

I. French Social Order Before the Revolution:

First Estate--clergy

The First Estate (The Church): They prayed for the King, so they were let off taxes. Their other responsibilities included the registration of births, marriages and deaths; they collected the tithe tax (10% of every peasant's produce); they censored books, operated schools and hospitals; and distributed charity to the poor.

Second Estate--nobles

The Second Estate (The Nobility): They fought for the King, so they were let off taxes. They also collected rent from the peasant population as well as customary dues (taxes) from the peasantry. There were dues on salt, cloth, bread and wine as well as on mills, granaries, presses and ovens.

Third Estate—peasants And bourgeoisie

Which social classes are riding on the back of the common people?
How does this cartoon reveal some of the causes of the French Rev.?



Hierarchy of French Social Order

The First and Second Estates

"The young Duke of Sonfranc has just got out of bed. He is already rich and is heir to a fortune that would make a hundred families wealthy. His servant is putting his stockings on him; his butler is bringing a cup of chocolate, and his secretary is writing tender little notes to the many young women the bored duke is courting" - By an eighteenth century writer

"No less than 60% of the nobility lived in conditions where they found it hard to make ends meet. At the very bottom there were those who were too poor to possess a sword, a dog or a horse" - Historian Simon Schama

• How do these two sources differ in their description of what life was like for the First and Second Estates?

• Is it possible that both of them are telling the truth? Explain your answer.

The Middle Classes

"The Middle Classes were a many sided group, ranging from bankers, shipowners, manufacturers, merchants and tradesmen down to shopkeepers and workshop masters. They were the professionals and officials too...but they had no power over how the country was run" - Historian, C. Labrousse

A New Class: The Bourgeoisie develop late 1700's

Wealthy

Educated

New Economic Elite

More Political Power

Began to Challenge
the power of the Nobility
and demand more rights



II. Origins of the Revolution:

The Enlightenment
“The Philosophes”

The American Revolution



Intellectual Factors

• The 18th Century was the age of "The Enlightenment", when intellectuals produced lots of pamphlets and made lots of speeches all about how society could and should be organised:



Rousseau:

1. "Man is born free, but everywhere he is in chains"
2. "In the natural order, men are all equal"
3. "You forget that the fruits belong to all and that the land belongs to no one"
4. "To renounce liberty is to renounce being a man, to surrender the rights of humanity and even its duties...such a renunciation is incompatible with man's nature; to remove all liberty from his will is to remove all morality from his acts".

Review:

Diderot:

5. "There is no true sovereign, there can be no true lawmaker, but the people"
6. "Man will never be free until the last king is strangled with the entrails of the last priest"
7. "A thing is not proved just because no one has ever questioned it. What has never been gone into impartially has never been properly gone into. Hence scepticism is the first step toward truth"



Tom Paine:

8. "A hereditary ruler is as absurd an idea as a hereditary mathematician"
9. "The state of a king shuts him off from the world, yet the business of a king requires him to know it thoroughly"
10. "Aristocracy has a tendency to degenerate the human species by intermarrying constantly with each other"

Which of these quotes strikes you the most? Explain your choice.

Review:

Order of the revolutions

_____ Civil War ⇨ _____ Revolution ⇨ _____ Revolution ⇨ _____ Revolution

In England, Parliament wanted what type of government - _____ Enlightened Thinker =

In America, the colonists wanted what type of government - _____ ⇨ _____

In France, the 3rd Estate wanted what type of government - _____

England created a Bill of _____ to protect freedoms. Enlightened Thinkers =

America created a Bill of _____ to protect freedoms. ⇨ _____

France created a Declaration of _____ to protect freedoms. _____ & _____

After the Glorious Revolution, England had a king and an elected _____. Enlightened Thinker =

After the American Revolution, the US government had ____ separate branches. ⇨ _____

Although France ended up with a _____, they tried to have separate branches. _____

Describe how Enlightened Ideas helped lead to revolutions:

Economic Causes:

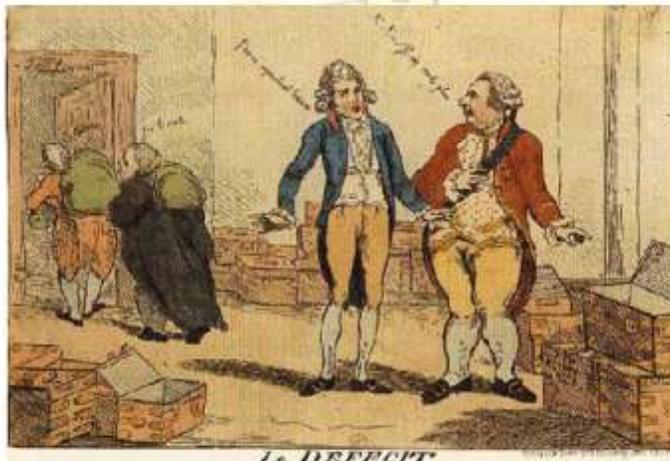
Bankrupt State | Rural Poverty | Urban Poverty



Les misères de la France
1789

Economic Factors

• By 1789, France was bankrupt. The country could no longer pay its debts, debts that were all the result of war. By 1789, France was still paying off debts incurred by the wars of Louis XIV a hundred years before! The King was keen for the First and Second Estates to start paying taxes, but they refused point-blank. As a result, he started taxing the peasantry even more. They were very annoyed at this.



LE DEFICIT

In this cartoon from the time, Louis is looking at the chests and asks "where is the tax money?" The financial minister, Necker, looks on and says "the money was there last time I looked." The nobles and clergy are sneaking out the door carrying sacks of money, saying "We have it."

Social Causes:

Which members of the Ancien Regime are struggling with each other here? →



As if the system of estates in France wasn't enough to cause resentment among the lower classes, towards the end of the 1700s, France was experiencing other problems too.

Problem 1 - MONEY

By 1787, the French government was **bankrupt**. It was 4000 million livres in debt. France had spent a lot of money fighting costly wars, but had nothing to show for it. Many people accused the royals, especially Queen Marie-Antoinette of spending too much money on luxuries. Others said that the tax system was corrupt and some tax-collectors did not hand all their taxes over to the government.



In 1787 the King asked the nobility to help him **reform** the tax system. As we already know, members of the first and second estate did not have to pay some taxes. King Louis XVI wanted them to start paying some of them. It is not surprising that they refused to do so.

Problem 2 - Red harvest

Most people in France depended heavily on agriculture and farming in the 1700s. In the years 1787 - 1789, terrible weather, heavy rain, hard winters and too hot summers led to three very bad harvests in France. This led to peasants and farmers having smaller incomes, while food prices rose sharply. The poor harvests also meant that many French farmers became unemployed. Many poorer people were starving, but could not afford food and could not find a job. Meanwhile, the nobility, the clergy and King Louis and his family continued to live in the lap of luxury, in their palaces and chateaux.



Problem 3 - Louis calls the Estates General, May - June 1789

In August 1788, King Louis XVI called the **Estates General** (a gathering of representatives from all three estates) for the first time since 1614.

The Estates General met at the palace of Versailles, just outside Paris, in May 1789. There were 1100 members, or **deputies**, divided into three orders: The nobles, the clergy, and the third estate, which represented millions of ordinary French people, but only contained half the deputies (including some clever lawyers). The king hoped the Estates General would approve new taxes. The nobles and the clergy hoped they would control the affairs to continue their privileged lifestyles. The middle classes hoped for an English style democracy. The peasants hoped for solutions to their problems and were asked by their representatives to draw up lists of complaints (**cahiers de doléances**).

The King summoned the Estates General to Versailles, where he had a body of troops. Some saw this as an attempt to frighten the representatives. He did not present them with any proposals for discussion, so they were left to think up their own ideas. This meant that Louis did not have control of the meeting.

Source A. Louis meets the States General at Versailles



Political Causes: How did these two kings increase tensions and problems before the Revolution?



