesses of the Convention led to the formation of the Directory.
- Analyze how the French people were affected by the changes brought about by the revolution.

Radical Days of the Revolution

Objectives

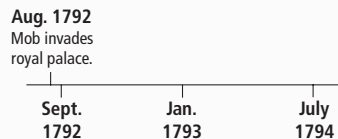
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Terms, People, and Places

suffrage	Napoleon
Robespierre	nationalism
Reign of Terror	Marseilles
guillotine	

Note Taking

Reading Skill: Recognize Sequence Make a timeline like the one shown here. Add dates and important events as you read this section.



In 1793, the revolution entered a radical phase. For a year, France experienced one of the bloodiest regimes in its long history as determined leaders sought to extend and preserve the revolution.

The Monarchy Is Abolished

As the revolution continued, dismal news about the war abroad heightened tensions. Well-trained Prussian forces were cutting down raw French recruits. In addition, royalist officers were deserting the French army, joining émigrés and others hoping to restore the king’s power.

Tensions Lead to Violence Battle disasters quickly inflamed revolutionaries who thought the king was in league with the enemies. On August 10, 1792, a crowd of Parisians stormed the royal palace of the Tuileries and slaughtered the king’s guards. The royal family fled to the Legislative Assembly, escaping before the mob arrived.

A month later, citizens attacked prisons that held nobles and priests accused of political offenses. About 1,200 prisoners were killed; among them were many ordinary criminals. Historians disagree about the people who carried out the “September massacres.” Some call them bloodthirsty mobs. Others describe them as patriots defending France from its enemies. In fact, most were ordinary citizens fired to fury by real and imagined grievances.

Radicals Take Control and Execute the King Backed by Paris crowds, radicals then took control of the Assembly. Radicals

Prepare to Read

Build Background Knowledge L3

Note that the French Revolution had a radical stage of excessive violence. Ask students to preview the pictures and brainstorm possible reasons for the atrocities that often take place in revolutions.

Set a Purpose L3

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

 **WITNESS HISTORY Audio CD,**
The Engine of Terror


Point out that the picture shows Marie Antoinette in a tumbril. Ask **How does Dickens describe the tumbrils?** (*He calls them death-carts.*) **How do you think he feels about using the carts for those about to die?** (*Death is taken too lightly.*)

- **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 3 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 Guided Questioning strategy (TE, p. T20). As they read, have students fill in the timeline sequencing events from this section.

 **Reading and Note Taking Study Guide,** p. 169

Vocabulary Builder

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

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

High-Use Word

radical, p. 586

Definition and Sample Sentence

adj. extreme; departure from the usual or traditional
Christine always had long hair so it was a **radical** change when she cut it short.

Teach

The Monarchy Is Abolished

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and explain its meaning. Have students talk about what has happened so far in the French Revolution and speculate on reasons why people might next take **radical** actions.

- **Teach** Discuss the violent events leading up to the king's execution. Ask **How did the war abroad affect the revolutionaries' behavior?** (*Battle losses inflamed their anger at the king and caused them to attack the royal palace and prisons.*) **How did the Jacobins try to wipe out the old order?** (*by seizing nobles' lands, abolishing titles of nobility, and executing the king*) **Why do you think the press celebrated Marie Antoinette's execution?** (*Sample: She had come to symbolize the excesses of the monarchy.*)

- **Quick Activity** Conduct the unit simulation, *Trial in France*, which reenacts the monarchy's trial for treason.

All in One Teaching Resources, Unit 4, p. 79

Independent Practice

Primary Source To show students another perspective of the king, have them read the selection *The Royal Family in Prison* and complete the worksheet.

All in One Teaching Resources, Unit 4, p. 27

Monitor Progress

As students fill in their timelines, circulate to make sure they understand the sequence of events during the radical phase of the revolution. For a completed version of the timeline, see

Note Taking Transparencies, 138

Vocabulary Builder

radical—(RAD ih kul) *adj.* extreme; departure from the usual or traditional

called for the election of a new legislative body called the National Convention. **Suffrage**, the right to vote, was to be extended to all male citizens, not just to property owners.

