

PGAMO FREE K-12 SCHOOL · STUDY PACK

Grade 6 History & Geography

Unit 4: The French Revolution and Romanticism

12 lessons and a unit quiz. Use this pack with the **The French Revolution and Romanticism Student Reader** (print it, or download it once from the course) to teach the whole unit without the internet.

What is in this pack

- A lesson plan for each chapter: the Big Question, words to know, which pages to read, questions to talk over and the activity pages.
- The unit quiz, ready to print.
- Answers for the teacher at the back: every discussion question and the quiz key.

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Lesson schedule

Two or three lessons a week, about 30 minutes each. Tick each one off as you go.

	Lesson	Reader pages	Activity pages
☐	Chapter 1: Roots of the Revolution	PDF pages 61-70	AP 1.1, AP 1.2
☐	Chapter 2: The Three Estates	PDF pages 71-78	AP 2.1, AP 2.2
☐	Chapter 3: The Absolute Monarchs	PDF pages 79-86	AP 3.1, AP 3.2
☐	Chapter 4: Queen Marie Antoinette	PDF pages 87-94	AP 1.2, AP 4.1, AP 4.2
☐	Chapter 5: The Third Estate Revolts	PDF pages 95-102	—
☐	Chapter 6: A Time of Violence	PDF pages 103-110	—
☐	Chapter 7: Toward a New Government	PDF pages 111-118	—
☐	Chapter 8: From Monarchy to Republic	PDF pages 119-128	AP 8.1
☐	Chapter 9: Religion, Culture, and Art	PDF pages 129-136	AP 8.1, AP 9.1
☐	Chapter 10: The Reign of Terror	PDF pages 137-142	—
☐	Chapter 11: Napoleon Bonaparte: Empire Builder	PDF pages 143-154	AP 1.2, AP 11.1
☐	Chapter 12: The Romantic Revolution	PDF pages 155-162	AP 12.1, AP 12.2, AP 12.3
☐	Unit quiz	—	—

Page numbers are the PDF page numbers of the Student Reader file, so they match what your PDF reader shows.

Chapter 1: Roots of the Revolution

THE BIG QUESTION

Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?

Words to know

- **absolute monarch** — a king or queen who has the unchecked authority to do whatever he or she wants without any restrictions *The political thinkers of the Enlightenment disagreed with the supreme authority that absolute monarchs had over their subjects.*
- **censor** — to remove or prohibit books, art, film, or other media that the government finds offensive, immoral, or harmful *The government officials discussed whether to censor that book.*
- **reform** — an improvement *The king worked to make reforms to the tax laws of his country.*
- **divine right of kings** — the belief that kings and queens have a God-given right to rule, and that rebellion against them is a sin *The king believed that the divine right of kings gave him the ability to do whatever he wanted as ruler.*
- **tyrannical** — characteristic of a tyrant or tyranny; cruel or unjust *The peasants wanted to revolt against their tyrannical ruler.*
- **treasury** — a place where money and other riches of a government are kept *They elected a new official to run the treasury.*

Read

Read Chapter 1 in the Student Reader: PDF pages 61–70. Look at the pictures and maps together.

Talk it over

1. What were salons?
2. What two ideas came from John Locke?
3. Who were the three most famous philosophes, and what did they believe?
4. Why did the middle- and upper-class French find the Enlightenment ideas appealing?
5. How did the French regard the Glorious Revolution in England? Why did they react this way?
6. How did the Glorious Revolution influence Americans in their own pursuit of freedom?
7. What did Marquis de Lafayette do to help with American colonists? Why did he help?
8. Why did King Louis XVI agree to help the American colonists even though he didn't share their beliefs?
9. What was the Treaty of Alliance?

10. How did the Frenchmen who fought alongside Lafayette feel about the Americans?
11. What effect did helping the Americans have on France?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Which Enlightenment ideas spread across France, and why might some have considered those ideas to be dangerous?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.1: World Map — Teacher Guide PDF page 226
- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227

Chapter 2: The Three Estates

THE BIG QUESTION

What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?

Words to know

- **regime** — a period of rule *The strict regime of the monarch lasted more than fifty years.*
- **parish priest** — a person in a local church who has the training or authority to carry out certain religious ceremonies or rituals *We watched the parish priest conduct the baptism.*
- **tithe** — one-tenth of a person's income, paid to support a church *They pay their tithe on the first of the month.*
- **Third Estate** — In France, everyone who was not a member of the nobility or clergy; included everyone from the poorest of the poor to the wealthy middle class *The Third Estate revolted against the nobility during the French Revolution.*
- **feudal** — relating to the medieval system of exchanging land for service and loyalty *The feudal system tied many peasants to the land they worked.*
- **bourgeois** — the wealthy members of French society, such as landlords, who were also part of the Third Estate; people who were neither nobles or peasants *Many of the bourgeois were landlords and people who acquired the privilege of overseeing financial affairs as property managers.*

Read

Read Chapter 2 in the Student Reader: PDF pages 71–78. Look at the pictures and maps together.

Talk it over

1. What was the ancien régime?
2. Who occupied the lowest social position in French society for hundreds of years?
3. How did the Third Estate change by the 1700s?
4. What did the First and Second Estates have that the Third Estate did not have?
5. What did the Third Estate have that the other Estates did not?
6. Who was the wealthiest group in the Third Estate?
7. Why did the bourgeois hold a deep resentment toward the nobility?
8. Why did the groups within the Third Estate feel that it was time for a change?
9. Who was the poorest group in the Third Estate?

10. What was the salt tax?
11. How were the working class who lived in cities similar to the peasants of the Third Estate? How were they different?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was life like for the people who belonged to the Third Estate compared to those who made up the First and Second Estates?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 2.1: The Three Estates — Teacher Guide PDF page 228
- Activity Page 2.2: Why Not Change? — Teacher Guide PDF page 229

Chapter 3: The Absolute Monarchs

THE BIG QUESTION

How did the French kings use their absolute power?

