

Is Freedom Really Free? A Closer Look at the French Revolution

Grade Level or Special Area: 6th Grade

Written by: Tacy Gamel, Lubbock Christian School, Lubbock, TX.

Length of Unit: 10 Lessons (Three Weeks)

I. ABSTRACT

Through various mediums, students will explore the rise of the French Revolution, life during the French Revolution, and the aftermath of the French Revolution. Students will make connections to other revolutions, what prices are paid for the idea of freedom, and what happens when people lose sight of their purpose. These observations will be assessed through hands on activities, journal writing, group discussions (large and small), and a culminating activity.

II. OVERVIEW

A. Concept Objectives

1. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
2. The student develops an awareness of the price paid for freedom.
3. The student recognizes what happens when people lose sight of their purpose.

B. Content from the *Core Knowledge Sequence*

1. The French Revolution, p. 140
 - The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France
 - The American Revolution: the French alliance and its effect on both sides
 - The Old Regime in France (*L'Ancien Regime*)
 - 1789: from the Three Estates to the National Assembly
 - Louis XVI and Marie Antoinette to the guillotine
 - Reign of Terror: Robespierre, the Jacobins, and the "Committee of Public Safety"
 - Revolutionary arts and the new classicism
 - Napoleon Bonaparte and the First French Empire

C. Skill Objectives

1. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
2. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
3. Identify alternative ways of organizing governments such as rule by one, few, or many. (TEKS-SS 6.12 A)
4. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
5. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
6. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
7. Use social studies terminology correctly. (TEKS-SS 6.22 A)
8. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - a. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)

- b. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS-SS 6.23 B)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. *History and Geography* (student edition and teacher edition)
2. <http://www.wsu.edu:8000/~dee/REV/CONTENTS.HTM>

B. For Students

1. England from the Golden Age to the Glorious Revolution Fifth Grade, p. 114
2. The Enlightenment, p. 139

IV. RESOURCES

- A. Hirsh, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*
- B. Projector or overhead
- C. Internet

V. LESSONS

Lesson One: The Ideas before the Turmoil

A. Daily Objectives

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
2. Lesson Content
 - a. The French Revolution, p. 140
 - The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France
 - The American Revolution: the French alliance and its effect on both sides
3. Skill Objective(s)
 - a. Use social studies terminology correctly. (TEKS-SS 6.22 A)
 - b. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - c. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
 - d. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)

B. Materials

Teacher Materials:

1. White stockings
2. A pair of dark sweatpants
3. A ruffled shirt
4. A solid colored vest
5. A semi-fancy overcoat
6. Black dress shoes
7. A wig
8. Overhead projector
9. Teacher notes for “The Ideas before the Turmoil” (Appendix B1)
10. Overhead notes for “The Ideas before the Turmoil” (Appendix B2)
11. Transparency of French Revolution Vocabulary (Appendix B3)
12. Vocabulary Game (Appendix B5)

Student Materials:

1. Student Booklet (Appendix A1-A17)
 - b. Pen/pencil
 - c. Student Handout French Revolution Vocabulary (Appendix B4)

A. *Key Vocabulary*

***Please note that the vocabulary for this unit is taught all together. Therefore, there are more than eight words listed in this lesson.**

1. absolute monarchy- a king or queen whose power is not limited by a representative assembly
2. archives- a place or collection containing records, documents, or other materials of historical interest
3. bourgeoisie- the middle class; neither nobles nor peasants
4. conservative- one who opposes rapid change and holds traditional values
5. courtier-an attendant at court, usually an aristocrat who seeks favor, especially by insincere flattery
6. dauphin-the title given to the prince who's in line next to inherit the French throne
7. Estates-General- assembly of the three estates of France; last meeting in 1789
8. exile- forced removal from one's native country
9. guillotine- a device designed to decapitate people—usually took three tries to cut the head off
10. radical- someone who favors extreme change
11. republic- a government run by representatives elected by the people
12. royalist- a supporter of the king or queen
13. tithe- one-tenth of a person's income, paid to support a church
14. tumbrel- a two-wheeled wooden cart used to transport prisoners to the guillotine

B. *Procedures/Activities*

1. Meet the students in the hallway, dressed as a person from the Enlightenment era. As the students enter the classroom, shout the ideas of Montesquieu, Voltaire, Descartes, Hobbes, Locke, Jefferson, etc.
2. After the students are in the classroom, divide them into groups. Hand each group a set of the Vocabulary Game. (Appendix B5) If you plan to use these over and over, you might want to consider laminating them. Choose a reasonable amount of time for the students to match a definition with a word. At the end of the allotted amount of time, have the students see how many they got right using Overhead: French revolution Vocabulary. (Appendix B3) Pick up the vocabulary game.
3. Pass out the student booklets. (Appendix A1-A15) Have students turn to Appendix A3 of their booklet. Use the Overhead Notes: The Ideas before the Turmoil (Appendix B2) and have the students fill in the blanks as the information is presented.
4. When the notes are finished, pass out the Student Handout: French Revolution Vocabulary (Appendix B4) and go over the directions.
5. The last ten minutes of class, mix up the vocabulary cards and have the students match all four parts of each vocabulary word one last time.

C. *Assessment/Evaluation*

1. Pre-Assess: Observe students matching the vocabulary pieces together.
 - a. At the end of the class period, pass out the game and observe how many words they can remember.
 - b. Vocabulary test later in unit.
2. Informal evaluation of information from lecture.
 - a. Have each student say one thing they learned in class today.

Lesson Two: The Luck of the Draw

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 2. Lesson Content
 - a. The French Revolution, p. 140
 - The Old Regime in France (*L'Ancien Regime*)
 3. Skill Objective(s)

Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)

 - a. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
 - b. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - c. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)
- B. *Materials*
- Teacher Materials:**
1. Overhead projector
 2. Teacher notes for “The Three Estates” (Appendix C1)
 3. Overhead notes for “The Three Estates” (Appendix C2)
 5. M & Ms (3-6 14 oz bags) divided out
 6. Baggies
 7. Three different colors of paper cut into strips
 8. Vocabulary words (Appendix B3)
- Student Materials:**
1. Student Booklet (Appendix A1-A17)
 2. Pen/pencil
- C. *Key Vocabulary*
1. N/A.
- D. *Procedures/Activities*
1. Meet the students out in the hall and hand them a strip of paper as they walk in the door.
 2. Have the students open to Appendix A4: Journal Entry: The Luck of the Draw, have them respond to Part One.
 3. Proceed with “The Luck of the Draw”
 - *Divide the M&M’s—40 for The First Estate, 30 For the Second Estate, 15 for the Bourgeoisie, and 10 for the Peasants
 - *Divide the students into three groups according to their colors. The First Estate should have the most M&Ms but the least amount of people.
 - *Call out “If you belong to the Third Estate, pay 3 M&Ms for taxes—these will go to the Second Estate. “Tithes are due today—pay 7 M&Ms.” This applies to the Second and Third Estates. Now, Have the Students make comparisons—who has the most? Who has the least? What is the problem with this system? Etc.
 4. Have students complete Part Two of Appendix A4: Journal Entry: The Luck of the Draw.
 5. Then have the students turn to Appendix A5 “The Three Estates”. Use the Overhead Notes: The Three Estates (Appendix C2) and have the students fill in each column.
 6. Quickly review the vocabulary words for the unit (Appendix B3). Remind students of when their quiz will take place.
- D. *Assessment/Evaluation*

1. Informal assessment: Journal Entries. Have the students volunteer to share what they wrote.
2. Informal assessment: Observe student interactions during the Three Estates activity.
3. Informal assessment: Peer checks. Have the students ask one another to name one thing they learned in class.

Lesson Three: Whose Crown is it anyway?

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
2. Lesson Content
 - a. The French Revolution, p. 140
 - The Old Regime in France (*L'Ancien Regime*)
3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
 - c. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - d. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)

B. *Materials*

Teacher Materials:

1. Overhead projector
2. Vocabulary words (Appendix B3)
3. Teacher notes for “The Bourbon Kings and Marie Antoinette” (Appendix D1)
4. Transparency of Overhead notes for “The Bourbon Kings and Marie Antoinette” (Appendix D2)

Student Materials:

1. Student Booklet (Appendix A1-A17)
2. Pen/pencil

C. *Key Vocabulary*

1. N/A

Procedures/Activities

2. Quickly review the vocabulary words for the unit (Appendix B3). Remind students of when their quiz will take place.
3. Have the students turn to Appendix A6: The Bourbon Kings and Marie Antoinette. Use the Overhead Notes: The Bourbon Kings and Marie Antoinette (Appendix D2) and have the students fill in the columns.
4. When the notes are finished, have the students turn to Appendix A7: Journal Entry and have them respond.

