The French Revolution and Napoleon

Chapter 23

Marie Antoinette

King Louis XVI

Napoleon
### French Revolution Homework Schedule

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<th>Assignment (p.xxx, Ques. x-x)</th>
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ALL homework is to be written on loose leaf paper with the proper heading and in complete sentences to be handed in. Work in the packet WILL NOT be accepted for a grade.
Estate (list all three) - One of the three social classes in France before the French Revolution. **First Estate** – clergy, **Second Estate** – nobles, **Third Estate** – Everyone else.

*Louis XVI* - king of France during the Revolution, he was a weak, uninterested leader who inherited economic problems from other kings.

Estates General - an assembly of representatives from all three of the estates, or social classes in France.

National Assembly - A French congress established by representatives of the Third Estate to enact laws and reforms in the name of the French people.

Tennis Court Oath - a pledge made by members of France’s National Assembly in 1789, in which they vowed to continue meeting until they had drawn up a constitution.

Declaration of the Rights of Man - a statement of revolutionary ideals adopted by France’s National Assembly in 1789.

Great Fear - a wave of senseless panic that spread through the French countryside after the storming of the Bastille in 1789.

*Robespierre* - a revolutionary leader who became a radical and launched the Reign of Terror, during which he ruled like a dictator.
Reign of Terror  -  the period when Robespierre ruled France nearly as a dictator and thousands of political figures and ordinary citizens were executed.

*Napoleon Bonaparte  -  French General who became emperor of France. He brought order to France after the revolution and created a French empire in Europe before his final defeat in 1814.

Napoleonic Code  -  a comprehensive and uniform system of laws established for France by Napoleon.

Continental System  -  Napoleon’s policy of preventing trade between Great Britain and Europe, intended to destroy Great Britain’s economy.

Scorched earth policy  -  the practice of burning crops and killing livestock during wartime so that the enemy can’t live off the land

Congress of Vienna  -  a series of meetings in 1814-1815 during which European leaders sought to establish long-lasting peace and security after the defeat of Napoleon.

*Klemens von Metternich  -  Foreign minister of Austria who engineered the Congress of Vienna and set up the Concert of Europe

Concert of Europe  -  a series of alliances among European nations in the 19th century, devised by Metternich to prevent the outbreak of revolutions.
The French Revolution

Name _______________________
Period __________

1) Why were the French citizens at this time deprived and hungry?

2) Why were Enlightenment ideas dangerous to Louis XVI?

3) What led to a shortage of bread?

4) What were the Three Estates?

5) What was the National Assembly?

6) Why is the storming of the Bastille significant?

7) What was the Declaration of the Rights of Man?
Chapter 23 – Section 1
Revolutions Threatens the French King

Economic and Social inequalities help cause the French Revolution

The Old Regime
- Left over from feudal times – divided society into 3 classes (Estates)
  - First Estate – Catholic _______________________
    - Paid 2% of income in taxes 1% of population
  - Second Estate - rich nobles
    - Paid almost ___________ 2% of population
  - Third Estate – __________________ 97% of population
    - Bourgeoisie – merchants and artisans
      - Some were rich, but lacked privileges of 2\textsuperscript{nd} Est.
    - Workers – servants, cooks - lived in cities
      - Poorer than bourgeoisie
    - Peasants – lived in country
      - Poorer than bourgeoisie
**  Paid 50% of income in a variety of taxes

Factors Leading to Revolution
- Enlightenment Ideas
  - _________________ on gov’t and a questioning of society
  - American Revolution inspired people

- Economic Problems
  - Gov’t was in __________ from wars
  - King and Queen spent lots of money
  - Heavy _________________
  - Crop failures and rise of prices of bread

- Weak Leader / Absolute Rule
  - Louis was indecisive and uninterested – put off solving problem
  - Absolute rule/extravagance ____________ with Enlightenment mood
A Graphic View of the Three Estates in France

Percentage of Taxes Paid by Estate in 1789

Comparison of Estates in France, 1789
Graphic View of the Three Estates in France

Population in Each Estate, 1789

- First Estate: 130,000
- Second Estate: 520,000
- Third Estate: 25,350,000

Each Estate has one vote.

Number of Votes in the Estates General, 1789

First Estate: 1
Second Estate: 1
Third Estate: 1
Graphic View of the Three Estates in France

Percentage of Income Spent On Taxes, By Estate 1789
The French Revolution

The French Revolution was a period of great upheaval and turmoil in France, resulting in the most significant event in European history. The French Revolution was born of a long-standing system of inequality, absolute rule, and unfairness.

Background Conditions:

1) Unequal Social System

The Old Regime – The social system in France was unequal and unfair. Society was divided into three groups or classes called Estates. This was a remnant of feudalism, when people were either clergy, nobles or serfs.

The 1st Estate – consisted of Catholic Church clergy. They were about 1% of the population, owned 10% of the land and paid about 2% of their income in taxes. They were considered part of the ruling class.

The 2nd Estate – consisted of the nobility, rich landowning families. They were about 2% of the population and owned 20% of the land. As the ruling class, they paid essentially no taxes and had special privileges such as access to government jobs.