Words to know

- **reign** — to rule over a country as its czar, king, or queen *The Bourbon kings reigned as absolute monarchs in France before the French Revolution.*
- **courtier** — a person who serves as a friend or adviser to a ruler in his or her court *The courtier offered the king advice about taxes.*
- **duke** — a male noble who rules a small territory *The duke has a great reputation among the people in the area.*

Read

Read Chapter 3 in the Student Reader: PDF pages 79–86. Look at the pictures and maps together.

Talk it over

1. When did Louis XIV reign?
2. Why do you think King Louis XIV was called “the Sun King”?
3. How was Louis XIV “the perfect model of an absolute monarch”?
4. What do you think Louis XIV meant when he said, “I am the State”?
5. What happened when Louis XIV was ten? How did that event affect him?
6. What was Versailles?
7. How did Louis XIV use Versailles to control the nobles?
8. What happened to France during Louis XIV’s reign?
9. Who was Louis XV?
10. How was Louis XV different from his great-grandfather?
11. What main military activity was France involved in during Louis XV’s reign? What were the consequences?
12. How did Louis XV leave behind a financial crisis?
13. What kind of king was Louis XVI?
14. Whom did King Louis XVI marry when he was fifteen?
15. What do you think Louis XVI meant when he said, “I feel like the universe is going to fall on me”?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How did the French kings use their absolute power?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 3.1: Domain Vocabulary: Chapters 1-3 — Teacher Guide PDF page 230
- Activity Page 3.2: What Does it Mean? — Teacher Guide PDF page 231

Chapter 4: Queen Marie Antoinette

THE BIG QUESTION

How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?

Words to know

- **dauphin** — the title given to the prince who is next in line to inherit the French throne *The crowd was excited to see the dauphin in person as the king and queen brought him to the chapel.*
- **indulge** — to allow someone to do what they want; to spoil someone *The king decided to indulge his wife's expensive tastes and let her buy anything she wanted.*
- **foreign ambassador** — a person from another country who is an official representative of his or her government *Several European foreign ambassadors visited the White House.*
- **arrogance** — a belief or feeling of superiority *Because of her arrogance, the queen did not think about other people's thoughts or feelings.*

Read

Read Chapter 4 in the Student Reader: PDF pages 87–94. Look at the pictures and maps together.

Talk it over

1. Why do you think the dauphin and his wife waited until three years after their wedding before visiting Paris?
2. Why did some people dislike Marie Antoinette?
3. Why did people feel hopeful about Louis XVI and Marie Antoinette?
4. What did Louis XVI do that made the aristocracy happy?
5. What did Marie Antoinette spend her allowance on?
6. How does the description of Marie Antoinette's hairstyles help you understand what she was like?
7. What was Le Petit Trianon?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How might the luxurious royal lifestyle have turned the ordinary people of France against the royal family?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227

- Activity Page 4.1: Locke and Hobbes Venn Diagram — Teacher Guide PDF page 232
- Activity Page 4.2: Locke and Descartes Venn Diagram — Teacher Guide PDF page 233

Chapter 5: The Third Estate Revolts

THE BIG QUESTION

What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together?

Words to know

- **interest** — the money paid by a borrower for the use of someone else's money *The interest that he paid on the loan was almost more than the original loan amount.*
- **Estates-General** — an assembly made up of representatives from France's Three Estates *The king called a meeting of the Estates-General to discuss the possibility of new taxes.*
- **delegation** — a group of people chosen to speak on behalf of a larger group *A delegation from the Third Estate sought to meet with representatives from the other two Estates.*

Read

Read Chapter 5 in the Student Reader: PDF pages 95–102. Look at the pictures and maps together.

Talk it over

1. What was the Estates-General?
2. What was the Estates-General's purpose?
3. Why did the king call a meeting now, considering that the Estates-General had not met since 1614?
4. What were the old rules of the Estates-General?
5. What changes did the Third Estate suggest for the meeting of the Estates-General?
6. Why did the Third Estate want to do things differently during this meeting?
7. Who was Abbé Sieyès?
8. What was the first decision reached by the Third Estate?
9. Why did the suggested name "National Assembly" spark such a furious debate?
10. How did the king react to the formation of the National Assembly?
11. What was the Tennis Court Oath? Why was it significant?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the purpose of the meeting of the Estates-General, and why did the aristocracy and the king refuse to allow the Three Estates to meet together?

- Use one of today's words in a sentence of your own.

Chapter 6: A Time of Violence

THE BIG QUESTION

What sequence of events caused people to storm the Bastille, and why did the unrest spread?

Words to know

- **finance minister** — the government official in charge of a country's money *The king spoke to the finance minister about the new tax plan he was going to propose.*
- **province** — an area or region similar to a state *The violence in the city of Paris spread to provinces throughout France.*
- **archive** — a place where public records or historical documents are kept *Researchers looked for details about the Bastille in France's archives.*
- **title deed** — a document stating a person's legal ownership *The couple signed the title deed when they bought their house.*
- **yoke** — a harness used to restrain work animals; something that takes away people's freedom *Revolutionaries saw the rule of absolute monarchs as a yoke that needed to be thrown off.*

Read

Read Chapter 6 in the Student Reader: PDF pages 103–110. Look at the pictures and maps together.

Talk it over

1. What was the first thing the king did in response to the formation of the National Assembly?
2. Why were the sans culottes angry?
3. How did the people of France feel about the king firing his finance minister? How did they respond?
4. What was at the Bastille at the time of the attack?
5. What happened to Launay, the governor of the Bastille?
6. Why do you think the rioters targeted the Bastille?
7. Why do you think Louis XVI wrote “nothing” in his journal on the day of the Bastille attack?
8. What happened in the countryside following the fall of the Bastille?
9. What was the Great Fear?
10. What problem faced the National Assembly?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What sequence of events caused people to storm the Bastille, and why did the unrest spread?
- Use one of today's words in a sentence of your own.

