Radical Days of the Revolution

Objectives
- Understand how and why radicals abolished the monarchy.
- Explain why the Committee of Public Safety was created and why the Reign of Terror resulted.
- Summarize how the excesses of the Convention led to the formation of the Directory.
- Analyze how the French people were affected by the changes brought about by the revolution.

Terms, People, and Places
- guillotine
- Reign of Terror
- Robespierre
- suffrage

Reading Skill: Recognize Sequence
Make a timeline like the one shown here. Add dates and important events as you read this section.

Aug. 1792
- mob invades royal palace
- Radicals Take Control and Execute the King
- France becomes a republic
- Sept. 1793
- The Monarchy Is Abolished
- Tensions Lead to Violence
- Battle disasters quickly inflamed sentiment to restore the king's power.
- Aug. 10, 1792: a crowd of Parisians stormed the royal palace of the Tuileries and slaughtered the king's guards. The royal family fled to the Legislative Assembly, escaping before the mob arrived.
- A month later, citizens attacked prisons that held nobles and private accused of political offenses. About 1,200 prisoners were killed; among them were many ordinary criminals. Historians disagree about the people who carried out the “September massacres.” Some call them bloodthirsty mobs. Others describe them as patriots defending France from its enemies. In fact, most were ordinary citizens fired to fury by real and imagined grievances.
- Radicals Take Control and Execute the King
- Backed by Paris crowds, radicals then took control of the Assembly. Radicals
- In 1793, the revolution entered a radical phase. For a year, France experienced one of the bloodiest regimes in its long history as determined leaders sought to extend and preserve the revolution.

The Monarchy Is Abolished
As the revolution continued, dismal news about the war abroad heightened tensions. Well-trained Prussian forces were cutting down raw French recruits. In addition, royalist officers were deserting the French army, joining émigrés and others hoping to restore the king's power.

Tensions Lead to Violence
Battle disasters quickly inflamed sentiment to restore the king's power.

Radicals Take Control and Execute the King
Backed by Paris crowds, radicals then took control of the Assembly. Radicals

In 1793, the revolution entered a radical phase. For a year, France experienced one of the bloodiest regimes in its long history as determined leaders sought to extend and preserve the revolution.

The Engine of Terror
A new execution device called the guillotine was introduced during this phase of the revolution. With its large, diagonal blade that came crashing down from a great height, it cut off heads swiftly and accurately. Thousands of people were sent to the guillotine and executed without trial. In his novel A Tale of Two Cities, Charles Dickens describes daily life during the Reign of Terror:

Along the Paris streets, the death-carts rumble, hollow and harsh. Six tumbrils [carts that carried condemned persons to the guillotine] carry the day's victims to La Guillotine.

Focus Question: What events occurred during the radical phase of the French Revolution?

WITNESS HISTORY

Radical Days of the Revolution

Prepare to Read
Build Background Knowledge
Note Taking
Vocabulary Builder

Objectives
- Understand how and why radicals abolished the monarchy.
- Explain why the Committee of Public Safety was created and why the Reign of Terror resulted.
- Summarize how the excesses of the Convention led to the formation of the Directory.
- Analyze how the French people were affected by the changes brought about by the revolution.

Prepare to Read

Note Taking

Vocabulary Builder

Build Background Knowledge
- Note Taking

Preview

Read and Note Taking

Chapter 6 Section 3 223
The Monarchy Is Abolished

Instruct

- Introduce: Vocabulary Builder
  Have students read the Vocabulary Builder term and explain its meaning. Have students talk about what has happened so far in the French Revolution and speculate on reasons why people might next take radical actions.

- Teach
  Discuss the violent events leading up to the king’s execution. Ask how did the war abroad affect the revolutionaries’ behavior?
  - Battle issues inflamed their anger at the king and caused them to attack the royal palace and prisons.
  - How did the Jacobins try to wipe out the old order? By seizing nobles’ lands, abolishing titles of nobility, and executing the kings. Why do you think the press celebrated Marie Antoinette’s execution?
  - Sample: She had come to symbolize the excesses of the monarchy.