Louis XV



Louis XVI

Dehumanizing the Monarchy



Louis XVI as a Pig

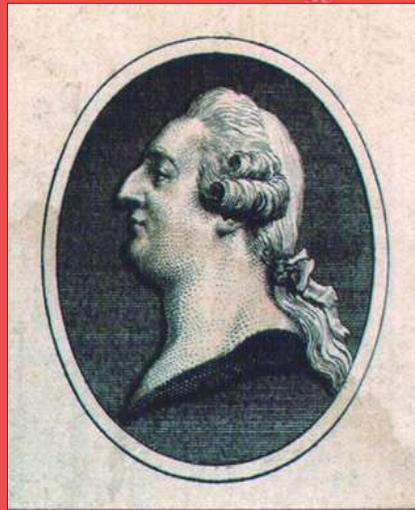


Marie-Antoinette as a Serpent

Symbolic Decline of the French Monarchy



Louis the Drunk



An Unrefined Louis

The King and Queen: 1. The King - Louis XVI

Some historians argue that the French Revolution happened because the King and the Queen were hopeless. For example, on the day the Bastille fell, Louis made a one word entry in his diary - "rien" ("nothing")! In this lesson we will learn more about the King and Queen and decide how far we agree with this idea.

Source A: Three pictures of the King, produced at the time.



Source B

"Amongst the King's furnishings was a 'lit de justice' - a bed from which he was at liberty to pass any law without contradiction. Louis XVI infuriated his advisers on one occasion by retiring to bed to recite a new law, then, in front of hundreds of magistrates and peers, in a gesture worthy of Homer Simpson, falling asleep" - the historian Mark Steel, in his book "Vive La Revolution"

Source B

"The king eats four cutlets, a fried chicken, six eggs in gravy and a slice of ham and drinks a bottle and a half of champagne; he gets dressed, leaves for the hunt, and returns to dine with an incredible appetite" - *An account by one of Louis' courtiers*

Source C

"One can see the King spending his afternoons in his office watching people arriving at his palace of Versailles through his telescope. He often occupies himself sweeping up or knocking in nails...he has a sturdy enough intelligence, simple tastes, an honest heart and a true soul. But on the other hand he has a tendency for indecisiveness and a feeble will" - *An account by the Abbot of Veri*

Source D

"Louis XVI was an awkward, clumsy man who had a good heart but was able to relate on a personal level with very few. He often appeared unfeeling and gruff. He was insecure and seems to have disliked being King of France. When one of his ministers resigned, he was heard to remark, "Why can't I resign too?" He often said his dream was to become a locksmith" - *from www.historywiz.com*

Source E

"He is an honest man and wishes really to do good, but he has not either genius or education to show the way towards the good which he desires" - *The American Ambassador in France*

Source F

"He was really good and tender hearted. You could never speak to him of disasters or accidents, without people seeing a look of compassion come over his face, yet his replies were often hard, his manner unfeeling" - *One of Louis' Ministers*

Source G

He was so short-sighted that he could not recognise anyone at a distance of more than three paces. He was stout, about five foot six inches tall, square shouldered and with the worst possible bearing. He looked like some peasant shuffling along behind his plough" - *a Lady-in-Waiting*

Questions

1. From your understanding of Louis XVI, which descriptions seem most accurate? Least accurate?
2. Do any of these sources foreshadow Louis's downfall?

Phases of the French Revolution:

One: Liberal Phase, 1789-1792
--Constitutional Monarchy

Two: Radical Phase, 1793-1794
--Formation of the French Republic
--King Louis XVI and Marie Antoinette are beheaded!
--Robespierre and "The Reign of Terror"

Three: Reactionary Phase, 1795-1799
--The Directory is established
--Weakened central government

Four: Napoleonic Phase, 1799-1815
--The Republic ends
--Napoleon Bonaparte declares himself Emperor

Video: “The French Revolution” from the History Channel

- *Go to:*
<http://www.youtube.com/watch?v=aZtEsLMy5uQ&feature=Playlist&p=0120EFE6EDF985AA&index=0&playnext=1>
- *It's in 10 parts.*
- *Questions: How do historians as well as yourself, define the different phases of the French Revolution? What were the political, economic and cultural causes and consequences of each phase?*



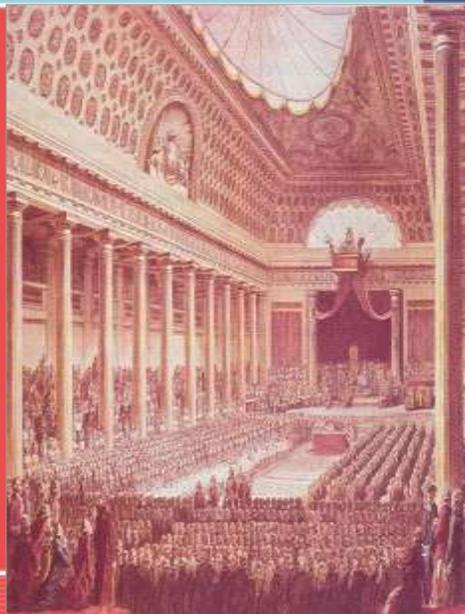
Phase One:

Summoning of The Estates General, May 1789

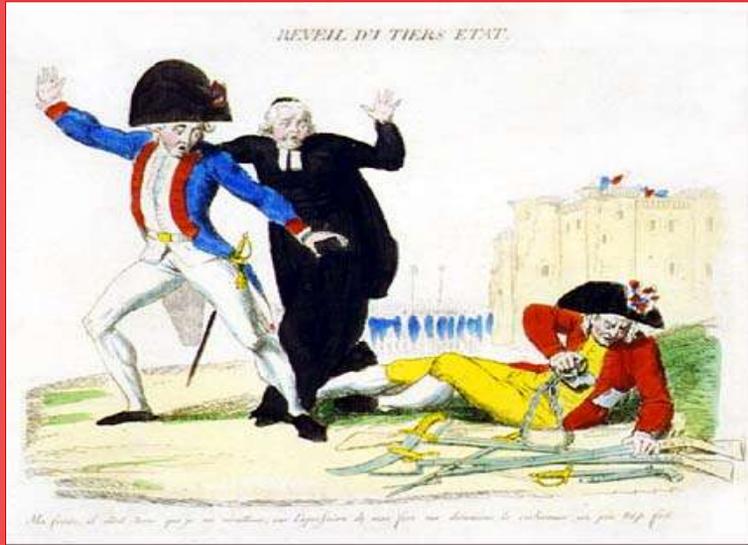
For the first time since 1614, the States-General met at Versailles.

Each of the three estates—clergy, nobility, and the third estate, or commons—presented its particular grievances to the crown.

The aspirations of the bourgeoisie were expressed by Abbé Sieyès in a widely circulated pamphlet that implied that the third estate and the nation were virtually identical.



Awakening the Third Estate



Tennis Court Oath: June 1789



- The **Tennis Court Oath** was a pledge signed by 577 members of France's Third Estate (also called the National Assembly) on June 20, 1789.
- After King Louis XVI locked the deputies of the Third Estate of the Estates-General out of the Palace of Versailles, they met instead in a nearby indoor tennis court where a **list of grievances** were drawn up. There, they adopted a pledge to continue to meet until a constitution had been written.
- It is often considered the start of the French Revolution.

Main Task

• Below are 6 key issues debated by the National Assembly. Choose which option you would have chosen for each question. Your teacher may ask you to think in role as a member of the First, Second or Third Estate.

1. How often should the Assembly be elected?

- Every year
- Every 2 years
- Every 5 years

2. Who can stand for election to the Assembly?

- Any French man or woman
- Any French man
- Any French man who owns property

3. Should the King still be allowed to veto (block) any of our reforms?

- Yes. He is the King, after all!
- Sort of. Let's allow him to delay any reforms, but not block them.
- No. We represent the people and he has no right.

4. Should the Tax system be changed?

- Yes. The Third Estate should no longer have to pay tax, and the other two estates should pay it all.
- Sort of. The wealthier you are, the more you should have to pay.
- No. Let's focus on the simplest things first, and deal with the tax system in a few years' time.

5. Should the Church be allowed to keep its lands and the tithe tax?

- Yes. The King is our real enemy, so let's keep the First Estate happy as far as we can.
- Sort of. Let's get rid of the tithe tax, but make a point of letting them keep their lands.
- No. Let's take their land, abolish the tithe tax and use the money to pay the country's debts.

6. Should we force the priests to swear an oath of loyalty to the new constitution anyway?

- Yes. Their first loyalty is to the Pope, who is almost a King himself. We need to be sure we can trust them.
- Sort of. Let's insist that they attend the National Assembly so we can at least keep an eye on them.
- No. They are men of God and it is unfair to drag them into politics in this way.

