The Meeting of the Estates General

Who: The Three Estates
What: King Louis XVI summoned them to solve the financial crisis and stabilize his rule
Where: Versailles
When: May 1789

List at least three key ideas from the video and your textbook to include in a summary of the Meeting of the Estates General.

• Cahiers – Notebooks Louis had all three estates prepare that listed their grievances
• Complaints included fairer taxes, freedom of the press, and regular meetings of the Estates-General
• Delegates of the Third Estate were lawyers, middle-class officials, and writers who were familiar with Enlightenment philosophies
• The issues of voting immediately led to stalemate

List two ideas to include in your summary of whether the Meeting of the Estates General contributed to the rise of democracy.

1) All three estates had a voice in the government (+)
2) However, only male property owners could vote (-)
3) Voting was one vote for each estate which was unfair to the largest Third Estate (-)

Vocabulary:
• Financial Crisis: Soaring national debt from war, rising costs, and Louis XVI lavish expenses = higher taxes
• Vote by Order: Each estate meets separately and each estate gets ONE vote
• Third Estate: Represented the urban workers (rich and poor) who resented the privileges of the other estates
THE TENNIS COURT OATH

Who: The Third Estate (renamed the National Assembly)
What: The National Assembly breaks away from the Meeting of the Estates General and pledges to write a new constitution for France
Where: Indoor Tennis Court near Versailles
When: June 1789

List at least three key ideas from the video and your textbook to include in a summary of the Tennis Court Oath.

• When they didn’t get their way in voting during the Meeting of the E-G, they declared themselves the National Assembly.
• When they were blocked from their meeting hall, they moved to a nearby indoor tennis court
• Vowed to create a new constitution
• Were joined by clergy and nobles from the other estates

List two ideas to include in your summary of whether the Tennis Court Oath contributed to the rise of democracy.

1) Third Estate declares a new government of the people (+)
2) All levels of French society were involved (+)

Vocabulary:

• **Pledge:** a promise to do something

• **National Assembly:** the title declared by the Third Estate claiming to represent the people of France

• **Constitution of 1791:** set up a limited monarchy and an elected Legislative Assembly to make laws
THE STORMING OF THE BASTILLE

Who: More than 800 Parisians
What: When the crowd demanded weapons, the commander open fired on the mob
Where: Bastille prison
When: July 14, 1789

List at least three key ideas from the video and your textbook to include in a summary of the Storming of the Bastille.

- Bastille was a symbol of the abuse of the monarchy
- Rumors were spread that royal troops were planning to occupy Paris
- Many were killed in the battled but the mob broke through the defenses
- Killed the commander but found no weapons
- French Independence Day – a call to bring down the monarchy

List two ideas to include in your summary of whether the Storming of the Bastille contributed to the rise of democracy.

1) The people rebel against an abusive government (+)
2) Violence results in many deaths (-)

Vocabulary:
- Bastille: a medieval fort used a prison
- Revolt: to break away from or rise against authority
- Revolution: an overthrow and replacement of an established government by the people governed
THE DECLARATION OF THE RIGHTS OF MAN AND THE CITIZEN

Who: The National Assembly
What: Modeled on the Declaration of Independence, the declaration proclaimed that governments exist to protect the natural rights of citizens and that all male citizens were equal before the law.
Where: All of France
When: August 1789

List at least three key ideas from the video and your textbook to include in a summary of the Declaration of the Rights of Man and the Citizen.

- A key Enlightenment goal – the equality of all male citizens before the law
- Government exist to protect the natural rights of citizens
- All male citizens could hold public office
- Freedom of religion
- Taxes based on ability to pay

List two ideas to include in your summary of whether the Declaration of the Rights of Man and the Citizen contributed to the rise of democracy.

1) A key Enlightenment goal – the equality of all male citizens before the law (+)
2) Did not grant citizenship to women (-)

Vocabulary:

- Liberty: freedom
- Equality: the same as
- Fraternity: brotherhood – having common purposes/interests
THE MARCH ON VERSAILLES AND LOUIS’S ATTEMPTED ESCAPE

Who: About 6000 women
What: Women of Paris demanded food and that the royal family move to Paris.
Where: Versailles
When: October 5, 1789

List at least three key ideas from the video and your textbook to include in a summary of the March on Versailles and Louis’s Attempted Escape.