- Quick Activity
  Conduct the unit simulation, Trial in France, which reenacts the monarchy’s trial for treason.

- Independent Practice
  Primary Source: To show students another perspective of the king, have them read the selection The Royal Family in Prison and complete the worksheet.

Monitor Progress

As students fill in their timelines, circulate to make sure they understand the sequence of events during the radical phase of the revolution. For a completed version of the timeline, see Note Taking Transparencies, 138.

Answers

- They called for a new legislative body, extended the right to vote to all male citizens, abolished the monarchy, established a republic, and executed the king and queen.

Comparing Viewpoints: Students should support their opinions with specific examples.

Teach

Vocabulary Builder

called (in full adj. outcome; separates from the usual or traditional

Comparing Viewpoints

On the Execution of a King

On January 21, 1793, King Louis XVI of France was executed by order of the National Convention. Reaction to this event was both loud and varied throughout Europe. The excerpts below present two different views on this event. Critical Thinking: Which of the two viewpoints makes a better case for or against the execution of King Louis XVI? Cite examples from both statements to support your argument.

For the Execution

The crimes of Louis XVI are unhappily all too real; they are consistent; they are notorious. Do we even have to ask the question of whether a nation has the right to judge, and execute, its highest ranking public official? When, to more securely plot against the nation, he concealed himself behind a mask of hypocrisy? Or when, instead of using the authority confided to him to protect his countrymen, he used it to oppress them? Or when he robbed the citizen of their gold in order to subsidize their foes, and robbed them of their subsistence in order to feed the barbarian hordes who came to slaughter them? Or when he created monopolies in order to create famine by drying up the sources of abundance so that the people might die in misery and hunger? …

—Jean-Paul Marat

Against the Execution

The Republican tyrants of France have now carried their bloody purposes to the utmost physical stretch of savage cruelty. They have murdered their king without even the shadow of justice, and of course they cannot expect friendship nor intercourse with any civilized part of the world. The vengeance of Europe will now rapidly fall upon them, and, in process of time, make them the veriest wretches on the face of the earth. The name of Frenchman will be considered as the appellation of savage, and their presence shamed as a poison, deadly destructive to the peace and happiness of Mankind. It appears evident, that the majority of the National Convention, and the Executive Government of that truly despotic country, are comprised of the most execrable villains upon the face of the earth.

—London Times, January 25, 1793

Teach

Teaching Resources, Unit 2, p. 79

Less Proficient Readers

Less Proficient Readers, p. 88

English Language Learners

English Language Learners, p. 86

Special Needs

Special Needs, p. 86

Differentiated Instruction

Solutions for All Learners

Less Proficient Readers: On the board, write the headings Changes and Better/Worse. Ask students to list the changes that occurred during the radical period of the French Revolution. For each item on the list, ask students whether the change made France a better or worse place for its citizens.

English Language Learners: Use the following resources to help students acquire basic skills.

Special Needs: Adapted Reading and Note Taking Study Guide

Adapted Note Taking Study Guide, p. 85

Adapted Section Summary, p. 86
Terror and Danger Grip France

By early 1793, danger threatened France on all sides. The country was at war with much of Europe, including Britain, the Netherlands, Spain, and Prussia. In the Vendée (vahn DEE) region of France, royalist and priestly-led peasants in rebellion against the government. In Paris, the sans-culottes demanded relief from food shortages and inflation. The Convention itself was bitterly divided between Jacobins and a rival group, the Girondins.

The Convention Creates a New Committee
To deal with the threats to France, the Convention created the Committee of Public Safety. The 12-member committee had almost absolute power as it battled to save the revolution. The Committee prepared France for all-out war, issuing a levée en masse, or mass levy (tax) that required all citizens to contribute to the war effort. In addition, the 12 members of the Committee were in charge of trials and executions.

Spurred by revolutionary fervor, French recruits marched off to defend the republic. Young officers developed effective new tactics to win battles with masses of ill-trained but patriotic forces. Soon, French armies overran the Netherlands. They later invaded Italy. At home, they crushed peasant revolts. European monarchs shuddered as the revolutionaries carried “freedom fever” into conquered lands.