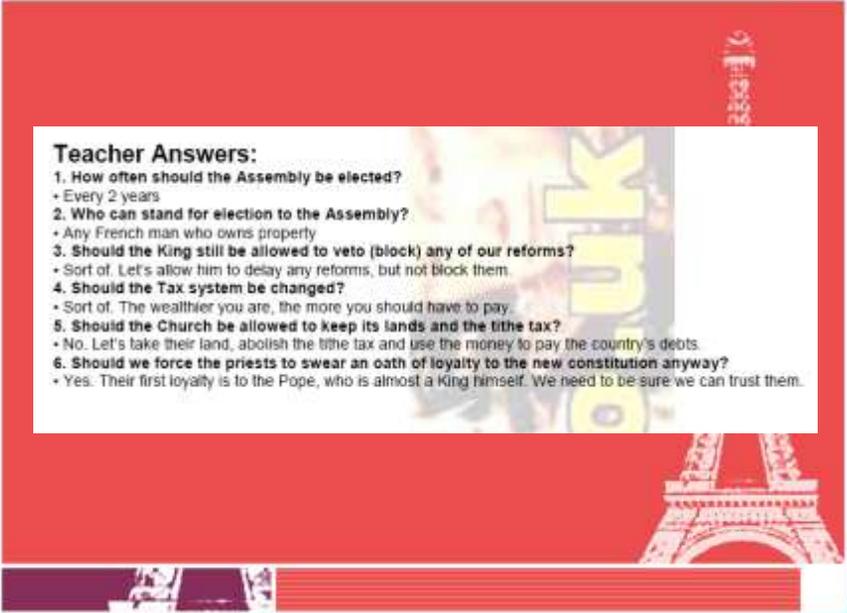
Classroom discussion

- Taking the first question as a starting point, have a class vote to see how many people voted for each of the three options. Be prepared to explain your choices.
- At the end of the discussion, your teacher will tell you which option was actually chosen. Highlight this on your sheet.
- Repeat the process for the remaining questions.

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Teacher Answers:

1. **How often should the Assembly be elected?**
 - Every 2 years
2. **Who can stand for election to the Assembly?**
 - Any French man who owns property
3. **Should the King still be allowed to veto (block) any of our reforms?**
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**Popular Revolt:
Sans Culottes**

**“Enter the People”
July 1789**




Storming the Bastille: July 14, 1789



Celebrating the Destruction of the Old Regime



*La Journée mémorable de Versailles le Jeudi 5 Octobre 1789.
Après cette journée générale plusieurs têtes de Corps ont été apportées dans
Paris aux formes d'arbres de bois, dans parcs en Triomphe par un immense
cortège de la Nation Française.*



SUPPLICE
du Sieur Foulon.

• Bread riots ensued. Wealthy governors and nobles who were hated during the Ancien Regime had their heads put on pikes by the rioting mobs.

Revolting in Rural France: Summer 1789



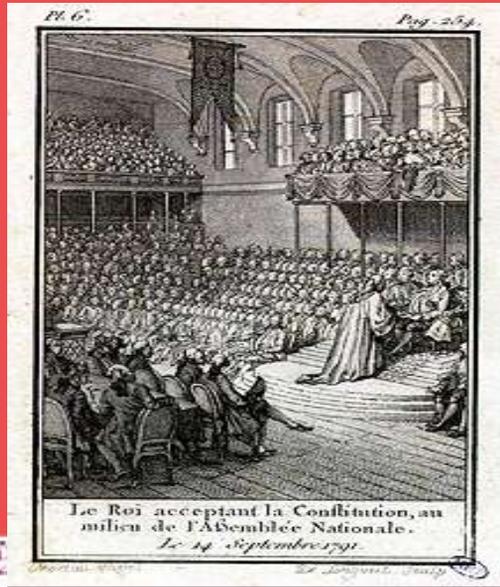
Declaration of Rights of Man and Citizen

Liberty | Equality | Fraternity



The King Accepting the 1791 Constitution

A Constitutional Monarchy was briefly established



The New Order

How does this cartoon represent the new social order of France during the French Revolution



Results of Phase One:

Constitutional Monarchy

Bourgeoisie and Noble
Benefactors



IV. Phase Two:

- Civil Constitution of the Clergy, July 1790
 - Clergy is stripped of many privileges, including ownership of land and freedom from taxation. Land is redistributed among the common people.

- Royal Family Flees, 1791



Drafting Monks into the Army

Symbolic Decline of the French Monarchy



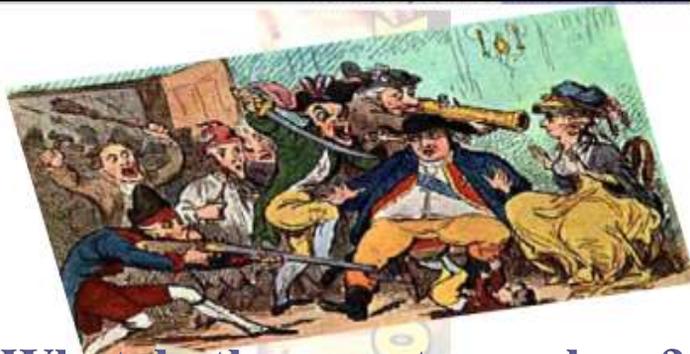
Louis the Absolutist



Louis the Supporter of the Revolution

What do these cartoons show?

Why are these individuals shown in this manner?



How did Louis behave in 1789—1791?

Louis' behaviour in the years 1789—1791 is crucial in deciding whether or not Louis co-operated with the Assembly's attempts at reform.

- 1) When many nobles fled France after their chateaux were burned, Louis continued to support the nobles (known as emigrés) who were now living in the courts of other European monarchs, by sending money to them.
- 2) Marie-Antoinette (whose brother was Emperor of Austria) wrote to neighbouring monarchs stating that she and Louis wanted to leave France and that they hoped their absolute monarch friends would invade France, put down the revolution, and restore Louis to absolute monarch. Louis agreed with his wife's actions, and himself wrote to the kings of Prussia, Spain and Sweden, as well as the emperors of Austria and Russia to suggest an alliance to put down the revolution.
- 3) During the night of June 20-21, 1791, Louis attempted to escape to Montmedy, near the Austrian Netherlands. He and his family were disguised and carried false passports. Once there, he hoped, he would rally the emigré nobles, get the support of Austria and return with an army. However, Louis's plan was filled with problems.
 - Firstly, the queen insisted that all the family travel together. This meant using a larger, slower coach, which, even with six horses had a top speed of only 10km per hour.
 - The bodyguards were easily recognisable uniforms.
 - There were six people instead of five listed on the passport.
 - Louis himself was recognised on the route to Varennes, and a mob prevented his coach from proceeding.
 - Louis's advisers suggested he use his bodyguards to shoot their way through the mob, but Louis refused.

On June 22nd, Louis and his family were captured and brought back to Paris. The crowd along the way jeered them, but once in Paris, Louis and his family were greeted with a grim silence. Anyone who applauded the King was beaten, and anyone who insulted him was hanged. The National Assembly had to decide what to do with Louis... **What happened next???**



Source: Louis and family being brought back to Paris. The caption read, 'the family of pigs being brought back to the pigsty'

Well???

In the end, the Assembly decided to keep Louis as their **CONSTITUTIONAL MONARCH** (a monarch who has to obey the rules of a constitution). On September 3rd 1791, the constitution was proclaimed and Louis swore an oath of loyalty to it. On 30th September 1791, the National Assembly declared its work finished. It seemed the revolution was over.

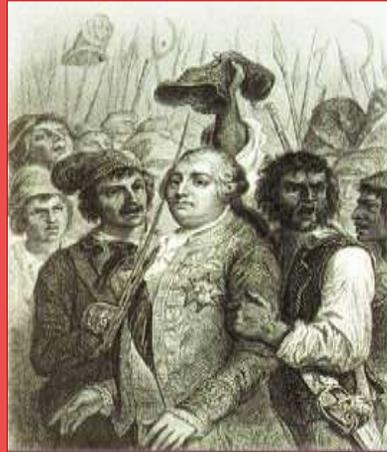
We shall see...

