Teacher Overview Objectives: French Revolution
Stage 2: The Radical Revolution

NYS Social Studies Framework Alignment:

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<th>Key Idea</th>
<th>Conceptual Understanding</th>
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<td>10.2: ENLIGHTENMENT, REVOLUTION, AND NATIONALISM: The Enlightenment called into question traditional beliefs and inspired widespread political, economic, and social change. This intellectual movement was used to challenge political authorities in Europe and colonial rule in the Americas. These ideals inspired political and social movements. (Standards: 2, 3, 5; Themes: MOV, TCC, GEO, SOC, GOV, Civ)</td>
<td>10.2c Individuals and groups drew upon principles of the Enlightenment to spread rebellions and call for revolutions in France and the Americas.</td>
<td>Students will examine evidence related to the preconditions of the French Revolution and the course of the revolution, noting the roles of Olympe de Gouges, Maximilien Robespierre, and Napoleon Bonaparte.</td>
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<tr>
<th>Objective</th>
<th>Guiding Question and Activity Description</th>
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<tr>
<td>1. Describe the reasons for France’s declaration of war on Austria, Prussia, England and other monarchs and the impact these wars had on revolutionary progress.</td>
<td>Why did France declare war on Austria, Prussia and other monarchs? How did these wars impact revolutionary progress?</td>
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<td>2. Describe the reasons for and impact of Louis XVI’s execution.</td>
<td>Why was Louis XVI executed? How did this execution impact revolutionary progress?</td>
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<td>3. Describe the reasons for the Reign of Terror.</td>
<td>What was the Reign of Terror? Why did Robespierre initiate it?</td>
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<td>4. Describe the impact of the Reign of Terror.</td>
<td>How did the Reign of Terror impact France?</td>
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<td>5. Explain how Robespierre justified the Reign of Terror.</td>
<td>How does Robespierre justify the Reign of Terror?</td>
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The following materials make use of resources and methodology of the New York State Social Studies Resource Toolkit. Please visit [http://www.c3teachers.org/](http://www.c3teachers.org/) to support this important effort, find the original sources, and explore other inquiries that align to the NYS Social Studies Framework.
STAGE 2 | 1792-1794: Radical Stage

1. April 1792
   France declares war on Austria, Prussia, Britain, Holland, and Spain

2. January 1793
   Louis XVI is executed by guillotine

3. March 1793
   Robespierre leads Committee of Public Safety
   Reign of Terror begins

4. July 1794
   Robespierre is executed
   Reign of Terror ends
The Constitution of 1791 established a new government that set up a limited monarchy instead of an absolute monarchy. As a result, the Legislative Assembly had the power to collect taxes, make laws, and declare war.

1. How is a limited monarchy different from an absolute monarchy?

In June 1791, King Louis XVI and Marie Antoinette along with their children attempted to escape Paris in disguises, however, they were caught and escorted back to France.

2. How might this escape have impacted how King Louis XVI was perceived by the French?

3. How do you think this escape impacted how King Louis XVI was perceived by other European monarchs?

By 1792, European Monarchs were eyeing France with suspicion. They had seen the overthrow of Louis XVI by the French people and worried that revolutionary fervor would spread to their countries.

4. What do you think other European monarchs feared? Why did they have these fears?

The émigrés, or the former members of the nobility, Catholic royalist sympathizers, or anti-republicans, were expelled by the Decree of 17 December 1791 or left because they felt threatened by the revolution. These émigrés fled to neighboring European countries where they told stories of attacks and abuses by the revolutionary government.

5. Who were the émigrés?

In response to the stories from émigrés and anger over the King Louis XVI’s failed attempt at escape, the king of Prussia and the emperor of Austria wrote the Declaration of Pillnitz on August 27, 1791 in which they warned the revolutionary government that if any harm came to the king and his monarchy that they would intervene militarily.

6. What was the Declaration of Pillnitz?

7. How would such a declaration impact the relationship between the revolutionary government and neighboring monarchical countries?

The king of Prussia and the emperor of Austria also began to rally other monarch nations to form an alliance against France. In a preemptive move, France declared war on Austria on April 20, 1792, then on Prussia, Britain and other European nations.

8. What did France do on April 20, 1792? Why did they do this?

Sources:
https://www.mtholyoke.edu/courses/rschwart/hst255/kat_anne/war.html
http://www.history.com/topics/french-revolution
http://www.newworldencyclopedia.org/entry/French_Revolution
Why was Louis XVI executed? How did this execution impact revolutionary progress?
Objective: Describe the reasons for and impact of Louis XVI’s execution.

January 1793: Louis XVI is executed

"Execution of Louis XVI" – German copperplate engraving, 1793, by Georg Heinrich Sieveking

Watch the clip of the French Revolution documentary and respond to the questions below.