D. *Assessment/Evaluation*

1. Informal Assessment: Observation of students working. Walk around the classroom as the students work on their journals.

Lesson Four: We’re not going to take it!!!!!!

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)

2. Lesson Content
 - a. The French Revolution, p. 140
 - 1789: from the Three Estates to the National Assembly
 4. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
 - c. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
 - d. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - e. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)
- B. *Materials.*
- Teacher Materials:**
1. Overhead projector
 2. Vocabulary Words (Appendix B3)
 3. Four different colors of paper cut into strips and one solid sheet of each color
 4. Teacher notes for “The Third Estate Revolts” (Appendix E3)
 5. Transparency of student notes for “The Third Estate Revolts” (Appendix D4)
- Student Materials:**
1. Student Booklet (Appendix A1-A17)
 2. Pen/pencil
- C. *Key Vocabulary*
1. N/A
- D. *Procedures/Activities*
1. Have the students turn to Appendix A8: The Third Estate Revolts. Using Overhead notes: The Third Estate Revolts (Appendix E2), have the students fill in the blanks.
 2. Now, have the students reenact the Revolt by following the procedures below: Divide the class into three sections. Have the students pretend that they are holding a meeting of the Estates-General. Select two to three individuals of the Third Estate to request the presence of the First Estate to discuss the conditions of the country. Have the students act out each important event leading up to and including the Tennis Court Oath. (The teacher may want to play the part of Jean-Sylvain Bailly.)
 3. Briefly review the vocabulary words (Appendix B3) for the quiz tomorrow.
- E. *Assessment/Evaluation*
1. Informal assessment: Observe students as they revolt.

Lesson Five: The Road to the Guillotine

- A. Daily Objectives
1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 2. Lesson Content
 - a. The French Revolution, p. 140
 - 1789: from the Three Estates to the National Assembly
 - Louis XVI and Marie Antoinette to the guillotine
 3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
 - c. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)

- d. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
- e. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS-SS 6.23 B)
- f. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)

B. *Materials*

Teacher Materials:

- 1. Overhead projector
- 2. Vocabulary words (Appendix B3)
- 3. Vocabulary Quiz (Appendix F2)
- 4. Vocabulary Quiz Answer Key (Appendix F3)
- 5. Teacher notes for “The Road to the Guillotine” (Appendix F1)

Student Materials:

- 1. Student Booklet (Appendix A1-A17)
- 2. Pen/pencil
- 3. Vocabulary Quiz (Appendix F2)

C. *Key Vocabulary*

- 1. N/A

D. *Procedures/Activities*

- 1. Briefly review the vocabulary words (Appendix B3) for the quiz.
- 2. Have students complete vocabulary quiz. (Appendix F2)
- 3. Have students turn to Appendix A9: The Road to the Guillotine. Have the students read the Student Notes (Appendix A9) and complete Appendix A10: Crossword Puzzle
- 4. When the students finish the crossword puzzle, have them respond to Appendix A11: Journal Entry.

E. *Assessment/Evaluation*

- 1. Formal evaluation: Vocabulary Quiz
- 2. Formal assessment: Crossword Puzzle
- 3. Informal assessment: Journal entries. Walk around and discuss responses.

Lesson Six: The King and Queen Meet Their Fate

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
- 2. Lesson Content
 - a. The French Revolution, p. 140
 - Louis XVI and Marie Antoinette to the guillotine
- 3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
 - c. Identify alternative ways of organizing governments such as rule by one, few, or many. (TEKS-SS 6.12 A)
 - d. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
 - e. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - f. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)

B. *Materials*

Teacher Materials:

1. Overhead projector
2. Teacher notes for “The King and Queen to the Guillotine” (Appendix G1)

Student Materials:

1. Student Booklet (Appendix A1-A17)
2. Pen/pencil

C. *Key Vocabulary*

1. N/A

D. *Procedures/Activities*

1. Using the Teacher Notes: The King and Queen to the Guillotine (Appendix G1), present the notes in story form.
2. Have students open their Student Booklets to Appendix A13: Journal Entry and respond to the question. If they need help, they can refer to the Student Notes: The King and Queen to the Guillotine (Appendix A12)

E. *Assessment/Evaluation*

1. Informal assessment: Journal entries. Have students share their entries with their neighbors.

Lesson Seven: Is Freedom Really Free?

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 - b. The student develops an awareness of the price paid for freedom.
 - c. The student recognizes what happens when people lose sight of their purpose.
2. Lesson Content
 - a. The French Revolution, p. 140
 - Reign of Terror: Robespierre, the Jacobins, and the “Committee of Public Safety”
3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
 - c. Identify alternative ways of organizing governments such as rule by one, few, or many. (TEKS-SS 6.12 A)
 - d. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
 - e. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
 - f. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - g. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS-SS 6.23 B)

B. *Materials*

Teacher Materials:

1. Teacher notes for “The Reign of Terror” (Appendix H1)
2. 4-6 Pieces of Butcher paper
3. Markers (4-6 Boxes)

Student Materials:

1. Student Booklet (Appendix A1-A17)
2. Pen/pencil

- C. *Key Vocabulary*
1. N/A
- D. *Procedures/Activities*
1. Divide the students into 4-6 groups (Depending on the size of the class)
In their groups, have the students read Appendix A14. When they are finished reading, have the students create a “Timeline of Events” for the Reign of Terror. Then have the students present their timelines to the class.
- E. *Assessment/Evaluation*
1. Informal assessment: Journal entry. Have students share with their responses with the class.
 3. Informal assessment: Group project. Evaluate the students as they work in their groups and present to the class.

Lesson Eight: Religion, Culture, and Art

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 2. Lesson Content
 - a. The French Revolution, p. 140
 - Revolutionary arts and the new classicism
 3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
 - c. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
 - d. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
 - e. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - f. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS-SS 6.23 B)
- B. *Materials*
- Teacher Materials:**
1. Internet
 2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 148-149.
 3. Projector
 4. PowerPoint
- Student Materials:**
1. Pen/pencil
 2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 148-149.
- C. *Key Vocabulary*
1. N/A
- D. *Procedures/Activities*
1. Get together with the Art/Computer teacher(s).
 2. Using Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 148-149, assign groups and then assign a particular section in “Religion, Culture, and Art.”

- Religion
 - Fashion
 - New Calendar
 - Speech
 - Art
3. Each group will need to create 2-3 slides in PowerPoint about their subject—have the students use their books and search internet sights for their slides. Then, the slides will be compiled and the class will have a slideshow. Each group will talk about their slides.
The slides must include sources, pictures, and text.

E. *Assessment/Evaluation*

1. Informal assessment: Observe students as they participate in their groups.
2. Informal assessment: Observe students as they present their information.

Lesson Nine: Napoleon: The Result of Chaos (Two Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 - b. The student develops an awareness of the price paid for freedom.
 - c. The student recognizes what happens when people lose sight of their purpose.
2. Lesson Content
 - a. The French Revolution, p. 140
 - Napoleon Bonaparte and the First French Empire
3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)
 - c. Identify alternative ways of organizing governments such as rule by one, few, or many. (TEKS-SS 6.12 A)
 - d. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
 - e. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
 - f. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
 - g. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
 - h. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)

B. *Materials*

Teacher Material:

1. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 152-155.

Student Material:

1. Student Booklet (Appendix A1-A17)
2. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 152-155.

C. *Key Vocabulary*

N/A

D. *Procedures/Activities*

1. Divide students into eight groups and assign them one of the following sections:

- Emperor of the French
- The End of Terror
- Napoleon Takes Control
- Bringing Order to France
- The Grand Empire
- A Disastrous Mistake
- Return From Exile
- Waterloo

Each student will need to fill out the information in their booklet—Appendix A16

2. Hand each group the following:
 - a. Scratch paper
 - b. Hirsch, Jr. E.D. *Pearson Learning Core Knowledge History & Geography*. Parsippany: Pearson, 2002, ISBN 0-7690-5027-1 p. 152-155.
3. Have each group develop a way to present the information on the card. This can be in the form of a song, skit, pictures, poem, etc.
4. Have the students present the information.
5. At the end of day two, have the students return to their original seats open their booklets to Appendix A17: Journal Entry. This is the last journal entry and the students should fill the whole page.