The 3rd Estate – consisted of everybody else and was considered commoners. They were 97% of the population and owned 70% of the land. Although most were poor, they paid up to 50% of their income in taxes. They had no privileges or rights. Taxation was unfair.

2) Unequal Political System

France was ruled under absolute monarchy. Thus King Louis XVI had total power. He could tax, spend money as he saw fit, imprison people for any reason and without trial, and he engaged in strict censorship over society. This meant citizens were afraid to voice concerns or complaints. When necessary, the king would call a meeting of the Estates General. This was a gathering of all the representatives of the three estates to vote on matters the king raised. While representation was based on population, each estate as a group only had one vote. Consequently, the First and Second Estates would always vote together and outvote the Third Estate (2-1). It was evident under this centuries-old system rendered the
Third Estate politically powerless. They had no way to win the Estates General vote, and no way to change the voting system, and no way to choose their leader.

3) Unequal Economic System

As seen above, taxation among the Estates was unfair. The poorest people (3rd Estate) paid the most in taxes, while the wealthy paid little to none. The 3rd Estate did the work, while the first two estates benefitted from that labor.

Causes of the Revolution

1) Enlightenment Ideas

The Enlightenment had begun in Paris and had taken hold throughout France and Europe by the late 1700s. Many people accepted it’s principles of questioning of old ideas. More importantly, people had come to believe that government was formed by individuals for their own welfare, that it served the many, not the few. This was a dramatic departure from the established belief in divine right, where absolute monarchs ruled with impunity for their own benefit. Further, the Enlightenment stressed that men had natural rights, and were born free and equal. Only a few years earlier the Americans had successfully revolted against England based on the Enlightenment, and the French people were inspired by that victory and felt they too could achieve those ideals. By 1789, tired of the abuses of the king and the Old Regime, the people of France took action on these Enlightenment ideas.

Document 1

. . . Powers of the king.—The King, Louis XVI, was absolute. He ruled by the divine right theory which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people’s money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of letters de cachet (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

Source: Friedman & Foner, A Genetic Approach to Modern European History, College Entrance Book Co., 1938

1 According to this document by Friedman & Foner, what is one cause of the French Revolution? [1]
2) **Weak Leader / Absolute Rule**

As just stated, king Louis XVI was an absolute monarch in an era that was beginning to question the wisdom of that type of leadership. It did not help that *Louis was a weak, unconcerned leader*. He was not interested in the work required to be an effective ruler. He put off making critical decisions, and often made poor ones when the time came. His meddling in the economy made the price of bread skyrocket. His extravagant lifestyle and total authority clashed with the Enlightenment mood of the day. He was not taking care of his people.

3) **Economic Problems**

As 1789 approached, France was deeply in debt and had been for some time. Louis' grandfather Louis XIV had built the lavish Palace at Versailles and engaged in many wars that France was still paying for. In an attempt to get revenge on England, Louis XVI had given the Americans vast sums to fight their revolution just a few years earlier. Louis' wife Marie Antoinette spent money on hairstyles, fashion, parties, amusements and gambling, pushing the country further into debt. Taxes on the 3rd Estate were unbearably high, and there had been several poor harvests and a very harsh winter. The economy of France was in ruins.

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2 Based on the information in these graphs, identify *one* cause of the French Revolution. [1]
Events of the Revolution

Louis summons the Estates General to meet. He needs to raise taxes. Members of the 3rd Estate want to change the voting rules so each delegate gets a vote. They are locked out of the meeting, and decide to meet separately in an indoor tennis court. There they declare themselves the National Assembly – a group representing all of France, not just the 3rd Estate. They take the Tennis Court Oath – a promise not to leave until a constitution written for France.

In response, Louis stationed guards in Paris. Fearing an attempt to break up the National Assembly or kill citizens, Parisians stormed the Bastille, a prison that stored gunpowder. Events in Paris caused a panic in the countryside called the Great Fear. Peasants attacked nobles and burned their homes and documents.
On August 4, 1789, the National Assembly took away all feudal privileges of the 1st and 2nd Estates. The Old Regime was dead. They also wrote the **Declaration of the Rights of Man and the Citizen**, which spelled out the natural rights of “liberty, property, security and resistance to oppression” as well as guaranteeing citizens **equal justice and freedom of speech and religion**.

With a new constitution by 1791, France had become a limited monarchy. The National Assembly gave way to a **Legislative Assembly** who made laws. Factions in the assembly argued over how much change should take place. The other countries of Europe were alarmed at the changes taking place in France and feared it could spread to their countries too. France declared war on Austria and Prussia to prevent what they felt was an imminent threat. The war went badly, and mobs soon controlled Paris. Under the control of radicals in the streets, the National Assembly suspended the constitution, and people elected a body called the **National Convention**. They promptly abolished the monarchy and declared France a Republic. With radicals in control, the **king was tried for treason and executed by guillotine**.

In 1793, a radical named Robespierre gained control. He sought to eliminate all remnants of France’s past in order to create a “republic of virtue”. By summer, Robespierre was the leader of the Committee of Public Safety, and for the next year governed France as a dictator during the **Reign of Terror**. This was a period where “enemies” of the revolution were tried and executed. Soon the Terror claimed leaders of the revolution itself, and even slight offenses were being punished. The Terror ends with the execution of Robespierre himself.