<table>
<thead>
<tr>
<th>Time</th>
<th>Question</th>
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<tbody>
<tr>
<td>1:30</td>
<td>1. What problems did the National Convention face? How did this problem impact how revolutionary leaders began to treat suspected traitors within France?</td>
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<tr>
<td>1:53</td>
<td>2. What happened to over 1,000 people suspected of being traitors?</td>
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<tr>
<td>2-2:45</td>
<td>3. What did Robespierre want to focus on?</td>
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<tr>
<td></td>
<td>4. What did Danton want to focus on?</td>
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</table>
5. “With so many able-bodied men leaving for the frontlines, Paris is left defenseless, its jails bursting with political prisoners. An unsettling fear floods the city. The growing mass of prisoners may be impossible to contain. Marat puts out a bloodthirsty called for revolutionary citizens to descend upon the prisons and slaughter all inside.” Why do you think Marat made this suggestion?

6. How did Marat spread his ideas? What Renaissance technology allowed him to spread his ideas?

7. What event encouraged revolutionaries to follow through with Marat’s plan?

8. Why do you think people were persuaded to follow Marat’s suggestions?

9. What impact does the media [newspaper, TV, etc.] have on influencing the actions of people within a nation?

10. Describe what the revolutionaries did to the prisoners.

11. How many people were killed during the September massacre?

12. Which nation was critical of the September massacre?

13. Robespierre realized that the massacre went too far and that the revolutionaries need a leader. He comes forward. What is the first decision he made as the new leader of the revolutionaries?

14. According to the historian, Robespierre said, “You have to kill the king so the revolution can live.” What does this sentence mean? What does this reveal about the extent French revolutionaries were willing to go to achieve their goals?

15. On January 28, 1793, what is decided about King Louis XVI?

16. How do revolutionaries respond to the execution of King Louis XVI?

17. What did the execution of Louis XVI symbolize?

18. How did his execution help advance the revolutionary ideals?

19. In your opinion, is it right to use violence to advance your ideas and goals?
**Print of Louis XVI's Guillotined Head**

**Artist or maker:**
Unknown
Published by Villeneuve (French, active 1789-1814)
Author of Text
Maximilien Robespierre (French, b.1758, d.1794)
**Date:** 1793
**Place of Production:**
Paris, France
**Medium:** aquatint, etching and engraving on paper

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**Directions:** Using the image above, respond to the questions below.

<table>
<thead>
<tr>
<th><strong>OBSERVE</strong></th>
<th><strong>DESCRIBE</strong></th>
<th><strong>EXPLAIN</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. List the object, people or places you see in the image.</td>
<td>4. Describe the action in the image.</td>
<td>5. What message does this image send to counterrevolutionaries within France?</td>
</tr>
<tr>
<td><strong>EXPLAIN</strong></td>
<td>6. What message does this image send to revolutionary sympathizers within France?</td>
<td>7. What message does this image send to other European monarchs?</td>
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<tr>
<td>2. In the title, who are the “Crowned Jugglers” and why are they referred to in that way?</td>
<td></td>
<td></td>
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<tr>
<td>3. Why is Louis XVI's blood referred to as “impure”?</td>
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</table>
3 What was the Reign of Terror? Why did Robespierre initiate it?
Objective: Describe the reasons for the Reign of Terror.

X March 1793: Robespierre leads Committee of Public Safety and the Reign of Terror begins

What was the Committee of Public Safety?
The Committee of Public Safety was set up on April 6, 1793, during one of the crises of the Revolution, when France was burdened with foreign and civil war. The new committee was to provide for the defense of the nation against its enemies, foreign and domestic, and to oversee the already existing organs of executive government. From April to July 10, 1793, the Committee of Public Safety was dominated by Georges Danton and his followers, who pursued a policy of moderation and reconciliation but who failed to deal adequately with the precarious military situation. These men were replaced in July by men more determined and more radical in the defense of the Revolution, among them Maximilien Robespierre.

1. What was the purpose of the Committee of Public Safety?
2. Which more radical leader took control of the Committee of Public Safety? ______________
3. Given what you know about the September massacre and the execution of Louis XVI, what predictions can you make about what the revolutionaries were willing to do to meet the Committee’s goals?

What was the Reign of Terror?
The Reign of Terror (June 1793 – July 1794) was a period in the French Revolution characterized by brutal repression. The Terror originated with the Committee of Public Safety that suspended most of the democratic achievements of the revolution, and intended to pursue the revolution on social matters. Its stated aim was to destroy internal enemies and conspirators and to chase the external enemies from French territory. The Terror as such started on September 5, 1793 and, as the Reign of Terror, lasted until the summer of 1794, taking the lives of anywhere between 18,000 to 40,000 people (estimates vary widely). Thousands would die by means of the guillotine. In the single month before it ended, 1,300 executions took place.