The citizens of France lost site of their purpose, what was the result of this?

E. *Assessment/Evaluation*

1. Formal evaluation: Appendix A16
2. Informal assessment: Observe students as they work in their groups.
3. Informal assessment: Observe students as they
4. Informal assessment: Journal entries. Teacher will read responses.

Lesson Ten: Culminating Activity (3-4 Days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. The student understands the contributions of individuals and groups from various cultures to selected historical and contemporary societies. (TEKS 6.2)
 - b. The student develops an awareness of the price paid for freedom.
 - c. The student recognizes what happens when people loose sight of their purpose.
2. Lesson Content
 - a. The French Revolution, p. 140
 - The influence of Enlightenment ideas and of the English Revolution on revolutionary movements in America and France
 - The American Revolution: the French alliance and its effect on both sides
 - The Old Regime in France (*L'Ancien Regime*)
 - 1789:from the Three Estates to the National Assembly
 - Louis XVI and Marie Antoinette to the guillotine
 - Reign of Terror: Rospierre, the Jacobins, and the “Committee of Public Safety”
 - Revolutionary arts and the new classicism
 - Napoleon Bonaparte and the First French Empire
3. Skill Objective(s)
 - a. Describe the influence of individual and group achievement on selected historical or contemporary societies. (TEKS-SS 6.2 B)
 - b. Identify reasons for limiting the power of government. (TEKS-SS 6.11 C)

- c. Identify alternative ways of organizing governments such as rule by one, few, or many. (TEKS-SS 6.12 A)
- d. Explain why cultures borrow from each other. (TEKS-SS 6.17 D)
- e. Describe ways in which societal issues influence creative expressions. (TEKS-SS 6.18 C)
- f. Explain the relationship among religious ideas, philosophical ideas, and cultures. (TEKS-SS 6.19 A)
- g. Use social studies terminology correctly. (TEKS-SS 6.22 A)
- h. Create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies. (TEKS-SS 6.22 D)
- i. Use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. (TEKS-SS 6.23 A)
- j. Use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision. (TEKS-SS 6.23 B)

B. *Materials*

- 1. Student Booklets (A1-A17)
- 2. Shoebox
- 3. Paper to cover shoebox (Butcher paper will work great!)

C. *Key Vocabulary*

- 1. N/A

D. *Procedures/Activities*

- 1. The students will create a memory box for the French Revolution. They will bring a shoe box from home with their name on the bottom. As a class, the students will decorate the outside of their boxes with “blurbs” of information and illustrations of things that remind them of the French Revolution. Inside the box, they will include their booklets, and at least three “artifacts” that relate to the French Revolution. The students will create these “artifacts” from the information they have learned in this unit. (ie: black stockings and a white dress, flag of France, wigs, map of France, etc.)

E. *Assessment/Evaluation*

- 1. Formal Evaluation: Memory Box

VI. CULMINATING ACTIVITY

- A. The students will create a memory box for the French Revolution. They will bring a shoe box from home with their name on the bottom. As a class, the students will decorate the outside of their boxes with “blurbs” of information and illustrations of things that remind them of the French Revolution. Inside the box, they will include their booklets, and at least three “artifacts” that relate to the French Revolution. The students will create these “artifacts” from the information they have learned in this unit. (ie: black stockings and a white dress, flag of France, wigs, map of France, etc.)

HANDOUTS/WORKSHEETS

- 1. Appendix A1 The French Revolution Cover Page
- 2. Appendix A2 Table of Contents
- 3. Appendix A3 The Ideas before the Turmoil
- 4. Appendix A4 Journal Entry: The Luck of the Draw
- 5. Appendix A5 The Three Estates
- 6. Appendix A6 The Bourbon Kings and Marie Antoinette
- 7. Appendix A7 Journal Entry: “Let them eat cake”
- 8. Appendix A8 The Third Estate Revolts

9. Appendix A9	The Road to the Guillotine
10. Appendix A10	Crossword Puzzle: The Road to the Guillotine
11. Appendix A11	Journal Entry: What next?
12. Appendix A12	The King and the Queen to the Guillotine
13. Appendix A13	Journal Entry: The Right Decisions
14. Appendix A14	The Reign of Terror
15. Appendix A15	Journal Entry: Losing Focus
16. Appendix A16	Napoleon: The Results of Chaos
17. Appendix A17	Journal Entry: The Results
18. Appendix B1	Teacher Notes: The Ideas before the Turmoil
19. Appendix B2	Overhead Notes: The Ideas before the Turmoil
20. Appendix B3	Overhead Notes: Vocabulary Words for the French Revolution
21. Appendix B4	Student Handout: French Revolution Vocabulary (2 Pages)
22. Appendix B5	Vocabulary Game (2 Pages)
23. Appendix C1	Teacher Notes: The Three Estates
24. Appendix C2	Overhead Notes: The Three Estates
25. Appendix D1	Teacher Notes: The Bourbon Kings and Marie Antoinette
26. Appendix D2	Overhead Notes: The Bourbon Kings and Marie Antoinette
27. Appendix E1	Teacher Notes: The Third Estate Revolts
28. Appendix E2	Overhead Notes: The Third Estate Revolts
29. Appendix F1	Teacher Notes: The Road to the Guillotine
30. Appendix F2	Vocabulary Quiz
31. Appendix F3	Vocabulary Quiz Answer Key
32. Appendix G1	Teacher Notes: The King and Queen to the Guillotine
33. Appendix H1	Teacher Notes: The Reign of Terror

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Appendix A1
Student Booklet Cover

The French Revolution

By: _____

Table of Contents:

- The Ideas before the Turmoil*
- Journal Entry: Luck of the Draw*
- The Three Estates*
- The Bourbon Kings and Marie Antoinette*
- Journal Entry: "Let them eat cake"*
- The Third Estate Revolts*
- The Road to the Guillotine*
- Crossword Puzzle*
- Journal Entry: What next?*
- The King and Queen to the Guillotine*
- Journal Entry: The Right Decision?*
- The Reign of Terror*
- Journal Entry: Losing Focus*
- Napoleon: The Result of Chaos*
- Journal Entry: The Results*

The Ideas before the Turmoil

_____—thinkers of the Enlightenment—18th Century

- _____ disliked the Catholic Church and wanted religious freedom-- argued the Church kept members in the “_____” and robbed the _____ of their _____.
- **Rousseau** voiced that the _____ wasn’t doing his _____--a _____ should rule according to the _____ of the _____.
- _____ felt that there should be a _____ of _____-- the ruler should rule _____ side the _____.

Influential Revolutions:

- _____ **Revolution**
The citizens of Great Britain had both a civil war and then, forty years later, they had a revolution. The citizens even _____ their own king in 1649 in order to _____ some independence and _____ the power of the English monarchy.
- _____ **Revolution**
The people of France were able to _____ better with the Americans. Some Frenchmen like Marquis de _____, went so far as to lead Americans in the fight. Even Louis XVI sent _____ to help aid the Americans’ fight.
- **Results of Helping the Americans**
Even though King Louis and the French people _____ on helping the Americans, his monetary _____ would cause the French people—mainly the lower class—to _____ higher _____. This would cause a _____ rift in their relationship.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix A4

Journal Entry: The Luck of the Draw

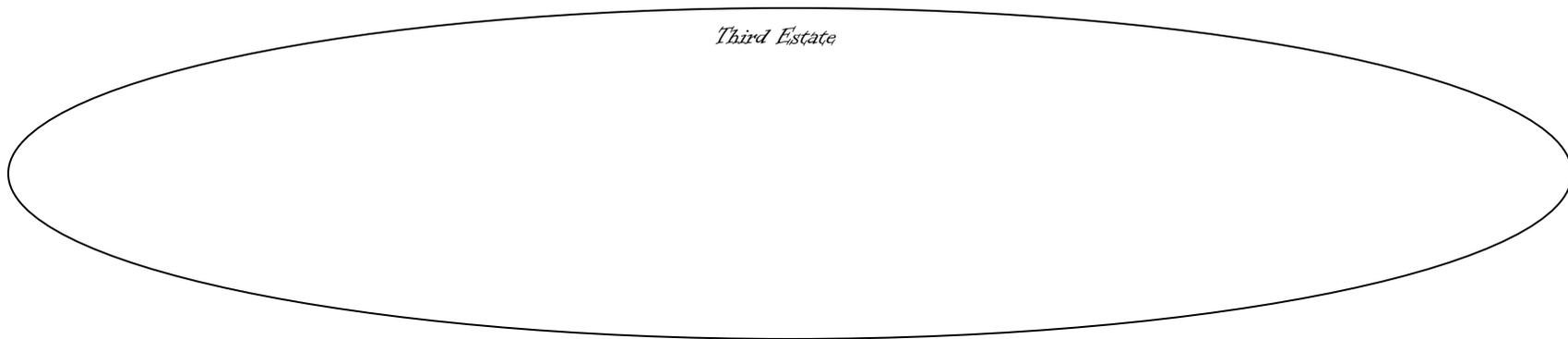
Part One: What do you think "The Luck of the Draw" means?

