



10th Grade French Revolution Inquiry

Was the French Revolution Successful?



Jacques-Louis David, ink drawing, *Tennis Court Oath*, 1791. © RMN-Grand Palais / Art Resource, NY.

Supporting Questions

1. What were the social, economic, and political problems in prerevolutionary France?
2. How did the relationship between the French people and the king change in the early stages of the Revolution?
3. How did Robespierre justify the Reign of Terror?
4. Did Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?



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New York State Social Studies Framework Key Idea(s) & Practices	10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. ✓ Gathering, Using, and Interpreting Evidence ✓ Chronological Reasoning and Causation ✓ Comparison and Contextualization
Staging the Question	Discuss the concept of <i>revolution</i> through a series of photographs that depict the recent Egyptian uprising (2011–2013).

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
What were the social, economic, and political problems in prerevolutionary France?	How did the relationship between the French people and the king change in the early stages of the Revolution?	How did Robespierre justify the Reign of Terror?	Did Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
List social, economic, and political problems in prerevolutionary France.	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.	Develop a claim supported by evidence about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.
Featured Sources	Featured Sources	Featured Sources	Featured Sources
Source A: Political cartoon of the Three Estates Source B: Graph of the Three Estates Source C: <i>Cahiers de Doléances</i> of 1789	Source A: <i>Declaration of the Rights of Man and Citizen</i> Source B: <i>Declaration of the Rights of Woman and Citizen</i> Source C: <i>Decree Abolishing the Feudal System</i>	Source A: Engraving of Robespierre and the guillotine Source B: Speech by Maximilien Robespierre	Source A: Napoleon's account of his coup d'état Source B: Painting of the <i>Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine</i> Source C: Napoleon's account of the internal situation of France in 1804

Summative Performance Task	ARGUMENT Was the French Revolution successful? Construct an argument (e.g., detailed outline, poster, or essay) that addresses the compelling question, using specific claims and relevant evidence from historical sources while acknowledging competing views.
	EXTENSION Express these arguments in a perspective-taking exercise using the medium of Twitter.
Taking Informed Action	UNDERSTAND Investigate a current "unfinished revolution" focusing on a group of people who are currently trying to revolutionize some aspect of society. This could be a political revolution or an economic, social, or even technological revolution. ASSESS Examine the extent to which the current attempt at revolution is successful and state one's personal stance on the justification for the revolution or whether it is, in fact, a revolution. ACT Write an editorial for the school or local newspaper on a current "unfinished revolution." Within the editorial, students could discuss their positions on the efforts of those engaged in revolutionary activity and the extent to which those efforts are currently successful.



Overview

Inquiry Description

This inquiry leads students through an investigation of the French Revolution. Adolescent students are quite concerned with challenging authority and establishing their independence within the world; the concept of revolution brings those two concerns to their most world-altering levels. This inquiry gives students an entry point into thinking like historians about the French Revolution. The question of success invites students into the intellectual space that historians occupy. By investigating the question of the French Revolution's success, students will need to make decisions about what the problems of the Revolution were, how to give weight to the events of three different periods of the Revolution, and what distance, if any, was between intentions and effects.

Students will learn about the intellectual, political, social, and economic problems of the French Revolution and track the intended and unintended consequences of these actions through the Revolution's first stages, the Reign of Terror, and the early Napoleonic period. As part of their learning about the Revolution, students should practice articulating and writing various positions on the historical events and supporting these claims with evidence. The final performance task asks them to synthesize what they have learned and consider how key figures from the past and present would evaluate the Revolution.

It is important to note that this inquiry will require prerequisite knowledge of historical events and ideas, so teachers will want their students to have already studied the period known as the Enlightenment and ensure that they have an understanding of ideas promulgated in that era. For instance, they should understand that John Locke, Baron de Montesquieu, Jean-Jacques Rousseau, and other figures from the Enlightenment substituted reason for tradition. They wrote about the purposes of government based on reasoning and natural law, and their ideas shaped revolutions and civil wars in England, British North America, France, and many other places.

NOTE: This inquiry is expected to take five to seven 40-minute class periods. The inquiry time frame could expand if teachers think their students need additional instructional experiences (i.e., supporting questions, formative performance tasks, and sources). Inquiries are not scripts, so teachers are encouraged to modify and adapt them to meet the needs and interests of their particular students.

Content Background

Historians' efforts to interpret the events of the French Revolution are as complex as the Revolution itself. Practically from the moment the Revolution ended, its meaning was debated. Conservative observers focus on the revolutionary extremes, contending that it went too far and ultimately undid itself. The classic interpretation of the Revolution comes from the Marxist school of history, which interprets the Revolution as a class conflict marked by a joint effort between the bourgeoisie and proletariat to overthrow the aristocratic ruling class, thereby moving French society from feudalism to capitalism. Both of these interpretations pose problems and have been revised significantly over the past 40 years. Fully investigating the debates over the Revolution's meaning would likely involve more time than most classes can offer to the topic.



Rather than dealing with the significance of it, the compelling question “Was the French Revolution successful?” allows students to wrestle with the complexities of the Revolution in ways similar to those of historians. The compelling question implies that the outcomes were complicated and that an assessment of the Revolution’s success depends on the way in which one measures it. The first supporting question leads students to understand the problems of prerevolutionary France so that they can ultimately evaluate whether the Revolution successfully dealt with the issues. The next two supporting questions examine major periods within the Revolution, including the first stages and the Reign of Terror. Both periods help students understand the complexity of revolutionary reforms and their impact on the French people. The final supporting question allows students to bookend the French Revolution with the rise of Napoleon Bonaparte.

By investigating the featured sources, students will be able to construct multiple, complex claims about the Revolution’s success. In the first formative performance task, they will examine a political cartoon, graphs of the Three Estates, and the *Cahiers* of 1789 to discern examples of the problems French people faced in the period preceding the revolution. Students will then turn to the *Declaration of the Rights of Man and Citizen* and the *Declaration of the Rights of Woman and Citizen*, which will be used to help them articulate how the relationship between the king and the people changed over time. The engraving of Robespierre and the guillotine and the Robespierre speech allow students an opportunity to practice the close reading of sources to determine the rationale for the Reign of Terror. Lastly, students will examine a pair of documents to describe Napoleon’s role in the final phase of the French Revolution. In describing Napoleon’s influence on revolutionary ideals, students should note the ways in which he both furthered and challenged revolutionary ideals.

Content, Practices, and Literacies

In addressing the compelling question “Was the French Revolution successful?” students will need to weigh evidence and conflicting evidence from each of the four periods addressed in the unit. In the first period, students will examine the prerevolutionary conditions, including the economic, social, and political problems of the time. Next, students will explore the early revolutionary period (1789–1793) and describe the changing relationship between the people and the king. Students will consider the radicalization of the revolution during the Reign of Terror and how actions the government took under the Committee of Public Safety resulted in significant revolutionary changes at the cost of thousands of heads, as well as the committee’s removal from power. Finally, students will have to consider how Napoleon’s ascendancy to emperor complicated the aims of the revolution.

Throughout the inquiry, students are asked to do increasingly complex assignments that will develop their cognitive capacity to deal with the complex Summative Performance Task. At first, students are asked to complete a chart to identify prerevolutionary problems (Gathering, Using, and Interpreting Evidence). The second and third tasks ask students to begin articulating explanations that will later be used as evidence in the Summative Performance Task (Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation). In the fourth task, they develop a claim, supported with evidence, as a formative step toward the argumentative Summative Performance Task (Gathering, Using, and Interpreting Evidence; Chronological Reasoning and Causation). Finally, in the Summative Performance Task and the Extension, students need to pull together varying perspectives and support them with evidence from the range of sources used throughout the inquiry (Gathering, Using, and Interpreting Evidence; Comparison and Contextualization).



The New York State P–12 Common Core Learning Standards for English Language Arts & Literacy offer social studies teachers numerous opportunities to integrate literacy goals and skills into their social studies instruction. The Common Core supports the inquiry process through reading rich informational texts, writing evidence-based arguments, speaking and listening in public venues, and using academic vocabulary that complements the pedagogical directions advocated in the New York State K–12 Social Studies Framework. At the end of this inquiry is an explication of how teachers might integrate literacy skills throughout the content, instruction, and resource decisions they make. The Common Core connections are listed on the last page of this inquiry.



Staging the Compelling Question

Compelling Question	Was the French Revolution successful?
Featured Source	Source A: Image bank: Photographs of the Egyptian Revolution, 2011–2013

THE COMPELLING QUESTION “Was the French Revolution successful?” asks students to deal with the unpredictability of revolutions. To help get students warmed up for the inquiry, it will be important to have them start thinking about the concept of a revolution and the messiness that accompanies radical change.

One way to do this is to have students look at images from Egypt—the most recent “revolution” with widespread recognition—as a way of generating curiosity about the nature of revolutions. A teacher might start by showing the first image: a clash between protesters and the police, noting the date (January 2011). The teacher could ask students to think about what they see and what the protesters’ goals might have been. The teacher could then show the second image and offer some background about Hosni Mubarak and his resignation (February 2011).

The teacher may want to work with students on making distinctions between a series of terms, including “uprising,” “reform,” “movement,” “insurgency,” and “revolution.” The teacher should guide students toward the notion that revolutions are characterized by radical change that fundamentally transforms a political, economic, or social paradigm. At this point, the teacher should ask students, “Why do some people currently refer to the series of events in Egypt as a *revolution*?”