The Convention that met in September 1792 was a more **radical** body than earlier assemblies. It voted to abolish the monarchy and establish a republic—the French Republic. Deputies then drew up a new constitution for France. The Jacobins, who controlled the Convention, set out to erase all traces of the old order. They seized lands of nobles and abolished titles of nobility.

During the early months of the Republic, the Convention also put Louis XVI on trial as a traitor to France. The king was convicted by a single vote and sentenced to death. On a foggy morning in January 1793, Louis mounted a scaffold in a public square in Paris. He started to speak, “Frenchmen, I die innocent. I pardon the authors of my death. I pray God that the blood about to be spilt will never fall upon the head of France. . . .” Then a roll of drums drowned out his words. Moments later, the king was beheaded. The executioner lifted the king's head by its hair and held it before the crowd.

In October, Marie Antoinette was also executed. The popular press celebrated her death. The queen, however, showed great dignity as she went to her death.

- ✓ **Checkpoint** What occurred after radicals took control of the Assembly?

■ COMPARING VIEWPOINTS

On the Execution of a King

On January 21, 1793, King Louis XVI of France was executed by order of the National Convention. Reaction to this event was both loud and varied throughout Europe. The excerpts below present two different views on this event. **Critical Thinking** Which of the two viewpoints makes a better case for or against the execution of King Louis XVI? Cite examples from both statements to support your argument.



For the Execution

The crimes of Louis XVI are unhappily all too real; they are consistent; they are notorious. Do we even have to ask the question of whether a nation has the right to judge, and execute, its highest ranking public official . . . when, to more securely plot against the nation, he concealed himself behind a mask of hypocrisy? Or when, instead of using the authority confided to him to protect his countrymen, he used it to oppress them? Or when he turned the laws into an instrument of violence to crush the supporters of the Revolution? Or when he robbed the citizens of their gold in order to subsidize their foes, and robbed them of their subsistence in order to feed the barbarian hordes who came to slaughter them? Or when he created monopolies in order to create famine by drying up the sources of abundance so that the people might die in misery and hunger? . . .

—Jean-Paul Marat

Against the Execution

The Republican tyrants of France have now carried their bloody purposes to the uttermost diabolical stretch of savage cruelty. They have murdered their King without even the shadow of justice, and of course they cannot expect friendship nor intercourse with any civilized part of the world. The vengeance of Europe will now rapidly fall on them; and, in process of time, make them the veriest wretches on the face of the earth. The name of Frenchman will be considered as the appellation of savage, and their presence shunned as a poison, deadly destructive to the peace and happiness of Mankind. It appears evident, that the majority of the National Convention, and the Executive Government of that truly despotic country, are comprised of the most execrable villains upon the face of the earth. . . .

—London Times, January 25, 1793

Differentiated

Instruction Solutions for All Learners

Answers

- ✓ They called for a new legislative body, extended the right to vote to all male citizens, abolished the monarchy, established a republic, and executed the king and queen.

COMPARING VIEWPOINTS Students should support their opinions with specific examples.

L2 Less Proficient Readers L2 English Language Learners L1 Special Needs

On the board, write the headings *Changes* and *Better/Worse*. Ask students to list the changes that occurred during the radical period of the French Revolution. For each item on the list, ask students whether the change made France a better or worse place for its citizens.

Use the following resources to help students acquire basic skills.

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 169
- Adapted Section Summary, p. 170

Terror and Danger Grip France

By early 1793, danger threatened France on all sides. The country was at war with much of Europe, including Britain, the Netherlands, Spain, and Prussia. In the Vendée (vahn DAY) region of France, royalists and priests led peasants in rebellion against the government. In Paris, the sans-culottes demanded relief from food shortages and inflation. The Convention itself was bitterly divided between Jacobins and a rival group, the Girondins.

The Convention Creates a New Committee To deal with the threats to France, the Convention created the Committee of Public Safety. The 12-member committee had almost absolute power as it battled to save the revolution. The Committee prepared France for all-out war, issuing a *levée en masse*, or mass levy (tax) that required all citizens to contribute to the war effort. In addition, the 12 members of the Committee were in charge of trials and executions.