Part Two: Do you think it is fair? Why or Why Not?

Appendix A5

The Three Estates

<i>First Estate</i>	<i>First and Second Estates</i>	<i>Second Estate</i>
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Appendix A6

The Bourbon Kings and Marie Antoinette

Louis XIV	Louis XV	Louis XVI	Marie Antoinette

Appendix A8
The Third Estate Revolts

I. A Time of Crisis

A. The French government spent too much _____ for too long

1. Huge amount spent at _____
2. Expensive _____

B. Call of the Estates-General

1. Upper-class knew the country was in financial trouble and knew they would have to give up some things for the good of the country
2. Talked Louis XVI into calling a meeting of the _____ - _____ which had not come together since _____)

II. The Estates-General Meets

A. Each estate arrived on May 2, 1789

1. Each estate met in separate rooms
2. First and Second Estates greeted _____ and met in large rooms
3. The Third Estate waited ____ hours before they could enter the Palace of Versailles—they were taken to a _____ room and were not greeted warmly

B. Each group was allowed _____ vote

1. This ensured that the First and Second Estates would always hold _____ over the Third Estate
2. The Third Estate wanted to meet with the other two estates and each member of the Third Estate be allowed to cast a vote—naturally, they were overruled

III. A National Assembly

A. After many days of deliberation, the Third Estate was only able to agree that they should invite the First Estate to talk with them

B. A few delegates from the First Estate finally joined the Third Estate. After a few days, more people from the First Estate joined them

1. Abbe Sieyes—a _____ of the Third Estate—brought attention to the fact that the Third Estate made up _____ of the population
2. He also helped get the name, “Estates-General” changed to the _____ Assembly in which the Third Estate _____ more say so in the government

C. Louis XVI was _____ over what the Estates-General had done!

IV. The Tennis Court Oath

A. Louis was furious over the decision and tried to prevent the newly formed National Assembly from meeting again

1. Louis _____ the doors of the meeting hall
2. He intended to hold a _____ meeting for each of the three estates and rule the decisions of the Third Estate _____!

B. A different meeting place was found

1. After finding the doors of the hall locked, the Assembly went to the nearest available meeting place to discuss what to do next
2. The nearest place was the _____ tennis courts—they _____ down the door and crowded inside
3. Once inside, some suggested moving the meeting to _____; one stood up and insisted that the group stay _____ until they wrote a new constitution

V. The Tennis Court Oath

Jean-Sylvain Bailly—leader of the meeting, stood on a makeshift table (door ripped off its hinges) as they came forward and signed the Tennis Court –a document stating the Assembly would stay together until they wrote a constitution—thus beginning the French Revolution.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix A9
Student Notes
The Road to the Guillotine

The Icing on the Cake

Since the citizens of the Estates-General took matters into their own hands and declared themselves the National Assembly, Louis XVI grew worried and angry. He was so uneasy that he called for his Swiss guards to surround Paris; the French citizens grew extremely worried as they watched the Swiss guards move in. During this movement, the working class, also known as the sansculottes, were starting to rise up and have a louder voice in the events taking place. Jacques Necker, the king's financial advisor, was seen as the mediator between the working class and the aristocracy. The workers of Paris believed that Necker could help the rising cost of bread, ease the burden of taxes, and help decrease the national debt. The firing of Necker caused a deeper suspicion of the king, causing riots, break-ins, and major unrest.

The Storming of the Bastille

After many days of street violence, the Parisians turned their efforts towards the fourteenth century fortress, the Bastille. For years rumors circulated about many political prisoners being held there; in reality, there were only seven inmates—none of which were held there for speaking out against the government. When the mob finally entered the Bastille, they took the head guard, Launay, and executed him along with another guard. The mob cut off their heads, placed them on pikes and carried the heads around town in celebration. July 14, 1789, the day the Bastille fell, would mark the beginning of the French Revolution.

The Great Fear

As a desperate attempt to restore order, Louis XVI placed Necker back in office; unfortunately this attempt had little impact on the rioting. As if things were not bad enough, rumors started spreading about Spanish and British troops killing all the peasants and burning all the crops located right outside of Paris. This rumor caused the “great fear”—during this time, peasants were in constant fear and walking around fully armed with anything they could find. Fortunately, the rumors were not true and the state of panic passed quickly. However, the government was disintegrating quickly as the National Assembly tried to develop a plan to solve the violence.

Toward a New Government

While delegates were in their meeting hall, they agreed that many things must change before order could be reestablished. Some delegates suggested that taxes be paid by all citizens, not just the Third Estate. Others suggested that certain advantages for the nobility under the “ancien regime” be abolished. In the excitement of all this, the churchmen forfeited their tithes, landowners would no longer collect rent, and peasants would be able to participate in the government and in the army.

The Declaration of Man

With the help of the Bill of Rights from both England and the United States and some reluctance, the Rights of Man was born. It included things such as freedom, equality, protection, property, etc. Most importantly, the Absolute Monarchy was no longer the government—there could still be a king, but with little to no power.

Women March on Versailles

Due to the lack of bread in Paris, more than 6,000 women marched to Versailles to see the king and queen. The French women hated the queen so much; they even talked about murdering her. While the women were on their way to the palace, the National Guard insisted that their leader, Marquis de Lafayette, march them to Versailles to bring the king back to Paris. Meanwhile back at Versailles, the angry mob of women forced their way into the meeting hall of the National Assembly demanding bread. The women were instructed to see the king; six ladies were allowed to see the king. He agreed to gather all the bread in the palace and send it home with them, and then he went to bed believing that all was solved. Unfortunately, the women were not satisfied; early the next morning the women stormed the palace demanding to see the queen. They killed two of the queen's bodyguards and placed their heads on pikes, and slashed her bedding. In the nick of time, the National Guards arrived at the palace and were able to get the angry mob to go outside. In order to get the mob to leave the palace completely, the king agreed to go to Paris with his wife and son. Six hours later, the royal family arrived in Paris—they would never see Versailles again.