The Royal Family was captured in 1791 after being accused of conspiring against the new government





Louis on Trial, 1792



Louis being taken to the Guillotine

The Trial of the King

Trial Fact file

- ☐ The trial took place in December 1792.
- ☐ Louis could have lawyers, but could not call witnesses for the defence.
- ☐ The case was heard by the National Convention whose 749 deputies acted as judge and jury.

Reminder! Keywords!

National Convention – a bit like our parliament.
Deputy – A representative elected by the people to sit at the convention. A bit like our MP.
Treason – a crime against the country.

The Charges: Louis faced a total of 33 charges when he was put on trial in December 1792. They included bankrupting the nation, plotting against the revolution, trying to flee, accepting a constitution he despised, helping the Austrian invasion of France. In short, he was accused of being a traitor.

The case for the prosecution

Sources 1, 2 and 3 below highlight the case for the prosecution. Read them carefully.

Source 1. From a speech by a radical deputy, Gouppiteau.
 "Citizens, let me repeat his infamous words: In my heart I cannot approve the Revolution and the detestable constitution."

Source 2. From a speech by Saint-Just, the youngest deputy.
 "He oppressed a free nation; he declared himself its enemy; he abused its laws; he must die to ensure the peacefulness of the people, since to assure his own he intended that the people be crushed."

Monarchy is an outrage. No man can reign innocently. Louis is an alien among us and not a citizen. He must die."

Source 3. From a speech by Mailhe, a deputy from Toulouse.
 "After having accepted the 1791 constitution, Louis declared he was a prisoner. That was a signal for foreign powers to come to his aid. Instead of resisting the Prussian and Austrian invasions, he organized treason in all border towns.
 He continued to support the émigrés with money, and paralyzed the actions of the government. His acceptance of the constitution was just a trick to keep him on the throne while he waited for the foreign armies to re-establish his rule on the ruins of the constitution."

Tasks

- 1) Using the trial fact file, do you think Louis's trial will be a fair one? Explain why.
- 2) Read the sources. What is Louis accused of in: a) source 1; b) source 2 and c) source 3? (Write as many as you can)
- 3) What does Saint-Just think should happen to Louis?
- 4) What impression of Louis does sources 1, 2 and 3 give you? (Short paragraph with reference to specific sources please)



The case for the Defence.
These sources were presented as Louis's defence. Read them carefully.

<p>Source 4. From a speech by De Sese, one of Louis's defence lawyers. "Louis was the first king to voluntarily give up some of his power for the good of the people. You called him the 'restorer of French liberty'."</p>	<p>Source 5. From a speech by Malesherbes, one of Louis's defence lawyers. "On 6th October 1789 at Versailles he ordered his armed guards not to defend him. At Varennes he preferred to be brought back rather than cause the death of a single man. You blame him for the blood that has been shed, but on 10 August 1792 he came to the Assembly to prevent it being shed."</p>
<p>Source 6. From Louis's own defence. "I have not broken the law since the constitution was introduced. I will defend each of my actions as morally correct and faithful to the letter of the law. I have done nothing except for the good of the people. I will argue for my life but not beg for it."</p>	
<p>Source 7. Louis's response when questioned about hidden documents which showed him trying to encourage foreign armies to invade France, and trying to bribe deputies. "I have no knowledge of it. It is not my handwriting."</p>	<p>Source 8. Louis's response to the charge of disorganizing the army. "Never did the idea of counter revolution enter my head. There is not one word of truth in this accusation."</p>

Tasks

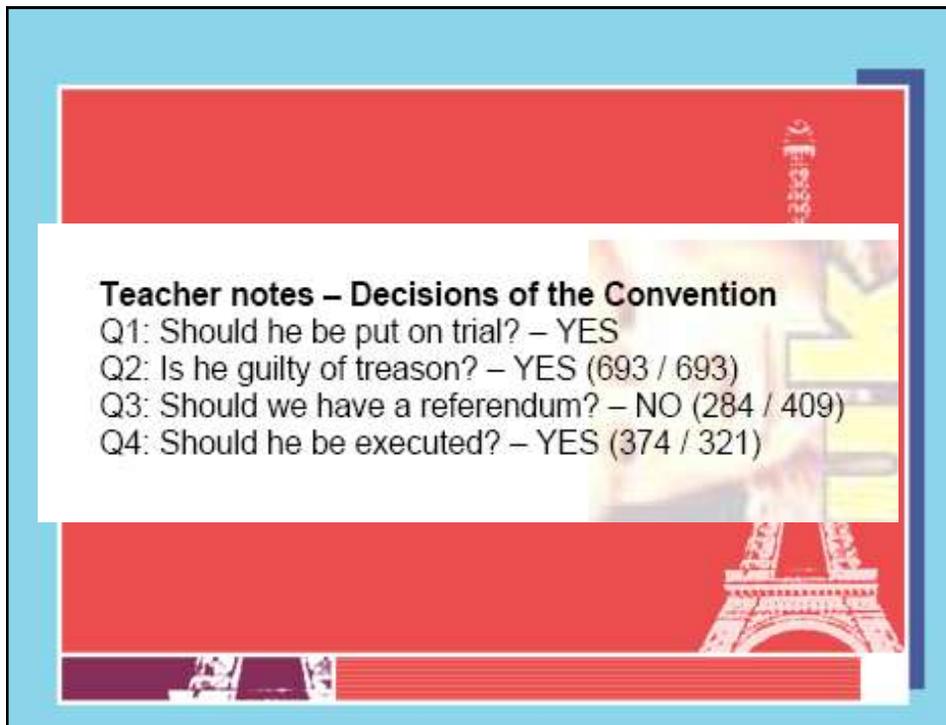
- 1) Read sources 4 and 5. What defence does each source offer on behalf of Louis?
- 2) What opinion do you have of Louis after reading sources 4 and 5? Why?
- 3) Read sources 6, 7 and 8. What opinion of Louis do these sources give you? Explain how.
- 4) Read Louis's answers to the charges in sources 7 and 8 again. Do you believe him? Explain why.



What to do with the King?

- The National assembly was dissolved in 1792. New elections took place and the new parliament was known as the Convention. Many people were angry with the King and voted for deputies that were much less tolerant of him. So the new assembly quickly abolished the monarchy, declared a new French Republic and even a new system of dates (1792 was to be known as "Year 1").
- By this time the country was in a serious mess. Hundreds of the King's supporters had been murdered in the "September Massacres" of 1791 and the other countries of Europe had threatened France with invasion if the King was harmed.
- The Convention then asked itself 4 questions, listed below. Your teacher will divide the class into two groups; the first group should fill in the "Yes" boxes; the second the "No" boxes. Go through the arguments as a class and then take a vote on each issue. Your teacher will tell you what the actual decisions were.

	"Yes"	"No"
Should the King be put on trial?	Argument:	Argument:
	Class decision:	
	Actual decision:	
Do we think that he is guilty of treason (betraying his country)?	Argument:	Argument:
	Class decision:	
	Actual decision:	
If he is guilty, should there be a referendum (national vote) to decide what punishment he should face?	Argument:	Argument:
	Class decision:	
	Actual decision:	
If we decide not to have a referendum, should we have him executed rather than sent to exile?	Argument:	Argument:
	Class decision:	
	Actual decision:	



Teacher notes – Decisions of the Convention

Q1: Should he be put on trial? – YES
 Q2: Is he guilty of treason? – YES (693 / 693)
 Q3: Should we have a referendum? – NO (284 / 409)
 Q4: Should he be executed? – YES (374 / 321)

The Execution of the King

By Miss Levele www.SchoolHistory.co.uk

The Verdict: The outcome of Louis's trial was decided by a vote. The Jury of deputies had to answer three questions. Firstly, they had to decide whether or not Louis was guilty. All 693 deputies answered 'Yes'. Secondly, they had to decide whether there should be a referendum to decide his fate. 284 deputies said 'Yes', the rest said 'No'. Finally, the deputies were asked what the punishment should be. 321 said 'prison or exile', whilst 374 said the punishment should be death.

2nd January 1793—the day of the execution—preparations are made: The Convention needed to make sure that Louis's execution went smoothly. Troops were stationed at the entrances to the city to prevent crowds from entering or leaving. 200 Mounted guards and 1200 foot soldiers were to surround Louis's coach. There were around 80,000 armed men in Paris to ensure that problems did not arise. Louis's own preparations included having a final meeting with his family (source 1), attending mass at 6 o'clock in the morning, and passing on instructions to Clery, his servant (source 2).