From these initial understandings, the teacher should then show the third and fourth images, making note of the dates (August 2013) and asking students to consider the goals and feelings of the people pictured. The teacher should move the students toward the compelling question by asking them, “At what point will the Egyptian revolution be a success?” The goal of this activity is not for them to come to a definitive answer—the goal is for students to recognize their hesitation and the fact that the answer is not clear. *If* there is an answer, it must certainly be a complicated one, and it might depend on when the question is asked. It is essential that the teacher names this tentative or hesitant point for students so they can recognize it again when they return to it throughout the inquiry.

At this point, the teacher might want to show similar image sets from other political or social revolutions that further engage their students. Alternatively or additionally, they might want to lead a more general conversation with students about what might make a revolution successful.

It is important to note that making direct comparisons between political revolutions is challenging, so teachers should avoid oversimplifications or anachronistic connections. Additionally, students may know very little about the Egyptian revolution, and, if so, it would be important for the teacher to provide enough background knowledge so students can examine the images and thoughtfully engage in the discussion.

The goals of this exercise are two: First, to help students recognize that revolutions are relevant in today’s world and that history, although a study of the past, has important implications for the world in which they live; and second, to help students understand that the French Revolution lasted more than 10 years and that the goals changed over time. Often students see these kinds of events as overnight successes, and it is hoped that by examining both the Egyptian and the French revolutions, students will come to understand that shifts occur during revolutions, creating unforeseen consequences, and that radical political and social change is messy.



Staging the Compelling Question

Featured Source

Source A: Image bank: Photographs of the Egyptian Revolution, 2011–2013



Image 1: Egyptians protest against the regime of Hosni Mubarak in January 2011.

Copyright © 2011 AP Photos/Victoria Hazou.



Image 2: Egyptians celebrate the resignation of Hosni Mubarak on February 11, 2011.

Getty image/AFP by Pedro Ugarte.



Image 3: Egyptian soldiers take positions alongside armored vehicles as they guard the entrance to Tahrir Square in Cairo on Friday, August 16, 2013.

Copyright © 2011 AP Photos/Hassan Ammar.



Image 4: A man checks a list of names of those killed in the government crackdown on August 15, 2013.

Getty image by Ed Giles.



Supporting Question 1

Supporting Question	What were the social, economic, and political problems in prerevolutionary France?
Formative Performance Task	List social, economic, and political problems in prerevolutionary France.
Featured Source(s)	Source A: Political cartoon of the Three Estates Source B: Graph of the Three Estates in Prerevolutionary France Source C: <i>Cahiers de Doléances</i> of 1789
Conceptual Understandings	(10.2c) Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
Content Specifications	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
Social Studies Practices	<input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Supporting Question

To answer the compelling question “Was the French Revolution successful?” students will need to understand the problems that led to the Revolution. By answering this supporting question, students should be able to use their response throughout the rest of the inquiry to judge the Revolution’s success.

Formative Performance Task

The formative performance task calls on students to create a three-column chart delineating the political, social, and economic problems in prerevolutionary France (see the example on page 9). Within this task, students are working directly with the social studies practice Gathering, Using, and Interpreting Evidence as they read three featured sources to discover examples of the problems French people faced in the period preceding the Revolution. Students could use direct quotes or ideas from the three sources to populate the chart or summarize the problems as they read and gather information from the sources. For example, under Economic Problems, students might write:

Inequitable Taxation Structure

- ☐ The Third Estate pays 100 percent of the taxes collected (Source B)

Offering students opportunities to verbalize their emerging understandings in small groups will help them think about and respond to the written task. Additionally, teachers may want to construct a class list of the problems. This formative performance task is the students’ first step toward creating a summative argument. Their basic understanding of the problems in prerevolutionary France will allow them to use these issues as the starting place for evaluating the extent to which the French people were successful in addressing them.



Problems in Prerevolutionary France		
Social	Economic	Political

Featured Sources

FEATURED SOURCE A is a political cartoon/caricature of the Third Estate (commoners) carrying the First Estate (clergy) and the Second Estate (nobility) on its back. The description reads (translated): “You should hope this game will be over soon,” and the cartoon is dated December 30, 1788. A teacher might use this image to ground students’ understanding of the Three Estates and the social inequities in prerevolutionary France. In using this source, teachers should think about the ways they could draw out the meaning that may not be readily apparent to students. A teacher might begin with the following sequence of questions.

- ☐ Who is in the image?
- ☐ Whom do they represent?
- ☐ How do you know? What symbols in the image provide clues to the artist’s meaning (e.g., clergy in purple with a cross)?
- ☐ Why is the old man carrying the two other men on his back? Is this a literal or figurative depiction?
- ☐ What does this inequity represent?
- ☐ What do you suspect the annotation, “You should hope this game will be over soon,” means?
- ☐ How might this image have been used in 1788? What artistic features are present (e.g., symbolism, caricature, distortion) to convey meaning?

If this is the students’ first encounter with a political cartoon/caricature, teachers might want to show a current political cartoon in a local paper or use the following resource on cartoon analysis from TeachingHistory.org to unpack the design features that intentionally convey an artist’s perspective: http://teachinghistory.org/system/files/Cartoon_Analysis_0.pdf.

FEATURED SOURCE B will help students broaden their understanding of the economic inequities by providing the breakdown of the Three Estates in terms of population, land ownership, and taxation.

FEATURED SOURCE C, the *Cahiers de Doléances* of 1789, includes a list of grievances from members of the Third Estate. It is important to note that King Louis XVI ordered the compilation of the *Cahiers* as an opportunity to express the hopes and grievances of *each* estate: the nobility, the clergy, and the commoners. For this inquiry, students will examine excerpts from the Third Estate to understand political problems the commoners faced.

This featured source may need to be modified for struggling readers or English language learners. Consider giving students highlighted versions of the documents that help focus their reading or adapted versions of the text. Additionally, the text could be shortened to help students more easily identify specific grievances of the Third Estate. The following article would be a good place to focus.



12. *The due exacted from commoners holding fiefs should be abolished, and also the general or particular regulations which exclude members of the third estate from certain positions, offices, and ranks which have hitherto been bestowed on nobles either for life or hereditarily. A law should be passed declaring members of the third estate qualified to fill all such offices for which they are judged to be personally fitted.*

Additional Resources

In addition, teachers may want students to consider other sources that further their understanding of the root problems the Revolution sought to address. The excerpt from *Travels in France* by Arthur Young allows students to examine what life was like in the countryside for the average person; students should make note of the extreme poverty and hardships of the people. Teachers could pair this first document with the 1773 letter from Marie Antoinette to her mother to have students practice corroboration skills among sources. The letter might also be introduced using a series of images depicting the palace of Versailles.

The excerpt from Thomas Carlyle's *French Revolution*, 1837, examines the problems with the king and absolutism as well as the American Revolution's influence on France. It is important to note that Carlyle provides a British perspective on the Revolution, and his work was the source of Charles Dickens's *A Tale of Two Cities*, which provides a romanticized view of the Revolution. The excerpt from a 1789 Paris newspaper describes the Storming of the Bastille. Students should make note of the violence that occurred at the beginning of the Revolution. Teachers may wish to use the newspaper article last, explaining why it became a symbol of the Revolution.

- Arthur Young, *Travels in France* (excerpt), 1792. (Suggested excerpts from September 1788 and July 12, 1789). <https://history.hanover.edu/texts/young.html>.
- Thomas Carlyle, *The French Revolution* (excerpt), 1837. <http://www.historyguide.org/intellect/lecture11a.html>.
- Marie Antoinette, letter to her mother, 1773. <http://www.fordham.edu/halsall/mod/1773marieantonette.asp>.
- Storming of the Bastille: A Parisian newspaper article, 1789. <http://www.historyguide.org/intellect/bastille.html>.



Supporting Question 1

Featured Source A

Source A: Unknown artist, political cartoon about The Three Estates, *You Should Hope this Game Will Be Over Soon*, 1788



Reproduced with permission from the National Museum of France.

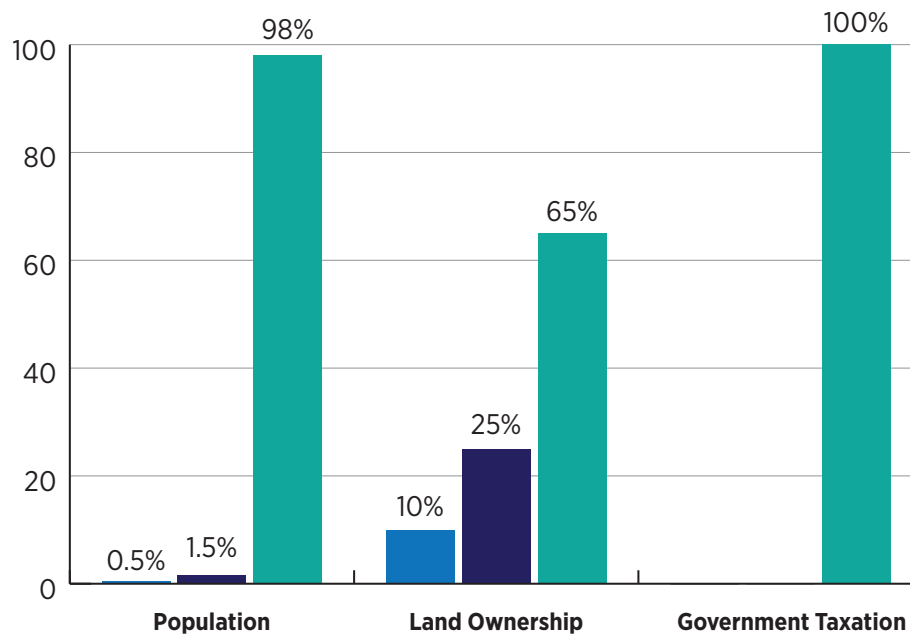


Supporting Question 1

Featured Source B

Source B: Graph, “The Three Estates in Prerevolutionary France”

The Three Estates In Prerevolutionary France



KEY



First Estate: Clergy



Second Estate: Nobility



Third Estate: Commoners

Created for the New York K-12 Social Studies Toolkit by Agate Publishing, Inc. 2015.