4. The Reign of Terror is said to be “characterized by brutal repression”. What does the word “repression” mean?
5. According to this excerpt, what was the aim of the Reign of Terror?
The image to the left is an engraving from France (1793). The text at the bottom of the engraving reads (translated): “Robespierre, after having all the French guillotined, beheads the executioner with his own hand.”

1. What does this image reveal about Robespierre?

2. What does this image reveal about the Reign of Terror?

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


http://www.c3teachers.org/inquiries/frenchrev/

4 How did the Reign of Terror impact France?

Objective: Describe the impact of the Reign of Terror

Directions: Examine each of the documents below and answer the questions that accompany them to understand the impact the Reign of Terror had on France and the revolution.

Executions During the Reign of Terror

1. According to the pie chart to the left, which classes were executed most frequently?

2. What is ironic about who the Committee of Public Safety chose to execute?

3. How might these executions have impacted morale in France?

Source: Dennis Sherman et al., eds., World Civilizations: Sources, Images, and Interpretations, McGraw-Hill (adapted) from the NYS Global History and Geography Regents Exam, August 2006.
Robespierre’s Changes to the Government

… When he entered the Committee [of Public Safety], Maximilien [Robespierre] persuaded the other members to accept new procedures, to reorganize the clerical staff and to hold weekly meetings with the other Committee [of General Security]. The press, which, from intimate knowledge, the leader regarded as dangerous, was to be temporarily deprived of its freedom. Only when true democracy had been established would it be possible to allow journalists to have their say again! In all such decisions, the will and interests of the majority of citizens of France were both the pretext [alleged reason] and the inspiration. In other words: the government was to remain revolutionary until peace had been restored and all enemies put to flight....


1. According to John Laurence Carr, what was one change Robespierre persuaded the government to make to address the threat to the revolution?

2. What does the sentence, “The press, which, from intimate knowledge, the leader regarded as dangerous, was to be temporarily deprived of its freedom” mean? Why would Robespierre make this decision?

3. Based on this excerpt, why did Robespierre think the changes in the government were necessary?

The Law of Suspects

This law, passed on 17 September 1793 [by Robespierre and the National Convention], authorized the creation of revolutionary tribunals to try those suspected of treason against the Republic and to punish those convicted with death. This legislation in effect made the penal justice system into the enforcement arm of the revolutionary government, which would now set as its primary responsibility not only the maintenance of public order but also the much more difficult and controversial task of identifying internal enemies of the Republic—such as “profiteers” who violated the Maximum [decree to fix prices]—and then removing them from the citizenry, where they might subvert [sabotage] the general will....

Source: Liberty, Equality, Fraternity: Exploring the French Revolution, online site, a collaboration of the Roy Rosenzweig Center for History and New Media and the American Social History Project from the NYS Global History and Geography Regents Exam, January 2015.

1. According to this document, in what way did the Law of Suspects address the threats against the government?
Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. “Suspicion” was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he “looked” noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. [...]  

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. [...] The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood.


1. In lines 3-4, Helen Williams recounts, “So we were free but were watched.” What does this suggest about life during the Reign of Terror?

2. In lines 10-11, Helen Williams explains, “One man was arrested because he “looked” noble, another because a total stranger swore that he supported monarchy.” What does this reveal about how the Reign of Terror impacted the everyday lives of the French?

3. In lines 21-23, Helen Williams writes, “The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood.” Why were both the innocent and guilty killed?
Maximilien Robespierre (1758-1794) was the leader of the twelve man Committee of Public Safety elected by the National Convention, and which effectively governed France at the height of the radical phase of the revolution. He had once been a fairly straightforward liberal thinker - reputedly he slept with a copy of Rousseau’s Social Contract at his side. But his own purity of belief led him to impatience with others.

The committee was among the most creative executive bodies ever seen - and rapidly put into effect policies which stabilized the French economy and began the formation of the very successful French army. It also directed it energies against counter-revolutionary uprisings, especially in the south and west of France. In doing so it unleashed the Reign of Terror.

In this speech to the Convention, entitled “On the Moral and Political Principles of Domestic Policy” that was delivered on 5 February 1794, Robespierre offered a justification of the Terror. By this date, uprisings had been by and large pacified and the threat of invasion by the Austrians, British, and Prussians had receded, yet Robespierre emphasized that only a combination of virtue (a commitment to republican ideals) and terror (coercion against those who failed to demonstrate such a commitment) could ensure the long-term salvation of the Republic. His speech was given after revolutionary tribunal in Paris executed 238 men and 31 women. On February 5 there were 5,434 individuals in the prisons in Paris awaiting trial.