**The Rise and Fall of Napoleon**

Desperate for a strong leader, people approve new constitution that gave all real power to Napoleon, the popular head general of the French army. Later, the people name him emperor. Napoleon conquered most of Europe, bringing the ideals of the revolution with him. He instituted the **Napoleonic Code**, a system of laws that gave all citizens equal rights. He also started public schools called lycees, fired corrupt government workers and hired new ones based on merit, and made tax collection fairer. While expanding his French empire, Napoleon made some errors such as the **Continental System**, the **Peninsular War**, and the **invasion of Russia** which led to Napoleon’s downfall, as they used a **scorched-earth policy** to deprive his army of resources. After his defeat and exile, Napoleon returned to rule France in a period called the **Hundred Days**. He was soon defeated again at Waterloo, and was exiled to the remote island of St. Helena where he remained until his death.
The Congress of Vienna was essentially a peace conference called by Clemens von Metternich of Austria to plan a post-Napoleon Europe. There were three goals. First, make sure France never attacks again, by surrounding it with stronger nations. Second, a balance of power among nations was desired to discourage future aggression. Last, he wanted legitimacy – a restoration of the rightful rulers to the thrones from which they had been deposed by Napoleon. The outcome of the meeting was a long-lasting peace in Europe, where the major nations did not fight for over fifty years. It is considered a success.

Results of the French Revolution

The French Revolution had major impacts on Europe. First, many nervous rulers formed alliances such as the Concert of Europe, agreeing to help each other in the event of another revolution. Second, conservative governments regained control as a reaction to the liberal ideals of the French Revolution. However, the ideals of equality, fairness and rights were merely suppressed, not dead. They would flare up and resurface during successful fight for Latin American independence as well as the unsuccessful revolutions of the 1840’s in Europe. Lastly, the French revolution and reign of Napoleon inspired nationalism. The French used it to revolt against their king. Europe used it to revolt against Napoleon and his French empire. These same nationalistic feelings would later be critical in the Italian and German unification movements of the 1860s and 1870s.
Chapter 22 – Section 5
The Congress of Vienna

After Napoleon, Europe seeks long-lasting __________________________. The Congress of Vienna was a meeting of the European powers to do this.

Metternich’s Plan
• He distrusted democracy, and wanted to __________________________
• He adopts a three-part plan to do this

Part 1 - Containment of France
• Prevent future French aggression by surrounding it with strong countries.
  o Smaller nations/states were ________________

Part 2 - Balance of Power
• Prevent any one country from easily overpowering another.
  o __________________________, but not too much to inspire revenge
  o All territory gained by Napoleon was given back

Part 3 - Legitimacy
• Return the rulers Napoleon had deposed to the throne
  o These “_________________” rulers would stabilize their countries
    and the political relations among nations

**The Congress of Vienna was a success. It created peace, avoided severe punishment that would cause a revenge war, and created a balance of power.**

Concert of Europe
• A series of __________ to ensure nations help each other if war breaks out
  ▪ Conservative gov’t takes hold – they do not want change

Legacy
• Nationalism spreads – will fuel more revolution later
• Attitudes about authority and power change permanently
The French Revolution Begins

**BEFORE YOU READ**
In the last chapter, you read about the Enlightenment and the American Revolution. In this section, you will learn about the beginning of the French Revolution.

**AS YOU READ**
Use this chart to take notes on the causes and effects of the early stages of the French Revolution.

**The Old Order** (pages 651–652)

**How was French society unequal?**
In the 1700s, France was the leading country of Europe. It was the center of the new ideas of the Enlightenment. However, beneath the surface there were major problems. Soon the nation would be torn by a violent revolution.

One problem was that people were not treated equally in French society. A political and social system called the **Old Regime** remained in place. The French were divided into three classes, or **estates**. The **First Estate** consisted of the Roman Catholic clergy. The **Second Estate** was made up of nobles. Only about 2 percent of the people belonged to these two estates. Yet they owned 20 percent of the land. They had easy lives.

Everybody else belonged to the **Third Estate**. This huge group included three types of people:
- the **bourgeoisie**—mostly well-off merchants and skilled workers who lacked the status of nobles
- city workers—cooks, servants, and others who were poorly paid and often out of work
- peasants—farm workers, making up more than 80 percent of the French people
Members of the Third Estate were angry. They had few rights. They paid up to half of their income in taxes, while the rich paid almost none.

1. What were the three classes of French society?

The Forces of Change (pages 652–653)

Why were the French ready for the revolution?

Three factors led to revolution. First, the Enlightenment spread the idea that everyone should be equal. The powerless people in the Third Estate liked that. Second, the French economy was failing. High taxes kept profits low, and food supplies were short. The government owed money. Third, King Louis XVI was a weak leader. His wife, Marie Antoinette, was unpopular. She was from Austria, France’s long-time enemy, and was noted for her extravagant spending.

In the 1780s, France was deep in debt. Louis tried to tax the nobles. Instead, they forced the king to call a meeting of the Estates-General, an assembly of delegates of the three estates.

2. What three factors led to revolution?

Dawn of the Revolution (pages 654–655)

How did the Revolution begin?