Spurred by revolutionary fervor, French recruits marched off to defend the republic. Young officers developed effective new tactics to win battles with masses of ill-trained but patriotic forces. Soon, French armies overran the Netherlands. They later invaded Italy. At home, they crushed peasant revolts. European monarchs shuddered as the revolutionaries carried “freedom fever” into conquered lands.

Robespierre “the Incorruptible” At home, the government battled counterrevolutionaries under the guiding hand of Maximilien Robespierre (ROHBZ pyehr). Robespierre, a shrewd lawyer and politician, quickly rose to the leadership of the Committee of Public Safety. Among Jacobins, his selfless dedication to the revolution earned him the nickname “the incorruptible.” The enemies of Robespierre called him a tyrant.

Robespierre had embraced Rousseau’s idea of the general will as the source of all legitimate law. He promoted religious toleration and wanted to abolish slavery. Though cold and humorless, he was popular with the sans-culottes, who hated the old regime as much as he did. He believed that France could achieve a “republic of virtue” only through the use of terror, which he coolly defined as nothing more than “prompt, severe, inflexible justice.” “Liberty cannot be secured,” Robespierre cried, “unless criminals lose their heads.”

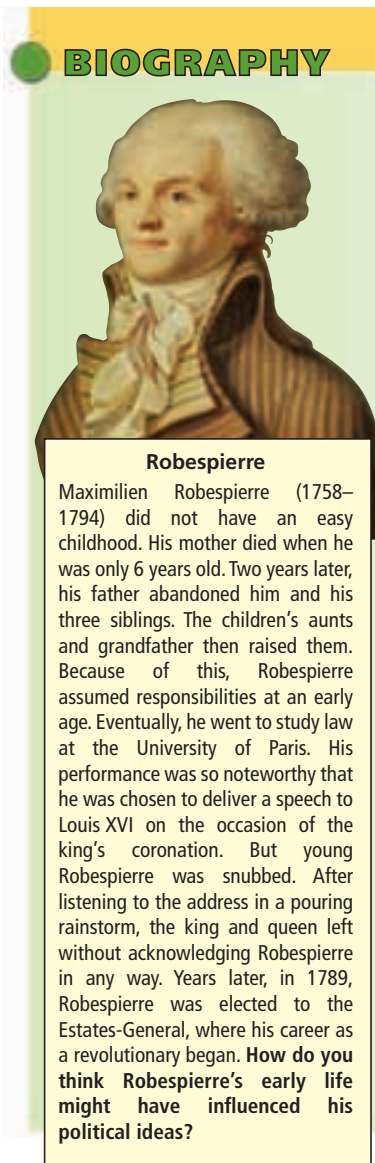
The Guillotine Defines the Reign of Terror Robespierre was one of the chief architects of the **Reign of Terror**, which lasted from September 1793 to July 1794. Revolutionary courts conducted hasty trials. Spectators greeted death sentences with cries of “Hail the Republic!” or “Death to the traitors!”

In a speech given on February 5, 1794, Robespierre explained why the terror was necessary to achieve the goals of the revolution:

Primary Source

“It is necessary to stifle the domestic and foreign enemies of the Republic or perish with them. . . . 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.”

—Maximilien Robespierre, quoted in *Pageant of Europe* (Stearns)



Robespierre

Maximilien Robespierre (1758–1794) did not have an easy childhood. His mother died when he was only 6 years old. Two years later, his father abandoned him and his three siblings. The children’s aunts and grandfather then raised them. Because of this, Robespierre assumed responsibilities at an early age. Eventually, he went to study law at the University of Paris. His performance was so noteworthy that he was chosen to deliver a speech to Louis XVI on the occasion of the king’s coronation. But young Robespierre was snubbed. After listening to the address in a pouring rainstorm, the king and queen left without acknowledging Robespierre in any way. Years later, in 1789, Robespierre was elected to the Estates-General, where his career as a revolutionary began. **How do you think Robespierre’s early life might have influenced his political ideas?**

Terror and Danger Grip France

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term *Reign of Terror* (in blue) in the text and explain its meaning. Then ask them to predict what life in France might have been like during this period.
- **Teach** Ask **Why did the Convention create the Committee on Public Safety?** (*to deal with threats to France, both from internal rebellion and external war, and to save the Revolution*) **Did the actions taken by Robespierre and the Committee promote the original ideals of the Revolution or go against them? Explain.** (*Sample: They went against the ideals of equality and liberty by unfairly imprisoning people and performing executions after hasty trials.*)
- **Quick Activity** Direct students’ attention to The Reign of Terror Infographic on the next page. Read the captions and discuss the visuals as a class. Note that many actions during the Reign of Terror were very undemocratic. Ask small groups of students to discuss whether a democratic government is ever justified in using nondemocratic means to protect itself and ensure its survival. Use the Numbered Heads strategy (TE, p. T23) and have groups share their conclusions with the class.