Chapter 7: Toward a New Government

THE BIG QUESTION

How significant was the Declaration of the Rights of Man, and what prompted the women's march to Versailles?

Words to know

- **natural law** — a system of rights or justice that is shared by all people and that comes from nature, not the rules of society *According to natural law, all people should be treated as equal.*
- **citizens' militia** — a n army composed of the people of a nation rather than soldiers *The National Guard is an example of a citizens' militia.*
- **constitutional monarchy** — government by a king or queen whose power is limited by a constitution *Protests against the absolute monarchy resulted in the formation of a constitutional monarchy.*

Read

Read Chapter 7 in the Student Reader: PDF pages 111–118. Look at the pictures and maps together.

Talk it over

1. What did the National Assembly do on the night of August 4, 1789?
2. According to some deputies, what should France's new constitution be based on?
3. Why did some deputies disagree with this idea?
4. What were some of the rights protected by the Declaration of the Rights of Man?
5. Why did women march to Versailles?
6. Why did women feel the burden of the bread shortage the most?
7. Where did the National Guard take the royal family?
8. How was power divided in France's new constitutional monarchy?
9. How did the role of the Church change?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: How significant was the Declaration of the Rights of Man, and what prompted the women's march to Versailles?
- Use one of today's words in a sentence of your own.

Chapter 8: From Monarchy to Republic

THE BIG QUESTION

What happened to the royal family?

Words to know

- **Legislative Assembly** — a group of representatives with the power to make laws for the country *The Legislative Assembly passed a new voting law to better represent the people of the nation.*
- **republic** — a government in which people elect representatives to rule for them *The citizens of the republic believed their representatives were not listening to them, and so they voted them out of office.*
- **despotism** — tyranny; rule by a leader who has total and often oppressive power *The citizens were enraged by the recent acts of despotism.*
- **guillotine** — a machine designed to behead people quickly and with little pain *The guard took the prisoner to the guillotine and covered his head with a plain white cloth.*

Read

Read Chapter 8 in the Student Reader: PDF pages 119–128. Look at the pictures and maps together.

Talk it over

1. How did the royal family try to escape from the Tuileries?
2. Why did the royal family decide to escape to Austria?
3. How were they caught?
4. What happened to the king when he returned to Paris?
5. What replaced the National Assembly?
6. How were the Legislative Assembly's conservatives different from the radicals?
7. Who was Leopold II?
8. Why did France declare war on Austria?
9. What occurred as a result of France's poor showing in the war with Austria?
10. Where were the king and queen taken after the attack on the Tuileries?
11. What was the National Convention?
12. What did the National Convention decide about Louis XVI?
13. How did King Louis XVI and Marie Antoinette die?
14. How did the crowd react to Louis XVI's execution?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What happened to the royal family?

- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 8.1: Domain Vocabulary: Chapters 5-8 — Teacher Guide PDF page 234

Chapter 9: Religion, Culture, and Art

THE BIG QUESTION

Why do you think the revolutionaries wanted to change so much of French society?

Words to know

- **cathedral** — the bishop's church; any large and important church *The cathedral of Notre-Dame still stands today in the center of Paris.*
- **civic** — relating to a city, citizen, or community *Early voting was available at the town's civic center.*
- **piety** — the quality of being deeply religious; the adherence to religious principles in daily life *The piety that the nun displays is admirable.*
- **classicism** — the ideas and styles found in the works of ancient Greece and Rome *The architecture of the Parthenon in Athens is an example of classicism.*
- **neoclassicism** — a revival of ancient Greek and Roman ideas, especially in literature, art, or architecture *The discovery of Roman ruins sparked an era of neoclassicism in art.*

Read

Read Chapter 9 in the Student Reader: PDF pages 129–136. Look at the pictures and maps together.

Talk it over

1. How did revolutionaries change the Catholic Church?
2. What did the revolutionaries do to the Church after the king's execution?
3. What did the revolutionaries want to replace the Catholic Church with?
4. Why did the revolutionaries want to create a new calendar?
5. How was the new style of clothing different from the clothing of the old regime?
6. Which of these revolutionary changes still exists today?
7. Why did the revolutionaries admire the civilizations of ancient Greece and Rome?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: Why do you think the revolutionaries wanted to change so much of French society?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 8.1: Domain Vocabulary: Chapters 5–8 — Teacher Guide PDF page 234

- Activity Page 9.1: Notes About Religion, Culture, and Art — Teacher Guide PDF page 235

Chapter 10: The Reign of Terror

THE BIG QUESTION

What was the Reign of Terror?

Words to know

- **tribunal** — a type of court; a group appointed to make judgments *The tribunal decided who would be sentenced to the guillotine and who would live.*
- **Law of Suspects** — a law passed during the French Revolution that allowed the arrest of people suspected of opposing the Revolution *Anyone who questioned the National Convention could be arrested under the Law of Suspects.*
- **Jacobin** — a member of a violent, extreme left-wing group during the French Revolution *The Jacobins called for the deaths of the king and queen.*
- **royalist** — a supporter of the king or queen *The royalist wanted to put the king back on the throne.*
- **traitor** — a person who is disloyal; a person who betrays his or her country *The traitor told the enemy where to find his army's weapons.*
- **famine** — an extreme shortage of food that results in widespread hunger *The lack of bread and other affordable food led to famine across France.*

Read

Read Chapter 10 in the Student Reader: PDF pages 137–142. Look at the pictures and maps together.

Talk it over

1. How did the views of the rest of the world about events in France change from 1789 to 1793?
2. What are some examples of how the Law of Suspects was applied?
3. Who were the Jacobins?
4. Why was the Committee of Public Safety formed?
5. Who was Maximilien Robespierre? What was his role in the French Revolution?
6. What happened during the Reign of Terror?
7. What happened to Robespierre?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What was the Reign of Terror?
- Use one of today's words in a sentence of your own.