The meeting of the Estates-General began in May 1789 with arguments over how to count votes. In the past, each estate had cast one vote. The Third Estate now wanted each delegate to have a vote. The king and the other estates did not agree to the plan because the Third Estate was larger and would have more votes.

The Third Estate then broke with the others and met separately. In June 1789, its delegates voted to rename themselves the National Assembly. They claimed to represent all the people. This was the beginning of representative government for France.

At one point, the members of the Third Estate found themselves locked out of their meeting. They broke down a door leading to a tennis court. Then they promised to stay there until they made a new constitution. This promise was called the Tennis Court Oath.

Louis tried to make peace. He ordered the clergy and nobles to join the National Assembly. However, trouble erupted. Rumors flew that foreign soldiers were going to attack French citizens. On July 14, an angry crowd captured the Bastille, a Paris prison. The mob wanted to get gunpowder for their weapons in order to defend the city.

3. Why did the National Assembly form?

A Great Fear Sweeps France (page 655)

What was the Great Fear?

A wave of violence called the Great Fear swept the country. Peasants broke into and burned nobles’ houses. They tore up documents that had forced them to pay fees to the nobles. Late in 1789, a mob of women marched from Paris to the king’s palace at Versailles. They were angry about high bread prices and demanded that the king come to Paris. They hoped he would end hunger in the city. The king and queen left Versailles, never to return.

4. What happened during the Great Fear?
Revolution Brings Reform and Terror

BEFORE YOU READ

In the last section, you read how the French Revolution began.
In this section, you will learn what course it took and where it led.

AS YOU READ

Use the time line below to take notes on major events.

The Assembly Reforms France
(pages 656-657)

What reforms resulted from the revolution?

In August 1789, the National Assembly took steps to change France. It made a revolutionary statement called the Declaration of the Rights of Man. One new law ended all the special rights that members of the First and Second Estates had enjoyed. Another law gave all French men equal rights. Though women did not get these rights, it was a bold step. Other laws gave the state power over the Catholic Church.

The new laws about the church divided people who had supported the Revolution. Catholic peasants remained loyal to the church. They were angry that the church would be part of the state. Thereafter, many of them opposed the Revolution’s reforms.

For months, the assembly worked on plans for a new government. During this time, Louis was fearful for his safety. One night, he and his family tried to escape the country. They were caught, brought back to Paris, and placed under guard. This escape attempt made the king and queen more unpopular. It also increased the power of his enemies.

1. What new laws came into being?
Divisions Develop (pages 657–658)

What groups called for different kinds of changes?

In the fall of 1791, the assembly drew up a new constitution. It took away most of the king’s power. The assembly then turned over its power to a new assembly, the Legislative Assembly.

This new assembly soon divided into groups. Radicals wanted sweeping changes in the way government was run. Moderates wanted some changes in government, but not as many as the radicals. Conservatives upheld the idea of a limited monarchy and wanted few changes in government.

There were groups outside the Legislative Assembly who wanted to influence the government, too. One group wanted an end to revolutionary changes. This group included the émigrés, nobles and others who had fled France during the uprisings. Another group wanted even greater changes. This group included the sans-culottes. These wage-earners and small shopkeepers wanted a greater voice in government.

2. In what ways did the émigrés and sans-culottes have opposite goals?

War and Execution (pages 658–660)

What caused the French people to take extreme measures?

At the same time, France faced serious trouble on its borders. Kings in other countries feared that revolution would spread to their lands. They wanted to use force to restore control of France to Louis XVI. Soon foreign soldiers were marching toward Paris. Many people thought that the king and queen were ready to help the enemy. Angry French citizens imprisoned them. Many nobles were killed in other mob actions.

The government took strong steps to meet the danger from foreign troops. It took away all the king’s powers. In 1792, the National Convention—another new government—was formed. Jacobins, members of a radical political club, soon took control of this new government. They declared Louis a common citizen. He was then tried for treason and convicted. Like many others, the king was beheaded by a machine called the guillotine. The National Convention also ordered thousands of French people into the army.

3. What happened to the king?

The Terror Grips France; End of the Terror (pages 660–661)

What was the Reign of Terror?

Maximilien Robespierre became leader of France. He headed the Committee of Public Safety. It tried and put to death “enemies of the Revolution.” Thousands were killed. Robespierre’s rule, which began in 1793, was called the Reign of Terror. It ended in July 1794, when Robespierre himself was put to death.

The French people were tired of the killing and the unrest. They wanted a return to order. Moderate leaders drafted a new, less revolutionary plan of government.

4. Where did the Reign of Terror lead?
Napoleon’s Empire Collapses

BEFORE YOU READ
In the last section, you read how Napoleon built his power. In this section, you learn why he lost it.

AS YOU READ
Use the chart below to take notes on mistakes Napoleon made.

Napoleon’s Costly Mistakes
(pages 668-670)

What mistakes did Napoleon make abroad?

Napoleon’s own personality posed a threat to his empire. His love of power pushed him to expand his empire. His efforts to extend French rule led to his empire’s collapse.