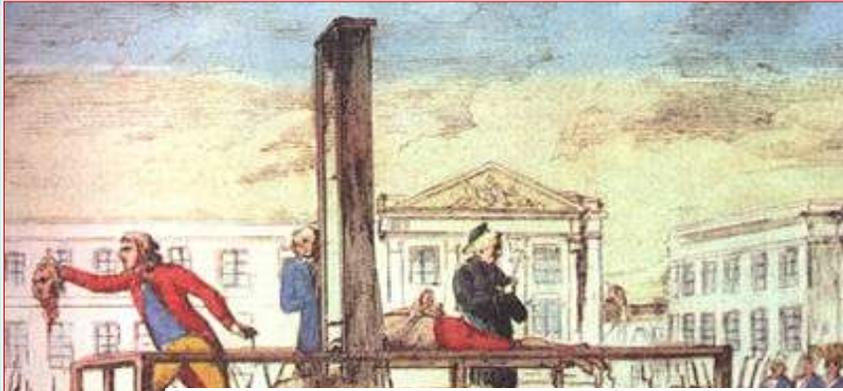
Source 1: Louis meets with his family for the last time.

Source 2: Louis's instructions to Clery

"Will you give this seal to my son... the wedding ring to the Queen. Tell her that I leave her with a great deal of pain. This little pedage contains locks of hair of all my family. Give it to her too. Tell the Queen, tell my dear children, that I had promised to see them this morning, but that I had wanted to spare them the pain of such a cruel separation."

The Execution. . . . at around 10 o'clock, Louis arrived at the guillotine. At 10.22, he was dead. (see source 3 and 4). As soon as the head came off, there were shouts from the crowd (see source 5). Louis's body was quickly taken to a cemetery in a wicker basket. He was then placed in a wooden coffin and buried in a mass grave. The Convention made every attempt to suppress any details of Louis's last few days, in case a legend built up around his memory.

The Execution of Louis XVI, 1793



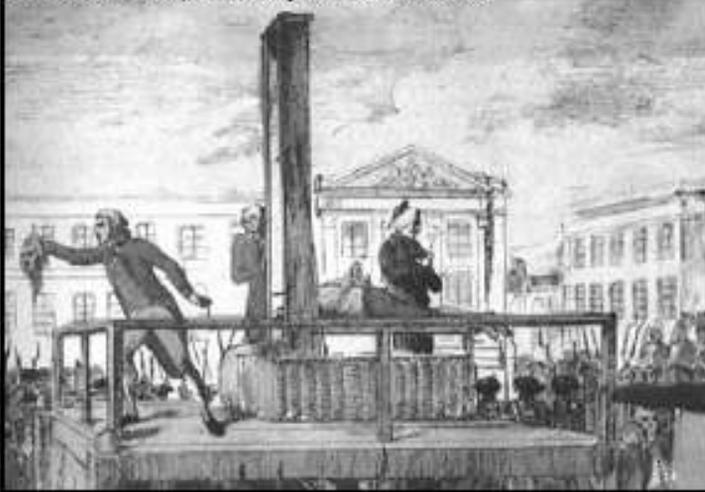
Source 7. Extracts from a modern historian's account of the execution.
 "He (Louis) pronounced these unforgettable words: I die innocent of all the crimes with which I am charged. I forgive those that are guilty of my death, and I pray God that the blood you are about to shed will never be required of France." The king's last words were drowned out by the drummers..."

What was it like to be guillotined?



<http://www.metaphor.dk/guillotine/Pages/Guillot.html>

...with one stroke severed his head from his body. The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked around the scaffold. At first an awful silence prevailed, at length some cries of "Long Live the Republic!" were heard...the voices multiplied and in less than ten minutes this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air



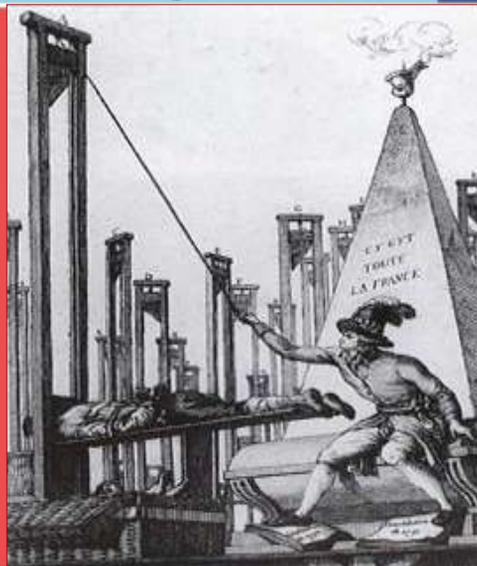
21
January,
1793

4

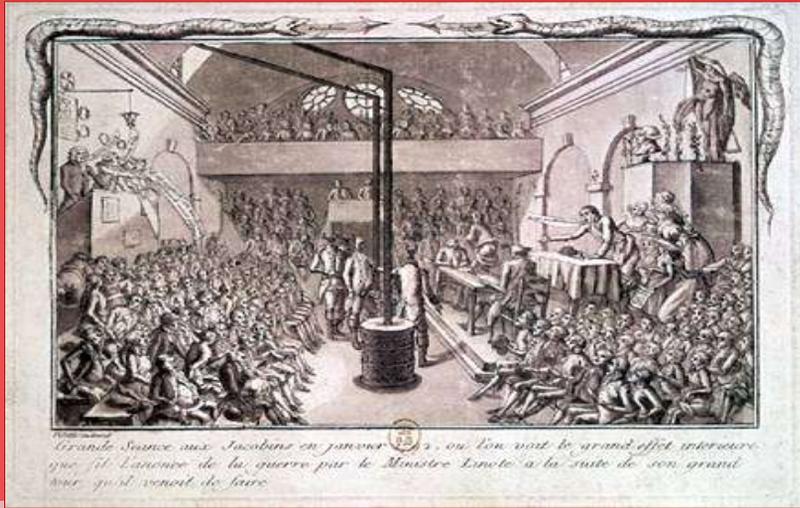
What's the message here?

**Who is guillotining the
French people now?
And why?**

**"Robespierre guillotining
the executioner after
having guillotined all
Frenchmen"**



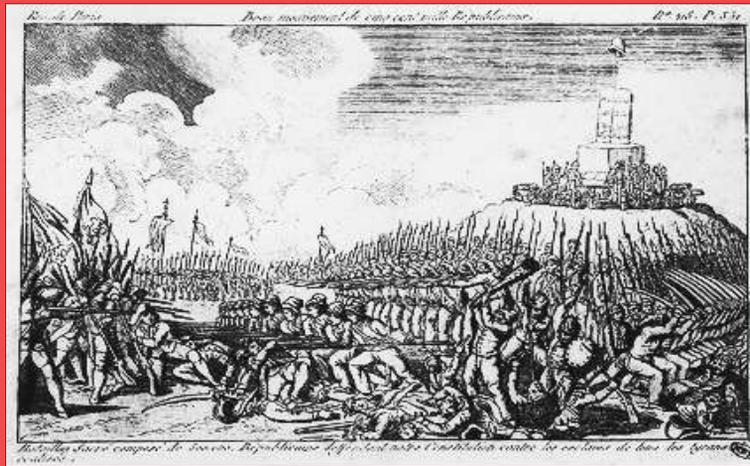
The National Convention, 1793



Jacobins vs. Girondins

Two opposing political factions fight for power

Foreign Wars



Austria | Prussia

Made many people worried about enemy spies who might attempt to overthrow The French Republic.

Committee of Public Safety and the Reign of Terror

A select circle of men led by **Maximilien Robespierre** during the French Republic

He justified the use of “terror” by claiming that enemy spies were trying to destroy the French Republic.

Result: Thousands of people were accused of being spies and guillotined! Estimates Range up to 40,000 or more!



The Terror
“The Revolution eats its children”

Following the execution of the King, the Convention argued about how the country should be run and how the war should be fought. This debate became much more heated following a peasant uprising in La Vendée against compulsory military service. Two main groups emerged with very different ideas.

Group	Leader	Idea
The Jacobins	Jean Marat Max Robespierre Georges Danton	“We must suspend free speech and liberty so we can win the war. Otherwise, there will be nothing left to defend.”
The Girondins	Madame Roland	“We must preserve the ideals of free speech and liberty at all costs. Otherwise the Revolution is not worth fighting for.”

