The French Revolution Unfolds

**Objectives**
- Explain how the political crisis of 1789 led to popular revolts.
- Summarize the moderate reforms enacted by the National Assembly in August 1789.
- Identify additional actions taken by the National Assembly as it pressed onward.
- Analyze why there was a mixed reaction around Europe to the events unfolding in France.

**Prepare to Read**

**Build Background Knowledge**
Ask students to recall the problems that led to the start of the French Revolution and the formation of the National Assembly. Then have them predict what the National Assembly might do to try to solve some of those problems.

**Set a Purpose**
- **WITNESS HISTORY** Read the selection aloud or play the audio.
- **L2** **WITNESS HISTORY Audio CD**
- **Parian Women Storm Versailles**

Ask Who is “the Austrian” the mob is referring to? (The queen, Marie Antoinette) Why are the Parian women so angry with the king and queen? (They believe the king and queen are living in luxury and ignoring the suffering of the French people.)

**Focus**
Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 2 Assessment answers.)

**Preview**
Have students preview the Section Objectives and the list of Terms, People, and Places.

**Note Taking**
Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the graphic organizer outlining the section.

**Read and Note Taking Study Guide**, pp. 82-83

**Vocabulary Builder**

Use the information below and the following resources to teach the high-use word from this section.

**High-Use Word**
proclaim, p. 217

**Definition and Sample Sentence**

The mayor proclaimed a city-wide holiday on Monday to celebrate the event.

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**The French Revolution and Napoleon**

Excitement, wonder, and four engulfed France as the revolution unfolded at home and spread abroad. Historians divide this revolutionary era into different phases. The moderate phase of the National Assembly (1789–1791) turned France into a constitutional monarchy. A radical phase (1792–1794) of escalating violence led to the end of the monarchy and a Reign of Terror. There followed a period of reaction against extremism, known as the Directory (1795–1799). Finally, the Age of Napoleon (1799–1815) consolidated many revolutionary changes. In this section, you will read about the moderate phase of the French Revolution.

**Political Crisis Leads to Revolt**

The political crisis of 1789 coincided with the worst famine in memory. Starving peasants ransacked the countryside or fled to towns, where they swelled the ranks of the unemployed. As grain prices soared, even people with jobs had to spend as much as 80 percent of their incomes on bread.

Rumors Create the “Great Fear”
In such desperate times, rumors ran wild and set off what was later called the “Great Fear.” Tales of attacks on villages and towns spread panic. Other rumors asserted that government troops were seizing peasant crops. Infused by famine and fear, peasants unleashed their fury on nobles who were trying to reassert medieval dues. Defiant peasants set fire to old manor records and stole grain from storerooms. The attacks died down after a period of time, but they clearly demonstrated peasant anger with an unjust regime.

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**Terms, People, and Places**

- **Marquise de Lafayette**
- **sans-culotte**
- **émigré**
- **Marie Antoinette**
- **Olympe de Gouges**
- **Jacobins**

**Political Crisis Leads to Revolt**

On October 5, 1789, anger turned to action as thousands of women marched from Paris to Versailles. They wanted the king to stop ignoring their suffering. They also wanted the queen. French women were particularly angry with the Austrian-born queen, Marie Antoinette. They could not feed their children, yet she lived extravagantly. The women yelled as they boiled for her in the palace.

Death to the Austrian! We'll wring her neck! We'll tear her heart out! —mob of women at Versailles, October 6, 1789

Focus Question: What political and social reforms did the National Assembly institute in the first stage of the French Revolution?
Paris Commune Comes to Power  

Paris, too, was in turmoil. As the capital and chief city of France, it was the revolutionary center. A variety of factions or dissolving groups of people, compelled to gain power. Moderate leaders looked to the Marquis de Lafayette, the aristocratic “hero of two worlds” who fought alongside George Washington in the American Revolution. Lafayette headed the National Guard, a largely middle-class militia, organized in response to the arrival of royal troops in Paris. The Guard was the first group to don the tri-color—red, white, and blue—hats that would eventually adopt as the national flag of France.