Napoleon made three costly mistakes. His first mistake was caused by his desire to crush Britain. He wanted to hurt the British economy. So in 1806 he ordered a **blockade**. This was an effort to stop all trade between Britain and the other European nations. Napoleon called this policy the **Continental System**. It was supposed to make continental Europe more self-sufficient.

The effort failed because some Europeans secretly brought in British goods. At the same time, the British put their own blockade around Europe. Because the British navy was so strong, it worked well. Soon the French economy, along with others on the European continent, weakened.

Napoleon’s second mistake was to make his brother king of Spain in 1808. The Spanish people were loyal to their own king. With help from

TERMS AND NAMES

- **blockade**: Forced closing of ports
- **Continental System**: Napoleon’s policy of preventing trade and communication between Great Britain and other European nations
- **guerrilla**: Spanish peasant fighter
- **Peninsular War**: War that Napoleon fought in Spain
- **scorched-earth policy**: Policy of burning fields and slaughtering livestock so that enemy troops would find nothing to eat
- **Waterloo**: Battle in Belgium that was Napoleon’s final defeat
- **Hundred Days**: Napoleon’s last bid for power, which ended at Waterloo
Britain, bands of peasant fighters called **guerrillas** fought Napoleon for five years. Napoleon lost 300,000 troops during this **Peninsular War**. (The war gets its name from the Iberian Peninsula on which Spain is located.)

Napoleon’s third mistake was perhaps his worst. In 1812, he tried to conquer Russia, far to the east. He entered Russia with more than 400,000 soldiers. As the Russians retreated, however, they followed a **scorched-earth policy**. They burned their fields and killed their livestock so Napoleon’s armies could not eat what they left behind.

Although the French got as far as Moscow, winter was coming. Napoleon was forced to order his soldiers to head back. On the way home, bitter cold, hunger, and Russian attacks killed thousands. Thousands more **deserted**. By the time Napoleon’s army left Russian territory, only 10,000 of his soldiers were able to fight.

### 1. What happened to Napoleon in Russia?

- Napoleon's Downfall (pages 670–671)

### What other defeats did Napoleon suffer?

Other leaders saw that Napoleon was now weaker. Britain, Russia, Prussia, Sweden, and Austria joined forces and attacked France. Napoleon was defeated at the Battle of Leipzig, in Germany, in 1813. In 1814, Napoleon gave up his throne and was exiled, or sent away, to the tiny island of Elba off the Italian coast.

Louis XVIII took the throne in Paris. But he quickly became unpopular. The peasants feared the new king would undo the land reforms of the Revolution.

News of Louis XVIII’s trouble was all Napoleon needed to try to regain his empire. In March 1815, he escaped from Elba and boldly returned to France. He took power and raised another army.

The rest of the European powers raised armies to fight against Napoleon. Led by the Duke of Wellington, they defeated Napoleon in his final battle near a Belgian town called **Waterloo**. This defeat ended Napoleon’s last attempt at power, which was called the **Hundred Days**. He was then sent to the far-off island of St. Helena in the southern Atlantic Ocean. He died there in 1821.

### 2. What was Napoleon’s last attempt at power, and where did it end?
CHAPTER 23  Section 5 (pages 672–675)

The Congress of Vienna

BEFORE YOU READ

In the last section, you saw how Napoleon's empire collapsed.

In this section, you will learn how the rest of Europe reacted to both the French Revolution and Napoleon’s rise and fall.

AS YOU READ

Use the chart below to take notes on the ways that leaders and people of other nations were affected by the ideas and results of the French Revolution.

TERM S AND NAMES

Congress of Vienna  Meetings in Vienna for the purpose of restoring order to Europe
Klemens von Metternich  Key leader at the Congress of Vienna
balance of power  Condition in which no one country becomes a threat to the other
legitimacy  Bringing back to power the kings that Napoleon had driven out
Holy Alliance  League formed by Russia, Austria, and Prussia
Concert of Europe  Series of alliances to help prevent revolution

Metternich’s Plans for Europe

What was the Congress of Vienna?

In 1814, leaders of many nations met to draw up a peace plan for Europe. This series of meetings was called the Congress of Vienna. The most important person at the Congress of Vienna was the foreign minister of Austria, Klemens von Metternich. He shaped the peace conditions that were finally accepted.

Metternich had three goals at the congress. First, he wanted to make sure that the French would not attack another country again. Second, he wanted a balance of power in which no one nation was strong enough to threaten other nations. Third, he wanted legitimacy. This meant restoring monarchs to the thrones they had before Napoleon’s conquests. The other leaders agreed with Metternich’s ideas.

Metternich achieved his first goal when the congress strengthened the small nations that
surrounded France. Meanwhile, France was not punished too severely. It remained independent and kept some overseas possessions. This helped achieve Metternich's second goal to create a balance of power.

The congress also worked to fulfill Metternich's third goal. Many rulers were returned to power in states throughout Europe, including France.

The Congress of Vienna created very successful peace agreements. None of the great powers fought against one another 40 years. Some did not fight in a war for the rest of the century.

1. What three goals did Metternich have?

Political Changes Beyond Vienna (pages 673–675)

How did European leaders respond to the effects of the French Revolution?