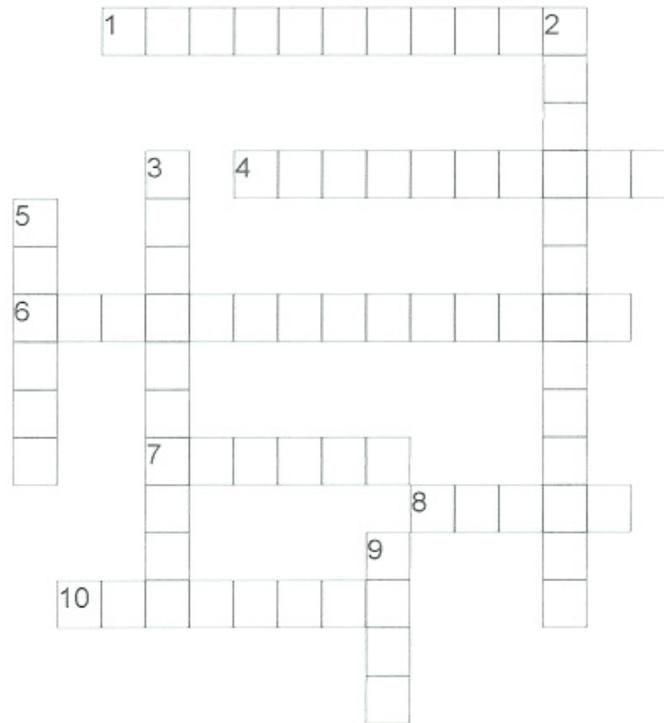
Reform and the Constitution

With the king back in Paris, the National Assembly once again turned its attention towards reforms and a constitution. The Assembly formed a limited constitutional monarchy—the Assembly made all the rules—the king was expected to enforce them. The Assembly thought they had it all figured out—the Revolution was over—unfortunately, they were wrong.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix A10
Crossword Puzzle

The Road to the Guillotine



ACROSS

1. The _____ of Man included the rights of freedom, equality, protection, property, etc.
4. July 14, 1789 marks the beging of the _____ of France
6. The National Assembly created a limited _____ monarchy; citizens have more say in government
7. Head guard who was murdered, head put on a pike, and paraded around town
8. The Woman marched all the way to Versailles to demand this from the king
10. 14th Century fortress

DOWN

2. Showed up just in time to calm the mob of angry women
3. King Louis XVI and his family would never see this place again
5. Louis XVI fired this man and it created an uproar from the Third Estate
9. The rumor that foreign troops were killing peasants created the Great _____

The King and Queen to the Guillotine

The Attempted Escape:

The king and his family tried to sneak out of Paris in the dead of night on June 21, 1791; they were heading to Austria where Marie Antoinette's brother, Leopold II was king. However, their plan fell apart when a man in a nearby town revealed them. They were forced to return back to Paris; the king lost everything.

The New Government:

When the National Assembly finished its assigned task, the Legislative Assembly stepped into place. However, the new Legislative Assembly consisted of younger men with shorter tempers. They were all from the middle class but they had different ideas on how to run the country. On one side, there were the conservatives who liked having a monarchy and wanted to keep it in place. On the other side were the radicals who wanted nothing less than a republic.

France at War:

Leopold II wanted to put down the revolution because it could inspire other countries to revolt. The Assembly was thrilled at this news—they wanted the ideas behind the revolution to get out—what better way than to have a war—and war they declared. However, they were not ready for the Austrians and it was a total disaster; the sansculottes turned their anger and blame towards the king and queen, calling them traitors. The sansculottes took charge of the government, formed a mob, and started marching towards the Tuleries. The palace guards defended the palace as best they could, but when the men of Marseilles came to the aid of the sansculottes, they were no match. Louis XVI and his family looked for safety in the meeting place for the Legislative Assembly but the Assembly could not save them. After the mob broke into the palace, they killed over 1,000 people—anyone they could find. The mob took the royal family as prisoners and after a new, more radical group of people were elected to the National Convention (the new government), Louis XVI and Marie Antoinette's future would be decided.

The End of King Louis XVI:

After being stripped of his power, the Convention had to decide what to do with the former king—put him to death, put him in prison, or send him into exile. Louis Capet (Louis XVI's new name) was put on trial, found guilty of conspiracy against his country, and sentenced to death by the guillotine—even his own cousin, Philippe Egalite voted for Louis' execution. As Louis faced execution on September 22, 1792, he stood tall; as he placed his head on the headrest of the guillotine, he said, "I die innocent..." and that was the end of Louis. The executioner held the head of Louis up for all to see, the crowd shouted, "Long live the Republic!"

The Fate of the Queen:

The queen faced the same fate as her husband—she was put on trial, found guilty, and sentenced to death by the guillotine. On October 16, 1793 (a little over a year after Louis execution) Marie Antoinette was taken to the guillotine. She no longer looked like the beautiful queen that everyone knew, instead she looked like a tired old woman, dressed in a simple white dress and black stockings. She too faced her execution with her head held high. The story goes that as she was walking up the steps to the guillotine, she stepped on the foot of the man that was going to be putting her to death; these were her final words, "I beg your pardon, I did not do it on purpose." Then the blade fell, and Marie Antoinette's existence faded away.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix A14
The Reign of Terror

The Revolution Turns Bloody

When the French citizens decide to take action against its monarch in 1789, many people in Europe and America supported their efforts and were very excited. Then, the foreign supporters changed their minds. They could not believe the chaos and the heartlessness of the revolutionaries; they decided to wage war against France. What the foreigners did not know was that things were about to get even uglier.

Death Every Afternoon

Tumbrels, carrying “traitors” of the French Revolution, would go up and down the streets everyday. These traitors could be anyone including, men, women, and children. Their “crimes” ranged from crying over a relative killed by the guillotine, someone chopping down a tree that was “planted in honor of the revolution”, anyone who discussed their dislike of the revolution, or anyone who would use the wrong terminology—using “monsieur” or “madame” instead of citizen and citizeness. All these acts could be punishable by death under the Law of Suspects—more than 40,000 citizens would be murdered.

The Jacobins and the Committee of Public Safety

The Jacobins were members of the Bourgeois and were very much in favor of violence. They were the ones who insisted on killing the king and queen and waging war on Austria. However, there were people (especially in the countryside) who did not agree with the tactics of the Jacobins—and made sure they knew it. Unfortunately, the Jacobins were able to take control of the government causing the country to spiral totally out of control. The foreign wars were taking their toll on France, civil war was breaking out in many places and people who did not support the Jacobins were allowing foreign troops to stay in their homes, food was becoming scarce and prices were still rising, and everybody was suspicious about each other—something had to be done. So a committee was created—The Committee of Public Safety—and a man, a very violent man was put in charge.

Maximilien Robespierre

Robespierre was a strong supporter of the French Revolution and of violence. He believed the only way to for the Revolution to succeed was to rid all those who opposed it—the motto would become, “Let terror be the order of the day!” This was the man who was responsible for creating the Law of Suspects. However, his fate would come after he tried to accuse other members of the National Convention of being traitors; he would be taken to jail. Realizing he had reached the end, he tried to kill himself that night, the plan failed and he was taken to the guillotine with bloody rags wrapped around his face. Along with Robespierre, other members of the Committee of Public Safety would meet their fate as well.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix A16

Napoleon: The Result of Chaos

My section is:

My group members are:

1. _____
2. _____
3. _____
4. _____

5 main facts from our section:

1.

2.

3.

4.

5.

This is what I contributed to my group:

Appendix B1
Teacher Notes

The Ideas before the Turmoil

The later part of the 18th century, new ideas were generating throughout Europe. The ideas of philosophes—thinkers of the Enlightenment—included people like Voltaire, Jean-Jacques Rousseau, and Montesquieu.

- **Voltaire** had issues with the Catholic Church and spoke out for religious freedom. He argued that the Catholic Church kept its members in the “dark” and robbed them of what money they possessed. He especially felt this way about the peasants (Third Estate).
- **Rousseau** voiced that the King (King Louis XVI) was not doing his job. Rousseau voiced that a ruler should rule according to the wishes of the citizens.
- **Montesquieu** felt that there should be a balance of power. The ruler should rule along side the citizens—they should share power, not one group calling all the shots.

By the 1780s, the French people believed there was a desperate need for change—many were calling for reforms. Some radicals went as far as to suggest limiting the king’s power. These ideas were not new for the French people. These ideas came out of two major revolutions—The English Revolution and the American Revolution.

1. English Revolution

In order for the citizens of Great Britain to gain some independence and limit the power of the English monarchy, the citizens had both a civil war and then, forty years later, they had a revolution. The citizens even executed their own king in 1649.

2. American Revolution

The people of France were able to relate better with those fighting for independence in America. Some Frenchmen like Marquis de Lafayette, went so far as to travel to America and lead Americans in the fight. Even Louis XVI, who did not agree with the Americans’ views of liberty but despised England even more, sent money to help aid the Americans’ fight. Even though King Louis and the French people agreed on helping the Americans, his monetary donation would cause the French people—mainly the lower class—to pay higher taxes. This would cause a greater rift in their relationship.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

The Ideas before the Turmoil

Philosophes—thinkers of the Enlightenment—18th Cent.