A more radical group, the Paris Commune, replaced the royalty governing the city. It could mobilize whole neighborhoods for protests or violent action to further the revolution. Newspapers and political clubs—many even more radical than the Commune—abounded everywhere. Some demanded an end to the monarchy and spread scandalous stories about the royal family and members of the court.

Checkpoint  What caused French peasants to revolt against nobles?

The National Assembly Acts

Peasant uprisings and the storms of the Bastille sparked the National Assembly into action. On August 4, in a combative all-night meeting, nobles in the National Assembly voted to end their own privileges. They agreed to give up their old monarchical due, exclusive hearing rights, special legal status, and exemption from taxes.

Special Privilege Ends  “Feudalism is abolished,” announced the proud and wary delegates at 2 A.M. As the president of the Assembly later observed, “We may view this moment as the dawn of a new revolution, when all the burdens weighing on the people were abolished, and France was truly reborn.”

Were nobles sacrificing much with their votes on the night of August 4? Both contemporary observers and modern historians note that the nobles gave up nothing that all male citizens were equal before the law. Every Frenchman had an equal right to hold public office and France was truly reborn.”

Declaration of the Rights of Man

In late August, as Peasant uprisings and the storming of the Bastille stoked the National Assembly into action. On August 4, in a combative all-night meeting, nobles in the National Assembly voted to end their own privileges. They agreed to give up their old monarchical due, exclusive hearing rights, special legal status, and exemption from taxes.

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Were nobles sacrificing much with their votes on the night of August 4? Both contemporary observers and modern historians note that the nobles gave up nothing that they had not already lost. Nevertheless, in the months ahead, the National Assembly turned the reforms of August 4 into law, meeting a key Enlightenment goal—the equality all male citizens before the law.

The Declaration of the Rights of Man, as a first step toward writing a constitution, the Assembly issued the Declaration of the Rights of Man and the Citizen. The document was modeled in part on the American Declaration of Independence, written 13 years earlier. All men, the French declaration announced, were “born and remain free and equal in rights.” They enjoyed natural rights to liberty, property, security, and resistance to oppression. Like the writings of Locke and the philosophers, the constitution insisted that governments exist to protect the natural rights of citizens.

The declaration further proclaimed that all male citizens were equal before the law. Every Frenchman had an equal right to hold public office “with no distinction other than that of their virtues and talents.” In addition, the declaration asserted freedom of religion and called for taxes to be levied “with no distinction other than that of their virtues and talents.”

Political Crisis Leads to Revolt

Instruct

■ Introduce: Key Terms  Ask students to find the key term factions (in blue) in the text and explain its meaning. Have students brainstorm the advantages and disadvantages of having many different factions.

■ Teach  Discuss the events that led to revolt in 1789. Ask What was the “Great Fear” and what did it lead to? (It referred to rumors of government troops attacking villages and seizing peasant crops; it led peasants to attack nobles.) Why do you think peasants believed the rumors? (Sample: because they were hungry, desperate, and already angry with peasants against the nobles?)

■ Quick Activity  Refer students to the feature French Reaction to the American Revolution. Remind them that the Marquis de Lafayette played a key role in the American Revolution. Have them work in groups and discuss how his exposure to ideas from the American Revolution might have influenced his role and actions in the French Revolution. Use the Numbered Heads strategy (TF, p. T20) and have each group share their conclusions with the class.

Independent Practice

To help students identify supporting details, ask them to write an eyewitness account of peasants attacking the home of a nobleman. Accounts should include a vivid description of the event, the emotions of the people involved, and the reasons for the attack. Invite volunteers to read their accounts to the class.

Monitor Progress

As students fill in their outlines, circulate to make sure they have identified supporting details showing how the French Revolution unfolded. For a completed version of the outline, see Chapter 6 Section 2 217

Answers

■ Note Taking Transparencies, 137

Vocabulary Builder

proclaimed (in blue) KLAVRIHTI  amendment written

French Reaction to the American Revolution

The Marquis de Lafayette (honored on ribbon at right) and Thomas Paine were leading figures in both the American and French revolutions. Lafayette, a French politician and military commander, helped the Americans defeat the British at Yorktown. He admired the American Declaration of Independence and American democratic ideals. With these in mind, Lafayette wrote the first draft of the French Declaration of the Rights of Man and the Citizen.