Many European rulers were nervous about the effects of the French Revolution. In 1815, Czar Alexander, Emperor Francis I of Austria, and King Frederick William III of Prussia formed the Holy Alliance. Other alliances created by Metternich were called the Concert of Europe. The idea of these alliances was for nations to help one another if revolution came.

Across Europe, conservatives held control of European governments. Conservatives were people who opposed the ideals of the French Revolution. They also usually supported the rights and powers of royalty. They did not encourage individual liberties. They did not want any calls for equal rights.

But many other people still believed in the ideals of the French Revolution. They thought that all people should be equal and share in power. Later they would again fight for these rights.

People in the Americas also felt the desire for freedom. Spanish colonies in the Americas revolted against the restored Spanish king. Many colonies won independence from Spain. National feeling grew in Europe, too. Soon people in areas such as Italy, Germany, and Greece would rebel and form new nations. The French Revolution had changed the politics of Europe and beyond.

2. What happened to ideas about freedom and independence?
The Old Regime in France (France before 1789)

In pre-revolutionary France, society was divided into three groups based on old feudal distinctions. This societal arrangement is often called “The Old Regime” by historians.

The First estate was the clergy, and represented about 0.5 percent of the population of France. The higher clergy consisted of nobles, while the lower clergy were basically commoners, and were parish priests. The clergy collected tithes, and owned about 10 percent of France’s land, for which no taxes were paid. The clergy also ran schools, kept records, and supported the poor. The higher clergy often lived in Paris and Versailles, living extravagantly while parish priests led a hard life, living simply. It would be very reasonably to say that the lower clergy resented the higher clergy, for living better quality lives but doing much less work.

Answer the following questions in your own words.

Who was the First Estate?

Why did lower clergy dislike higher clergy?

The Second estate was the nobility. Nobles held the highest positions at court, in the church, and in government. Nobles had many privileges, and were basically exempt from paying taxes. They had the ability to collect taxes from the peasants on their land, including old feudal taxes that should have been irrelevant in the day, but were collected so the noble could live extravagantly. The nobles owned between 20 and 30 percent of the land in France, but consisted of about 1.5 percent of the population.

The Three Estates in Pre-Revolutionary France

Source: Glencoe World History

Answer the following questions in your own words.

Who was the second estate?

List three (3) advantages of being in the Second Estate

a) 
b) 
c)
Before I explain the third estate, consider this quote: Abbé Sieyès - *What is the Third Estate?* (1789).

*1st. What is the third estate? Everything.*

*2nd. What has it been heretofore in the political order? Nothing.*

*3rd. What does it demand? To become something therein.*

**The Third estate** was everybody else – 98% of the population, who owned 60-70 percent of the land in France. The third estate could be divided into three groups: the bourgeoisie, the city workers, and the peasants.

**The Bourgeoisie:** Being merchants, manufacturers, bankers, doctors, lawyers, etc. the bourgeoisie were the middle class of France and had wealth. However, having wealth did not give the bourgeoisie status, privilege, or any source of power. They were blocked by the aristocracy and the monarchy, who wanted to have everybody maintain the same social standing that they were born with, and tried to ensure no one could rise above their status.

**City Workers (sans-culottes):** As urban workers, the san culottes worked trades in cities such as Paris. Named because they did not wear long pants/breeches, the sans-culottes were artisans but did not make nearly as much money as the bourgeoisie. They suffered the most when food prices rose and their wages did not. It was the sans-culottes who pushed for equality in everything, and were the radical revolutionaries.

**Everybody Else:** Peasants who worked on farms for the nobles were the poorest of them all. These people spent their lives struggling to survive, though French peasants were better off than those in the rest of Europe. Burdened by tithes, taxes, and rents, peasants were very oppressed people. They were not even allowed to hunt or kill animals that hurt their crops.

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**Answer the following questions in your own words.**

Who was in the Third Estate

a) b) c)

Why were the Bourgeoisie dissatisfied?

What disadvantages did the peasants face?

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**The Estates General**

The French government developed the Estates General to show, at any given time, that they had the support of the French people. However, the way the estates were set up, the “support of the people” wasn’t necessarily true. There are three estates in the Estates Generals, and they each had one vote. Therefore, two estates could outvote one estate, even if that one estate consisted of 97% of the population.

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**Answer the following questions in your own words.**

Was the voting system of the Estates general fair? Explain why or why not.
Document Based Question (DBQ) - “The French Revolution”

Document #1

View the paintings.

Describe what you see
a) 

b) 

c) 

How might the people react to this?

What questions do these paintings of King Louis and Marie Antoinette raise about the cause of the French Revolution?

Painting of Louis XVI and Marie Antoinette, Paris, France (1787)

Document #2

View the chart. Fill in the estate that each person would belong to.

<table>
<thead>
<tr>
<th>Yearly incomes compared (circa 1780)</th>
<th>Estate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Archbishop of Paris: 50,000 livres</td>
<td></td>
</tr>
<tr>
<td>Marquis de Mainvillette: 20,000 livres</td>
<td></td>
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<tr>
<td>Prince de Conti: 14,000 livres</td>
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<tr>
<td>A Paris parish priest: 10,000 livres</td>
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<tr>
<td>A typical village priest: 750 livres</td>
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<tr>
<td>A master carpenter: 200 livres</td>
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</tbody>
</table>

(The livre was replaced by the franc in 1795. In the 1780s, there were about 4 livres to £1).

