**French Revolution DBQ**

**Historical Context:**
The French Revolution (1789–1814-including Napoleon’s reign) was a period of radical social and political upheaval in France that had a lasting impact on French history and more broadly throughout Europe. Political, social, and economic conditions in France contributed to the discontent felt by many French people - especially those of the Third Estate.

**Task:** Using at least 5 documents, write a well-organized essay in which you:
- List and discuss at least 2 causes of the French Revolution
- List and discuss at least 2 effects of the French Revolution
- Evaluate whether the changes that resulted from the revolution resolved the problems that caused it.

**Part 1 Directions:** After reading each document, answer the question(s) and highlight whether the document is a Cause, Effect, or Resolution of the problems in France. *(This will help you when you go to plan out the essay portion.)*

**Document 1**

The following quotes are from the written works of Enlightenment philosophers during the 17th and 18th centuries.

“*I do not agree with what you have to say, but I'll defend to the death your right to say it.*”
-Voltaire

“All mankind... being all equal and independent, no one ought to harm another in his life, health, liberty or possessions.”
-John Locke

“*Man is born free, and everywhere he is in shackles.*”
-Jean Jacques Rousseau

“*Slavery to monarchs and ministers, which the world will be long freeing itself from, and whose deadly grasp stops the progress of the human mind, is not yet abolished.*”
-Mary Wollstonecraft

1a. How did the Enlightenment encourage political and social changes? [2]
The Enlightenment encouraged people to examine and possibly change their existing government and the norms of society.

1b. How do these quotes **summarize** the new ideas about government from the 18th century? [2]
These quotes tell us that the government from the 18th century was not considerate of the rights of every man and needed to be changed.

1c. **Highlight one:** [1]
- This is a cause of the revolution.
- This is an effect of the revolution.
- This shows how the revolution did or did not resolve the problems that caused it.
Document 2

This excerpt is from John Locke’s *Two Treatises of Government*.

‘Men being…by nature are free, equal, and independent, no one can be…subjected to the political power of another without his own consent…To protect natural rights governments are established…Since men hope to preserve their property by establishing a government, they will not want that government to destroy their objectives. When legislators try to destroy or take away the property of the people, or try to reduce them to slavery, they put themselves into a state of war with the people who can then refuse to obey the laws.’

2a. According to the author, what is the purpose of government? [2]

The purpose of government is to protect the natural rights of the citizens.

2b. **Highlight one: [1]**
- This is a cause of the revolution.
- This is an effect of the revolution.
- This shows how the revolution did or did not resolve the problems that caused it.

Document 3

This excerpt is adapted from *Travels in France* by Arthur Young, who traveled through France from 1787-1789.

In the south of France there is a taille [tax on the land and its produce]. There is an injustice in levying the amount each person must pay. Lands held by the nobility are taxed very little. Lands held by the commoners are taxed very heavily…

September 5, 1788: The poor people seem very poor indeed. The children are terribly ragged.

June 10, 1789: The lack of bread is terrible. Stories arrive every moment from provinces of riots…The price of bread has risen above people’s ability to pay. This causes great misery.

July 1789:…I was joined by a poor woman who complained of the hard times. “The tailles and feudal dues [rents owed to the landlords] are crushing us,” she said.

3a. Identify **two** issues/problems in France from 1787-1789. [2]

Feudal dues, tailles (tax on land), high cost of bread resulting in riots, children suffering…

3b. **Highlight one: [1]**
- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.
4a. Identify the three figures in the cartoon in relation to French society (1\textsuperscript{st}, 2\textsuperscript{nd}, and 3\textsuperscript{rd} estates). [2]

The person on the left represents the 1\textsuperscript{st} Estate, the person to the right represents the 2\textsuperscript{nd} Estate and the guy on the bottom represents the 3\textsuperscript{rd} Estate.

4b. According to the cartoonist, what problems existed within the social hierarchy of pre-revolutionary French society. [2]

1\textsuperscript{st} & 2\textsuperscript{nd} Estate were above the 3\textsuperscript{rd} Estate, who bore the burden of the taxes and feudal dues. The cartoon also demonstrates that the first two estates are working together to make sure that does not change.