Chapter 11: Napoleon Bonaparte: Empire Builder

THE BIG QUESTION

What were the various reasons the people of France were willing to accept Napoleon as their emperor?

Words to know

- **coronation** — the ceremony or act of crowning a ruler *The coronation took place at the grand palace.*
- **grapeshot** — a small mass of metal balls packed into a canvas bag, resembling a cluster of grapes, that is shot from a cannon *Napoleon used grapeshot when he was an officer in the French army.*
- **national bank** — a government bank that issues and manages a country's money *All the money received from taxes goes into the national bank.*
- **artillery** — large guns that are used to shoot across long distances *They used artillery to attack the village from across the valley.*
- **Cossacks** — soldiers from southwestern Russia, known for their skills on horseback *Napoleon's army suffered a massive defeat against the Cossacks.*
- **exile** — to force someone to live outside of a place as a punishment *The committee decided to exile the leader after they tried him for being a traitor.*

Read

Read Chapter 11 in the Student Reader: PDF pages 143–154. Look at the pictures and maps together.

Talk it over

1. Who was Napoleon Bonaparte?
2. What did the National Convention do when it regained control of the government after the Reign of Terror?
3. Why did the mob attack the Tuileries in 1795?
4. How did Napoleon defend the National Convention?
5. What did Napoleon do to change the French government and ultimately end the French Revolution?
6. How did Napoleon become dictator of France?
7. How did Napoleon bring peace to Europe?
8. How did Napoleon control his empire?
9. What parts of 1810 Europe were not under Napoleon's influence or control?
10. How was Napoleon defeated in Russia?

11. What happened to Napoleon after his defeat?
12. What did Napoleon do after he escaped from Elba?
13. Whom did Napoleon fight against at Waterloo?
14. What happened to Napoleon after Waterloo?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the various reasons the people of France were willing to accept Napoleon as their emperor?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 1.2: Time Walk Map — Teacher Guide PDF page 227
- Activity Page 11.1: Diary of a Napoleonic Foot Soldier — Teacher Guide PDF pages 236–237

Chapter 12: The Romantic Revolution

THE BIG QUESTION

What were the differences between the Neoclassical and the Romantic artists, and how were these differences reflected in their work?

Words to know

- **symphony** — a musical composition written for an orchestra and usually in four parts called movements *The orchestra practiced the symphony for many weeks before the final performance.*
- **corrupt** — to harm or to contaminate *Mean gossip corrupted the girl's view of her friend.*

Read

Read Chapter 12 in the Student Reader: PDF pages 155–162. Look at the pictures and maps together.

Talk it over

1. Who was Jean-Jacques Rousseau? What were his beliefs?
2. How were Rousseau's ideas perceived at the time?
3. When did the Romantic movement first make an appearance?
4. What were Romantic artists rebelling against?
5. What one word would you use to describe neoclassicism?
6. Who was William Wordsworth, and what was his art like?
7. Who was John Constable, and what was his art like?
8. Who was Ludwig van Beethoven, and what was his art like?
9. How did these three artists represent the Romantic movement?
10. How is Romanticism still alive today?

Answers are at the back of this pack.

Check for understanding

- Answer the Big Question in a sentence or two: What were the differences between the Neoclassical and the Romantic artists, and how were these differences reflected in their work?
- Use one of today's words in a sentence of your own.

Activity pages

- Activity Page 12.1: Neoclassicism Versus Romanticism — Teacher Guide PDF page 238

- Activity Page 12.2: Domain Vocabulary: Chapters 9-12 — Teacher Guide PDF pages 239-240
- Activity Page 12.3 — Teacher Guide PDF pages 241-242

UNIT QUIZ

The French Revolution and Romanticism

Name: _____ Date: _____

Circle the letter of the best answer.

1. Who were the philosophes?

- a) Enlightenment thinkers who believed in justice and freedom
- b) followers of Napoleon who believed in a united Europe
- c) shopkeepers who stormed the Bastille
- d) members of the Estates-General

2. Which of the following would have been OPPOSED by the philosophes?

- a) freedom of the press
- b) recent revolutionary changes in the English government
- c) religious tolerance
- d) abolition of government

3. Which philosophe said that “Man is born free and everywhere he is in chains”?

- a) Rousseau
- b) Voltaire
- c) Montesquieu
- d) Locke

4. In prerevolutionary France, which group of people made up the First Estate?

- a) nobles
- b) soldiers
- c) clergy
- d) commoners

5. In prerevolutionary France, which group had the least amount of political power?

- a) aristocracy
- b) clergy
- c) peasants
- d) royalty

6. Under Louis XIV, what was life like at Versailles?

- a) boring for the courtiers because not many people lived there
- b) difficult because everyone had to milk cows
- c) somewhat uncomfortable, due to small rooms, and difficult for courtiers trying to win the king's favor
- d) lonely because only the king and queen lived there