Robespierre “the Incorruptible”

At home, the government battled counterrevolutionaries under the guiding hand of Maximilien Robespierre (ROHBZ pyehr). Robespierre, a shrewd lawyer and politician, quickly rose to the leadership of the Committee of Public Safety. Among Jacobins, his selfless dedication to the revolution earned him the nickname “the incorruptible.” The enemies of Robespierre called him a tyrant.

Robespierre had embraced Rousseau’s idea of the general will as the source of all legitimate law. He promoted religious toleration and worked to abolish slavery. Though cold and humorless, he was popular with the sans-culottes, who hated the old regime as much as he did. He believed that France could achieve a “republic of virtue” only through the use of terror. He regarded the brutality of the guillotine, the excessive use of the death sentence, and the threats of subsequent charges as the only sure way to assure that “truth and virtue” would triumph.

The Guillotine Defines the Reign of Terror

Robespierre was one of the chief architects of the Reign of Terror, which lasted from September 1793 to July 1794. Revolutionary courts conducted hasty trials. Spectators greeted death sentences with cries of “Hail the Republic!” or “Death to the traitors!”

In a speech given on February 5, 1794, Robespierre explained why the terror was necessary to achieve the goals of the revolution:

"It is necessary to recall the domestic and foreign enemies of the Republic or perish with them. . . . The first virtue of our politics ought to be to lead the people by means of reason and the enemies of the people by terror. . . . If the basis of popular government in time of peace is virtue, the basis of popular government in time of revolution is both virtue and terror."

—Maximilien Robespierre, quoted in Younger Europe (YUO)
The Revolution Enters Its Third Stage

Instruct

■ Introduce: Key Terms Ask students to find the name Napoleon (in blue) in the text. Ask students what they already know about Napoleon and list their responses on the board. Ask them to predict how Napoleon might change the course of the French Revolution.

■ Teach Discuss the third stage of the French Revolution. Ask What group took control of France after the Reign of Terror? (moderates) The slogan of the revolution was “Liberty, Equality, Fraternity.” Why do you think citizens gave up all three of these ideals during the Reign of Terror? (Sample: They may have thought it was the only way to achieve those ideals for the future.)

Independent Practice

Have pairs or groups of students create posters to support or oppose the reinstatement of a constitutional monarchy in France after the Reign of Terror.

Monitor Progress

To review this section, ask students to explain whether or not the Revolution moved in a more moderate direction after the Reign of Terror. (Yes, it did.)

Answer

Robespierre believed terror was necessary to deal with the enemies of the revolution.

Revolutionary Language As part of the French Revolution, everyday language changed to reflect the abolition of social ranks and privileges. For example, people stopped using the formal vous for “you,” which peasants had customarily used to address nobility or merchants, and instead used the informal tu, which in the past had been used only to address good friends. The titles Monsieur and Madame (literally, My Lord and My Lady) were tainted with class overtones. The proponents of social equality replaced these titles—by law—with “Citizen” and “Citizeness.” In these ways, the leaders of the revolution attempted to erase the differences among social classes and create equality among all French citizens.

The Revolution Enters Its Third Stage

In reaction to the Terror, the revolution entered a third stage. Moving away from the excesses of the Convention, moderates produced another constitution, the third since 1789. The Constitution of 1795 set up a five-
The Directory held power from 1795 to 1799. Weak but dictatorial, the Directory faced growing discontent. Peace was made with Prussia and Spain, but war with Austria and Great Britain continued. Corrupt leaders lined their own pockets but failed to solve pressing problems. When rising bread prices stirred hungry sans-culottes to riot, the Directory quickly suppressed them. Another threat to the Directory was the revival of royalist feeling. Many émigrés were returning to France, and devout Catholics, who revered monasteries that had been taken against the Church, were welcoming them. In the election of 1799, supporters of a constitutional monarchy won the majority of seats in the legislature.

As chaos threatened, politicians turned to Napoleon Bonaparte, a popular military hero who had won a series of brilliant victories against the Austrians in Italy. The politicians planned to use him to advance their own goals. To their dismay, however, before long Napoleon would outwit them all to become ruler of France.