Thomas Paine was a famous American patriot and writer whose ideas in Common Sense had a great influence on the American Revolution. During the French Revolution, Paine moved to France. There, he defended the ideals of the revolution and was elected to serve in the revolutionary government.

Identify Central Issues  How did the American Revolution influence the French Revolution?

Differedentiated Instruction

Less Proficient Readers  Special Needs

Ask students to choose three key events discussed in this section and create illustrations for a newspaper report on these events. Then write the red headings from the Student Edition on a bulletin board. Ask students to display their drawings underneath the appropriate headings. Review this content, discuss the events illustrated under each heading.

Use the following study guide resources to help students acquiring basic skills:

■ Adapted Reading and Note Taking Study Guide

■ Adapted Note Taking Study Guide, pp. 82–83

■ Adapted Section Summary, p. 84

Chapter 6 Section 2 217
The National Assembly Acts

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder and provide its definition. Ask them to explain how having something proclaimed in an official document lends it importance. (Sample: It becomes part of the historical record.) Have them provide other examples of important proclamations in history. (Sample: Emancipation Proclamation, the Pilgrims’ Thanksgiving Proclamation)

- Teach Describe the actions taken by the National Assembly. Ask Why did the nobles vote to end their privileges? because peasants were attacking them and they thought it might put an end to the turmoil? How did the Declaration of the Rights of Man and the Citizen reflect Enlightenment ideas? (It declared that all men were equal and had natural rights, and that government existed to protect these rights.)

- Quick Activity Display Color Transparency 109: “High Fashion in France.” Point out that the fashions and hairstyles in the image demonstrate the excesses at Versailles that the poor resented. Ask students to compare these fashions with those worn by the women who marched on Versailles. As a class, make a list of the similarities and differences.

Color Transparencies, 109

Independent Practice Biography To help students understand how the French Revolution affected women differently from men, have them read the biography Olympe de Gouges and complete the worksheet.

Teaching Resources, Unit 2, p. 30

Monitor Progress Point out the pictures of Marie Antoinette and her hamlet and read the caption aloud. To review this section, have students explain how these images might anger members of the Third Estate and prompt them to take action against the monarchy.

Answer

Caption Although she was compassionate to the poor, she lived extravagantly and was against reforms.

Olympe de Gouges

Differentiated Instruction Solutions for All Learners

Advanced Readers

Gifted and Talented

Have students read the first three paragraphs under the red heading The National Assembly Acts. Point out that the nobles ended their privileges only after a contentious, drawn-out meeting. Yet modern scholars note that they did not give up anything they had not already lost. Ask students to assume the role of a noble at the meeting and have them write a paragraph explaining whether they would have voted to end privileges and why.

Haying Dress-Up

Marie Antoinette spent millions on her clothing and jewels and set fashion trends throughout France and Europe. This painting (top) was painted by her friend and portraitist, Elisabeth Vigée-Lebrun. Queens traditionally did not own property, but Marie Antoinette had her own small royal hamlet and amusement village, or hamlet (bottom), where she played as milkmaid and shepherdess. Why did the French common people resent Marie Antoinette?

Women March on Versailles On October 5, about six thousand women marched 13 miles in the pouring rain from Paris to Versailles. “Bread!” they shouted. They demanded to see the king. Much of the crowd’s anger was directed at the Austrian-born queen, Marie Antoinette (daughter of Maria Theresa and brother of Joseph II). The queen lived a life of great pleasure and extravagance, and this led to further public unrest. Although compassionate to the poor, her small acts went largely unnoticed because her lifestyle overshadowed them. She was against reform and bored with the French court. She often retreated to the Petit Trianon, a small chateau on the palace grounds at Versailles where she lived her own life of amusement.