Describe the difference between pay of each estate

Who do you believe does more work, the Archbishop of Paris, or the typical village priest? Explain why.

Document #3

I was joined by a poor woman who complained of the times. Her husband had only a morsel of land, one cow and a poor horse. But they had to pay 20kg of wheat and three chickens as feudal dues to one lord, and 60kg of oats, one chicken and five pence to another, along with very heavy taxes to the king’s tax collectors: ‘The taxes and feudal dues are crushing us.”

Arthur Young, Travels in France (1787-1789)

What was this peasant’s main complaint, as expressed to Arthur Young?
Document #4

“To Combourg: The country has a savage aspect; husbandry not much further advanced, at least in skill, than among the Hurons (American Indians) . . . The people almost as wild as their country, and their town of Combourg one of the most brutal, filthy places that can be seen; mud houses, no windows, and a pavement so broken as to impede all passengers . . .

To Montauban: The poor people seem poor indeed; the children terribly ragged, if possible, worse clad than if with no clothes at all; as to shoes and stockings, they are luxuries . . . They did not beg, and when I gave them anything seemed more surprised than obliged. One third of what I have seen of this province seems uncultivated, and nearly all of it in misery . . .

Arthur Young, Travels in France (September 1788)

How did Arthur Young describe the Combourg countryside?

What was Young’s impression of the people of Montauban?

Do you think the people in these areas were satisfied with their lives? Explain.

Document #5

One opinion pervaded the whole company, that they are on the eve of some great revolution in the government: that everything points to it: the confusion in the finances great; with a deficit impossible to provide for without the states-general of the kingdom…but bankruptcy is a topic: the curious question on which is, would a bankruptcy occasion a civil war, and a total overthrow of the government?...

Arthur Young, Travels in France (October 17, 1787)

What evidence did Young give to suggest that revolution was possible in France?

a)

b)

c)

Document #6

The abuses attending the levy of taxes were heavy and universal. . . . A cruel aggravation of their misery, to see those who could best afford to pay, exempted because able! The corvees {taxes paid in labor, often road building}, or police of the roads, were annually the ruin of many hundreds of farmers; more than 300 were reduced to beggary in filling up one vale in Lorraine: all these oppressions fell on the {Third Estate} only; the nobility and clergy having been equally exempted from tailles (taxes), militia and corvees.

Arthur Young, Plight of the French Peasants (1787-1789)

What was the major abuse that Young noted in the French tax collection system?
**Document #7**

“King and Queen as Two-Headed Monster”, Political Cartoon, (circa 1789)

How are the king and queen portrayed?

What type of impact do you think it had on people who read it at the time?

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**Document #8**

Pamphlet banned by the French Government in 1775

Man is born free. No man has any natural authority over others; force does not give anyone that right. The power to make laws belongs to the people and only to the people.

Jean Jacques Rousseau, *The People Should Have Power* (1775)

How well does this statement fit with the concept of divine right or absolute monarchy? Explain.

According to Rousseau, who should control laws and therefore control the government?

How might statements like this inspire people to revolt?
Document #9

What is the third estate? Everything.
What has it been heretofore in the political order? Nothing.
What does it demand? To become something therein.

Abbé Sieyès, *What is the Third Estate?* (1789)

Why do you think this quote was written and explain how it connects with the French Revolution.

Document #10

**Financial Problems in France, 1789**

<table>
<thead>
<tr>
<th>Urban Commoner’s Budget</th>
<th>King’s Budget:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Food 80%</td>
<td>Interest 50%</td>
</tr>
<tr>
<td>Rent 25%</td>
<td>Army 25%</td>
</tr>
<tr>
<td>Tithe 10%</td>
<td>Versailles 25%</td>
</tr>
<tr>
<td>Taxes 35%</td>
<td>Coronation 10%</td>
</tr>
<tr>
<td>Clothing 20%</td>
<td>Loans 25%</td>
</tr>
<tr>
<td></td>
<td>Admin. 25%</td>
</tr>
</tbody>
</table>

Source: The Center for History and New Media, George Mason University

*Compare the two graphs.*

What categories are the commoners spending the most on?

What stands out to you in the King’s budget?

How much is the King spending on programs to assist the French people?

Do the Math – what do you notice?

What does this say about the state of the French economy in 1789?
**Document #11**

Members of the National Assembly (1st, 2nd and 3rd Estate members) swearing not to separate until they had given France a constitution, in what later became known as the “Tennis Court Oath”, June 20th, 1789.

Describe what was happening in this painting and how it led/started the French Revolution

**Document #12**

O rich citizens be so good as to leave for a time your chateaux and palaces and be so good as to glance at those unfortunates whose muscles are only occupied in working for you. What do you see in our villages? A few weakened men, faces withered by poverty and shame, their wives having too many children, their children wearing rags……All the peasants in our neighbourhood – Brittany – are making ready to refuse the church tax-gatherers and state that nothing will be taken without bloodshed.

From the collection of Cahiers de doléances, Presented to the Estates-General (March – April, 1789)

What does this speech imply about how the rich spend their time?