Supporting Question

Featured Source C

Source C: The Third Estate of Carcassonne, list of grievances from the Third Estate, *Cahiers de Doléances* (excerpts), 1789

The third estate of the electoral district of Carcassonne very humbly petitions his Majesty to take into consideration these several matters, weigh them in his wisdom, and permit his people to enjoy, as soon as may be, fresh proofs of that benevolence which he has never ceased to exhibit toward them and which is dictated by his affection for them.

In view of the obligation imposed by his Majesty's command that the third estate of this district should confide to his paternal ear the causes of the ills which afflict them and the means by which they may be remedied or moderated, they believe that they are fulfilling the duties of faithful subjects and zealous citizens in submitting to the consideration of the nation, and to the sentiments of justice and affection which his Majesty entertains for his subjects, the following:

Public worship should be confined to the Roman Catholic apostolic religion, to the exclusion of all other forms of worship; its extension should be promoted and the most efficient measures taken to reestablish the discipline of the Church and increase its prestige.

2. Nevertheless the civil rights of those of the king's subjects who are not Catholics should be confirmed, and they should be admitted to positions and offices in the public administration, without however extending this privilege - which reason and humanity alike demand for them - to judicial or police functions or to those of public instruction.

3. The nation should consider some means of abolishing the annates and all other dues paid to the holy see, to the prejudice and against the protests of the whole French people.

[Pluralities should be prohibited, monasteries reduced in numbers, and holidays suppressed or decreased.]

7. The rights which have just been restored to the nation should be consecrated as fundamental principles of the monarchy, and their perpetual and unalterable enjoyment should be assured by a solemn law, which should so define the rights both of the monarch and of the people that their violation shall hereafter be impossible.

8. Among these rights the following should be especially noted: the nation should hereafter be subject only to such laws and taxes as it shall itself freely ratify.

9. The meetings of the Estates General of the kingdom should be fixed for definite periods, and the subsidies judged necessary for the support of the state and the public service should be voted for no longer a period than to the close of the year in which the next meeting of the Estates General is to occur.

10. In order to assure to the third estate the influence to which it is entitled in view of the number of its members, the amount of its contributions to the public treasury, and the manifold interests which it has to defend or promote in the national assemblies, its votes in the assembly should be taken and counted by head.

11. No order, corporation, or individual citizen may lay claim to any pecuniary exemptions. ... All taxes should be assessed on the same system throughout the nation.



12. The due exacted from commoners holding fiefs should be abolished, and also the general or particular regulations which exclude members of the third estate from certain positions, offices, and ranks which have hitherto been bestowed on nobles either for life or hereditarily. A law should be passed declaring members of the third estate qualified to fill all such offices for which they are judged to be personally fitted.

13. Since individual liberty is intimately associated with national liberty, his Majesty is hereby petitioned not to permit that it be hereafter interfered with by arbitrary orders for imprisonment. ...

14. Freedom should be granted also to the press, which should however be subjected, by means of strict regulations to the principles of religion, morality, and public decency. ...

60. The third estate of the district of Carcassonne places its trust, for the rest, in the zeal, patriotism, honor, and probity of its deputies in the National Assembly in all matters which may accord with the beneficent views of his Majesty, the welfare of the kingdom, the union of the three estates, and the public peace.

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Supporting Question 2

Supporting Question	How did the relationship between the French people and the king change in the early stages of the Revolution?
Formative Performance Task	Write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793.
Featured Source(s)	Source A: <i>Declaration of the Rights of Man and Citizen</i> Source B: <i>Declaration of the Rights of Woman and Citizen</i> Source C: <i>Decree Abolishing the Feudal System</i>
Conceptual Understandings	(10.2c) Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
Content Specifications	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
Social Studies Practices	<input checked="" type="checkbox"/> Chronological Reasoning and Causation <input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Supporting Question

For the second supporting question, students build on their understanding of the Revolution by analyzing how the relationship between the French people and the king changed within the early stages of the era. The development of the Revolution's first stages helps them understand the complexity of revolutionary reforms and their impact, or lack thereof, on the French people. Students should evaluate whether rights and privileges were gained in theory or in practice and evaluate the value of such gains. They can look back at the political, social, and economic problems to corroborate whether or not early successes addressed and remedied the prerevolutionary issues.

Formative Performance Task

The formative performance task for this supporting question requires students to write one or two paragraphs explaining how the relationship between the French people and the king changed between 1789 and 1793, thereby giving students experience with the social studies practice Chronological Reasoning and Causation. In their explanations, students should describe how the relationship between the king and the people changed over time using sources from Formative Performance Tasks 1 and 2. For example, students will want to cite the *Declaration of the Rights of Man and Citizen*, 1789, as a direct challenge to absolutism and the divine right of the king. As they work through the sources to support their explanation, they will use the social studies practice of Gathering, Using, and Interpreting Evidence. This explanation can be the starting place for the claims that students will write to respond to the compelling question.



Featured Sources

FEATURED SOURCE A, the *Declaration of the Rights of Man and Citizen*, 1789, is the seminal document of the French Revolution. Teachers will want to ensure that students have the background information to understand why it was written (e.g., the Tennis Court Oath, the Estates General). Students should then be able to read the text and use it to articulate how the French people were directly challenging the authority of the king and why this action was so significant. For students who need assistance navigating the source, consider having them read with a partner or do a whole-group reading of the source before asking students to begin their analyses. Also, the text could be shortened to focus students on a key idea. For example, the following clause from the document demonstrates a direct challenge to the divine right of the king, arguing that power is derived from the populace.

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

Students should also read **FEATURED SOURCE B**, the *Declaration of the Rights of Woman and Citizen*, 1791, which allows them to broaden their understanding of how women began to advocate for their own citizenship and, thus, challenge the rule of law. Although Olympe de Gouges was unsuccessful (she was executed in the Reign of Terror), the document sits alongside the *Declaration of the Rights of Man* as a symbol for enlightened ideals that fueled the Revolution.

FEATURED SOURCE C, the *Decree Abolishing the Feudal System*, 1789, highlights a number of significant changes in the early periods of the Revolution. It abolishes feudalism, gives people the right to hunt on land they own, abolishes most titles of distinction, limits the church's power to raise money, and removes barriers based on birth to governmental and religious positions. Astute readers will notice that the benefits of the decree would almost entirely accrue to the land-owning bourgeoisie, and there would be little benefit to the peasants and urban poor, who were still suffering in most ways. Although the National Assembly issued this document, it will be important for teachers to note Article 17, stipulating allegiance to the king:

ARTICLE XVII. The National Assembly solemnly proclaims the king, Louis XVI, the Restorer of French Liberty.

The sources featured in this formative performance task are exclusively text based and require students to closely read terms and ideas that could be challenging for even the strongest readers. One possibility is to significantly reduce the three documents to key ideas (as shown earlier) that would answer the supporting question “How did the relationship between the French people and the king change in the early stages of the Revolution?” This strategy would not preclude a teacher from showing the entire source, but it could help students reason with the sources as they practice Chronological Reasoning and Causation.

Additional Resources

If teachers choose to incorporate the additional sources, the cartoon translating into “This time justice is on the side of the fittest,” could be used to corroborate evidence obtained in the *Declaration of the Rights of Man and Citizen*. The two excerpts from *The French Revolution: A Political History*, volume 1, by François-Alphonse Aulard allow students to understand the great divide within the Third Estate and offer a prelude to the tumultuous journey ahead for all members and factions of France as they experimented with varying forms government.



- “This time justice is on the side of the fittest” (translated), French Revolution Digital Archives, Stanford University. <http://frda.stanford.edu/en/catalog/bq433tw2982>.
- François-Alphonse Aulard, *The French Revolution: A Political History*, vol. 1 (excerpts). <https://archive.org/stream/frenchrevolution02mialgoog#page/n319/mode/1up>.



Supporting Question 2

Featured Source A

Source A: National Assembly of France, statement of rights, *Declaration of the Rights of Man and Citizen*, August 26, 1789

The representatives of the French people, constituted as a National Assembly, and considering that ignorance, neglect, or contempt of the rights of man are the sole causes of public misfortunes and governmental corruption, have resolved to set forth in a solemn declaration the natural, inalienable and sacred rights of man: so that by being constantly present to all the members of the social body this declaration may always remind them of their rights and duties; so that by being liable at every moment to comparison with the aim of any and all political institutions the acts of the legislative and executive powers may be the more fully respected; and so that by being founded henceforward on simple and incontestable principles the demands of the citizens may always tend toward maintaining the constitution and the general welfare.