Discussion point: Which of these two views do you agree with most?

In the end, the Jacobins seized control of the Convention and expelled the Girondins. Their main leaders were as follows:

		
Georges Danton	Jean-Paul Marat	Maximilien Robespierre
“We must dare, and again dare, and forever dare.”	“God has always been hard on the poor.”	“Every Revolution eats its children”
He was known for his ugliness – he had been twice gorged by a bull, and trampled over by a herd of pigs as a child.	He was known as “The Toad” due to his ugliness. Suffered from conjunctivitis, migraines and tuberculosis and a rare disease that left his skin peeling off in lumps.	He was a talented lawyer with amazing energy, dedication and intelligence, but with a streak of absolute ruthlessness.

Questions:
Which of the three quotes listed above do you find the most striking? Explain your answer carefully.

What happened to each man?	
<p>Danton did not agree with Marat and Robespierre, who wanted the Girondins executed as "traitors to the Revolution" – so he was thrown out of the government. He felt Robespierre hadn't "got the balls" to arrest him, but he was wrong. He was sent to the guillotine. His last words were "Infamous Robespierre! The scaffold is calling for you! Your house shall be razed! You shall follow me!". He left instructions for his head to be held up for the crowd after his execution because "it's well worth a good look at!".</p>	
<p>Marat was soaking himself in a herbal bath to relieve his sores when he was visited by Charlotte Corday, a woman who claimed to have details about a planned rebellion. Whilst he was jotting down notes, she stabbed him through the heart with a butcher's knife.</p>	
<p>Robespierre reacted to the death of Marat by declaring "Let Terror be the order of the day". During "The Terror" 40,000 people were guillotined in just a few months. He then totally lost it, calling himself "The Incorruptible" and organising a bizarre "Festival of the Supreme Being" in which he seemed to suggest that he was a God! In July 1794 (the "Coup de Thermidor"), police came to arrest Robespierre himself, who had part of his jaw shot off as he tried to escape. He was then carried, half conscious, off to the Place de Revolutions in Paris and was guillotined, facing upwards. A wax mask was made of his face (right) by Madame Tussaud, who exhibited her work in London and later opened a museum.</p>	

CASE FILE: The Terror

Source 4: From the Execution Record, 1793.

A) - Jean-Baptiste Henry, aged 18, journeyman tailor, convicted of having sawn down a tree of liberty, executed 6th September, 1793.

B) - Marie Plaisant, seamstress, convicted of having exclaimed that she was an aristocrat and that she did not care a fig for the nation, condemned to death and executed the same day.

C) - Henriette Francois Marbeauf, aged 55, convicted of having hoped for the arrival of the Austrians and Prussians and of keeping food for them, condemned to death and executed the same day.

D) - Francois Bertrand, aged 37, publican, convicted of having provided the defenders of the country with sour wine, condemned and executed the same day.

E) - Jean Julien, wagoner having been sentenced to twelve years hard labour, took it into his head to cry 'long live the king', brought back to the Tribunal and condemned to death.

Source 5: a description of the Terror at Bordeaux. "A Woman was charged with the crime of having wept at her husband's execution...she was condemned to sit for hours under the blade which shed upon her, drop by drop the blood of her dead husband...before she was released by death..."

Stories of Victims Of the Terror!

5



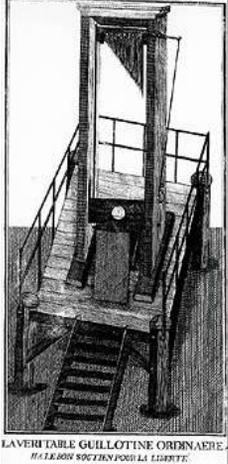
...to the right were the benches on which the accused were placed in several rows...to the left was the jury...

...the weighty knife was then dropped with a heavy fall; and, with incredible rapidity, two executioners tossed the body into the basket, while another threw the head after it...

...the next unfortunate soul was placed in position...

October, 1793

Enforcing the Revolution



LA VÉRITABLE GUILLOTINE ORDINAIRE.
M. LEBLANC SOUS LE POIDS LIBERTÉ.



VILLE DE PARIS DE LA VILLE DE LAURIE.
à l'occasion de... en l'honneur de la Liberté.

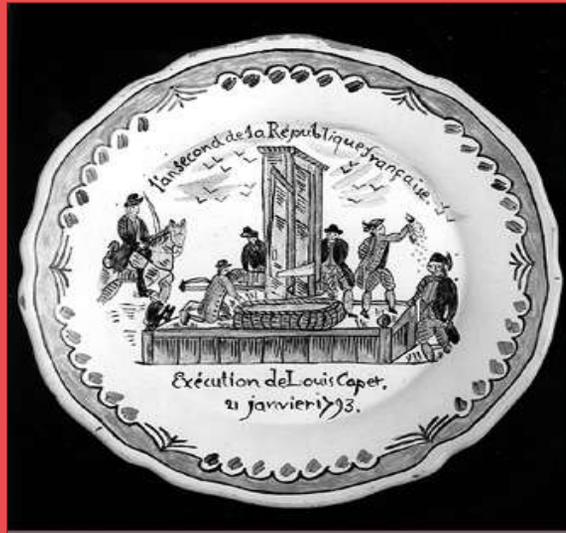


Burning of Cities

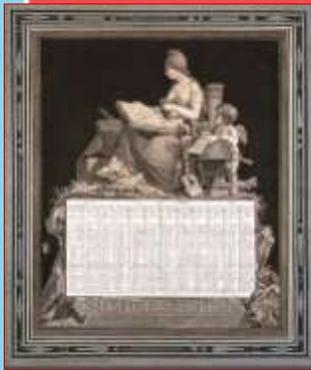
Guillotine

Imprisonment

Revolutionary Culture: Destroying the Old Regime



Revolutionary Culture: Destroying the Old Regime



New Calendar



Lady Liberty as a Symbol of the Republic

Revolutionary Culture: Destroying the Old Regime



Priests and Nuns Encouraged to Marry

France in 1795 (an overview)

By Miss Laville www.SchoolHistory.co.uk

After the Terror ended in 1794, the constitution changed yet again. The JACOBINS and the SANS-CULOTTES were forced out of power and Politicians tried to find a moderate form of government that French people would support. It was decided that there should be five directors who would see that laws were carried out. However the new government, the **Directory**, had serious problems to deal with and by 1798 were in serious trouble. They had reached crisis point...

The government were running out of money - the foreign wars they were fighting were costly.

France's armies had been badly defeated in wars in Italy.

There were severe food shortages

There were plots from royalists and extreme revolutionaries.

CRISIS!

As things got worse for the Directory in France, one of the Directors (government leaders) began to look round for a general who could control France. Throughout History army generals have tried to take control of governments in crisis, and Robespierre had even warned of a '**coup d'état**' in 1792 when he said: "Put yourself on guard against your generals, or a strong citizen might gain power and one day become your master."

The choice fell on Napoleon Bonaparte - one of France's most successful military generals. (You will learn more about him next lesson) He had proved himself a brilliant general in wars across Europe and Africa and this had made him famous and popular in France. In 1799, Napoleon secretly left his armies who were still fighting in Egypt for France. When he landed, people of all opinions welcomed him. On 11th November 1799, Napoleon seized power.

A '**coup d'état**' is when a military government takes over a country illegally.



Death of Robespierre and End of Reactionary Phase

- Robespierre was eventually put on trial for his crimes against the French people.
- Ironically, like Louis XVI, he was executed in 1795.
- Committee of Public Safety is replaced by the Directory.



THE DEATH OF ROBESPIERRE. LA MORT DE ROBESPIERRE.

V. Phase III: Reaction and the Directory



How does this cartoon poke fun at the weakness of the Directory? Who is the guy opening the drapes?



Phase IV: The Napoleonic Era

- He promoted the spread of ideas from the Revolution throughout Europe as part of a propaganda campaign.
- Can this painting titled “Bonaparte Crossing the Alps” be considered propaganda?



Background Information

- *Born on the island of Corsica (Mediterranean)*
- *Trained in military service*
- *Participated in the French Revolution at an early age*
- *Supported Jacobins, but was also confused by the wide variation of ideas available during the French Revolution*



How did Napoleon feel about the Revolution and the Republic?