The women refused to leave Versailles until the king met their most important demand—to return to Paris. Not too happily, the king agreed. The next morning, the crowd, with the king and his family in tow, set out for the city. At the head of the procession rode women perched on the barrel of seized cannons. They told bewildered spectators that they were for the city. At the head of the procession rode women perched on the barrel of seized cannons. They told bewildered spectators that they were for the city. At the head of the procession rode women perched on the barrel of seized cannons. They told bewildered spectators that they were for the city. At the head of the procession rode women perched on the barrel of seized cannons. They told bewildered spectators that they were for the city.

end privileges and why.
we won’t have to go so far when we want to see our king,” they sang. Crowds along the way cheered the king, who now wore the tricolor. In Paris, the royal family moved into the Tuileries (TVEE-lee) palace. For the next three years, Louis was a virtual prisoner.

Checkpoint: How did the National Assembly react to peasant uprisings?

The National Assembly Presses Onward

The National Assembly soon followed the king to Paris. But large bourgeois members worked to draft a new constitution and to solve the continuing financial crisis. To pay off the huge government debt—much of it owed to domestic members working for the new Constitution, and write another from the viewpoint of someone in the Third Estate and their point of view. The Constitution of 1791 established a new government. The National Assembly completed the main task by producing a constitution. The Constitution of 1791 set up a limited monarchy in place of the absolute monarchy that had ruled France for centuries. A new Legislative Assembly had the power to make laws, collect taxes, and decide on issues of state control.

History Background

Catholic Protest Many historians consider the Civil Constitution of the Clergy to be the first major blot on the National Assembly’s record. The French bishops and priests became elected, salaried officials. The Civil Constitution of the Clergy, issued in 1790, rejected the changes. When the government punished clergy who refused to accept the Civil Constitution, the pope condemned it. Large numbers of French bishops took the oath to support the Civil Constitution. Though the government declared that clerics who opposed the Constitution were “refractory” and removed them from office, these clerics defiantly continued to perform their duties. Pope Pius VI condemned the Civil Constitution of the Clergy and declared all of his provisions void. French Catholics therefore faced a conflict between political loyalty and religious devotion. This caused a divide in the French population between those who supported the constitutional priests and those who followed the refractory clergy.

The National Assembly Presses Onward

Instruct

■ Introduce Ask students to read the introductory sentences and the three black headings in this section. Have them predict what they will learn under each heading. Then have them read to find out whether their predictions were accurate.

■ Teach Discuss the National Assembly’s actions. Ask Why did the National Assembly place the French Catholic Church under state control? Do you think the Constitution of 1791 ensured the equality of all men in France? Why or why not? (Sample: No, because not every man could run for the National Assembly.)

■ Quick Activity Ask students to study the map on this page. Ask Why do you think Parisian women were willing to march 13 miles to Versailles? (Sample: because they were very angry that they could not feed their children and were determined to demand action)

Independent Practice

Have students suppose that they are living during the French Revolution. Ask them to choose an event mentioned in the text such as the march on Versailles or the establishment of the new Constitution, and write two letters to the editor, one from the viewpoint of someone in the Third Estate and another from the viewpoint of someone in the Second Estate.

Monitor Progress

As students compose their letters, circulate to make sure that they understand how the viewpoints of those in different social classes would differ when viewing the same event.

Answers

Analyzing Visuals because it was the capital and chief city in France

The nobles in the National Assembly voted to give up privileges.
of war and peace. Lawmakers would be elected by tax-paying male citi-
zens and complete the worksheet.

Answers

If set up a limited monarchy, created a new Legislative Assembly, replaced the old prov-
inces with 83 departments, abolished provin-
cial courts, and reformed laws.

Analyzing Political Cartoons
1. They didn’t want to lose their privileges and power and feared the influence of the Third Estate’s actions.
2. as giant French rats whose tails form a guillotine

Connections to Today Ask students to describe what the terms left, right, and center mean in politics today. Explain that the political use of these terms began with France’s Legislative Assembly in 1791. Members with similar views always sat together in the meeting hall in Paris. On the right sat those who felt that reform had gone far enough and those who wanted to turn the clock back to 1788. In the center of the hall sat supporters of moderate reform. On the left were the Jacobins and other republicans who wanted to abolish the monarchy completely and bring about radical change. Today the terms right, center, and left continue to reflect those ideologies and seat-
ing arrangements.