Does he believe that the rich take notice of the poor?

According to the speaker, who benefits from the work of the poor?

How does he describe the people of Brittany?

What is the warning being issued here?
1. That his subjects of the third estate, equal by such status to all other citizens, present themselves before the common father without other distinction which might degrade them.
7. That venality {sale} of offices be suppressed. . . .
13. That military ordinances establishing a degrading distinction between officers born into the order of nobility and those born into that of the third estate be revoked, as thoroughly injurious to an order of citizens and destructive of the competition so necessary to the glory and prosperity of the State.
15. That every personal tax be abolished; that thus the capitation and the taille and its accessories be merged with the vingtiemes in a tax on land and real or nominal property.
16. That such tax be borne equally, without distinction, by all classes of citizens and by all kinds of property, even feudal and contingent rights. . . . JUSTICE.

Cahiers de doleances-lists of grievances, 
Presented to the Estates General (March 29, 1789)

What is being demanded in lines 1 and 13?

What is being demanded in line 16?

State two (2) ways the National Assembly attempted to redefine the relationship between the individual and the government

a) 

b) 

---

Document #14

**The Three Estates in Pre-Revolutionary France**

Based on the information in this graph; identify one cause of the French Revolution.
Economics of the French Revolution

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Effective Daily Wage in Sous**</th>
<th>Expenditure on Bread as percentage of income with bread priced at:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laborer in Reveillon wallpaper works</td>
<td>15</td>
<td>gs (Aug 1788) 60 97</td>
</tr>
<tr>
<td>Builders Laborer</td>
<td>18</td>
<td>14s (Feb-July 1789) 50 80</td>
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<tr>
<td>Journeyman mason</td>
<td>24</td>
<td>37 60</td>
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<tr>
<td>Journeyman, locksmith, carpenter, etc.</td>
<td>30</td>
<td>30 48</td>
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<tr>
<td>Sculptor, goldsmith</td>
<td>60</td>
<td>15 24</td>
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</tbody>
</table>

* The price of the 4 pound loaf consumed daily by workingman and his family as the main element in their diet

** Effective wage represents the daily wage adjusted for 121 days of nonwork per calendar year for religious observation, etc.

Source: The Center for History and New Media, George Mason University (2010)

Use the graph to answer the questions below

What percentage of income is used by a wallpaper worker for bread in 1788? _____ in 1789? _____

What percentage of income is used by a builder’s laborer for bread in 1788? _____ in 1789? _____

What Estate would these people be members of? (circle one) 1st estate 2nd estate 3rd estate

How would the change in price of bread affect these people?

Describe how the information seen in the graph is a cause of the French Revolution.
Document #16

Women’s March to Versailles (1789)

The “poissards” (fish ladies) and other women demanded relief from Louis XVI for the nationwide food shortage.

Describe what was happening in this painting (what do you see/notice?)

How did it contribute to the French Revolution?

Document #17

Caption: The people beneath the former rule
King Louis is saying: “Faith and Honor due to the Lord.”
The Priest holds a paper that states “Inquisition”.
The nobleman holds a paper that states: The Grand Royal Parliament Assembly

Describe what is going on in this cartoon (what do you see happening?)

How does this depict the causes of the French Revolution?
Document #18

I. Men are born and remain free and equal in rights. Social distinctions may be based only on common utility.

II. The aim of all political association is to preserve the natural and unalienable rights of man. These rights are liberty, property, and security and resistance to oppression.

III. The principle of all sovereignty rests essentially in the nation. No body and no individual may exercise authority which does not emanate from the nation expressly...

VI. Law is the expression of the general will. All citizens being equal in its eyes are equally admissible to all public dignities, offices, and employment's, according to their capacity, and with no other distinction than that of their virtues and talents.

X. No one may be disturbed for his opinions, even in religion...

XI. ...Every citizen may therefore speak, write, and print freely...

XIII. ...common taxation is necessary. It should be apportioned equally among all citizens according to their capacity to pay.

XVII. Property being an inviolable and sacred right, no one may be deprived of it except for an obvious requirement of public necessity, certified by law, and then on condition of a just compensation in advance.

Declarations of the Rights of Man and Citizen (August 26, 1789)

The Declaration of the Rights of Man and Citizen was the cornerstone document of the French Revolution. It defined and established the individual, fundamental, and collective rights for French citizens and all men without exception. It was influenced by the Enlightenment doctrines of freedom, equality, and natural rights, and that these rights of Man are universal - valid at all times and in every place, and pertaining to human nature itself.

Examine the Document and answer the following questions:

What lines show the Enlightenment idea of equality for all men?

What lines show the Enlightenment idea of “consent of the governed” or “government by the people”?

What lines show the Enlightenment idea of freedom?

How does this document reflect a change from the Old Regime?

Source:http://www.spokaneschools.org/cms/lib/WA01000970/Centricity/Domain/1536/French%20Revolution%20Documents_June%202011_WITH%20checkboxes.docx. (has been modified)
Classify each document as a political, social or economic cause of the revolution. It is possible to have more than one category.

<table>
<thead>
<tr>
<th>Document</th>
<th>Political</th>
<th>Social</th>
<th>Economic</th>
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