In consequence, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be based only on common utility.
2. The purpose of all political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The principle of all sovereignty rests essentially in the nation. No body and no individual may exercise authority which does not emanate expressly from the nation.
4. Liberty consists in the ability to do whatever does not harm another; hence the exercise of the natural rights of each man has no other limits than those which assure to other members of society the enjoyment of the same rights. These limits can only be determined by the law.
5. The law only has the right to prohibit those actions which are injurious to society. No hindrance should be put in the way of anything not prohibited by the law, nor may any one be forced to do what the law does not require.
6. The law is the expression of the general will. All citizens have the right to take part, in person or by their representatives, in its formation. It must be the same for everyone whether it protects or penalizes. All citizens being equal in its eyes are equally admissible to all public dignities, offices, and employments, according to their ability, and with no other distinction than that of their virtues and talents.
7. No man may be indicted, arrested, or detained except in cases determined by the law and according to the forms which it has prescribed. Those who seek, expedite, execute, or cause to be executed arbitrary orders should be punished; but citizens summoned or seized by virtue of the law should obey instantly, and render themselves guilty by resistance.
8. Only strictly and obviously necessary punishments may be established by the law, and no one may be punished except by virtue of a law established and promulgated before the time of the offense, and legally applied.
9. Every man being presumed innocent until judged guilty, if it is deemed indispensable to arrest him, all rigor unnecessary to securing his person should be severely repressed by the law.



10. No one should be disturbed for his opinions, even in religion, provided that their manifestation does not trouble public order as established by law.
11. The free communication of thoughts and opinions is one of the most precious of the rights of man. Every citizen may therefore speak, write, and print freely, if he accepts his own responsibility for any abuse of this liberty in the cases set by the law.
12. The safeguard of the rights of man and the citizen requires public powers. These powers are therefore instituted for the advantage of all, and not for the private benefit of those to whom they are entrusted.
13. For maintenance of public authority and for expenses of administration, common taxation is indispensable. It should be apportioned equally among all the citizens according to their capacity to pay.
14. All citizens have the right, by themselves or through their representatives, to have demonstrated to them the necessity of public taxes, to consent to them freely, to follow the use made of the proceeds, and to determine the means of apportionment, assessment, and collection, and the duration of them.
15. Society has the right to hold accountable every public agent of the administration.
16. Any society in which the guarantee of rights is not assured or the separation of powers not settled has no constitution.
17. Property being an inviolable and sacred right, no one may be deprived of it except when public necessity, certified by law, obviously requires it, and on the condition of a just compensation in advance.

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Supporting Question 2

Featured Source B

Source B: Olympe de Gouges, statement of rights, *Declaration of the Rights of Woman and Citizen* (excerpt), September 1791

Mothers, daughters, sisters, female representatives of the nation ask to be constituted as a national assembly. Considering that ignorance, neglect, or contempt for the rights of woman are the sole causes of public misfortunes and governmental corruption, they have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman: so that by being constantly present to all the members of the social body this declaration may always remind them of their rights and duties; so that by being liable at every moment to comparison with the aim of any and all political institutions the acts of women's and men's powers may be the more fully respected; and so that by being founded henceforward on simple and incontestable principles the demands of the citizenesses may always tend toward maintaining the constitution, good morals, and the general welfare. In consequence, the sex that is superior in beauty as in courage, needed in maternal sufferings, recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of woman and the citizeness.

1. Woman is born free and remains equal to man in rights. Social distinctions may be based only on common utility.
2. The purpose of all political association is the preservation of the natural and imprescriptible rights of woman and man. These rights are liberty, property, security, and especially resistance to oppression.
3. The principle of all sovereignty rests essentially in the nation, which is but the reuniting of woman and man. No body and no individual may exercise authority which does not emanate expressly from the nation.
4. Liberty and justice consist in restoring all that belongs to another; hence the exercise of the natural rights of woman has no other limits than those that the perpetual tyranny of man opposes to them; these limits must be reformed according to the laws of nature and reason.
5. The laws of nature and reason prohibit all actions which are injurious to society. No hindrance should be put in the way of anything not prohibited by these wise and divine laws, nor may anyone be forced to do what they do not require.
6. The law should be the expression of the general will. All citizenesses and citizens should take part, in person or by their representatives, in its formation. It must be the same for everyone. All citizenesses and citizens, being equal in its eyes, should be equally admissible to all public dignities, offices and employments, according to their ability, and with no other distinction than that of their virtues and talents.
7. No woman is exempted; she is indicted, arrested, and detained in the cases determined by the law. Women like men obey this rigorous law.
8. Only strictly and obviously necessary punishments should be established by the law, and no one may be punished except by virtue of a law established and promulgated before the time of the offense, and legally applied to women.
9. Any woman being declared guilty, all rigor is exercised by the law.



10. No one should be disturbed for his fundamental opinions; woman has the right to mount the scaffold, so she should have the right equally to mount the rostrum, provided that these manifestations do not trouble public order as established by law.
11. The free communication of thoughts and opinions is one of the most precious of the rights of woman, since this liberty assures the recognition of children by their fathers. Every citizeness may therefore say freely, I am the mother of your child; a barbarous prejudice [against unmarried women having children] should not force her to hide the truth, so long as responsibility is accepted for any abuse of this liberty in cases determined by the law [women are not allowed to lie about the paternity of their children].
12. The safeguard of the rights of woman and the citizeness requires public powers. These powers are instituted for the advantage of all and not for the private benefit of those to whom they are entrusted.
13. For maintenance of public authority and for expenses of administration, taxation of women and men is equal; she takes part in all forced labor service, in all painful tasks; she must therefore have the same proportion in the distribution of places, employments, offices, dignities, and in industry.
14. The citizenesses and citizens have the right, by themselves or through their representatives, to have demonstrated to them the necessity of public taxes. The citizenesses can only agree to them upon admission of an equal division, not only in wealth, but also in the public administration, and to determine the means of apportionment, assessment, and collection, and the duration of the taxes.
15. The mass of women, joining with men in paying taxes, have the right to hold accountable every public agent of the administration.
16. Any society in which the guarantee of rights is not assured or the separation of powers not settled has no constitution. The constitution is null and void if the majority of individuals composing the nation has not cooperated in its drafting.
17. Property belongs to both sexes whether united or separated; it is for each of them an inviolable and sacred right, and no one may be deprived of it as a true patrimony of nature, except when public necessity, certified by law, obviously requires it, and then on condition of a just compensation in advance.

Postscript

Women, wake up; the tocsin of reason sounds throughout the universe; recognize your rights. The powerful empire of nature is no longer surrounded by prejudice, fanaticism, superstition, and lies. The torch of truth has dispersed all the clouds of folly and usurpation. Enslaved man has multiplied his force and needs yours to break his chains. Having become free, he has become unjust toward his companion. Oh women! Women, when will you cease to be blind? What advantages have you gathered in the Revolution? A scorn more marked, a disdain more conspicuous. During the centuries of corruption you only reigned over the weakness of men. Your empire is destroyed; what is left to you then? Firm belief in the injustices of men. The reclaiming of your patrimony founded on the wise decrees of nature; why should you fear such a beautiful enterprise? ... Whatever the barriers set up against you, it is in your power to overcome them; you only have to want it. Let us pass now to the appalling account of what you have been in society; and since national education is an issue at this moment, let us see if our wise legislators will think sanely about the education of women....

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Supporting Question 2

Featured Source C

Source C: National Assembly of France, statement about the feudal system, *Decree Abolishing the Feudal System* (excerpt), August 4, 1789

ARTICLE I. The National Assembly hereby completely abolishes the feudal system. It decrees that, among the existing rights and dues, both feudal and *censuel*, all those originating in or representing real or personal serfdom shall be abolished without indemnification. All other dues are declared redeemable, the terms and mode of redemption to be fixed by the National Assembly. Those of the said dues which are not extinguished by this decree shall continue to be collected until indemnification shall take place.

ARTICLE III. The exclusive right to hunt and to maintain unclosed warrens is likewise abolished, and every landowner shall have the right to kill, or to have destroyed on his own land, all kinds of game, observing, however, such police regulations as may be established with a view to the safety of the public.

ARTICLE V. Tithes of every description, as well as the dues which have been substituted for them, under whatever denomination they are known or collected (even when compounded for), possessed by secular or regular congregations, by holders of benefices, members of corporations (including the Order of Malta and other religious and military orders), as well as those devoted to the maintenance of churches, those impropriated to lay persons, and those substituted for the *portion congrue*, are abolished, on condition, however, that some other method be devised to provide for the expenses of divine worship, the support of the officiating clergy, for the assistance of the poor, for repairs and rebuilding of churches and parsonages, and for the maintenance of all institutions, seminaries, schools, academies, asylums, and organizations to which the present funds are devoted. Until such provision shall be made and the former possessors shall enter upon the enjoyment of an income on the new system, the National Assembly decrees that the said tithes shall continue to be collected according to law and in the customary manner.

ARTICLE VIII. The fees of the country priests are abolished, and shall be discontinued so soon as provision shall be made for increasing the minimum salary [*portion congrue*] of the parish priests and the payment to the curates. A regulation shall be drawn up to determine the status of the priests in the towns.

ARTICLE IX. Pecuniary privileges, personal or real, in the payment of taxes are abolished forever. Taxes shall be collected from all the citizens, and from all property, in the same manner and in the same form. Plans shall be considered by which the taxes shall be paid proportionally by all, even for the last six months of the current year.

ARTICLE XI. All citizens, without distinction of birth, are eligible to any office or dignity, whether ecclesiastical, civil, or military; and no profession shall imply any derogation.

ARTICLE XVII. The National Assembly solemnly proclaims the king, Louis XVI, the *Restorer of French Liberty*.

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Supporting Question 3

Supporting Question	How did Robespierre justify the Reign of Terror?
Formative Performance Task	Write a summary of Robespierre's justification for the Reign of Terror and identify two key details that support his justification.
Featured Source(s)	Source A: Engraving of Robespierre and the guillotine Source B: Speech by Maximilien Robespierre
Conceptual Understandings	(10.2c) Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
Content Specifications	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
Social Studies Practices	✔ Gathering, Using, and Interpreting Evidence

Supporting Question

This supporting question focuses on a turning point in the French Revolution, the Reign of Terror, by encouraging students to grapple with the unintended consequences of the Revolution. However, rather than only examining a simple narrative of the Reign of Terror's destruction, students should also consider the range of motivations behind it. Teachers might use the first featured source to spark student interest while using the second featured source to complete the formative performance task.