7. Who was called the Sun King?

- a) Louis XIV
- b) Louis XV
- c) Louis XVI
- d) Louis XVIII

- 8.** A famous story told about Marie Antoinette has her saying which of the following?
- a) "Then let them eat cake."
 - b) "I am the state."
 - c) "After me, the deluge."
 - d) "I feel like the universe is going to fall on me."
- 9.** Why did many people disapprove of Marie Antoinette?
- a) She was Austrian.
 - b) She was accused of interfering with political decisions that her husband was expected to make.
 - c) She built a make-believe peasant village at Le Petit Trianon.
 - d) All of the above
- 10.** What was the first reform demanded by the Third Estate's deputies?
- a) abolition of the monarchy
 - b) loss of privileges for the Second Estate
 - c) tax on the income of the First Estate
 - d) one vote per deputy, no matter which Estate he belonged to
- 11.** In the French Revolution, where did the deputies take their oath not to separate until they had written a constitution?
- a) the Hall of Mirrors
 - b) the Petit Trianon
 - c) the Bastille
 - d) the tennis court at Versailles
- 12.** What happened at the Bastille on July 14, 1789?
- a) The sans culottes stormed the building and killed the leader of its defenders.
 - b) The deputies signed the constitution.
 - c) The Parisians executed Louis XVI.
 - d) Royal troops drove off an attacking mob.
- 13.** Why is the summer of 1789 known as the "time of the Great Fear" in France?
- a) Aristocrats were being murdered on the guillotine.
 - b) The royal family fled from Paris.
 - c) Peasants rioted and fled from what they thought was a nobles' plot to kill them.
 - d) Everyone was afraid of the Black Death, a plague in Europe. 212
- 14.** What was the Declaration of the Rights of Man?
- a) a law that gave French men the right to vote
 - b) an agreement to storm the Bastille
 - c) the French national anthem
 - d) the French Bill of Rights

- 15.** Which of the following did the Declaration of the Rights of Man not establish?
- a) the end of the monarchy
 - b) the legal equality of all men
 - c) freedom of speech
 - d) freedom of religion
- 16.** Why did Parisian women march to Versailles in October 1789?
- a) to demand the right to vote
 - b) to celebrate the fall of the Bastille
 - c) to demonstrate their loyalty to the king
 - d) to demand bread
- 17.** What did the royal family do after the women marched to Versailles?
- a) returned to Paris
 - b) fled to England
 - c) ordered Napoleon Bonaparte to fire on the crowd
 - d) demanded bread
- 18.** What gave the Reign of Terror its name?
- a) Napoleon Bonaparte had established a dictatorship that oppressed the people.
 - b) There was no government in France.
 - c) Many people were executed.
 - d) France was at war with Russia.
- 19.** Why did the Jacobins establish a new calendar?
- a) Marie Antoinette loved the fanciful new names of the months.
 - b) The old calendar was associated with Christianity.
 - c) Astronomers had discovered that the old calendar was no longer accurate.
 - d) Working people wanted a new calendar that would shorten their work week.
- 20.** What type of civilization inspired a movement of art during the French Revolution?
- a) Romantic
 - b) Renaissance
 - c) classical
 - d) medieval
- 21.** Who was Jean-Paul Marat?
- a) the man who assassinated a leading Jacobin
 - b) a royalist emigre
 - c) a radical journalist
 - d) a neoclassical painter
- 22.** Which title was the only title that Napoleon did not have during his lifetime?
- a) king of France
 - b) emperor of the French
 - c) first consul
 - d) general

23. What was the greatest factor in Russia's defeat of Napoleon's army?

- a) the army's disloyalty to Napoleon
- b) Napoleon's inability to take Moscow
- c) the number of Russian soldiers
- d) the cold Russian winter

24. Which battle was the final defeat in Napoleon's military career?

- a) Waterloo
- b) St. Petersburg
- c) New Orleans
- d) Elba

25. Which of the following did Romantic artists value most?

- a) spontaneity
- b) imitation
- c) order
- d) lofty subjects

Answers

Chapter 1: Roots of the Revolution

1. **What were salons?**

They were social gatherings where people discussed Enlightenment ideas.

2. **What two ideas came from John Locke?**

John Locke said that all people have certain natural rights and that people have the right to get rid of any government that takes away these rights.

3. **Who were the three most famous philosophes, and what did they believe?**

The French government censored Enlightenment writings.

4. **Why did the middle- and upper-class French find the Enlightenment ideas appealing?**

They liked the idea of having a voice in government, especially after several hundred years of rule under the Bourbon kings.

5. **How did the French regard the Glorious Revolution in England? Why did they react this way?**

The officials in the French government regarded the Glorious Revolution as a threat to their position because it proved that a limited monarchy was a system that would work. French intellectuals regarded the Glorious Revolution as an alternative to absolute monarchy.

6. **How did the Glorious Revolution influence Americans in their own pursuit of freedom?**

They were well acquainted with the rights won by the English in the Glorious Revolution, and they expected those same rights for the American colonists.

7. **What did Marquis de Lafayette do to help with American colonists? Why did he help?**

He bought a ship and volunteered to help fight with the colonists. He believed in the ideals of the Enlightenment, and he was also seeking military fame and glory.

8. **Why did King Louis XVI agree to help the American colonists even though he didn't share their beliefs?**

He wanted to see Great Britain lose.

9. **What was the Treaty of Alliance?**

It was a treaty signed by France and the United States. The treaty said they would help each other fight Great Britain. Page 67 G6_B2_U4_Chap01_SR.indd 67

10. **How did the Frenchmen who fought alongside Lafayette feel about the Americans?**

Most of them admired the Americans for fighting for their beliefs.

11. **What effect did helping the Americans have on France?**

It cost a lot of money from an already-low treasury and contributed to the desire for reform.

Chapter 2: The Three Estates

1. **What was the ancien régime?**

It was France's old regime or the type of rule and social classes that had existed in France for hundreds of years.

2. **Who occupied the lowest social position in French society for hundreds of years?**

French peasants

3. **How did the Third Estate change by the 1700s?**

There were still mostly peasants, but a new group developed that included professional people, government workers, and craftspeople.

4. **What did the First and Second Estates have that the Third Estate did not have?**

They had wealth, power, and privilege.

5. **What did the Third Estate have that the other Estates did not?**

It had the most people. It was the largest of the Three Estates, making up 98 percent of the population.

6. **Who was the wealthiest group in the Third Estate?**

the bourgeois

7. **Why did the bourgeois hold a deep resentment toward the nobility?**

The bourgeois had done much of the work to build up the country while the nobility spent their lives in idle pleasure.

