

FRENCH REVOLUTION

STUDENT
WORKBOOK

SAMPLE

KATRINA DAVEY

Published by:



History Teachers' Association of Victoria
Suite 105
134-136 Cambridge Street
Collingwood VIC 3066
Australia

Phone 03 9417 3422
Fax 03 9419 4713
Web www.htav.asn.au

© HTAV 2015

French Revolution: Student Workbook
by Katrina Davey

ISBN – 9780950096780

Publisher: Ingrid Purnell
Editor: Shivaun Plozza
Typesetter: Michelle Allan
Design by Shivaun Plozza based on original series concept by Kim Ferguson

Printed by: Print Impressions
www.printimpressions.com.au

This publication is protected by the Australian Copyright Act 1968 (the Act). The Act allows a maximum of one chapter or 10 per cent of the pages of this publication, whichever is the greater, to be reproduced and/or communicated by any educational institution for its educational purposes provided that the educational institution (or the body that administers it) has given a remuneration notice to Copyright Agency Limited (CAL) under the Act. For details of the CAL licence for educational institutions contact:
Copyright Agency Limited

Level 15, 233 Castlereagh Street,
Sydney NSW 2000

Telephone: (02) 9394 7600 | Facsimile: (02) 9394 7601 | Email: info@copyright.com.au

Reproduction and communication for other purposes:

Except as permitted under the Act (for example: a fair dealing for the purposes of study, research, criticism or review) no part of this publication may be reproduced, stored in a retrieval system, communicated or transmitted in any form or by any means without prior written permission. All inquiries should be made to the publisher at the address above.

Every effort has been made to trace and acknowledge copyright. However, should any infringement have occurred, the publishers offer their apologies and invite the copyright owners to contact them.

The opinions expressed in this publication are those of the author and do not necessarily reflect the views of the HTAV. While reasonable checks have been made to ensure the accuracy of statements and advice, no responsibility can be accepted for errors or omissions, however caused. No responsibility for any loss occasioned to any person acting or refraining from action as a result of material in this publication is accepted by the author or the HTAV.

Introduction	4	B: CONSEQUENCES OF THE REVOLUTION	45
A: CAUSES OF THE REVOLUTION	5	Challenges Facing the New Regime	46
Events and Conditions Contributing to the Revolution	6	Power of Church and Papacy	46
Political Pamphlets	6	Power of Nobility	47
Peasant Grievances	8	Economic Challenges	48
Noble Privileges	10	Radicalisation of 1792	50
Monarchy and Parlements	11	Abolition of Absolute Monarchy	51
Necker's Dismissal	12	Internal Divisions	52
Cahiers de Doléances	14	Scale of Reforms	53
Louis XVI's Decisions	15	Reforms to the Church	54
American War of Independence	16	Changes to Laws	56
Estates-General	18	Changes to Taxes	57
Harvest Crisis	19	Outbreak and Course of War	58
Aristocratic Revolt	20	Abolition of Slavery	60
Economic Change	21	Hostility of Foreign Powers	62
Ideas that Challenged the Old Order	22	Introducing Popular Sovereignty	63
Enlightenment	22	Military Challenges	64
Critique of Privilege	24	Revolutionary Consequences	65
Ministerial Despotism	26	Compromises made to Revolutionary Ideals	66
Challenges to Feudalism	27	Terror until Peace	66
Popular Sovereignty	28	Capital Punishment	68
Key Players in the Revolution	29	Key Players in the New Regime	70
Louis XVI and Marie Antoinette	29	Marquis de Lafayette	70
Emmanuel Joseph Sieyès	30	Georges Danton	71
Duc d'Orleans	32	Jean-Paul Marat	72
Comte de Mirabeau	33	Maximilien Robespierre	74
Marquis de Lafayette	34	Louis XVI	76
Camille Desmoulins	36	Key Players	77
Key Players	37	Diverse Revolutionary Experiences	78
Popular Movements	38	Bourgeoisie	78
October Days	38	Peasants	79
Réveillon Riots	40	Urban Workers	80
Popular Movements	41	Nobles and Émigrés	82
Storming of the Bastille	42	Rural Women	83
Causes of the Revolution	44	Urban Women	84
		Clergy	86
		SOLUTIONS	87

This Student Workbook will build your historical knowledge and skills as you study Revolutions at the Senior level.

Section A focuses on the causes of the French Revolution, covering the period from 1774 (accession of Louis XVI to the throne) to October 1789 (the October Days). It addresses the following key knowledge: The events and other conditions that contributed to the outbreak of revolution; The ideas that played a significant role in challenging the existing order; The role of individuals; and The contribution of popular movements in mobilising society and challenging the existing order.

Section B focuses on the consequences of the French Revolution, covering the period from October 1789 (the October Days) to 1795 (the dissolution of the Convention, Year III). It addresses the following key knowledge: The challenges the new regime faced in attempting to consolidate its power; The changes and continuities in political, social, cultural and economic conditions that influenced leaders to compromise their revolutionary ideals; The contribution of significant individuals that changed society; and The diverse revolutionary experiences of social groups and their responses to the challenges and changes to the conditions of everyday life.

Activities in the Workbook address the following key skills:

- Analyse the long-term causes, short-term triggers and consequences of revolution
- Use primary sources as evidence to analyse the causes and consequences of revolution
- Evaluate the significance of ideas, events, individuals and popular movements that contributed to revolution
- Compare a range of historical perspectives to understand how the ideas and experiences of individuals and movements contributed to revolution
- Evaluate historical interpretations about the causes and consequences of revolution
- Construct arguments about the causes and consequences of revolution using primary sources and historical interpretations as evidence
- Evaluate continuity and change in society
- Evaluate the degree to which revolutionary ideals were achieved or compromised
- Compare a range of revolutionary experiences and perspectives to understand the change brought to society.