"The truest conquests, the only ones that give rise to no regrets, are those gained over ignorance. The most honorable as well as the most useful activity of nations is to contribute to the advancement of human knowledge. The real strength of the French Republic should henceforth lie in its determination to possess every new idea, without a single exception."

— Napoleon Bonaparte
(upon his election to the National Institute of France)



The Wars

- Joined French artillery
- Appointed commander at Toulon (1793)
 - British ships destroyed
 - Appointed general
- Counter-revolution (1795)
 - "Whiff of Grapeshot"
- Commander of small army (1796-1797) in Italy
 - Defeat of 4 armies in Austria
 - 1st coalition collapsed
 - Hero status
- Military strategy (reserve, timing)
- Egypt invaded (1798)
- 2nd coalition formed (1799-1801)
- Napoleon returned to France



Is this true?

"A man will fight harder for his interests than for his rights."



– Napoleon, quoted in Thorpe, Scott, *How to Think Like Einstein*, Barnes & Noble Books, Inc., 2000, p.167.



Napoleon Becomes Emperor



- 1799: A popular French general, **Napoleon Bonaparte** returned from his successful military campaigns in Italy and Egypt . He was fed up with the Directory and overthrew it to create a 3-member Consulate
 - 1802: Named himself Consul for life
 - 1804: Became emperor of the French
- **He was strongly supported by the French people**



On being elected First Consul...

"I closed the gulf of anarchy and brought order out of chaos. I rewarded merit regardless of birth or wealth, wherever I found it. I abolished feudalism and restored equality to all regardless of religion and before the law. I fought the decrepit monarchies of the Old Regime because the alternative was the destruction of all this. I purified the Revolution."

– Napoleon Bonaparte



Napoleon's Coronation – Jacques Louis David

A realistic portrayal
or propaganda?



Did you know?

Napoleon suffered from Frohlich's Disease, which caused his sex organs to shrink!

Both Napoleon's appointment as First Consul of France and his coronation were put to the French People in a Referendum (vote). The French People had had enough of the political quarrels in France and now looked for strong leadership in Napoleon. Many observers abroad found it odd that France had agreed to have an Emperor so soon after removing a King. Many people in European Monarchies (such as Austria and Britain) had not supported the Revolution and therefore did not like Napoleon. They were more critical of the new Emperor of France.

SOURCE 4: "He stammered so much... it was clear his place was before soldiers rather than before an assembly." From the memoirs of Bourrienne, Napoleon's secretary. The two later fell out.

SOURCE 1: "Frenchmen, without a doubt, you will see in what I did that I am a soldier who supports liberty and am a citizen who is devoted to the republic." – From a translation of the 'official' version of the coup, issued throughout France.

Source 2: Another version of the Coup by an English artist. The caption reads: The Corsican Crocodile abolishes the Council of Frogs.



SOURCE 3: Napoleon's Coronation by the French painter David. David was a keen supporter of the Revolution.

Tasks

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

Reforms Under Napoleon

- *Regulation of Economy: encouraged new industry, regulated prices, and built canals and roads*
- *Made Peace with the Catholic Church (Concordat of 1801)*
- *All careers were open to "talent"— means to satisfy all social classes*
- *Establishment of the Napoleonic Code*



How Did France Change Under Napoleon?

Napoleon has been remembered not only for his military victories, but also as a 'Great Reformer', bringing about improvements to France and French Society. Napoleon himself said: "I intend to keep the Revolution's useful changes, but not to abandon the good institutions it mistakenly destroyed." So, how did France change under Napoleon? And did it change for the better? To answer these questions, we need to look at France before, and during Napoleon's rule.

CHANGES TO EDUCATION

UNDER THE KING - Only the privileged went to schools, which were run by The Church. Pupils were taught respect for elders and religion.

THE REVOLUTION brought some change. Revolutionaries proclaimed that school was for everyone, and state schools were even proposed, but none were set up. The aim was to encourage pupils to investigate and question.

UNDER NAPOLEON - The education system in France changed. Four grades of school were set up: primary, secondary, *lycées* (schools run on military lines) and technical schools. Schools now stressed the importance of obedience and military values - although primary education stayed almost as it had been before 1789. Science and maths became more important subjects in secondary schools. In 1814 9000 pupils were attending the 36 lycées - out of a population of 30 million.

THINK!! How much change had taken place in schools?



GOVERNING FRANCE

UNDER THE KING - Louis had absolute power, and could not be removed. There was no National Assembly (or Parliament) and there were no elections, so people did not have a say in who was in power in France. The King made all the laws, and as a result, some were very out of date such as the Estates system, and inequality of different groups in society.

THE REVOLUTION brought changes. There was no single ruler of France, and a National Assembly was elected by voters (all men). The Assembly made all the laws, which meant that many new laws were introduced.

UNDER NAPOLEON - More changes were introduced. Napoleon became Emperor of France, and could not be removed from power. There were two National Assemblies, with members chosen by Napoleon from candidates elected by the people. All men could vote, but after 1804, there were no elections. All laws were made by the Assemblies.

THINK!! In what ways were the regimes of Napoleon and Louis different?



FRENCH SOCIETY

Napoleon tried to make sure that all major groups gained from his rule. For peasants, Napoleon made sure that they could keep their land by eradicating Feudalism. He restored the Catholic Church to its former importance through the Concordat, and the peasants no longer had to pay tithes. For the Nobles, Napoleon offered 'king-like' stability. He created titles for some people, though these new nobles had no special privileges. Napoleon tried to reward talented and hardworking people by setting up the Legion of Honour in 1802. It is still one of the highest honours you can receive in France today.

Some of the things said by Napoleon!

It is not what is true that counts, but what people think is true.

The ignorant class will no longer exercise their influence on making laws or on government.

Public education does not suit women, as they are not called upon to live in public... marriage is their whole estimation.

In France women are considered too highly. They should not be regarded as equal to men. In reality they are nothing more than machines for producing children.

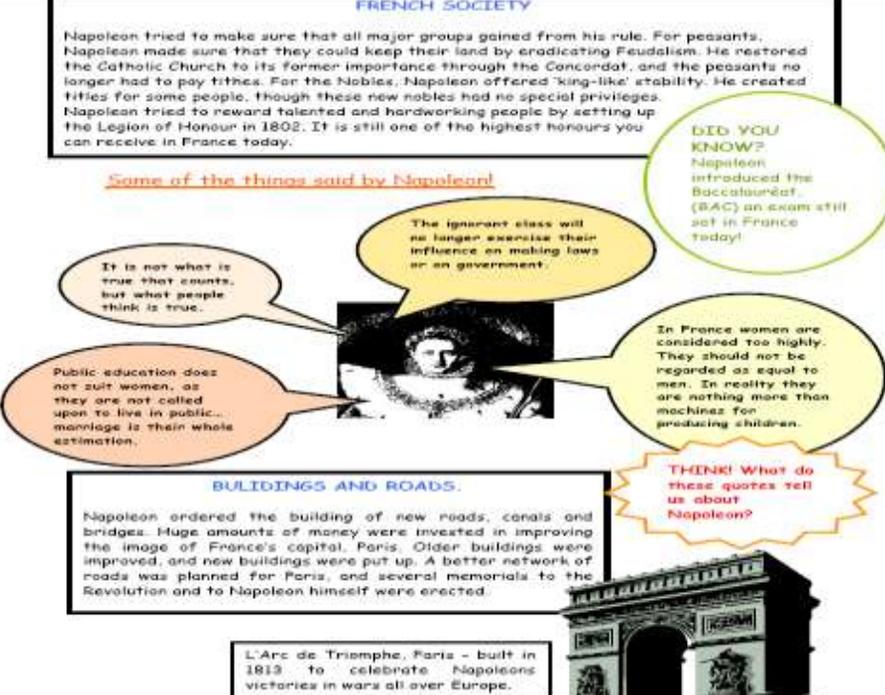
BID YOU KNOW?
Napoleon introduced the Baccalauréat (BAC) an exam still set in France today!

THINK! What do these quotes tell us about Napoleon?

BUILDINGS AND ROADS.

Napoleon ordered the building of new roads, canals and bridges. Huge amounts of money were invested in improving the image of France's capital, Paris. Older buildings were improved, and new buildings were put up. A better network of roads was planned for Paris, and several memorials to the Revolution and to Napoleon himself were erected.