8. **Why did the groups within the Third Estate feel that it was time for a change?**

They felt they had spent far too much time under the rule of an absolute monarch, and they were unhappy with the structure of French society. Each group within the Third Estate was envious of the social class immediately above it, i.e., the bourgeois were envious of the nobles, and the working class were envious of the bourgeois.

9. **Who was the poorest group in the Third Estate?**

the peasants

10. **What was the salt tax?**

It was a tax peasant families had to pay for every member of the household who was seven years or older.

11. **How were the working class who lived in cities similar to the peasants of the Third Estate? How were they different?**

They were similar because they were nearly as poor and hungry as the peasants. They were different because they lived in the cities and worked as butchers, bakers, stonemasons, servants, and furniture makers. The peasants, who lived outside the cities, worked primarily on farms.

Chapter 3: The Absolute Monarchs

1. **When did Louis XIV reign?**

1643–1715

2. **Why do you think King Louis XIV was called “the Sun King”?**
Like the sun that planets in the solar system revolve around, he was the center of everything. Everything revolved around him.
3. **How was Louis XIV “the perfect model of an absolute monarch”?**
He believed he got his power from God. He served as his own chief minister.
4. **What do you think Louis XIV meant when he said, “I am the State”?**
He meant that he was the government of France. All power was in his hands.
5. **What happened when Louis XIV was ten? How did that event affect him?**
French nobles rebelled against the king. Even though the uprising failed, Louis became determined to keep the nobles under his control.
6. **What was Versailles?**
It was an enormous palace several miles outside of Paris. It contained more than one thousand rooms. Its most famous room was the Hall of Mirrors, a long room with one wall all of mirrors and the opposite wall all of windows looking out over the gardens.
7. **How did Louis XIV use Versailles to control the nobles?**
He required that the nobles live at least part of the year at Versailles. He used favors to make the nobles dependent on him.
8. **What happened to France during Louis XIV’s reign?**
France became one of Europe’s most prosperous nations and a center of European culture. France also became involved in wars that left it deeply in debt.
9. **Who was Louis XV?**
He was Louis XIV’s great-grandson.
10. **How was Louis XV different from his great-grandfather?**
He was not as interested in governing or as capable as Louis XIV.
11. **What main military activity was France involved in during Louis XV’s reign? What were the consequences?**
The main military activity was the French and Indian War. France lost its colonies in North America and India. Louis XV became king of France when he was only five years old. These portraits show him as a child and as an adult.
12. **How did Louis XV leave behind a financial crisis?**
His involvement in the French and Indian War was costly. He also heavily taxed the poor and spent extravagantly.
13. **What kind of king was Louis XVI?**
He was more of an ordinary man than a king. He was kind and generous but had trouble making decisions. France needed a strong and courageous leader, but he was neither of those things.
14. **Whom did King Louis XVI marry when he was fifteen?**
Marie Antoinette
15. **What do you think Louis XVI meant when he said, “I feel like the universe is going to fall on me”?**
Possible responses: He felt that the job of king was too big for him. He felt that

something bad was going to happen.

Chapter 4: Queen Marie Antoinette

1. **Why do you think the dauphin and his wife waited until three years after their wedding before visiting Paris?**

Possible answers: They didn't care to visit Paris. They were too busy enjoying their extravagant lifestyle at Versailles.

2. **Why did some people dislike Marie Antoinette?**

She was Austrian, and Austria was France's enemy.

3. **Why did people feel hopeful about Louis XVI and Marie Antoinette?**

They were young and virtuous, which gave people hope about the future. Louis's tastes were simpler than his grandfather's. Marie Antoinette was seen as kind and generous.

4. **What did Louis XVI do that made the aristocracy happy?**

He dismissed his grandfather's ministers who had been working to make reforms, such as making the aristocracy pay more in taxes.

5. **What did Marie Antoinette spend her allowance on?**

She spent it on gambling, clothes, and jewelry.

6. **How does the description of Marie Antoinette's hairstyles help you understand what she was like?**

Her hairstyles were elaborate and extravagant, just like her.

7. **What was Le Petit Trianon?**

It was a small mansion on the grounds of Versailles that Marie Antoinette turned into a pretend peasant village. Marie liked to dress up as a simple peasant woman and stroll about the village.

Chapter 5: The Third Estate Revolts

1. **What was the Estates-General?**

It was an assembly made up of representatives from each of France's Three Estates.

2. **What was the Estates-General's purpose?**

Its purpose was to give advice to the king and approve new taxes.

3. **Why did the king call a meeting now, considering that the Estates-General had not met since 1614?**

The aristocrats demanded that the king call the meeting because they knew that France was in a financial crisis. They were under pressure to pay more taxes and give up some of their privileges, but they wanted something in return.

4. **What were the old rules of the Estates-General?**

Each of the Three Estates met separately to vote on a proposal, then each Estate cast one vote. The First and Second Estates usually were in agreement, so they dominated the Estates-General.

5. **What changes did the Third Estate suggest for the meeting of the Estates-General?**

They wanted all Three Estates to meet together and for each deputy, instead of each Estate, to have one vote.

6. **Why did the Third Estate want to do things differently during this meeting?**

They wanted to have a real voice in the reform, and they wanted it to be fair. They had more deputies and wanted the Three Estates to meet together and have each deputy cast one vote.

7. **Who was Abbé Sieyès?**

He was a clergyman and champion of the poor. He was not comfortable speaking in public, so he wrote a pamphlet used to persuade the bourgeois to revolt.

8. **What was the first decision reached by the Third Estate?**

They decided to ask deputies from the First Estate to join them.

9. **Why did the suggested name “National Assembly” spark such a furious debate?**

Possible response: The name suggested that the Third Estate would take over governing the entire country themselves. That was an act of rebellion and revolution.

10. **How did the king react to the formation of the National Assembly?**

He locked them out of the meeting hall and planned to hold a separate meeting of the Three Estates and to declare the National Assembly illegal.