Radicals Take Over

Instruct

Introduction: Key Terms Ask students to find the key term "republic" (in blue) in the text and explain its meaning. Have them name countries in the world today that are republics (Brazil, India, Philippines, United States).

Teach Ask Why did European rulers and nobles denounce the French Revolution? They feared that ideas of revolution would spread to their countries and bring an end to their power and privileges. What factors led to the radical phase of the Revolution? (continuing economic problems and hostile factions compet-
ing for power)

Analyze the Visuals Display Color Transparency 107: The French Plague. Use the lesson suggested in the transparency book to further ana-
lyze the political cartoon on this page.

Color Transparencies, 107

Independent Practice

Viewpoints To help students better understand the mixed reactions to the Revolution, have them read the selection Two Views of the French Revolution and complete the worksheet.

Teaching Resources, Unit 2, p. 31

Monitor Progress

Have students reveal the passage on British statesman and writer Edmund Burke. Ask them to summarize his opinion of the French Revolution and describe how his predictions began to come true.

Check Reading and Note Taking Study Guide entries for student understanding.

Radicals Take Over

Events in France stirred debate all over Europe. Supporters of the Enlight-
enment applauded the reforms of the National Assembly. They saw the French experiment as the dawn of a new age for justice and equality. European rulers and nobles, however, denounced the French Revolution.

Rulers Fear Spread of Revolution European rulers increased border patrols to stop the spread of the “French plague.” Feeling those fears were the lurier sto-
estories that were told by émigrés (EM ih grayz)—noble, clergy, and others who had fled France and its revolutionary forces. Émigrés reported attacks on their privileges, their property, their religion, and even their lives. Even “enlightened” rulers turned against France. Catherine the Great of Russia burned Voltaire’s letters and locked up her critic.

Edmund Burke, a British writer and statesman who earlier had defended the American Revolution, bitterly condemned revolutionaries in Paris. He pre-
dicted all too accurately that the revolution would become more violent. “Plots and assassinations,” he wrote, “will be anticipated by preventive murder and preventive confiscation.” Burke warned: “When ancient opinions and rules of life are taken away … we have no compass to govern us.”

Threats Come From Abroad The failed escape of Louis XVI brought further hostile rumblings from abroad. In August 1791, the king of Prussia and the
renewed turmoil. Assignats (AS ig nats), the revolutionary currency, and abroad, it survived for less than a year. Economic problems fed newly elected Legislative Assembly took office. Faced with crises at home led to hoarding and caused additional food shortages. dropped in value, causing prices to rise rapidly. Uncertainty about prices The radicals Jacobins Assembly, especially the Jacobins. A revolutionary political club, the or government ruled by elected representatives instead of a monarch. Within the Legislative Assembly, several hostile factions competed for power. The sans-culottes found support among radicals in the Legislative Assembly, especially the Jacobins. A revolutionary political club, the Jacobins were mostly middle-class lawyers or intellectuals. They used pamphleteers and sympathetic newspaper editors to advance the repub licans cause. Opposing the radicals were moderate reformers and political officials who wanted no more reforms at all.

The National Assembly Declares War on Tyranny The radicals soon held the upper hand in the Legislative Assembly. In April 1792, the war of words between French revolutionaries and European monarchs moved onto the battlefield. Reger to spread the revolution and destroy tyranny abroad, the Legislative Assembly declared war first on Austria and then on Prussia, Britain, and other states. The great powers expected to win an easy victory against France, a land divided by revolu tion. In fact, however, the fighting that began in 1792 lasted on and off until 1815.

Checkpoint How did the rest of Europe react to the French Revolution?

- The monarchy lost most of its power.
- The Catholic Church was put under state control and created a Legislative Assembly whose members would be elected by all residents 25 years of age and older.
- The church was specifically for male citizens over 25. Ending Church interference and ensuring equality for women citizens reflected Enlightenment goals.

Cross-check your responses to this checkpoint with the answers in the Progress Assessment section of the chapter. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

5. Make Comparisons

Describe what happened to France’s constitutional monarchy and compare it to the constitutional monarchies of other European countries.

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Map Making

2. Reading Skill: Identify Supporting Details. Use your completed outline to answer the Focus Question: What political and social reforms did the National Assembly institute the first stage of the French Revolution?