- **Voltaire** disliked the Catholic Church and wanted religious freedom-- argued the Church kept members in the “dark” and robbed the peasants of their money.
- **Rousseau** voiced that the king wasn’t doing his job--a ruler should rule according to the wishes of the citizens.
- **Montesquieu** felt that there should be a balance of power-- the ruler should rule along side the citizens

Influential Revolutions:

- **English Revolution**

The citizens of Great Britain had both a civil war and then, forty years later, they had a revolution. The citizens even executed their own king in 1649 in order to gain some independence and limit the power of the English monarchy.

- **American Revolution**

The people of France were able to relate better with the Americans. Some Frenchmen like Marquis de Lafayette, went so far as to lead Americans in the fight. Even Louis XVI sent money to help aid the Americans’ fight.

- **Results of Helping the Americans**

Even though King Louis and the French people agreed on helping the Americans, his monetary donation would cause the French people—mainly the lower class—to pay higher taxes. This would cause a greater rift in their relationship.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Vocabulary Words for the French Revolution

1. **absolute monarchy**- a king or queen whose power is not limited by a representative assembly
2. **archives**- a place or collection containing records, documents, or other materials of historical interest
3. **bourgeoisie**- the middle class; neither nobles nor peasants
4. **conservative**- one who opposes rapid change and holds traditional values
5. **courtier**- an attendant at court, usually an aristocrat who seeks favor, especially by insincere flattery
6. **dauphin**- the title given to the prince who's in line next to inherit the French throne
7. **Estates-General**- assembly of the three estates of France; last meeting in 1789
8. **exile**- forced removal from one's native country
9. **guillotine**- a device designed to decapitate people—usually took three tries to cut the head off
10. **radical**- someone who favors extreme change
11. **republic**- a government run by representatives elected by the people
12. **royalist**- a supporter of the king or queen
13. **tithe**- one-tenth of a person's income, paid to support a church
14. **tumbrel**- a two-wheeled wooden cart used to transport prisoners to the guillotine

French Revolution Vocabulary

<p style="text-align: center;">Word</p> <p>Write each vocabulary word in the boxes below.</p>	<p style="text-align: center;">Definition</p> <p>Write the definition that goes with each word in the boxes below.</p>	<p style="text-align: center;">Picture</p> <p>Draw a picture that goes with each word in the boxes below.</p>
<p>absolute monarchy</p>	<p>a king or queen whose power is not limited by a representative assembly</p>	 = Total Power

Appendix B4
Student Handout (Continued)

Word	Definition	Picture

Appendix B5

Absolute Monarchy	archives	bourgeoisie	conservative	courtier
Dauphin	Estates-General	exile	guillotine	radical
republic	royalist	tithe	tumbrel	

Vocabulary Words (Game)

Appendix B5
(Continued)

a king or queen whose power is not limited by a representative assembly	a place or collection containing records, documents, or other materials of historical interest	the middle class; neither nobles nor peasants	one who opposes rapid change and holds traditional values	an attendant at court, usually an aristocrat who seeks favor, especially by insincere flattery
the title given to the prince who's in line next to inherit the French throne	assembly of the three estates of France; last meeting in 1789	forced removal from one's native country	a device designed to decapitate people—usually took three tries to cut the head off	someone who favors extreme change
a government run by representatives elected by the people	a supporter of the king or queen	one-tenth of a person's income, paid to support a church	a two-wheeled wooden cart used to transport prisoners to the guillotine	

Definitions (Game)

Appendix C1
Teacher Notes
The Three Estates

Three major classes were established in France during the Middle Ages under the “Ancien Regime” (Old Regime). In the 1700s, these classes, known as estates, still existed in France. The population totaled around 20 million people, and most of the citizens in France belong to the Third Estate.

- **The First Estate:**

This estate encompassed the churchmen (clergy). France was very much a catholic country; therefore, the clergy were considered to be the highest on the social ladder, and they possessed an enormous amount of power. The First Estate made up 1% of the population, owned 10% of all the land in France, and was not required to pay taxes. However, there was an economic and political gap between the parish priests, and the archbishops, bishops, and abbots who would hang around the court and get rich off the tithes and taxes the lower class citizens were forced to pay.

- **The Second Estate:**

Even though the class system remained relatively unchanged, many changes took place in the Second Estate (nobility or aristocracy). During the Middle Ages, knights were valued and were needed in everyday life. By the 18th century, there was new technology and a different type of warrior; knights were no longer necessary and therefore squeezed out of the Second Estate. Although the Second Estate was considered to be the nobility estate, there were some that were poor, many had some wealth, and a few were filthy rich. The nobility made up 1% of the population and was only required to pay property taxes during wartime—even then this requirement was not always in effect. However, only the richest of the nobility were allowed to hold high ranks such as archbishops, bishops, commanders, and high political offices. Most people belonging to the aristocracy were willing to give up some of these “bonuses”, but they believed that the king should give them more power politically in exchange.

Both the First Estate and the Second Estate did not want anything to change in France—economical or social. This offered reassurance that they could hold on to their privileges—unless there was even a slight chance that they could gain more political power by taking power away from the king.

- **The Third Estate:**

Originally, the Third Estate consisted of mainly peasants. By the 18th century, this estate included 98% of the population, and many different groups of people including the Bourgeoisie, the peasants, and the working class. The Bourgeoisie, the middle class, consisted of doctors, lawyers, poets, businessmen, merchants, manufacturers, and some government officials. Regardless of how well off the members of the Bourgeoisie or how smart they were, the middle class was stuck in the third estate. Some members of the Bourgeoisie were able to buy the rights of a nobleman, but for the most part, they were forced to remain in the third estate. The peasants were the poorest group belonging to the Third Estate. They were forced to pay the most taxes and bare the biggest burden of French society. If the man of the house could not pay the taxes, rent, or tithes, government officials would take him away and force him to work for free. The working class--the stonemasons, furniture makers, servants, butchers, and others--was overworked and underpaid. This group objected the most to the living conditions and the politics in France. They became known as the sans-culottes because of the way they dressed and their support for the French Revolution.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

The Three Estates

The First Estate:

This estate encompassed the churchmen (clergy); the clergy were considered highest on the social ladder, and possessed an enormous amount of power. This estate made up 1% of the population, owned 10% of all the land in France, and was not required to pay taxes.

The Second Estate:

The nobility (or aristocracy) made up 1% of the population and was only required to pay property taxes during wartime—even then this requirement was not always in effect. However, only the richest of the nobility were allowed to hold high ranks such as archbishops, bishops, commanders, and high political offices.

- Both the First Estate and the Second Estate did not want anything to change in France—economical or social—unless there was chance they could gain more political power.

The Third Estate:

This estate included 98% of the population, and many different groups of people including the Bourgeoisie, the peasants, and the working class. The Bourgeoisie was the middle class, the peasants were the poorest group, and the working class was overworked and underpaid. The working class objected the most to the living conditions and the politics in France. They became known as the sansculottes because of the way they dressed and their support for the French Revolution.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix D1
Teacher Notes
The Bourbon Kings and Marie Antoinette

Louis XIV

Louis XIV was in power for 72 years. During these years, Louis XIV believed that he was the direct representative of God and he was most powerful monarch in all of Europe. Louis the XIV came to power at the age of four; when Louis was ten, the nobles tried to revolt in Paris. Louis no longer liked Paris, and he had to find away to keep a close eye on the nobles; to remedy both problems, Louis decided to build a palace eleven miles away from Paris—the Palace of Versailles. The palace consisted of more than 1,000 rooms, a library, conference rooms, a theatre, and luxurious living quarters for the monarchs. The palace even had a hall with 17 large mirrors and 17 large windows. After Louis completed his palace, he required the most influential nobles to spend part of the year at Versailles; causing them to become dependent on him. Also during his reign, France climbed to the top as one of the most powerful and cultural European countries. However, his constant warfare and his lavish spending created a major debt.

Louis XV

Louis came to power at the age of five. Unlike his great-grandfather, Louis XV was not a strong leader. He was unable to make decisions and he was unable to control those who served as his advisors. He too would engage in costly wars (The Seven Year’s War or The French and Indian War) and became more and more detached from his subjects. Although Louis XV was well-like as a child, upon his death, he would be hated by most because of his heavily taxing the poor while spending obscene amounts of money.