Each Section contains a range of the following activities:

- Source Analysis: Visual Representation
- Source Analysis: Extract
- Historical Interpretations Task
- Memory Aid
- Who Said That?
- Fill in the Blanks
- Fact File
- Short Response.

Use this Workbook throughout your study of the French Revolution to record key information and understandings. Once completed it will be a comprehensive resource for revision.

IMPORTANT: The activities in this resource may differ substantially from tasks required in exams and school-assessed coursework. Please consult the curriculum authority for the latest advice on assessment.



CAUSES OF THE REVOLUTION

(1774 to October 1789)

SAMPLE

HISTORICAL INTERPRETATIONS

Read the two historians' viewpoints and answer the questions below.

SOURCE

INTERPRETATION 1

[T]he circulation of the *Mercure* rose to some twenty thousand on the eve of the Revolution. If a contemporary's own estimates of the ratio of circulation to readership is correct, then it seems possible that Panckoucke's paper had a readership of over a hundred and twenty thousand at the time it was reporting in grim detail the final debacle of Louis XVI's government. "This review," observed one commentator, "has spread everywhere, to the commoner as well as the noble, in the salons of the aristocracy as well as the modest household of the bourgeois, delighting equally both court and Town." Nor was this just a Parisian phenomenon, since over half the copies of the *Mercure* were sold in the provinces.

Simon Schama, *Citizens: A Chronicle of the French Revolution* (London: Penguin Books Ltd, 2004), 148.

SOURCE

INTERPRETATION 2

Then the slander turned on Louis XVI, deriding his supposed impotence... Defamation of this kind could not be laughed off... But the slander appeared faster than they could repress it, so "the law was particularly ineffective against anti-government libelles¹ during the years before the Revolution... The public believed the wildest stories, despite the government's attempts to counter them with accurate reports in propaganda of its own: "Parisians put more faith in wicked rumors and libelles that circulated clandestinely² than in the facts, which were printed and published by order of the government or with its permission."

¹ Libelles – political pamphlets

² Clandestinely – secretly

Robert Darnton, 'The Forbidden Best-Sellers of Pre-Revolutionary France,' in *The French Revolution*, ed. Ronald Schechter (Oxford: Blackwell Publishers, 2001), 96.

1. According to Schama, what influence did the *Mercure* have on French society?

2. According to Darnton, what struggles did the old regime face in controlling public information and perceptions?

SOURCE ANALYSIS: VISUAL REPRESENTATION

Examine the representation carefully and answer the questions that follow.

SOURCE



France depicted as a globe is supported by members of the French society.

1. Identify the social groups depicted in the representation.

2. Identify the likely message of the representation, as conveyed by symbols and other features.

3. Referring to the representation and using your own knowledge, explain the significance of the peasants' grievances during the *ancien regime*.

FACT FILE

Fill in the details below.

Define 'noble privileges':

Identify up to 3 specific noble privileges in France under the *ancien regime*.

1.

2.

3.

Identify up to 3 duties expected of nobles.

1.

2.

3.

How were nobles affected by the relocation of the royal court to Versailles in the 1680s?

FACT FILE

Fill in the details below.

Define 'monarchy' and 'Parlements':

Identify up to 3 tensions between the monarchy and Parlements between 1774 and 1789.

1.

2.

3.

Identify up to 3 instruments the king used to overrule the Parlements.

1.

2.

3.

Why was August 1787 a turning point in relations between Louis XVI and the Paris Parlement?

SOURCE ANALYSIS: EXTRACT

Read the extract carefully and answer the questions that follow.

SOURCE

GOUVERNEUR MORRIS WRITING ABOUT NECKER'S DISMISSAL ON 12 JULY 1789.

Morris dined with the Maréchal [General] de Castries. "As I am going away he takes me aside to inform me that M. [Mr] Necker is no longer in place. He is much affected at this intelligence, and, indeed, so am I. Urge him to go immediately to Versailles. He says he will not, that they have undoubtedly taken all their measures before this moment, and therefore he must be too late. I tell him he is not too late to warn the King of his danger, which is infinitely greater than he imagines; that his army will not fight against the nation, and that if he listens to violent counsels the nation will undoubtedly be against him; that the sword has fallen imperceptibly from his hands, and that the sovereignty of the nation is in the Assemblée Nationale. He makes no precise answer to this, but is very deeply affected... [T]he whole administration is routed out and Necker banished. Much alarm here. Paris begins to be in commotion... M. de Narbonne,... considers a civil war as inevitable, and is about to join his regiment, being, as he says, in a conflict between the dictates of his duty and of his conscience."

Gouverneur Morris, *The Diary and Letters of Gouverneur Morris*, Vol 1, ed. Anne Cary Morris (New York: Charles Scribner's Sons, 1888), 119–120.

1. Identify two reasons, stated in the extract, why Louis XVI was considered to be in danger.

2. Identify groups or individuals mentioned in the extract whose fates were to be decided by the new 'nation.'

3. Quoting from the extract and using your own knowledge, explain the events during the Estates-General that led to the dismissal of Jacques Necker.

SHORT RESPONSE

1. What was the purpose of the *Cahiers de Doléances*? To what extent did the First, Second and Third Estates express similar grievances?

Para 1 _____

Para 2 _____

2. 'The *Cahiers de Doléances* showed that Louis was genuinely open to reform.' Discuss.

Para 1 _____

Para 2 _____

SAMPLE