Independent Practice

Web Code nap-1831 will take students to an interactive activity. Have students complete the interactivity and then answer the questions in the text.

Monitor Progress

To review this section, ask students to summarize the character of the revolution under the Committee of Public Safety. (*violent, radical*)

Answer

BIOGRAPHY Sample: Growing up in poverty may have fueled his hatred of the old regime. This plus the snubbing by the king and queen probably influenced his decision to join the revolution.

Differentiated

Instruction Solutions for All Learners

L2 English Language Learners

Direct students to read the key term *Reign of Terror*. Clarify that the word *reign* means a period of rule. Ask students to go through this section and find three sources of information that prove that this time of the

French Revolution was the Reign of Terror. (*Sample: the brutality of the guillotine, the excessive use of the guillotine, the inflexible “justice” of Robespierre*)

The Revolution Enters Its Third Stage

13

Instruct

- **Introduce: Key Terms** Ask students to find the name *Napoleon* (in blue) in the text. Ask students what they already know about Napoleon and list their responses on the board. Ask them to predict how Napoleon might change the course of the French Revolution.
- **Teach** Discuss the third stage of the French Revolution. Ask **What group took control of France after the Reign of Terror?** (*moderates*) **The slogan of the revolution was “Liberty, Equality, Fraternity.” Why do you think citizens gave up all three of these ideals during the Reign of Terror?** (*Sample: They may have thought it was the only way to achieve those ideals for the future.*)

Independent Practice

Have pairs or groups of students create posters to support or oppose the reinstatement of a constitutional monarchy in France after the Reign of Terror.

Monitor Progress

To review this section, ask students to explain whether or not the Revolution moved in a more moderate direction after the Reign of Terror. (*Yes, it did.*)

Suspect were those who resisted the revolution. About 300,000 were arrested during the Reign of Terror. Seventeen thousand were executed. Many were victims of mistaken identity or were falsely accused by their neighbors. Many more were packed into hideous prisons, where deaths from disease were common.

The engine of the Terror was the **guillotine** (GIL uh teen). Its fast-falling blade extinguished life instantly. A member of the legislature, Dr. Joseph Guillotin (gee oh TAN), had introduced it as a more humane method of beheading than the uncertain ax. But the guillotine quickly became a symbol of horror.

Within a year, the Terror consumed those who initiated it. Weary of bloodshed and fearing for their own lives, members of the Convention turned on the Committee of Public Safety. On the night of July 27, 1794, Robespierre was arrested. The next day he was executed. After the heads of Robespierre and other radicals fell, executions slowed dramatically.

- ✓ **Checkpoint** Why did Robespierre think the Terror was necessary to achieve the goals of the revolution?

The Revolution Enters Its Third Stage

In reaction to the Terror, the revolution entered a third stage. Moving away from the excesses of the Convention, moderates produced another constitution, the third since 1789. The Constitution of 1795 set up a five-

INFOGRAPHIC



THE REIGN OF TERROR

From autumn 1793 to midsummer 1794, the revolution in France was overshadowed by a time of terror as the Committee of Public Safety rounded up “suspected persons” all over France. Only about 15 percent of those sentenced to death by guillotine (model at left) were of the nobility and clergy. Most were artisans and peasants of the Third Estate. Prisons in Paris—which included places such as former mansions and palaces, religious premises, and colleges—became more and more crowded as the number of suspects increased. Once sentenced to death, the condemned might travel an hour to the guillotine by cart as onlookers threw mud at them.



Thieves stole ▲ items such as silver as émigrés fled the country due to the Terror.