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Women in the Revolution

As the revolution progressed, women’s right to express their views in public came under attack. In 1793, a committee of the National Convention declared that women lacked “the moral and physical strength necessary to practice political rights.” Women’s revolutionary clubs were banned and violators were arrested. Women were imprisoned and sent to the guillotine.

However, women did gain some rights for a time. The government made divorce easier, a move that was aimed at weakening Church authority. Government officials also allowed women to inherit property, hoping to undermine the tradition of nobles leaving large estates to their oldest sons. However, these reforms and others did not last long after Napoleon gained power.

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This engraving depicts Robespierre’s execution by guillotine. He was not the last. “Twenty minutes later, [there] appeared on the day... seen in front of the scaffold... Pale, tense, shining... several of them lowered their heads or shut their eyes... The third [victim] was... the Princess of Monaco... On the platform, her youthful beauty shone in the dazzling July light.” The executions then turned the bodies and heads into large baskets near the scaffold.

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Revolution Brings Change

Instruct

■ Introduce: Key Terms Ask students to find the key term nationalism (in blue) in the text and explain its meaning. Ask them to predict how nationalism in France might affect the future of the French Revolution.

■ Teach Have students name some of the major changes that occurred in France between 1789 and 1799. Ask What did the red “liberty caps” and the tricolor symbolize? (The liberty and equality of all male citizens) What was the social impact of the revolution? (People developed a national identity, titles were eliminated, state schools were established, and slavery in French colonies was abolished.)

Quick Activity: Point out the images of French nationalism on the next page. Use the Idea Wave strategy (TE, p. T22) and ask students to brainstorm ways that people demonstrate nationalism today. (Sample: displaying the flag, celebrating national holidays, supporting their troops, cheering for their country at the Olympics)

Independent Practice

Ask students to make a list of the ways France changed during the French Revolution and to rank what they think will be the most significant and lasting effect. Use the Think-Write-Pair-Share strategy (TE, p. T23) to have students share their rankings.

Monitor Progress

■ Tell students that some French parents gave their children names like Constitution, Republic, and August Tenth. To have students make a list of the ways France changed during the French Revolution and to rank what they think will be the most significant and lasting effect. Use the Think-Write-Pair-Share strategy (TE, p. T23) to have students share their rankings.

Answers

■ Moderates created the Constitution of 1795, which set up a five-man Directory and a two-house legislature.

Thinking Critically

1. Identify Point of View What were the goals of the Committee of Public Safety?

2. Predict Consequences How do you think France changed after the Terror came to an end?

Women in the Revolution

As the revolution progressed, women’s right to express their views in public came under attack. In 1793, a committee of the National Convention declared that women lacked “the moral and physical strength necessary to practice political rights.” Women’s revolutionary clubs were banned and violators were arrested. Women were imprisoned and sent to the guillotine.

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3. Revolution Brings Change
By 1799, the 10-year-old French Revolution had dramatically changed France. It had destroyed the old social order, overthrown the monarchy, and brought the Church under state control.

New symbols such as the red “liberty cap” and the tricolor confirmed the liberty and equality of all male citizens. The new title “citizen” applied to people of all social classes. All other titles were eliminated. Before he was executed, Louis XVI was called Citizen Capet, from the name of the dynasty that had ruled France in the Middle Ages. Elaborate fashions and powdered wigs gave way to the practical clothes and simple haircuts of the new culture.

Nationalism Spreads Revolution and war gave the French people a strong sense of national identity. In earlier times, people had felt loyalty to local authorities. As monarchs centralized power, loyalty shifted to the king or queen. Now, the government rallied sons and daughters of the nation to defend the nation itself. Nationalism, a strong feeling of pride in and devotion to one’s country, spread throughout France. The French people attended civic festivals that celebrated the nation and the revolution. A variety of dances and songs on themes of the revolution became immensely popular.

By 1793, France was a nation in arms. From the port city of Marseilles (mahr say), troops marched to a rousing new song. It urged the “children of the fatherland” to march against the “bloody banner of tyranny.” This song, “La Marseillaise” (mahr say e), would later become the French national anthem.