Formative Performance Task

The formative performance task requires students to closely read the Robespierre speech and identify a rationale for the Reign of Terror, along with two supporting details. In trying to understand why the Reign of Terror happened, students will practice the skill of Gathering, Using, and Interpreting Evidence. For example, students could use the following two excerpts to support Robespierre's rationale that terror is just when it is in the service of the common good:

Supporting Detail One: Terror is nothing other than justice, prompt, severe, inflexible; it is therefore [part] of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs ...

Supporting Detail Two: Society owes protection only to peaceable citizens; the only citizens in the Republic are the republicans. For it, the royalists, the conspirators are only strangers or, rather, enemies.



Featured Sources

Teachers will likely want to share images of the guillotine and data about the number of people killed during the Reign of Terror to spark students' interest. **FEATURED SOURCE A** is an engraving of Robespierre guillotining the executioner after having guillotined everyone else in France (1793). The text at the bottom of the engraving reads (translated): "Robespierre, after having all the French guillotined, beheads the executioner with his own hand." This image could be used to introduce students to the radicalization of the Revolution. The death toll during the Reign of Terror ranged in the tens of thousands; 16,594 were executed by guillotine (2,639 in Paris) and another 25,000 were killed in summary executions across France. Teachers using this source will want to direct students to the symbols (i.e., number of guillotines), the distortions (i.e., the text on the tomb says "All of France") and the use of irony (i.e., the executioner is executed by Robespierre) to more fully understand the artist's intent.

Ultimately, this period in the Revolution should jar students as they consider the aims of the declarations juxtaposed against the Reign of Terror. Teachers should move them to explore how Robespierre, as a revolutionary, could justify and administer the Terror. **FEATURED SOURCE B**, Robespierre's speech to the National Convention, delivered on February 5, 1794, should help students confirm, modify, or reject their initial ideas.

As students examine the speech, they should consider the unintended consequences of the Revolution and begin to record information that might be used as evidence to support a claim that the Revolution had some negative consequences. For English language learners or students who need assistance navigating the text, consider adapting the text or including a vocabulary sheet to help them understand the complex phrases used by Robespierre. Additionally, the text could be shortened to help students more easily identify Robespierre's rationale. The following paragraph would be a good place to focus students:

We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror. If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and terror: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore [part] of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs . . .

Additional Resources

Additionally, it might be helpful to read outraged accounts of the violence of the Reign of Terror from outside France, including the article from the *London Times* on the execution of King Louis XVI and Edmund Burke's account of the killing of Marie Antoinette.

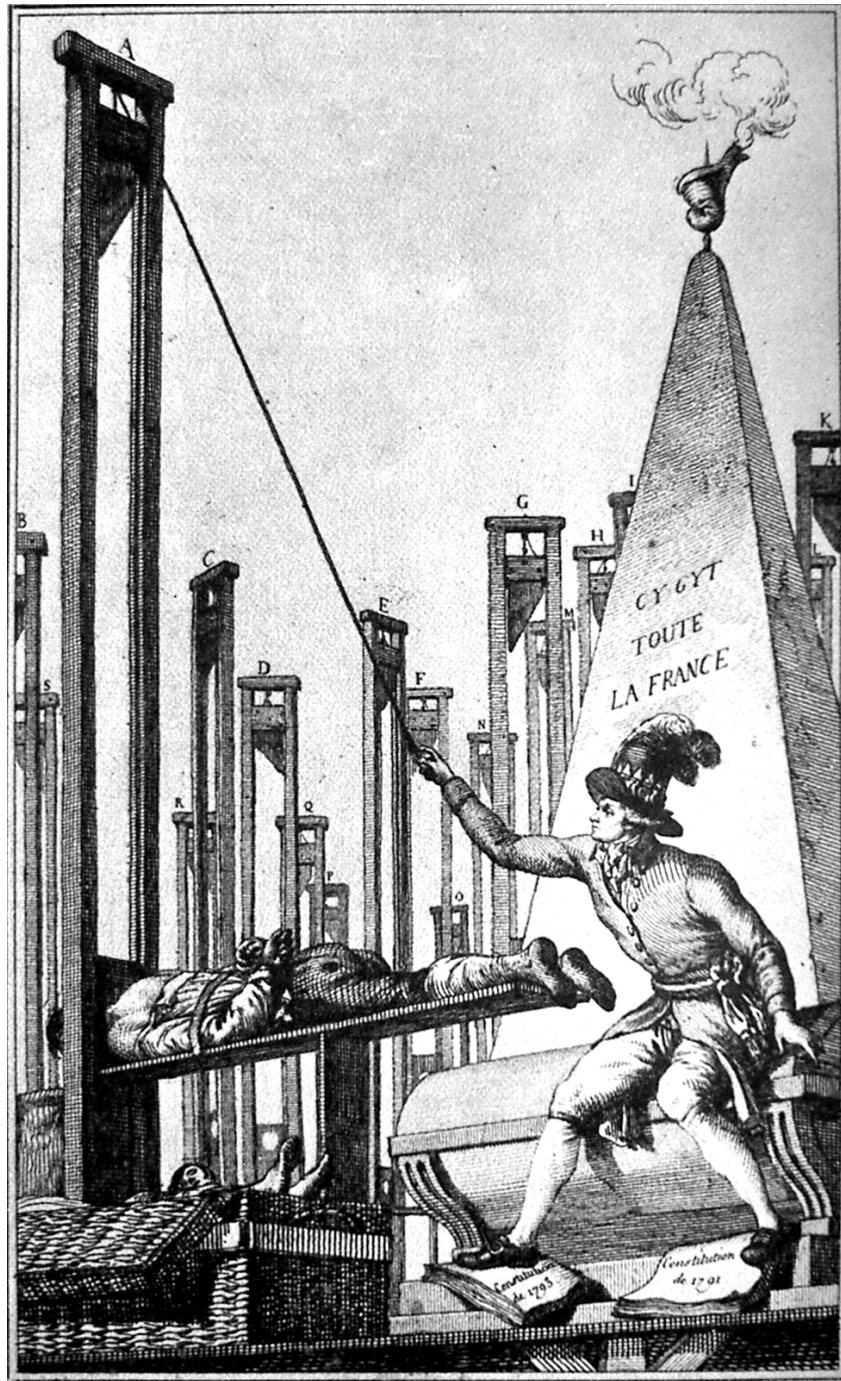
- ☐ "Execution of Louis XVI," *London Times* article.
<http://oldsite.english.ucsb.edu/faculty/ayliu/research/around-1800/FR/times-1-25-1793.html>.
- ☐ Edmund Burke, *The Death of Marie Antoinette*, Modern History Sourcebook.
<http://www.fordham.edu/halsall/mod/1793burke.asp>.



Supporting Question 3

Featured Source A

Source A: Unknown artist, engraving of Robespierre and the guillotine, *Robespierre, After Having All The French Guillotined, Beheads the Executioner with His Own Hand*, 1793



Public Domain.

[http://en.wikipedia.org/wiki/Reign_of_Terror#mediaviewer/File:Robespierre ex%C3%A9cutant le bourreau.jpg](http://en.wikipedia.org/wiki/Reign_of_Terror#mediaviewer/File:Robespierre_ex%C3%A9cutant_le_bourreau.jpg).



Supporting Question 3

Featured Source B

Source B: Maximilien Robespierre, speech to the National Convention, “On the Moral and Political Principles of Domestic Policy,” (excerpt), February 5, 1794

To found and consolidate democracy, to achieve the peaceable reign of the constitutional laws, we must end the war of liberty against tyranny and pass safely across the storms of the revolution: such is the aim of the revolutionary system that you have enacted. Your conduct, then, ought also to be regulated by the stormy circumstances in which the republic is placed; and the plan of your administration must result from the spirit of the revolutionary government combined with the general principles of democracy...

Now, what is the fundamental principle of the democratic or popular government—that is, the essential spring which makes it move? It is virtue; I am speaking of the public virtue which effected so many prodigies in Greece and Rome and which ought to produce much more surprising ones in republican France; of that virtue which is nothing other than the love of country and of its laws...

The whole development of our theory would end here if you had only to pilot the vessel of the Republic through calm waters; but the tempest roars, and the revolution imposes on you another task.

We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people’s enemies by terror.

If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and *terror*: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore [part] of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country’s most urgent needs...

Society owes protection only to peaceable citizens; the only citizens in the Republic are the republicans. For it, the royalists, the conspirators are only strangers or, rather, enemies. This terrible war waged by liberty against tyranny- is it not indivisible? Are the enemies within not the allies of the enemies without? The assassins who tear our country apart, the intriguers who buy the consciences that hold the people’s mandate; the traitors who sell them; the mercenary pamphleteers hired to dishonor the people’s cause, to kill public virtue, to stir up the fire of civil discord, and to prepare political counterrevolution by moral counterrevolution—are all those men less guilty or less dangerous than the tyrants whom they serve?