◀ Interrogation of aristocratic prisoners at L'Abbaye prison

Link to Humanities

Revolutionary Language As part of the French Revolution, everyday language changed to reflect the abolition of social ranks and privileges. For example, people stopped using the formal *vous* for “you,” which peasants had customarily used to address nobility or merchants, and instead used the informal *tu*, which in the past had been used only to address

good friends. The titles *Monsieur* and *Madame* (literally, My Lord and My Lady) were tainted with class overtones. The proponents of social equality replaced these titles—by law—with “Citizen” and “Citizeness.” In these ways, the leaders of the revolution attempted to erase the differences among social classes and create equality among all French citizens.

Answer

- ✓ Robespierre believed terror was necessary to deal with the enemies of the revolution.

man Directory and a two-house legislature elected by male citizens of property. The middle class and professional people of the bourgeoisie were the dominant force during this stage of the French Revolution. The Directory held power from 1795 to 1799.

Weak but dictatorial, the Directory faced growing discontent. Peace was made with Prussia and Spain, but war with Austria and Great Britain continued. Corrupt leaders lined their own pockets but failed to solve pressing problems. When rising bread prices stirred hungry sans-culottes to riot, the Directory quickly suppressed them. Another threat to the Directory was the revival of royalist feeling. Many émigrés were returning to France, and devout Catholics, who resented measures that had been taken against the Church, were welcoming them. In the election of 1797, supporters of a constitutional monarchy won the majority of seats in the legislature.

As chaos threatened, politicians turned to **Napoleon** Bonaparte, a popular military hero who had won a series of brilliant victories against the Austrians in Italy. The politicians planned to use him to advance their own goals. To their dismay, however, before long Napoleon would outwit them all to become ruler of France.

✔ **Checkpoint** What changes occurred after the Reign of Terror came to an end?



History Interactive
For: Interactive French Revolution
Web Code: nap-1821

◀ People never knew if friends or family might appear on a list of guillotine victims. There is some debate on the humanness of death by guillotine. Some authorities claim that even after the head has been severed, the victim could remain conscious for up to 30 seconds.

◀ This engraving depicts Robespierre's execution by guillotine. His was not the last. "Twenty minutes later, [those condemned for the day] were in front of the scaffold.... Pale, tense, shivering... several of them lowered their heads or shut their eyes.... The third [victim] was...the Princess of Monaco.... On the platform, her youthful beauty shone in the dazzling July light." The executioners then tossed the bodies and heads into large baskets near the scaffold.



▶ Georges Danton, a Revolutionary leader, challenged the Terror and was guillotined.

Thinking Critically

1. **Identify Point of View** What were the goals of the Committee of Public Safety?
2. **Predict Consequences** How do you think life in France changed after the Terror came to an end?

Revolution Brings Change

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term **nationalism** (in blue) in the text and explain its meaning. Ask them to predict how nationalism in France might affect the future of the French Revolution.
- **Teach** Have students name some of the major changes that occurred in France between 1789 and 1799. Ask **What did the red “liberty caps” and the tricolor symbolize?** (*The liberty and equality of all male citizens*) **What was the social impact of the revolution?** (*People developed a national identity, titles were eliminated, state schools were established, and slavery in French colonies was abolished.*)
- **Quick Activity** Point out the images of French nationalism on the next page. Use the Idea Wave strategy (TE, p. T22) and ask students to brainstorm ways that people demonstrate nationalism today. (*Sample: displaying the flag, celebrating national holidays, supporting their troops, cheering for their country at the Olympics*)

Independent Practice

Ask students to make a list of the ways France changed during the French Revolution and to rank what they think will be the most significant and lasting effect. Use the Think-Write-Pair-Share strategy (TE, p. T23) to have students share their rankings.

Monitor Progress

- Tell students that some French parents gave their children names like Constitution, Republic, and August Tenth. To review this section, ask students the significance of each name.
- Check Reading and Note Taking Study guide entries for student understanding.

Answers

- ✔ Moderates created the Constitution of 1795, which set up a five-man Directory and a two-house legislature.

Thinking Critically

1. to deal with the political threats from other countries in Europe and to deal with domestic enemies to the Revolution
2. Sample: People weren't as fearful of execution and began to look for more moderate solutions to political problems.