Comprehension and Critical Thinking

3. Make Comparisons. How was the French Declaration of the Rights of Man and the Citizen similar to the American Declaration of Independence?

4. Summarize. What did the Constitution of 1791 do, and how did it reflect Enlightenment ideas?


Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.

2. revoked the nobles’ privileges, issued the Declaration of the Rights of Man, placed the church under state control, and wrote a constitution that set up a limited monarchy.

3. Both documents emphasized freedom, equality, and natural rights for men. The basic principles came from Enlightenment ideas presented by writers such as John Locke.

4. It put the Catholic Church under state control and created a Legislative Assembly whose members would be elected by tax-paying male citizens over 25. Ending Church interference and ensuring equality for male citizens reflected Enlightenment goals.

5. The monarchy lost most of its power.
Objectives

- Identify the basic principles of the French Declaration of the Rights of Man and the Citizen.
- Understand how specific articles support the basic principles of the Declaration.

Build Background Knowledge

Ask students to recall what they know about the Declaration of the Rights of Man and the Citizen. Remind them that the document was modeled in part after the American Declaration of Independence, which was written 13 years earlier, in 1776, and based in part on the English Bill of Rights, written in 1689. Have students predict what kinds of statements the Declaration of the Rights of Man might contain.

Instruct

- Go over each of the articles listed with students. Help students understand how each of the articles may have affected the lives of French citizens. Have students give one real-life example of each of the four natural rights listed under article 2.
- Ask students how the Declaration of the Rights of Man and the Citizen reflects the slogan of the French Revolution, “Liberty, Equality, Fraternity.”

Monitor Progress

Remind students that Enlightenment ideas influenced both the French Revolution and the Declaration of the Rights of Man and the Citizen. Present students with some Enlightenment ideas or have volunteers name the fundamental ones. (Sample: right to life, liberty, and property)

Thinking Critically

1. Summarize: Summarize article 6. Why is the article especially significant?
2. Identify Central Issues: What central idea does this declaration share with the American Declaration of Independence?

Thinking Critically

1. Article 6 states that all citizens are equal under the law and have the right to participate in government. This marked a significant change for most French citizens, who were not previously treated equally under the law.
2. Both stated that all men are created equal.

Declarations of the Rights of Man and the Citizen

The National Assembly issued this document in 1789 after having overthrown the established government in the early stages of the French Revolution. The document was modeled in part on the English Bill of Rights and on the American Declaration of Independence. The basic principles of the French declaration were those that inspired the revolution, such as the freedom and equality of all male citizens before the law.

The Articles below identify additional principles.

Therefore the National Assembly recognizes and proclaims, in the presence and under the auspices of the Supreme Being, the following rights of man and of the citizen:

1. Men are born and remain free and equal in rights. Social distinctions may be founded only upon the general good.
2. The aim of all political association is the preservation of the natural and imprescriptible rights of man. These rights are: liberty, property, security, and resistance to oppression.
3. Liberty consists in the freedom to do everything which injures no one else.
4. Law can only prohibit such actions as are harmful to society.
5. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all, whether it protects or injures.
6. No person shall be accused, arrested, or imprisoned except in the presence and under the auspices of the Supreme Being.
7. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom.
8. Equality of all male citizens before the law.
9. No one may be accused, arrested, or imprisoned except in the presence and under the auspices of the Supreme Being.
10. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom.
11. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom.
12. Equality of all male citizens before the law.
13. The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom.

Origins of the Declaration of the Rights of Man and the Citizen

In addition to being influenced by the American Declaration of Independence and the English Bill of Rights, the French Declaration of the Rights of Man and the Citizen drew its content from other sources as well. The constitutions of individual states such as New Hampshire and Virginia also influenced the Declaration.

The impact of Enlightenment philosophes is clearly seen in the document, too. Montesquieu’s notion of separation of powers is represented, as are Locke’s ideas on natural rights and Rousseau’s theories on the general will and national sovereignty. The physiocrats’ ideas about private property and Voltaire’s notions of protecting individuals against arbitrary police action are also included.