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Supporting Question 4

Supporting Question	How does Napoleon's rise to power represent a continuation of or an end to revolutionary ideals?
Formative Performance Task	Develop a claim, supported by evidence, about whether Napoleon's rise to power represents a continuation of or an end to revolutionary ideals.
Featured Source(s)	Source A: Napoleon's account of his coup d'état Source B: Painting of the <i>Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine</i> Source C: Excerpts from Napoleon's account of the internal situation of France
Conceptual Understandings	(10.2c) Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
Content Specifications	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
Social Studies Practices	<input checked="" type="checkbox"/> Chronological Reasoning and Causation <input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Supporting Question

Having examined the problems, ideals, and tumult of the French Revolution, students will be asked to assess whether or not Napoleon's rise to power represented a continuation of or an end to revolutionary ideals. They will analyze documents that discuss Napoleon's rise to power and the reimposition of order under Napoleon.

Formative Performance Task

The formative performance task requires students to address the supporting question by using sources to describe Napoleon's role in the final phase of the French Revolution. In describing the impact of Napoleon's rise to power, students should be able to expand their understanding of the Revolution's success by noting the ways in which Napoleon either furthered or challenged revolutionary ideals. This task has students considering how the Revolution changed over time and, thus, working with the social studies practices of Chronological Reasoning and Causation as well as Gathering, Using, and Interpreting Evidence. Depending on their experience with making claims supported with evidence, students may need examples or guided instruction on how to develop a claim and what constitutes a claim with evidence; the scaffold on page 28 could help them organize their claim(s) and evidence.



How did Napoleon change the course of the French Revolution?	
Your “emerging” claim about how Napoleon changed the course of the French Revolution.	Napoleon directly challenged the democratic ideals of the <i>Declaration of the Rights of Man and Citizen</i> , 1789, by reinstating the divine right of the emperor.
Evidence from the source that supports your claim	<p>The French people, by a free and independent expression, then manifested its desire that the imperial dignity should pass down in a direct line through the legitimate or adopted descendants of Napoleon Bonaparte, or through the legitimate descendants of Joseph Bonaparte, or of Louis Bonaparte.</p> <p>Source A: Excerpts from Napoleon’s account of the internal situation of France, 1804.</p>

Featured Sources

FEATURED SOURCE A is an excerpt from Napoleon’s own account of his coup d’état in 1799. Teachers should direct students to the ways in which Napoleon sees himself as continuing revolutionary ideals. For example, in the document, he argues:

The Council of Elders summoned me; I answered its appeal ...

Frenchmen, you will doubtless recognize in this conduct the zeal of a soldier of liberty, a citizen devoted to the Republic.

FEATURED SOURCE B is a painting depicting Napoleon’s coronation as emperor, entitled *Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine* by Jacques-Louis David. Teachers may want to use this painting as an introduction to another turning point in the Revolution: a return to autocracy. When analyzing the image, teachers will want to ask students a variety of questions, including “What do you see?” “What do you think is happening here?” “Who is present? Who isn’t present?” “What is the significance of Napoleon crowning himself?” “What is the perspective of the painter, Jacques-Louis David?” and “In his role as official painter of Napoleon, what does David’s depiction of the coronation convey?” The Louvre Museum has a resource that allows the viewer to zoom in on important details and people, which could help teachers facilitate a closer read of the painting: <http://www.louvre.fr/en/oeuvre-notices/consecration-emperor-napoleon-and-coronation-empress-josephine-december-2-1804>. Teachers might use this initial analysis of the painting to launch a larger discussion about Napoleon’s leadership and its ramifications on the revolution.

FEATURED SOURCE C is a type of state of the union address by Napoleon in 1804—students should bear in mind that Napoleon refers to himself in the third person. As students read through the source, teachers will want to have them consider Napoleon’s argument for hereditary power and from where that power derives. For example, in the document, he argues:

The French people, by a free and independent expression, then manifested its desire that the imperial dignity should pass down in a direct line through the legitimate or adopted descendants of Napoleon Bonaparte ...



Students should consider how France has evolved over the course of the Revolution from the divine right of the king to the hereditary power of an emperor and the extent to which this change over time reflects the revolutionary ideals (see Formative Performance Task 2) or addresses the prerevolutionary problems in Formative Performance Task 1. For English language learners or students who require more assistance reading the text sources, teachers might consider shortening the text to examples of key ideas (as shown earlier) or highlight key ideas for students to pull claims from within the document. Teachers could also provide the original source and paraphrase key ideas or provide a vocabulary guide to help them better understand the language used by Napoleon.

Additional Resources

Teachers may choose to expand their students' investigations of Napoleon by asking them to examine the Napoleonic Code. Why do some consider this codification of laws to be Napoleon's most significant contribution to French society and beyond?

- Napoleonic Code (excerpts), 1804

Teachers will also want to consider additional sources that paint a more complex portrait of Napoleon and allow students to practice the historical thinking skill of corroboration. A place to start would be *The Spirit of Conquest and Usurpation* by Benjamin Constant, leader of French Liberal Opposition to Napoleon, 1814: <https://chnm.gmu.edu/revolution/d/676/>.



Supporting Question 4

Featured Source A

Source A: Napoleon Bonaparte, personal account, *Napoleon's Account of His Coup d'Etat* (excerpt), November 10, 1799

On my return to Paris [from Egypt] I found division among all authorities, and agreement upon only one point, namely, that the Constitution was half destroyed and was unable to save liberty.

All parties came to me, confided to me their designs, disclosed their secrets, and requested my support; I refused to be the man of a party.

The Council of Elders summoned me; I answered its appeal. A plan of general restoration had been devised by men whom the nation has been accustomed to regard as the defenders of liberty, equality, and property; this plan required an examination, calm, free, exempt from all influence and all fear. Accordingly, the Council of Elders resolved upon the removal of the legislative Body to Saint-Cloud; it gave me the responsibility of disposing the force necessary for its independence. I believe it my duty to my fellow citizens, to the soldiers perishing in our armies, to the national glory acquired at the cost of their blood, to accept the command.

The Councils assembled at Saint-Cloud; republican troops guaranteed their security from without, but assassins created terror within. Several deputies of the Council of Five Hundred, armed with stilettos and firearms, circulated threats of death around them. The plans which ought to have been developed were withheld, the majority disorganized, the boldest orators disconcerted, and the futility of every wise proposition was evident.

I took my indignation and grief to the Council of Elders. I besought it to assure the execution of its generous designs; I directed its attention to the evils of the *Patrie* [Fatherland] ... ; it concurred with me by new evidence of its steadfast will.

I presented myself at the Council of Five Hundred, alone, unarmed, my head uncovered, just as the Elders had received and applauded me; I came to remind the majority of its wishes, and to assure it of its power.

The stilettos which menaced the deputies were instantly raised against their liberator; twenty assassins threw themselves upon me and aimed at my breast. The grenadiers of the Legislative Body whom I had left at the door of the hall ran forward, placed themselves between the assassins and myself. One of these brave grenadiers had his clothes pierced by a stiletto. They bore me out.

At the same moment cries of "Outlaw" were raised against the defender of the law. It was the fierce cry of assassins against the power destined to repress them.

They crowded around the president, uttering threats, arms in their hands they commanded him to outlaw me; I was informed of this: I ordered him to be rescued from their fury, and six grenadiers of the Legislative Body secured him. Immediately afterwards some grenadiers of the legislative body charged into the hall and cleared it.

The factions, intimidated, dispersed and fled. The majority, freed from their attacks, returned freely and peaceably into the meeting hall, listened to the proposals on behalf of public safety, deliberated, and prepared the salutary resolution which is to become the new and provisional law of the Republic.

Frenchmen, you will doubtless recognize in this conduct the zeal of a soldier of liberty, a citizen devoted to the Republic. Conservative, tutelary, and liberal ideas have been restored to their rights through the dispersal of the rebels who oppressed the Councils.



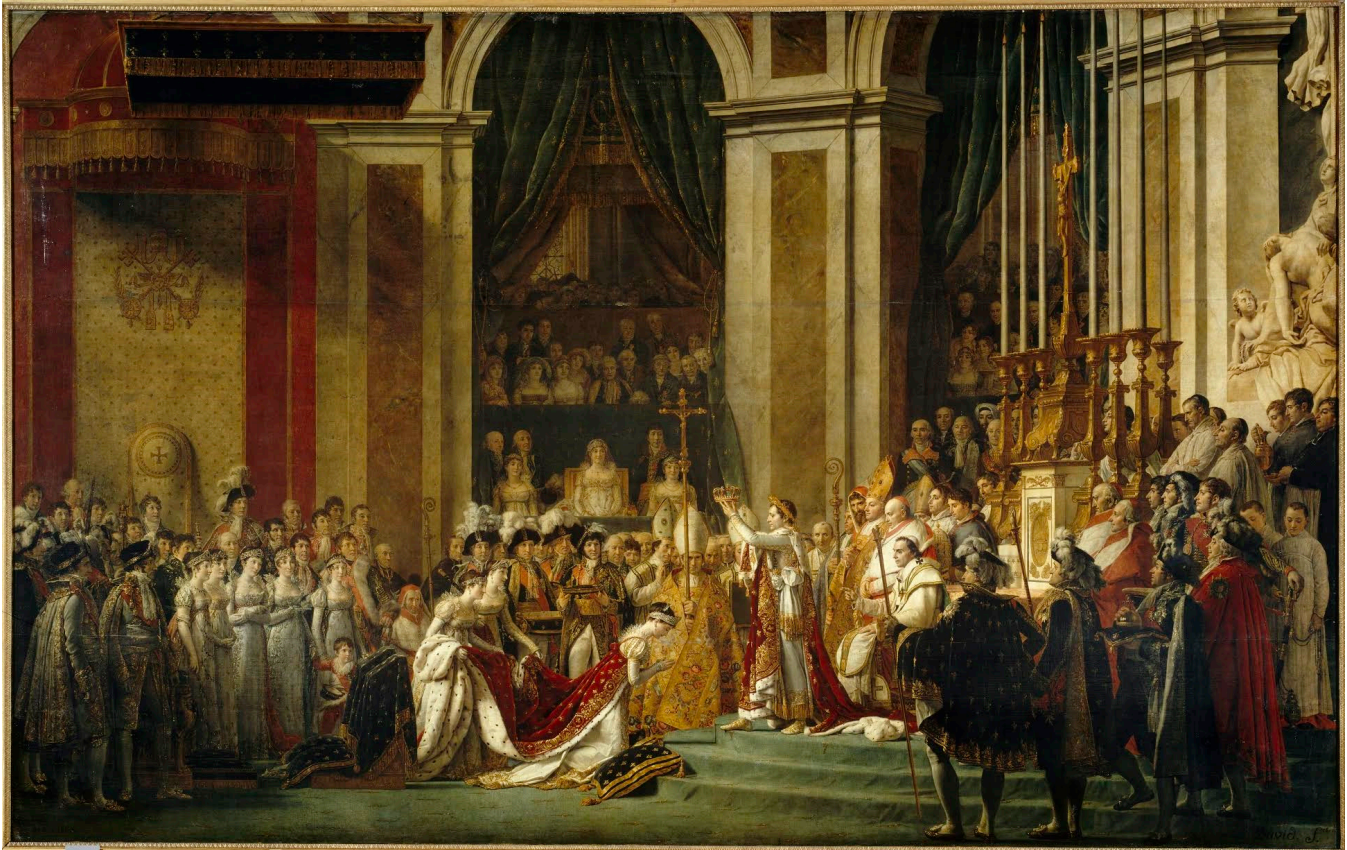
STEWART, JOHN HALL, DOCUMENTARY SURVEY OF THE FRENCH REVOLUTION, 1st, © 1951. Printed and electronically reproduced by permission of Pearson Education, Inc., Upper Saddle River, New Jersey.