History Background

Women in the Revolution As the revolution progressed, women's right to express their views in public came under attack. In 1793, a committee of the National Convention declared that women lacked "the moral and physical strength necessary to practice political rights." Women's revolutionary clubs were banned and violators were arrested. Women were imprisoned and sent to the guillotine.

However, women did gain some rights for a time. The government made divorce easier, a move that was aimed at weakening Church authority. Government officials also allowed women to inherit property, hoping to undermine the tradition of nobles leaving large estates to their oldest sons. However, these reforms and others did not last long after Napoleon gained power.

Assess and Reteach

Assess Progress

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

All in One Teaching Resources, Unit 4, p. 23

- To further assess student understanding, use

 Progress Monitoring Transparencies, 77

Reteach

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

 Reading and Note Taking Study Guide, p. 170

 Adapted Reading and Note Taking Study Guide, p. 170

 Spanish Reading and Note Taking Study Guide, p. 170

Extend

See this chapter's Professional Development pages for the Extend Online activity on patriotic songs from the revolution.

Answer

- ✓ The monarchy was overthrown, the old social order was gone, and the state controlled the Church.



French Nationalism
“La Marseillaise” (top) and a revolutionary-period drum (bottom) helped rally the French people.

Revolution Brings Change

By 1799, the 10-year-old French Revolution had dramatically changed France. It had dislodged the old social order, overthrown the monarchy, and brought the Church under state control.

New symbols such as the red “liberty caps” and the tricolor confirmed the liberty and equality of all male citizens. The new title “citizen” applied to people of all social classes. All other titles were eliminated. Before he was executed, Louis XVI was called Citizen Capet, from the name of the dynasty that had ruled France in the Middle Ages. Elaborate fashions and powdered wigs gave way to the practical clothes and simple haircuts of the sans-culottes.

Nationalism Spreads Revolution and war gave the French people a strong sense of national identity. In earlier times, people had felt loyalty to local authorities. As monarchs centralized power, loyalty shifted to the king or queen. Now, the government rallied sons and daughters of the revolution to defend the nation itself. **Nationalism**, a strong feeling of pride in and devotion to one's country, spread throughout France. The French people attended civic festivals that celebrated the nation and the revolution. A variety of dances and songs on themes of the revolution became immensely popular.

By 1793, France was a nation in arms. From the port city of **Marseilles** (mahr say), troops marched to a rousing new song. It urged the “children of the fatherland” to march against the “bloody banner of tyranny.” This song, “La Marseillaise” (mahr say ez), would later become the French national anthem.

Revolutionaries Push For Social Reform Revolutionaries pushed for social reform and religious toleration. They set up state schools to replace religious ones and organized systems to help the poor, old soldiers, and war widows. With a major slave revolt raging in the colony of St. Domingue (Haiti), the government also abolished slavery in France's Caribbean colonies.

✓ **Checkpoint** What changes occurred in France because of the French Revolution?

3 Assessment

Terms, People, and Places

1. Place each of the key terms at the beginning of the section into one of the following categories: politics, culture, geography, or technology. Write a sentence for each term explaining your choice.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed timeline to answer the Focus Question: What events occurred during the radical phase of the French Revolution?

Comprehension and Critical Thinking

3. **Summarize** Summarize the goals and actions of the Jacobins.
4. **Identify Central Issues** Why was the Committee of Public Safety created?
5. **Recognize Cause and Effect** How did the Reign of Terror cause the National Convention to be replaced by the Directory?
6. **Predict Consequences** How do you think French nationalism affected the war between France and the powers of Europe?

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-1831

Writing About History

Quick Write: Provide Elaboration To illustrate each cause and effect of your essay, you should have supporting details, facts, and examples. Choose one of the events below and list as many specific details as possible. Then write a paragraph using the details you listed to explain what caused the event.

- Reign of Terror
- Execution of King Louis XVI
- Creation of the Committee of Public Safety

Section 3 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. the downfall of the monarchy and a time of violence called the Reign of Terror
3. The Jacobins wanted to get rid of any traces of the old social order so they seized nobles' lands and abolished their

titles. They also tried, convicted, and executed the king.