Revolutionaries Push For Social Reform Revolutionaries pushed for social reform and religious toleration. They set up state schools to replace religious ones and organized systems to help the poor, old soldiers, and war widows. With a major slave revolt raging in the colony of St. Domingue (Haiti), the government also abolished slavery in France’s Caribbean colonies.

Quick Write: Provide Elaboration
For: French Revolution
Quick Write: Provide Elaboration To illustrate each cause and effect of your essay, you should have supporting details, facts, and examples. Choose one of the events below and list as many specific details as possible. Then write a paragraph using the details you listed to explain what caused the event:
- Reign of Terror
- Execution of King Louis XVI
- Creation of the Committee of Public Safety

For additional assessment, have students access Progress Monitoring Online at Web Code nha-1831.

Section 3 Assessment
1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. The downfall of the monarchy and a time of violence called the Reign of Terror
3. The Jacobins wanted to get rid of any traces of the old social order so they seized nobles’ lands and abolished their titles. They also tried, convicted, and executed the king.
4. To deal with threats to France
5. Weary of bloodshed and fearing for their own lives, members of the Convention executed Robespierre and other radicals and wrote a new constitution, which created the Directory.
6. Example: It boosted morale and encouraged the French to keep fighting.
Art of Revolution

Revolutions have visual chronicles as well as written ones, and in the days before photography, these depictions were often rendered with paint. The French artist Jacques-Louis David (zhahk loo ee dah VEE) and the Spanish artist Francisco Goya both portrayed aspects of revolution on canvas, but they had differing viewpoints. David supported the early French Revolution and embraced the revolutionary spirit in his work. Goya, however, was a realist who showed human suffering and the horrors of war in his paintings.

Napoleon Crossing Mont Saint Bernard, Jacques-Louis David, 1801

Imprisoned after moderates turned against the Reign of Terror, David barely escaped with his life. When Napoleon rose to power, David deftly switched his political allegiance to the new Emperor of France and became one of Bonaparte’s chief portraitists. Notice the names carved into the rocks. David included these names of great past rulers to show Napoleon’s level of greatness. David’s depictions of Napoleon helped cement him as a strong and heroic leader.

The Third of May, 1808, Francisco José de Goya y Lucientes, 1814

One of the consequences of the French Revolution and Napoleon’s rise was that France soon found itself at war with the rest of Europe. Francisco Goya saw firsthand the impact of these wars. Born in northern Spain, he rose to become the official painter of the Spanish court. When Napoleon invaded Spain and deposed its king, Goya chronicled the horrors of the resulting guerrilla warfare.

Thinking Critically

1. Compare Points of View. What elements in each painting express the viewpoint of the artist? How are the elements different?
2. Recognize Ideologies. How do you think the ideology of the French Revolution led to the same Goya portrays here?

History Background

Jacques-Louis David Before glorifying Napoleon and the imperial regime, Jacques-Louis David used his creative genius to promote the revolution. Of his drawing of the Tennis Court Oath, one critic wrote, “If you are not on fire and consumed by patriotic flames . . . you are not worthy of liberty.”

During the Reign of Terror, he continued to produce images that inspired a patriotic fervor. He did a number of martyr portraits and sketched people on the way to the guillotine, including Marie Antoinette. He also orchestrated state funerals and elaborate festivities. As the Terror ended, David was jailed; upon his release, he swore to remain out of politics—a vow he would keep for only a short while. Then he met Napoleon at a dinner in 1797, and offered to paint his portrait. Soon thereafter, Napoleon named him First Painter.

Thinking Critically

1. In the David painting, Napoleon, placed in the center of a canvas painted with vibrant colors, looks strong and powerful. In the Goya painting, the dark colors and blood evoke the fearsome brutality of French soldiers. Bright colors glorify Napoleon and the dark shadows show a sense of doom.
2. Initially, the ideology aimed to secure more rights and better opportunities for French citizens, but, as this scene shows, French defense of the revolution turned into a war against other nations that often disregarded other people’s rights.