Supporting Question 4

Featured Source B

Source B: Jacques-Louis David, painting, *Consecration of the Emperor Napoleon I and Coronation of the Empress Josephine*, 1804



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Supporting Question 4

Featured Source C

Source C: Napoleon Bonaparte, personal account delivered to the Legislative Body, *Napoleon's Account of the Internal Situation of France*, December 31, 1804

The internal situation of France is today as calm as it has ever been in the most peaceful periods. There is no agitation to disturb the public tranquility, no suggestion of those crimes which recall the Revolution. Everywhere useful enterprises are in progress, and the general improvements, both public and private, attest the universal confidence and sense of security. ...

It was clearly seen that for a great nation the only salvation lies in hereditary power, which can alone assure a continuous political life which may endure for generations, even for centuries. ...

After prolonged consideration, repeated conferences with the members of the Senate, discussion in the councils, and the suggestions of the most prudent advisers, a series of provisions was drawn up which regulate the succession to the imperial throne... The French people, by a free and independent expression, then manifested its desire that the imperial dignity should pass down in a direct line through the legitimate or adopted descendants of Napoleon Bonaparte, or through the legitimate descendants of Joseph Bonaparte, or of Louis Bonaparte.

From this moment Napoleon was, by the most unquestionable of titles, emperor of the French. No other act was necessary to sanction his right and consecrate his authority. But he wished to restore in France the ancient forms and recall those institutions which divinity itself seems to have inspired. He wished to impress the seal of religion itself upon the opening of his reign. The head of the Church, in order to give the French a striking proof of his paternal affection, consented to officiate at this august ceremony. What deep and enduring impressions did this leave on the mind of Napoleon and in the memory of the nation! What thoughts for future races! What a subject of wonder for all Europe!

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Summative Performance Task	
Summative Performance Task	ARGUMENT Was the French Revolution successful? Construct an argument that addresses the compelling question, using specific claims and relevant evidence from historical sources, while acknowledging competing views.
	EXTENSION Express these arguments in a perspective-taking exercise using the medium of Twitter.
Conceptual Understandings	(10.2c) Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.
Content Specifications	Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.
Social Studies Practices	<input checked="" type="checkbox"/> Comparison and Contextualization <input checked="" type="checkbox"/> Gathering, Using, and Interpreting Evidence

Building an Argument

In this task, students construct an extended, evidence-based argument responding to the prompt “Was the French Revolution successful?” At this point in the students’ inquiry, they have examined the economic, political, and social problems in prerevolutionary France and tracked the intended and unintended consequences of its first stages, the Reign of Terror, and the early Napoleonic period. Students should be expected to demonstrate the breadth of their understandings and their abilities to use evidence from multiple sources to support their distinct claims. As students work through the Summative Performance task, they are demonstrating the social studies skills of Gathering, Using, and Interpreting Evidence as well as Comparison and Contextualization.

Before the Summative Performance Task, it may be helpful for students to review the sources provided and the graphic organizers created during the formative performance tasks; doing so should help them develop their claims and highlight the appropriate evidence to support their arguments. The Evidence to Argument Chart on page 37 can be used to provide students with support as they build their arguments with claims and evidence.

Students’ arguments likely will vary but could include any of the following:

- ☐ The French Revolution was successful because it gave many citizens a taste of liberty, equality, and power, however briefly it lasted.
- ☐ The French Revolution was unsuccessful because it led to several rapid changes of regime, culminating in military dictatorship, the Napoleonic Empire, and the restoration of the monarchy.
- ☐ The French Revolution was successful in changing the tax code for the Three Estates, abolishing feudalism, and redistributing land from the Church to the state. Although the Revolution addressed some of the prerevolutionary problems, the successes came at a very high price.

It is possible for students to find support for any of these arguments in the sources provided and through their analysis of the sources.



It is important to note that students' arguments may take a variety of forms. In some cases, teachers may have them complete a detailed outline that includes claims with evidentiary support, and in other cases, teachers may want them to write a paper that formalizes their argument. Their decision to do either may be predicated on whether they plan to do the Summative Performance Extension Task.

Extension

In this task, students will construct an imaginary dialogue between historical and modern figures around the compelling question of whether the French Revolution was successful. At this point in the students' inquiry, they have examined the problems of prerevolutionary France, the successes of the Revolution's first years, the Reign of Terror, and Napoleon's rule. This extension offers students the opportunity to use evidence from all of these lessons to make and support competing claims and interpretations.

Once students have selected their historical figures, they should articulate what they think that person's perspective on the question might be. It might also be helpful for students to construct a three-column chart of all the evidence from the various historical sources they have encountered that could be used to support a view of the Revolution's success or lack thereof. Additionally, it would be important for students to conduct background research on the selected historical figures to avoid overly speculative dialogue. Perspective-taking exercises will always be subject to anachronistic interpretations; however, by foregrounding the exercise with evidenced-based argumentation, the extension is offered in the hopes that students might engage more authentically with the inquiry.

It might also be helpful for students to offer a menu of choices for the historical figures. Examples might include the following.

- Enlightenment thinkers: Olympe de Gouges, Thomas Jefferson, John Locke, Baron de Montesquieu, Jean-Jacques Rousseau, Voltaire, Mary Wollstonecraft
- French Revolution figures: Marie Antoinette, Napoleon Bonaparte, Charlotte Corday, Georges Danton, Camille Desmoulins, Olympe de Gouges, Louis XVI, Toussaint L'Overture, Jean-Paul Marat, Jacques Necker, Maximilien Robespierre, Madame Roland, Abbé Sieyès

In requiring students to construct a dialogue, make sure the conversations include claims, refutations of these claims, and further defenses and reevaluations of positions in light of the new evidence each participant in the conversation offers.

Twitter was intentionally chosen as a medium for these conversations for three reasons. First, by asking students to use a modern discourse, it can lead to higher engagement and allow the cognitive load for this task to rest primarily on the historical thinking, setting students up for more complex and mature forms of communication throughout the year. Second, by asking them to translate historical discourse into a modern form of communication, they gain a greater ownership and fluency with the content itself. Finally, Twitter's 140-character limit demands efficiency in students' communication, ensuring a focus on the fundamentals of articulating claims and supporting them with evidence.

Teachers might ask students to create actual Twitter accounts with fake names. Alternatively, students could construct a script of an imaginary conversation. Of course, if the Twitter aspect of the assignment unnecessarily complicates things for students (or teachers), any form of scripted conversation could accomplish the same historical and literacy goals for this assignment.



This inquiry includes a sample handout (see page 37) that could be used with students for this task. Teachers will likely need to adapt it to fit the conventions of their class and school, particularly around length and medium of submission.



Evidence Chart

Initial Claim	
What is your opening claim about the success of the French Revolution? This claim should appear in the opening section of your argument. Make sure to cite your sources.	

Evidence	
What evidence do you have from the sources you investigated to support your initial claim? Make sure to cite your sources.	

Additional Claims	
What are some additional claims you can make that extend your initial one? Make sure to cite your sources.	

Additional Evidence	
What additional evidence do you have from the sources you investigated that support your additional claims? Make sure to cite your source.	

Double Check	
What ideas from the sources contradict your claims? Have you forgotten anything? Make sure to cite your sources.	

Pulling it Together	
What is your overall understanding of the compelling question? This should be included in your conclusion. Make sure to cite your sources.	



Handout for Summative Extension (Optional)

Over the past few classes, you have sought to answer the question “Was the French Revolution successful?” At this point, you have examined the problems of prerevolutionary France, the successes of its first years, the Reign of Terror, and Napoleon’s rule. For your final assignment, you will seek to demonstrate the understandings, knowledge, and skills you have developed throughout the inquiry. You are expected to use evidence from these lessons, as well as any additional evidence you find, to make and support *competing* claims about the Revolution.