Louis XVI

Louis the XVI married an Austrian at the age of 15 and became king at the age of 20—he possessed little leadership skills. On the other hand, he was simple and was not a big spender—something very different from the other Louis’. However, things began to go in the wrong direction when Louis XVI fired all the advisors under the rule of his grandfather, Louis XV, causing an immediate end to all reforms that might have prevented the revolution. Another mistake Louis made was allowing his subjects to spread rumors about his wife Marie Antoinette. (They called her “that Austrian woman”.) By Louis not putting an end to the rumors, the aristocrats believed if they wanted anything, all they had to do was talk to his wife—his weakness—she could get him to do or give her anything.

Marie Antoinette

Marie Antoinette married Louis XVI when she was 14. Marie hated to be bored, she did everything in her power to prevent being bored—even if it meant avoiding her duties as the queen; in addition to this, she loved to spend money. Although Louis did not engage in extravagant spending, he gave his wife anything she wished—she even had an allowance that surpassed the allowances of all other queens before her. Marie spent most of her money on gambling and her attire. She went as far as to have her personal beautician add miniatures to hair pieces and create a tall hair-do for the queen. Another way she kept herself occupied, and the final straw for the French citizens, was her playing peasant in her “peasant village” complete with farm animals at the Le Petit Triam (a gated area of the Palace of Versailles given to her to use by her husband). Because of her insincerity and her lavish spending, the everyday citizens grew to distrust her and despise her. Some citizens even started the rumor of her saying “Let them eat cake”.*

* “Let them eat cake” is a famous quote that has circulated since the French Revolution. In the story, Marie Antoinette remarked “Let them eat cake!” in regards to an angry mob in the streets of Paris; these citizens wanted bread in a time when there was a shortage of bread. Today many historians do not believe this incident ever took place.*

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

The Bourbon Kings and Marie Antoinette

Louis XIV	Louis XV	Louis XVI	Marie Antoinette
<ul style="list-style-type: none"> -Nobles tried to revolt in Paris -Built Palace of Versailles (11 mi from Paris)-- more than 1,000 rooms, library, conference rooms, theatre, living quarters for monarchs; even a hall with 17 mirrors & 17 windows -Required top nobles to spend 1/2 of year at Versailles (keep an eye on them)-- causing them to become dependent on him -France became very powerful 	<ul style="list-style-type: none"> -Not a strong leader -Unable to control his advisors -Engaged in costly wars causing country's debt to soar -Became more and more detached from his subjects—spent all his time at Versailles 	<ul style="list-style-type: none"> -Possessed little leadership skills -Simple; not a big spender -Fired all advisors under the rule of Louis XV causing an immediate end to all reforms that might have prevented the revolution -Allowed his subjects to spread rumors about his wife -Country's debt grew out of control 	<ul style="list-style-type: none"> -Hated to be bored; did everything to prevent being bored - Loved to spend money - Played peasant in "peasant village", complete with farm animals, at Le Petit Triam (an area of the Palace of Versailles) -Insincerity and lavish spending caused everyday citizens to despise her -Some citizens even started rumor of her saying "Let them eat cake".

Appendix E1
Teacher Notes
The Third Estate Revolts

I. A Time of Crisis

A. The French government spent too much money for too long

1. Huge amount spent at court
2. Expensive wars

B. Call of the Estates-General

1. Upper-class knew the country was in financial trouble and knew they would have to give up some things for the good of the country
2. Talked Louis XVI into calling a meeting of the Estates-General which had not come together since 1614)

II. The Estates-General Meets

A. Each estate arrived on May 2, 1789

1. Each estate met in separate rooms
2. First and Second Estates greeted warmly
3. The Third Estate waited three hours before they could enter the Palace of Versailles—they were taken to a small room and were not greeted warmly

B. Each group was allowed one vote

1. This ensured that the First and Second Estates would always hold power over the Third Estate
2. The Third Estate wanted to meet with the other two estates and each member of the Third Estate be allowed to cast a vote—naturally, they were overruled

III. A National Assembly

A. After many days of deliberation, the Third Estate was only able to agree that they should invite the First Estate to talk with the Third Estate

B. A few delegates from the First Estate finally joined the Third Estate. After a few days, more people from the First Estate joined them

1. Abbe Sieyes—a sympathizer of the Third Estate—brought attention to the fact that the Third Estate made up 98% of the population
2. He also helped get the name, “Estates-General” changed to the National Assembly in which the Third Estate gained more say so in the government

C. Louis XVI was furious over what the Estates-General had done!

IV. The Tennis Court Oath

A. Louis was furious over the decision and tried to prevent the newly formed National Assembly from meeting again

1. Louis locked the doors of the meeting hall
2. He intended to hold a separate meeting for each of the three estates and rule the decisions of the Third Estate illegal!

B. A different meeting place was found

1. After finding the doors of the hall locked, the Assembly went to the nearest available meeting place to discuss what to do next
2. The nearest place was the indoor tennis courts—they busted down the door and crowded inside
3. Once inside, some suggested moving the meeting to Paris, one stood up and insisted that the group stay together until they wrote a new constitution

V. The Tennis Court Oath

Jean-Sylvain Bailly—leader of the meeting, stood on a makeshift table (door ripped off its hinges) as they came forward and signed the Tennis Court –a document stating the Assembly would stay together until they wrote a constitution—thus beginning the French Revolution.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

The Third Estate Revolts

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B. Call of the Estates-General

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Appendix E2
Overhead Notes (Continued)

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Appendix F1
Teacher Notes
The Road to the Guillotine

The Icing on the Cake

Since the citizens of the Estates-General took matters into their own hands and declared themselves the National Assembly, Louis XVI grew worried and angry. He was so uneasy that he called for his Swiss guards to surround Paris; the French citizens grew extremely worried as they watched the Swiss guards move in. During this movement, the working class, also known as the sans-culottes, were starting to rise up and have a louder voice in the events taking place. Jacques Necker, his financial advisor, was seen as the mediator between the working class and the aristocracy. The workers of Paris believed that Necker could help the rising cost of bread, ease the burden of taxes, and help decrease the national debt. The firing of Necker caused a deeper suspicion of the king, causing riots, break-ins, and major unrest.

The Storming of the Bastille

After many days of street violence, the Parisians turned their efforts towards the fourteenth century fortress, the Bastille. For years rumors circulated about many political prisoners being held there. In reality, there were only seven inmates—none of which were held there for speaking out against the government. When the mob finally entered the Bastille, they took the head guard, Launay, and executed him along with another guard. The mob cut off their heads, placed them on pikes and carried the heads around town in celebration. July 14, 1789, the day the Bastille fell, would mark the beginning of the French Revolution.

The Great Fear

As a desperate attempt to restore order, Louis XVI placed Necker back in office; unfortunately, this attempt had little impact on the rioting. As if things were not bad enough, rumors started spreading about Spanish and British troops killing all the peasants and burning all the crops located right outside of Paris. This rumor caused the “great fear”—during this time, peasants were in constant fear and walking around fully armed with anything they could find. Fortunately, the rumors were not true and the state of panic passed quickly. However, the government was disintegrating quickly as the National Assembly tried to develop a plan to solve the violence.

Toward a New Government

While delegates were in their meeting hall, they agreed that many things must change before order could be reestablished. Some delegates suggested that taxes be paid by all citizens, not just the Third Estate. Others suggested that certain advantages for the nobility under the “Ancien Regime” be abolished. In the excitement of all this, the churchmen forfeited their tithes, landowners would no longer collect rent, and peasants would be able to participate in the government and in the army.

The Declaration of Man

With the help of the Bill of Rights from both England and the United States and some reluctance, the Rights of Man was born. It included things such as freedom, equality, protection, property, etc. Most importantly, the Absolute monarchy was no longer the government. There could still be a king.

Women March on Versailles

Due to the lack of bread in Paris, more than 6,000 women marched to Versailles to see the king and queen. The French women hated the queen so much; they even talked about murdering her. While the women were on their way to the palace, the National Guard insisted that their leader, Marquis de Lafayette, march them to Versailles to bring the king back to Paris. Meanwhile back at Versailles, the angry mob of women forced their way into the meeting hall of the National Assembly demanding bread. The women were instructed to see the king; six ladies were allowed to see the king. He agreed to gather all the bread in the palace and send it home with them, and then he went to bed believing that all was solved. Unfortunately, the women were not satisfied; early the next morning, the women stormed the palace demanding to see the queen. They killed two of the queen’s bodyguards and placed their heads on pikes, and slashed her bedding. In the nick of time, the National Guards arrived at the palace and were able to get the angry mob to go outside. In order to get the mob to leave the palace completely, the king agreed to go to Paris with his wife and son. Six hours later, the royal family arrived in Paris—they would never see Versailles again.