4c. Highlight one: [1]
- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.
5a. How did the French National Assembly attempt to deal with the problems that caused the French Revolution? [2]

They addressed three primary concerns: equal rights, role of government and taxation. They said everyone has equal rights, government’s role is to protect those rights and taxation is necessary, but it should be assessed in proportion to your means.

5b. Highlight one: [1]

- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.
EXECUTION of LOUIS XVI - KING OF THE FRENCH

By an express, which arrived yesterday morning from Messrs. Fector and Co. at Dover, we learn the following particulars of the King’s execution:

…The greatest tranquility prevailed in every street through which the procession passed. About half past nine, the King arrived at the place of execution, which was in the Place de Louis XV between the pedestal which formerly supported the statue of his grandfather, and the promenade of the Elysian Fields. Louis mounted the scaffold with composure, and that modest intrepidity peculiar to oppressed innocence, the trumpets sounding and drums beating during the whole time. He made a sign of wishing to harangue [criticize] the multitude, when the drums ceased, and Louis spoke these few words. “I die innocent; I pardon my enemies; I only sanctioned upon compulsion the Civil Constitution of the Clergy…” He was proceeding, but the beating of the drums drowned his voice. His executioners then laid hold of him, and an instant after, his head was separated from his body; this was about a quarter past ten o'clock.

After the execution, the people threw their hats up in the air, and cried out Vive la Nation! Some of them endeavored to seize the body, but it was removed by a strong guard to the Temple, and the lifeless remains of the King were exempted from those outrages which his Majesty had experienced during his life.

6a. To what degree did executing the king of France solve the problems of the revolution? [2]

The king’s execution does little to solve France’s problems. It actually creates some new ones; particularly with Robespierre having a license to execute at will.

6b. Highlight one: [1]

- This is a cause of the revolution.
- **This is an effect of the revolution.**
- This shows how the revolution did or did not resolve the problems that caused it.
7a. According to this excerpt, identify two immediate effects of the French Revolution in France. [2]

French citizens were enjoying, to an extent, freedom of speech and of the press; education was accessible to all, there were more job opportunities. In addition, more museums and libraries were built providing access to culture.

7b. Highlight one: [1]

- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.
8a. According to Helen Williams, what is one impact the Reign of Terror had on the people of Paris in 1793?

It instilled fear in the citizens of Paris to the point of paranoia.

8b. Highlight one: [1]

- This is a cause of the revolution
- **This is an effect of the revolution**
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Document 9

...The lasting quality of Napoleon’s reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social changes that had been set in motion...


9a. According to Robert B. Holtman, what is one impact the French Revolution and Napoleon’s reforms had on a nation or region outside France? [2]

There was dual impact from Napoleons’ reforms on nations and regions outside of France. For instance, in Italy where the Napoleonic Code was applied, it remained even after King Ferdinand returned to the throne. In addition, Napoleon’s reforms led to the rise of nationalism, which is love and loyalty for one’s country.

9b. Highlight one: [1]

- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.

Document 10:

“The great powers affirmed the principal of legitimacy—agreeing that as many as possible of the rulers whom Napoleon had driven from their thrones should be restored to power. In France, the brother of Louis XVI (16th) returned to power as king. He wisely adopted a constitution and ruled as a constitutional monarch.”

-except from World History: Patterns of Interaction, page 594

10a. According to this document, what kind of government did France end up with after the revolution? [2]

France became a constitutional monarchy following the revolution.

10b. Highlight one: [1]

- This is a cause of the revolution
- This is an effect of the revolution
- This shows how the revolution did or did not resolve the problems that caused it.
Part 2 Directions:
Present ideas for a thoughtful essay that:

- Has a relevant thesis statement and supports that thesis with evidence from the documents
- Cites evidence from included source perspectives. (document ____)
- Analyzes the documents by using them to support your thesis. Do not simply summarize the documents individually.
- Takes into account both the sources of the documents and the author’s points of view.
- Includes relevant information that comes from your own knowledge of the French Revolution not included in the historical documents.

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Task: Using at least 5 documents, create an outline of a well-organized essay in which you:

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