1a. Pre-Reading Questions: Contextualization

<table>
<thead>
<tr>
<th>Who</th>
<th>wrote “On the Moral and Political Principles of Domestic Policy?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>When</td>
<td>was “On the Moral and Political Principles of Domestic Policy” written? (Year)</td>
</tr>
<tr>
<td>Where</td>
<td>was “On the Moral and Political Principles of Domestic Policy” written?</td>
</tr>
<tr>
<td>What</td>
<td>type (primary source of secondary source) of document is “On the Moral and Political Principles of Domestic Policy?”</td>
</tr>
<tr>
<td>What</td>
<td>genre (letter, memoir, treatise, journal, edict, speech, etc.) of document is “On the Moral and Political Principles of Domestic Policy?” What does this reveal about the intended impact of this document?</td>
</tr>
<tr>
<td>Who was the audience</td>
<td>for “On the Moral and Political Principles of Domestic Policy?”</td>
</tr>
<tr>
<td>What was the perspective</td>
<td>of the author? (Hint: What was the main interest or goal of the author?)</td>
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</table>
1b. Why did Robespierre deliver the “On the Moral and Political Principles of Domestic Policy” speech?


1c. Why might “On the Moral and Political Principles of Domestic Policy” be an important historical document during this period of the French Revolution? (How might this document help historians better understand this time period?)


1d. The speech was given after revolutionary tribunal in Paris executed 238 men and 31 women. Why is it significant that he delivered the speech after these execution?


Directions: Using the text of Robespierre below, respond to the questions.

| “On the Moral and Political Principles of Domestic Policy” a speech given to the Convention by Maximilien Robespierre, Feb. 5, 1794 |
|---|---|
| 1 | To found and **consolidate** democracy, to achieve the peaceable reign of the constitutional laws, we must end the war of liberty against **tyranny** and pass safely across the storms of the revolution: such is the aim of the revolutionary system that you have **enacted**. Your conduct, then, ought also to be regulated by the stormy circumstances in which the republic is placed; and the plan of your administration must result from the spirit of the revolutionary government combined with the general principles of democracy… |
| 2 | 1. What does the phrase “to found and consolidate democracy” (li. 1-2) mean? |
| 3 | 2. Based on your prior knowledge, what are the “stormy circumstances in which the republic is placed” (li. 6-8)? |
| 4 | 3. How does Robespierre describe virtue? How does virtue shape the country? |
| 5 | 4. In lines 23-25, Robespierre says, “but the tempest roars, and the revolution imposes on you another task.” What is the other “task”? |
We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

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


5. In lines 28-29, Robespierre says, “We must smother the internal and external enemies of the Republic or perish with it…”. What does Robespierre mean by “smother the internal and external enemies”? What does he argue is the consequence for not doing so?

6. In lines 30-32, Robespierre says, “the first maxim of your policy ought to be to lead the people by reason and the people’s enemies by terror.” What is the difference between leading the people by reason and leading the enemies by terror?

7. According to Robespierre, why is it justified to use terror?

8. In what ways does this speech support basic Enlightenment principles?

9. In what ways does this speech undermine basic Enlightenment principles?

10. Do the ideas expressed in this speech support the ideas in the Declaration of the Rights of Man?

11. How does Robespierre justify the Reign of Terror? Why does he feel a need to make a speech justifying the Reign of Terror?
Writing Task: How might Helen Williams or others killed and/or imprisoned during the Reign of Terror feel about Robespierre’s speech? Explain.
July 1794: Robespierre is executed and the Reign of Terror ends

TIMETABLE, 1794

... July 27: The Convention ordered the arrest of Robespierre and his friends. They were taken to Luxembourg. The jailer refused to lock them up. They left and went to the Town Hall to plan their next move. They could have beaten the Convention, but the Paris Commune did not help in time. They were declared to be outlaws and arrested again.

July 28 (early morning): The Convention made Robespierre and his friends outlaws and arrested them at the Town Hall. Now either Robespierre was shot, or he shot himself. He was wounded.

July 28: Robespierre and 21 friends went to the guillotine....


1. According to Jane Shuter, what was one consequence Robespierre faced as a result of his actions?

2. What is ironic about the death of Robespierre?

... By 1795, the Revolutionary armies had restored peace to the French borders, but, once again, turmoil threatened to sweep across France itself. The National Convention (now controlled by the moderate and conservative representatives, who had condemned Robespierre) could not prevent new outbreaks of radical demonstrations....


3. According to Sean Connolly, what was one issue France faced after Robespierre was removed from power?
Writing Task: What effects did the Reign of Terror have on France and the French Revolution?