Reform and the Constitution

With the king back in Paris, the National Assembly once again turned its attention towards reforms and a constitution. The Assembly formed a limited constitutional monarchy—the Assembly made all the rules, the king was expected to enforce them. The Assembly thought they had it all figured out—the Revolution was over—unfortunately, they were wrong.

Adapted from the Person textbook for 6th grade Core Knowledge History and Geography

Appendix F2
Vocabulary Quiz

Name: _____

Word Bank:

- | | | |
|----------------------|--------------------|-------------|
| a. absolute monarchy | f. dauphin | k. republic |
| b. archives | g. Estates-General | l. royalist |
| c. bourgeoisie | h. exile | m. tithe |
| d. conservative | i. guillotine | n. tumbrel |
| e. courtier | j. radical | |

- _____ 1. King or queen whose power is not limited by a representative assembly
- _____ 2. Someone who favors extreme change
- _____ 3. A government run by representatives elected by the people
- _____ 4. Assembly of the three estates of France; last meeting in 1789
- _____ 5. A device designed to decapitate people—usually took three tries to cut the head off
- _____ 6. A supporter of the king or queen
- _____ 7. One-tenth of a person's income, paid to support a church
- _____ 8. The title given to the prince who's in line next to inherit the French throne
- _____ 9. The middle class; neither nobles nor peasants
- _____ 10. A two-wheeled wooden cart used to transport prisoners to the guillotine
- _____ 11. Forced removal from one's native country
- _____ 12. One who opposes rapid change and holds traditional values
- _____ 13. A place or collection containing records, documents, or other materials of historical interest
- _____ 14. An attendant at court, usually an aristocrat who seeks favor, especially by insincere flattery

Appendix F3
Vocabulary Quiz
Answer Key

Word Bank:

- | | | |
|----------------------|--------------------|-------------|
| a. absolute monarchy | f. dauphin | k. republic |
| b. archives | g. Estates-General | l. royalist |
| c. bourgeoisie | h. exile | m. tithe |
| d. conservative | i. guillotine | n. tumbrel |
| e. courtier | j. radical | |

- ___a___ 1. King or queen whose power is not limited by a representative assembly
- ___j___ 2. Someone who favors extreme change
- ___k___ 3. A government run by representatives elected by the people
- ___g___ 4. Assembly of the three estates of France; last meeting in 1789
- ___i___ 5. A device designed to decapitate people—usually took three tries to cut the head off
- ___l___ 6. A supporter of the king or queen
- ___m___ 7. One-tenth of a person's income, paid to support a church
- ___f___ 8. The title given to the prince who's in line next to inherit the French throne
- ___c___ 9. The middle class; neither nobles nor peasants
- ___n___ 10. A two-wheeled wooden cart used to transport prisoners to the guillotine
- ___h___ 11. Forced removal from one's native country
- ___d___ 12. One who opposes rapid change and holds traditional values
- ___b___ 13. A place or collection containing records, documents, or other materials of historical interest
- ___e___ 14. An attendant at court, usually an aristocrat who seeks favor, especially by insincere flattery

Appendix G1
Teacher Notes
The King and Queen to the Guillotine

The Attempted Escape:

The king and his family tried to sneak out of Paris in the dead of night on June 21, 1791; they were heading to Austria where Marie Antoinette's brother, Leopold II was king. However, their plan fell apart when a man in a nearby town revealed them. They were forced to return back to Paris; the king had lost everything.

The New Government:

When the National Assembly finished its assigned task, the Legislative Assembly stepped into place. However, the new Legislative Assembly consisted of younger men with shorter tempers. They were all from the middle class but they had different ideas on how to run the country. On one side, there were the conservatives who liked having a monarchy and wanted to keep it in place. On the other side were the radicals who wanted nothing less than a republic.

France at War:

Leopold II wanted to put down the revolution because it could inspire other countries to revolt. The Assembly was thrilled at this news—they wanted the ideas behind the revolution to get out—what better way than to have a war—and war they declared. However, they were not ready for the Austrians and it was a total disaster; the sansculottes turned their anger and blame towards the king and queen, calling them traitors. The sansculottes took charge of the government, formed a mob, and started marching towards the Tuleries. The palace guards defended the palace as best they could, but when the men of Marseilles came to the aid of the sansculottes, they were no match. Louis XVI and his family looked for safety in the meeting place for the Legislative Assembly but the Assembly could not save them. After the mob broke into the palace, they killed over 1,000 people—anyone they could find. The mob took the royal family as prisoners and after a new, more radical group of people were elected to the National Convention (the new government), Louis XVI and Marie Antoinette's future would be decided.

The End of King Louis XVI:

After being stripped of his power, the Convention had to decide what to do with the former king—put him to death, put him in prison, or send him into exile. Louis Capet (Louis XVI's new name) was put on trial, found guilty of conspiracy against his country, and sentenced to death by the guillotine—even his own cousin, Philippe Egalite voted for Louis' execution. As Louis faced execution on September 22, 1792, he stood tall; as he placed his head on the headrest of the guillotine, he said, "I die innocent..." and that was the end of Louis. The executioner held the head of Louis up for all to see, the crowd shouted, "Long live the Republic!"

The Fate of the Queen:

The queen faced the same fate as her husband—she was put on trial, found guilty, and sentenced to death by the guillotine. On October 16, 1793 (a little over a year after Louis execution) Marie Antoinette was taken to the guillotine. She no longer looked like the beautiful queen that everyone knew, instead she looked like a tired old women, dressed in a simple white dress and black stockings. She too faced her execution with her head held high. The story goes that as she was walking up the steps to the guillotine, she stepped on the foot of the man that was going to be putting her to death; these were her final words, "I beg your pardon, I did not do it on purpose." Then the blade fell, and Marie Antoinette's existence faded away.

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Appendix H1
Teacher Notes
The Reign of Terror

The Revolution Turns Bloody

When the French citizens decide to take action against its monarch in 1789, many people in Europe and America supported their efforts and were very excited. Then, the foreign supporters changed their minds. They could not believe the chaos and the heartlessness of the revolutionaries; they decided to wage war against France. What the foreigners did not know was that things were about to get even uglier.

Death Every Afternoon

Tumbrels, carrying “traitors” of the French Revolution, would go up and down the streets everyday. These traitors could be anyone including, men, women, and children. Their “crimes” ranged from crying over a relative killed by the guillotine, someone chopping down a tree that was “planted in honor of the revolution”, anyone who discussed their dislike of the revolution, or anyone who would use the wrong terminology—using “monsieur” or “madame” instead of citizen and citizeness. All these acts could be punishable by death under the Law of Suspects—more than 40,000 citizens would be murdered.

The Jacobins and the Committee of Public Safety

The Jacobins were members of the Bourgeois and were very much in favor of violence. They were the ones who insisted on killing the king and queen and waging war on Austria. However, there were people (especially in the countryside) who did not agree with the tactics of the Jacobins—and made sure they knew it. Unfortunately, the Jacobins were able to take control of the government causing the country to spiral totally out of control. The foreign wars were taking their toll on France, civil war was breaking out in many places and people who did not support the Jacobins were allowing foreign troops to stay in their homes, food was becoming scarce and prices were still rising, and everybody was suspicious about each other—something had to be done. So a committee was created—The Committee of Public Safety—and a man, a very violent man was put in charge.

Maximilien Robespierre

Robespierre was a strong supporter of the French Revolution and of violence. He believed the only way to for the Revolution to succeed was to rid all those who opposed it—the motto would become, “Let terror be the order of the day!” This was the man who was responsible for creating the Law of Suspects. However, his fate would come after he tried to accuse other members of the National Convention of being traitors; he would be taken to jail. Realizing he had reached the end, he tried to kill himself that night, the plan failed and he was taken to the guillotine with bloody rags wrapped around his face. Along with Robespierre, other members of the Committee of Public Safety would meet their fate as well.

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