11. **What was the Tennis Court Oath? Why was it significant?**

The oath was a promise by the National Assembly that they would stay together until they had written a new constitution for France. It was important because it started the French Revolution.

Chapter 6: A Time of Violence

1. **What was the first thing the king did in response to the formation of the National Assembly?**

He brought in his Swiss Guards to protect him.

2. **Why were the sans culottes angry?**

They were angry because they were out of work, bread prices had skyrocketed, and they were hungry.

3. **How did the people of France feel about the king firing his finance minister? How did they respond?**

They were worried that the king would disband the National Assembly and force things to return to the way they used to be. They reacted by initiating mob violence throughout the streets of Paris.

4. **What was at the Bastille at the time of the attack?**

It was a prison, although there were few prisoners. Guns, gunpowder, and cannons were stored there and were protected by soldiers and the Swiss Guards.

5. **What happened to Launay, the governor of the Bastille?**

He was taken prisoner at first, but the mob eventually killed him.

6. **Why do you think the rioters targeted the Bastille?**

Possible response: to take hold of the guns and ammunition so they could be better armed; it would be a key move in their revolt if they could take control of the important fortress. The Bastille, which had symbolized the absolute power of the French kings, fell on July 14, 1789. Within one year, it was completely torn down and its bricks sold as souvenirs.

7. **Why do you think Louis XVI wrote “nothing” in his journal on the day of the Bastille attack?**

Possible answer: He didn’t realize the significance of the mob storming the Bastille; he didn’t know how to react.

8. **What happened in the countryside following the fall of the Bastille?**

Rioting occurred in the countryside. Peasants attacked mills looking for flour and bread. They also broke into aristocratic houses, sometimes killing the inhabitants.

9. **What was the Great Fear?**

The period of time when the rioters were spreading throughout the countryside and there were rumors that the nobles had hired violent ruffians (British or Spanish troops) to burn crops and murder peasants. To defend themselves against these rumored ruffians, the peasants armed themselves and hid in caves.

10. **What problem faced the National Assembly?**

Possible answer: how to address the violence.

Chapter 7: Toward a New Government

1. **What did the National Assembly do on the night of August 4, 1789?**

They got rid of the feudal system of the old regime by removing many privileges of the clergy and nobility.

2. **According to some deputies, what should France’s new constitution be based on?**

They believed it should be based on the rights of man and natural law, like the English Bill of Rights and the American Bill of Rights.

3. **Why did some deputies disagree with this idea?**

They believed that what worked for the Americans and the British would not work for France because the French had no experience with freedom. They had lived under feudalism for too long.

4. **What were some of the rights protected by the Declaration of the Rights of Man?**

The Declaration protected the rights of liberty, property, security, resistance to oppression, freedom of speech, freedom of religion, and equal justice. It also stated people were equal before the law and had the right to say how they would be governed.

5. **Why did women march to Versailles?**

The poor working women were angry and they demanded bread at city hall. The city officials told them they would have to see the king, so they made the long walk to

Versailles.

6. **Why did women feel the burden of the bread shortage the most?**

Women were the ones in charge of getting the daily supply of bread, and because women often worked for wages, the increase in bread prices, along with the unemployment at the time, really hurt women.

7. **Where did the National Guard take the royal family?**

They took them to the Tuileries, once the royal palace in Paris but now vacant and dusty.

8. **How was power divided in France's new constitutional monarchy?**

The assembly made the laws, and the king and his ministers were responsible for enforcing them.

9. **How did the role of the Church change?**

The government took away the Church's land, and the clergy were elected by voters and paid by the state.

Chapter 8: From Monarchy to Republic

1. **How did the royal family try to escape from the Tuileries?**

They fled Paris at night, wearing disguises, using a carriage to take them to Austria.

2. **Why did the royal family decide to escape to Austria?**

They thought the queen's brother, the Austrian emperor, might be able to help them.
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3. **How were they caught?**

A man in Varennes recognized the king because his image was on French money.

4. **What happened to the king when he returned to Paris?**

He'd lost his power and the trust of his people. He and his family became prisoners in the Tuileries. King Louis and his family failed to escape France and were forced to return to Paris.

5. **What replaced the National Assembly?**

the Legislative Assembly

6. **How were the Legislative Assembly's conservatives different from the radicals?**

Conservatives wanted France to remain a limited monarchy. Radicals wanted to get rid of the monarchy altogether and make France a republic.

7. **Who was Leopold II?**

He was emperor of Austria and Marie Antoinette's brother.

8. **Why did France declare war on Austria?**

Austria first threatened to attack France, and the radicals in the assembly thought it was a way to spread their revolutionary ideas of liberty, equality, and freedom throughout Europe.

9. **What occurred as a result of France's poor showing in the war with Austria?**

The sans culottes took control of the city government and then attacked the Tuileries

with the help of the militia to take the king and his family prisoner.

10. **Where were the king and queen taken after the attack on the Tuileries?**

They were taken to a medieval fortress called the Temple.

11. **What was the National Convention?**

It was the new, more radical legislative assembly that was elected.

12. **What did the National Convention decide about Louis XVI?**

They decided to strip him of his crown and title. Then they decided he was guilty of conspiracy against the nation and that his punishment should be death.

13. **How did King Louis XVI and Marie Antoinette die?**

They were executed by guillotine.

14. **How did the crowd react to Louis XVI's execution?**

The crowd cheered and danced.

Chapter 9: Religion, Culture, and Art

1. **How did revolutionaries change the Catholic Church?**

They took all Church land and sold it. They forced priests to take an oath declaring loyalty to the new constitution. They drove out priests who refused to take the oath.

2. **What did the revolutionaries do to the Church after the king's execution?**

They tore out all the religious statues at Notre-Dame and replaced them with statues of Enlightenment thinkers.