L'Arc de Triomphe, Paris - built in 1813 to celebrate Napoleons victories in wars all over Europe.



The Code Napoleon

- He established the **Code Napoléon** as the rule of law in France and in each new area he conquered.
 - Feudalism and serfdom were abolished, and freedom of religion was established.
 - Each area was granted a constitution, providing for universal male suffrage (voting rights) and a parliament and containing a bill of rights.
 - French-style administrative and judicial systems were required.
 - Schools were put under centralized administration, and free public schools were envisioned. Higher education was opened to all who qualified, regardless of class or religion.
 - Every state had an academy or institute for the promotion of the arts and sciences. Incomes were provided for eminent scholars, especially scientists.
 - Constitutional government remained only a promise, but progress and increased efficiency were widely realized.

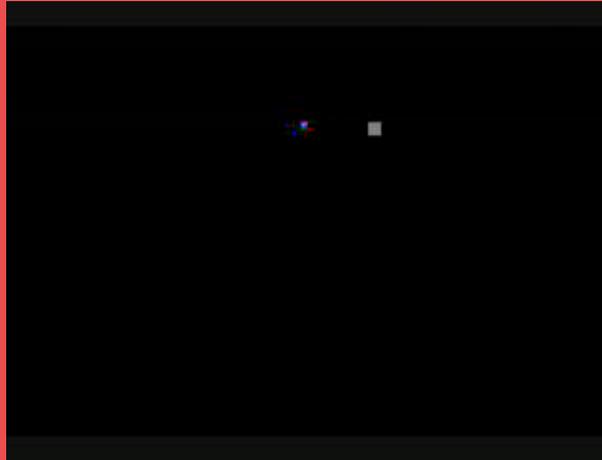


The Creation of an Empire

- *1804-1814: Napoleon creates an empire by annexing territory*
 - *Netherlands*
 - *Belgium*
 - *Parts of Italy*
 - *Parts of Germany*
- *Napoleon cut Prussian territory in half*
- *Many countries signed treaties with France to avoid conflict*
- *Napoleon placed relatives on the thrones of several places to solidify his control*



Video Option 1: “Conquerors—Napoleon Bonaparte” (45m)



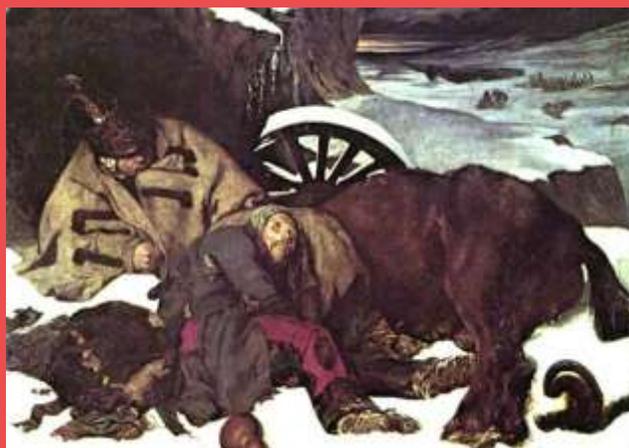
- *Identify the leadership qualities which made Napoleon a military genius? Why was Napoleon at the pinnacle of his power in 1805?*

Conflict with England

- *Traditionally, the French and the British have not gotten along well.*
- *1805: Napoleon prepares to invade England, but is stopped at the **Battle of Trafalgar**.*
- *Napoleon's **Continental System**: Closed European ports to British goods*



Napoleon's costly invasion of Russia! Why was this a mistake?



Defeat – 5th Coalition (1809-1815)

- Russian campaign
 - 1812
 - Lost 400,000 men
 - Abdicated in 1814 and sent to Elba



***OPTION #2:**

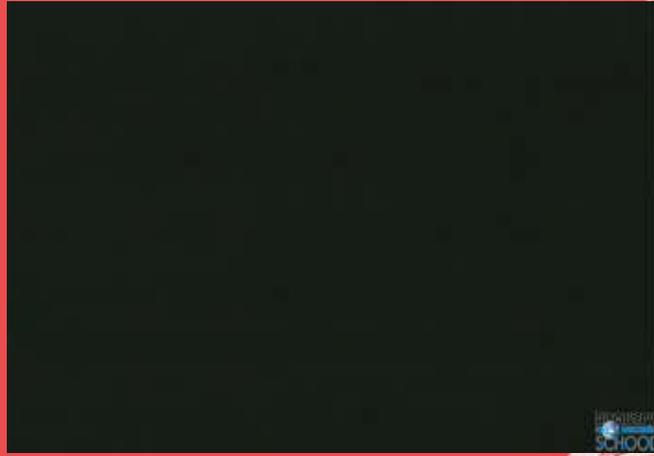
**Video: “Napoleon’s Lost Army”
(45m)**

Watch closely! What does archaeology and historical research reveal about Napoleon’s “Lost Army” in Russia? And, what’s the big deal?



OPTION #3:

"Napoleon" Biography Video (25m)



Watch closely! QUESTIONS FOLLOW!

Napoleon Biography Questions:

- *Discussion Questions*
- 1. Discuss how Napoleon's background, early experiences in school, and the times in which he lived may have affected his character and leadership style. In the end, what part of his character do you think led to his downfall?
- 2. Explain the debate between aristocrats and philosophers over monarchy and democracy during the revolutionary period in France. Which side would you say Napoleon was on?
- 3. Analyze Napoleon's role in the French Revolution and his speedy rise to power. What were his talents?
- 4. What were Napoleon's first tasks as dictator? Explain and discuss why they were important.
- 5. Why do you think the French people accepted Napoleon as their sole leader not once but twice? After all, hadn't they just fought a revolution to end the monarchy in France?
- 6. Compare and contrast both times Napoleon was exiled. Was he wise to try to return to power from Elba? What do you think should happen to defeated leaders today?

Napoleon is Defeated at Waterloo!

- Upon his return from his exile in Elba, Napoleon ruled France for 100 days as Emperor and Dictator and continued to engage in wars of territorial expansion.
- He was defeated by England, France, and several other European powers at the **Battle of Waterloo** in 1815.
- He died in exile on the Island of St Helena in 1821.



BATTLE OF WATERLOO

Successes and Failures of Napoleon:

- | | |
|--|--|
| <ul style="list-style-type: none"> • <i>Successes</i> <ul style="list-style-type: none"> – Code Napoleon – Boost of French nationalism – Age of Napoleon is considered a glorious time in French history – Massive territorial expansion | <ul style="list-style-type: none"> • <i>Failures</i> <ul style="list-style-type: none"> – Continental System did not work – Trade restrictions hurt Europe – Merchants ignored Napoleon and smuggled in British goods – Napoleon's huge miscalculation in Russia |
|--|--|



Congress of Vienna

- Restructuring Europe after Napoleon
 - Conference in Vienna
 - 6 heads of states
- Guiding principles
 - Legitimacy
 - Restore boundaries
 - Hedge-in France
 - Restoration of French Monarchy under Louis XVII, the brother of executed King Louis XVI! This was a conservative backlash! Did it truly reverse the Rev.?

The Lasting Legacy of the French Revolution

- Were all of the ideals of the French Revolution lost during the Napoleonic Period?
- How are the ideas of the Enlightenment and the French Revolution still with us today?



Vocabulary Review:

- **Vocabulary**
- **abdicate**
- *Definition:* To formally relinquish a sovereign power.
- *Context:* On April 6, 1814, a humiliated emperor is forced to abdicate the throne.
- **armistice**
- *Definition:* Temporary suspension of hostilities by agreement between the opponents.
- *Context:* Napoleon has driven the Austrians back and secured an armistice, a peace treaty that gives France thousands of miles of new territory.
- **artillery**
- *Definition:* A branch of an army armed with crew-served mounted firearms.
- *Context:* Napoleon is commissioned as second lieutenant in the artillery, a fortuitous choice since new advances in weaponry and tactics are about to rewrite history.
- **coup**
- *Definition:* The violent overthrow or alteration of an existing government by a small group.
- *Context:* Napoleon's allies stage a coup and seize control of the government.
- **guillotine**
- *Definition:* A machine for beheading by means of a heavy blade that slides down in vertical guides.
- *Context:* In 1793, Louis XVI and Marie Antoinette are marched to the guillotine and beheaded.