Task:

Construct an imagined Twitter conversation among three historical figures: an Enlightenment thinker, someone from the French Revolution, and an intelligent 10th grader living today. The topic of the conversation is “Was the French Revolution successful?”

Below is a list of options for the figures in your dialogue. You are welcome to propose alternatives in each category:

Enlightenment Thinker:

- ☐ Olympe de Gouges, Thomas Jefferson, John Locke, Baron de Montesquieu, Jean-Jacques Rousseau, Voltaire, Mary Wollstonecraft

French Revolution Figure:

- ☐ Marie Antoinette, Napoleon Bonaparte, Georges Danton, Charlotte Corday, Camille Desmoulins, Olympe de Gouges, Louis XVI, Toussaint L’Overture, Jean-Paul Marat, Jacques Necker, Maximilien Robespierre, Madame Roland, Abbé Sieyès

Intelligent 10th Grader:

- ☐ Yourself, someone in the class you admire and respect, how you imagine your teacher as a 10th grader

Guidelines:

- ☐ Each participant in the conversation should make a clear claim about the success of the Revolution; there should be disagreement among the claims.
- ☐ Each participant should cite specific evidence from the historical sources analyzed in the inquiry. You could find support for any of these arguments or additional arguments in the sources provided and through carefully reading and analyzing the sources.



Taking Informed Action

Taking Informed Action

UNDERSTAND Investigate a current “unfinished revolution,” focusing on a group of people who are currently trying to revolutionize some aspect of society. This could be an additional political revolution but could also be an economic, social, or even technological revolution.

ASSESS Examine the extent to which the current attempt at revolution is successful and state one’s personal stance on the justification for the revolution or whether it is, in fact, a revolution.

ACT Write an editorial for the school or local newspaper on a current “unfinished revolution.” Within the editorial, students could discuss their positions on the efforts of those trying to revolutionize and the extent to which those efforts are currently successful.

Taking informed action can manifest itself in a variety of forms and in a range of venues: Students may express action through discussions, debates, surveys, video productions, and the like; these actions may take place in the classroom, in the school, in the local community, across the state, and around the world. The three activities described in this inquiry represent a logic that asks students to (1) *understand* the issues evident from the inquiry in a larger and current context, (2) *assess* the relevance and impact of the issues, and (3) *act* in ways that allow students to demonstrate agency in a real-world context.

For this inquiry, students draw on their conceptual understanding of the term “revolution” to think about the nature of contemporary revolutions. Clearly, there are many modern-day examples of political revolutions they could investigate, but they should also consider other types of revolutions, including economic, social, or even technological revolutions. In this way, students will be able to transfer their knowledge around the French Revolution to other contexts, evaluating the ways in which revolutions can be similar or different and ultimately successful or not.

To *understand* the situation, students could identify a current unfinished revolution, focusing on a group of people who are currently trying to revolutionize some element or aspect of contemporary society. They might select a political revolution (e.g., Egypt), but students might also choose a social, economic, or technological revolution. Students should read about the effort and assess the extent to which this group has been successful and the challenges they currently face. Additionally, students should take a stand on the revolution, taking into account their personal reactions and support of the revolutionary effort. In doing so, they may also consider the overuse of the term “revolution” and the extent to which the effort is, in fact, revolutionary. Lastly, students could write an editorial for the school or local newspaper. Within the editorial, students might discuss their positions on the efforts of those engaged in revolution and the extent to which those efforts are currently successful.



Common Core Connections Across the Grade 10 Inquiry

Social studies teachers play a key role in enabling students to develop the relevant literacy skills found in the New York State P–12 Common Core Learning Standards for English Language Arts and Literacy. The Common Core emphasis on more robust reading, writing, speaking and listening, and language skills in general and the attention to more sophisticated source analysis, argumentation, and the use of evidence in particular are evident across the Toolkit inquiries.

Identifying the connections with the Common Core Anchor Standards will help teachers consciously build opportunities to advance their students' literacy knowledge and expertise through the specific social studies content and practices described in the annotation. The following table outlines the opportunities represented in the Grade 10 Inquiry through illustrative examples of each of the standards represented.

Compelling Question	Was the French Revolution Successful?
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Common Core Anchor Standard Connections	
Reading	<p>CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text explicitly says and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. See Formative Performance Task 3 (p. 23): Students read Robespierre's justification for the Reign of Terror and identify two key details that support his justification.</p> <p>CCSS.ELA-LITERACY.CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text. See Formative Performance Task 4 (p.27): Students read two accounts by Napoleon and consider his perspective in shaping his account of his rise to power and the situation in France.</p> <p>CCSS.ELA-LITERACY.CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively as well as in words. See Formative Performance Task 1 (p. 8): Students read a series of diverse documents (political cartoon, graphs, and text-based source) that detail the social, economic, and political problems in prerevolutionary France.</p>
Writing	<p>CCSS.ELA-LITERACY.CCRA.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. See Summative Performance Task (p. 34): Students write an extended, evidence-based argument responding to the compelling question</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. See Summative Performance Task (p. 34): Students develop an outline of their written argument using an Evidence Chart (p. 37).</p>
Speaking and Listening	<p>CCSS.ELA-LITERACY.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. See the Summative Performance Extension Task (p. 35): Students work collaboratively to construct an imagined Twitter conversation among three historical figures: an Enlightenment thinker, someone from the French Revolution, and an intelligent 10th grader living today. The topic of the conversation is "Was the French Revolution successful?"</p>



Common Core Anchor Standard Connections

Language

CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

See Appendix A: French Revolution Inquiry Vocabulary (p. 42): Students use the vocabulary guide to understand words and phrases in complex texts written by Robespierre (Formative Performance Task 3) and Napoleon (Formative Performance Task 4).



Appendix A: French Revolution Inquiry Vocabulary

Term	Definition
absolutism/absolute monarch	Political system in which all power resides with a monarch.
<i>ancien régime</i>/estates of the realm	System of social hierarchy that divided French citizenry into three estates, looked over by the king.
Bonaparte, Napoleon	French military and political leader of Corsican descent who served as the emperor of France (1804–1814, 1815).
<i>Cahiers de Doléances of 1789</i>	List of grievances from the Third Estate that were ordered by King Louis XVI.
Committee of Public Safety	De facto executive government that acted to protect the new Republic from foreign attacks and internal rebellions (1793).
David, Jacques-Louis	Neoclassical French artist who was the official painter of Napoleon Bonaparte.
<i>Declaration of the Rights of Man and Citizen</i>	Seminal document of the French Revolution, created in 1789, that lays out the idea that individual and collective rights are universal across the three estates.
<i>Declaration of the Rights of Woman and Citizen</i>	This document was written by Olympe de Gouges to expose the failings of the French Revolution with regards to sexual equality.
divine right of kings	Political and religious doctrine that legitimizes royalty by promoting the idea that a monarch's power comes from God.
Estates-General	A legislative assembly made up of members from the three estates. The Estates-General had no real power because the king was an absolute monarch; moreover, the Estates-General could only meet at the request of the king.
First Estate	In the French order of social hierarchy, the First Estate was made up of the clergy or formal leaders within the Roman Catholic church.
Gouges, Olympe de	French political activist described as a feminist and an abolitionist. She was also the author of the Declaration of the Rights of Woman and Citizen.
guillotine	Instrument used to carry out executions through beheading that became popularized during the Reign of Terror.
Louis XVI	King of France from 1774 to 1791.
Marie Antoinette	Queen of France from 1774 to 1792.
Reign of Terror	Period of violence (1793–1794) after the onset of the French Revolution. Citizens who were considered enemies of the Revolution were punished by being imprisoned or executed via the guillotine.
Robespierre, Maximilien	Lawyer and politician who served as a member of the Committee of Public Safety (1793–1794) and as the president of France in 1794.
Second Estate	In the French order of social hierarchy, the second estate consisted of the nobility of France.
Third Estate	The third estate of French society consisted of everyone who did not fall under the categories of clergy or nobility.



Appendix B: Additional Resources for Teaching this Inquiry

Formative Performance Task 1

- Thomas Carlyle, *The French Revolution: A History*, 1837. This seminal study of the French Revolution is available online as part of the Gutenberg Project for free and can be found at <http://www.gutenberg.org>.

Formative Performance Task 2

- *Declaration of the Rights of Man and the Citizen*, 1789, from George Mason University. <https://chnm.gmu.edu/revolution/d/295/>.
- *Declaration of the Rights of Woman and the Citizen*, 1791, from George Mason University. <https://chnm.gmu.edu/revolution/d/293/>.
- Pauline Paul, *I Foresaw it All: The Amazing Life and Oeuvre of Olympe de Gouges*. Originally published in *Die Zeit*, 1989. Can be found online at http://www.logosjournal.com/issue_5.2/paul.htm.

Formative Performance Task 3

- Marisa Linton, "Robespierre and the Terror," *History Today*. Vol. 56, Issue 8. <http://www.historytoday.com/marisa-linton/robespierre-and-terror>.
- Marisa Linton, *The Terror in the French Revolution*. <http://www.port.ac.uk/special/france1815to2003/chapter1/interviews/filetodownload,20545,en.pdf>.

Formative Performance Task 4

- PBS Interactive website based on Napoleon and his leadership. <http://www.pbs.org/empires/napoleon/home.html>.
- Website maintained by Foundation Napoleon that promotes the study of his reign. <http://www.napoleon.org/en/home.asp>.