3. **What did the revolutionaries want to replace the Catholic Church with?**

They wanted a new faith, a new civic religion.

4. **Why did the revolutionaries want to create a new calendar?**

The old calendar counted years from the birth of Christ. The revolutionaries wanted to wipe out all traces of Christianity, so they created a new calendar that would start on the day the French Revolution began.

5. **How was the new style of clothing different from the clothing of the old regime?**

The new style was plain and simple, in contrast to the elaborate dress of the old regime.

6. **Which of these revolutionary changes still exists today?**

The metric system is still used today.

7. **Why did the revolutionaries admire the civilizations of ancient Greece and Rome?**

They saw the ancient Greeks and Romans as models of modesty, piety, and devotion to duty, which were a contrast to the extravagance of the old regime.

Chapter 10: The Reign of Terror

1. **How did the views of the rest of the world about events in France change from 1789 to 1793?**

In the beginning, the revolutionary actions in France were applauded; by the end, people were horrified by how violent things had become.

2. **What are some examples of how the Law of Suspects was applied?**

Under the Law of Suspects, people were arrested for weeping while watching a loved one get beheaded, for chopping down a tree planted in honor of the Revolution, and for accidentally calling someone monsieur or madame.

3. **Who were the Jacobins?**

They were an extreme political club that often favored the use of violence in dealing with anyone suspected of disagreeing with the Revolution.

4. **Why was the Committee of Public Safety formed?**

The National Convention formed the committee as a way of dealing with the many problems that existed in France at that time, such as the losses of the French army, the support of royalists for enemy troops, rising prices, food shortages, and the popular belief that traitors were trying to overturn the Revolution.

5. **Who was Maximilien Robespierre? What was his role in the French Revolution?**

He was a small man. He liked the color green. He was self-centered. He was completely dedicated to the Revolution. He was a Jacobin. He believed in terrorizing those who were against the Revolution. He tried to accuse several deputies in the National Convention of being suspects, but they turned on him and took him to jail.

6. **What happened during the Reign of Terror?**

Tens of thousands of “suspects” were rounded up and executed, either by guillotine or by being shot.

7. **What happened to Robespierre?**

Deputies grew tired of the killing and arrested Robespierre and his Committee of Public Safety. Robespierre was then executed by guillotine.

Chapter 11: Napoleon Bonaparte: Empire Builder

1. **Who was Napoleon Bonaparte?**

He was a member of the military who became dictator and then emperor of France in 1804.

2. **What did the National Convention do when it regained control of the government after the Reign of Terror?**

It passed a new constitution that gave control to a Directory of five members.

3. **Why did the mob attack the Tuileries in 1795?**

There were still food shortages and rising prices, and the royalists and émigrés wanted to restore the old regime.

4. **How did Napoleon defend the National Convention?**

He led troops to fire cannons into a crowd, killing and wounding hundreds.

5. **What did Napoleon do to change the French government and ultimately end the French Revolution?**

He ordered the National Legislature to end the Directory and turn over the government to three consuls, including himself.

6. **How did Napoleon become dictator of France?**

A new constitution gave ruling power to Napoleon and then, in 1802, he became Consul for Life.

7. **How did Napoleon bring peace to Europe?**

He led France's armies to victory against Austria and then signed a peace treaty with Great Britain.

8. **How did Napoleon control his empire?**

He gave pieces of Europe to his friends and family.

9. **What parts of 1810 Europe were not under Napoleon's influence or control?**

Russia and the Ottoman Empire

10. **How was Napoleon defeated in Russia?**

Napoleon's troops were not prepared for the winter during their retreat from Moscow. They froze. They starved. At that point, the Russian troops came and attacked when the French army was at its weakest.

11. **What happened to Napoleon after his defeat?**

He was exiled to Elba, a small island off the coast of Italy.

12. **What did Napoleon do after he escaped from Elba?**

He marched back to Paris.

13. **Whom did Napoleon fight against at Waterloo?**

The British, led by the Duke of Wellington, and the Prussians.

14. **What happened to Napoleon after Waterloo?**

He was exiled to St. Helena, where he eventually died.

Chapter 12: The Romantic Revolution

1. **Who was Jean-Jacques Rousseau? What were his beliefs?**

He was an Enlightenment thinker and one of the fathers of the Romantic movement. He believed that human beings are born good but made worse by civilization. He believed that living in a modern society did people more harm than good.

2. **How were Rousseau's ideas perceived at the time?**

Not many people agreed with his beliefs. Many people attacked his writings.

3. **When did the Romantic movement first make an appearance?**

late 1700s and early 1800s

4. **What were Romantic artists rebelling against?**

the ideas of neoclassicism

5. **What one word would you use to describe neoclassicism?**

Possible answers for neoclassicism: order, thought, reason, mindful, dignity, serious, heroes. Possible answers for Romanticism: natural, original, simple, everyday, feeling, emotions, spontaneous, creative.

6. **Who was William Wordsworth, and what was his art like?**

He was an English poet. He wrote about normal, everyday people and nature.

7. **Who was John Constable, and what was his art like?**

He was an English painter. He painted landscape paintings that showed feelings and emotions.

8. **Who was Ludwig van Beethoven, and what was his art like?**

He was a German composer. He was trained as a classical musician but was energetic and dramatic, and his art conveyed that.

9. **How did these three artists represent the Romantic movement?**

They all wanted to show feeling and emotion in their work. They also depicted nature in their art, which was a Romantic idea.

10. **How is Romanticism still alive today?**

People still pay attention to the works of Romantic artists. They also praise creativity, enjoy nature, and write about personal feelings in diaries.

Unit quiz key

1. a 2. d 3. a 4. c 5. c 6. c 7. a 8. a 9. d 10. d 11. d 12. a 13. c 14. d 15. a 16. d 17. a 18. c
19. b 20. c 21. c 22. a 23. d 24. a 25. a