4. to deal with threats to France
5. Wary of bloodshed and fearing for their own lives, members of the Convention executed Robespierre and other radicals and wrote a new constitution, which created the Directory.
6. Sample: It boosted morale and encouraged the French to keep fighting.

Writing About History

Responses should use specific details to explain the cause of each student's chosen event.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-1831**.

Art of Revolution

Revolutions have visual chronicles as well as written ones, and in the days before photography, these depictions were often rendered with paint. The French artist Jacques-Louis David (ZHAHK loo EE dah VEED) and the Spanish artist Francisco Goya both portrayed aspects of revolution on canvas, but they had differing viewpoints. David supported the early French Revolution and embraced the revolutionary spirit in his work. Goya, however, was a realist who showed human suffering and the horrors of war in his paintings.



▲ *Napoleon Crossing Mont Saint Bernard*, Jacques-Louis David, 1801

Imprisoned after moderates turned against the Reign of Terror, David barely escaped with his life. When Napoleon rose to power, David deftly switched his political allegiance to the new Emperor of France and became one of Bonaparte's chief portraitists. Notice the names carved into the rocks. David included these names of great past rulers to show Napoleon's level of greatness. David's depictions of Napoleon helped cement him as a strong and heroic leader.



▲ *The Third of May, 1808*, Francisco José de Goya y Lucientes, 1814
One of the consequences of the French Revolution and Napoleon's rise was that France soon found itself at war with the rest of Europe. Francisco Goya saw firsthand the impact of these wars. Born in northern Spain, he rose to become the official painter of the Spanish court. When Napoleon invaded Spain and deposed its king, Goya chronicled the horrors of the resulting guerrilla warfare.

Thinking Critically

1. **Compare Points of View** What elements in each painting express the viewpoint of the artist? How are the elements different?
2. **Recognize Ideologies** How do you think the ideology of the French Revolution led to the scene Goya portrays here?

History Background

Jacques-Louis David Before glorifying Napoleon and the imperial regime, Jacques-Louis David used his creative genius to promote the revolution. Of his drawing of the Tennis Court Oath, one critic wrote, "If you are not set on fire and consumed by patriotic flames . . . you are not worthy of liberty."

During the Reign of Terror, he continued to produce images that inspired a patriotic fervor. He did a number of martyr portraits and sketched people on the

way to the guillotine, including Marie Antoinette. He also orchestrated state funerals and elaborate festivals. As the Terror ended, David was jailed; upon his release, he swore to remain out of politics—a vow he would keep for only a short while. Then he met Napoleon at a dinner in 1797, and offered to paint his portrait. Soon thereafter, Napoleon named him First Painter.

Art of Revolution

Objectives

- Understand that historical events may be depicted in works of art.
- Explain how viewpoints on the French Revolution were conveyed through art.

Build Background Knowledge **L3**

Ask students to recall an image or painting of a historical event they may have seen in a museum or history book. Ask students if they were able to tell what point of view the artist wanted to convey about the event from looking at the painting. Then have students look at the paintings on this page without reading the accompanying text and predict what they reflect about each artist's viewpoint.

Instruct **L3**

- Have students study David's and Goya's paintings on this page, read the text, and confirm their predictions. Ask **How might you be able to tell which painting conveys approval of revolution and which does not?** (*Sample: The first painting shows Napoleon as strong and powerful, thereby embracing the revolutionary spirit. The second painting shows people being gunned down by Napoleon's soldiers, bleeding, and dying, thereby criticizing the revolution and its horrors.*)
- Ask students to list ways that art can encourage nationalism. (*Sample: inspire pride, emotion*)

Monitor Progress

Have students write one paragraph summarizing how David's and Goya's backgrounds affected their art.

Thinking Critically

1. In the David painting, Napoleon, placed in the center of a canvas painted with vibrant colors, looks strong and powerful. In the Goya painting, the dark colors and blood evoke the fearsome brutality of French soldiers. Bright colors glorify Napoleon and the dark shadows show a sense of doom.
2. Initially, the ideology aimed to secure more rights and better opportunities for French citizens, but, as this scene shows, French defense of the revolution turned into a war against other nations that often disregarded other people's rights.