• Continued starvation and frustration with Louis XVI and Marie Antoinette
• Women refused to leave Versailles until their demands were met
• Louis and his family became virtual prisoners in the Tuileries palace for three years
• The royal family’s attempted escape failed – many saw them as traitors to France

List two ideas to include in your summary of whether the March on Versailles and Louis’s Attempted Escape contributed to the rise of democracy.

1) Women take up arms to demand rights (+)
2) Imprisoning the leader of the country (-)

Vocabulary:
• “Let Them Eat Cake”: A saying that shows insensitivity to or incomprehension of the realities of life for the unfortunate; often INCORRECTLY attributed to Marie Antoinette
• Tuileries: a formal royal palace in Paris
• Traitor: a person who commits treason by betraying his or her country
THE CONSTITUTION OF 1791

Who: The National Assembly
What: Placed the Catholic Church under state control and set up a limited monarchy.
Where: All of France
When: 1791

List at least three key ideas from the video and your textbook to include in a summary of the Constitution of 1791.

• Solve the financial crisis by taking over and selling Church lands
• Control of the French Church caused conflict between revolutionaries in Paris and peasants in the countryside
• Created an elected Legislative Assembly to make laws, collect taxes, and decide issues of war and peace
• Created 83 departments of roughly equal size
• Reformed laws

List two ideas to include in your summary of whether the Constitution of 1791 contributed to the rise of democracy.

1) Seemed to complete the revolution by ensuring equality and ending church interference in government (+)
2) Government still controlled by the wealthy (-)

Vocabulary:
• Civil Constitution of the Clergy: ended papal (pope of the Roman Catholic Church) authority over the French Church and dissolved convents and monasteries
• Legislative Assembly: elected law-making body created by the Constitution of 1791
**REATIONS FROM OTHER RULERS**

**Who:** Emigres, Catherine the Great, Edmund Burke, Marie Antoinette’s brother  
**What:** Emigres report horror stories while Europe’s leaders condemn the revolution 
**Where:** Europe (Russia, Austria, Prussia)  
**When:** Oct 1790-1791

List at least three key ideas from the video and your textbook to include in a summary of the reactions from other rulers.

- European rulers feared the revolution would spread to their countries  
- Even “enlightened” rulers such as Catherine the Great turned against France  
- Predicted the revolution would become more violent  
- Marie Antoinette’s brother was the emperor of Austria – feared for the safety of the royal family  
- French revolutionaries feel threatened by Europe

**Vocabulary:**

- **Emigres:** nobles, clergy, and others who had fled France and its revolutionary forces  
- **“French Plague”:** reference to the spread of the revolutionary “disease” in France  
- **Declaration of Pilnitz:** Issued by the king of Prussia and the emperor of Austria who threatened to intervene to protect the French monarchy
**Who:** Sans-Culottes, Jacobins  
**What:** Economic turmoil pushed the revolution into more radical action; war with much of Europe  
**Where:** The cities of France, especially Paris  
**When:** 1791-1792

List at least three key ideas from the video and your textbook to include in a summary of the radical move the revolution made and the move towards war with other countries.

- Legislative Assembly unable to deal with the economic problems – increased frustration
- Sans-culottes demanded an end to the monarchy and the establishment of a republic
- Fighting within the Legislative Assembly (Jacobins vs. moderate reformers who wanted no more reform)
- Revolutionaries win the fighting in the LA and spread hostilities to the rest of Europe – war in Europe would last from 1792 - 1815

**Vocabulary:**
- **Sans-culottes:** working-class men and women who made the revolution more radical; called such because of the long trousers they wore
- **Jacobins:** a revolutionary political club of middle-class lawyers and intellectuals who gained control of the National Assembly and advanced the republican cause
- **Republic:** a government ruled by elected representatives
THE MONARCHY IS ABOLISHED

Who: Radicals vs. the monarchy, nobles, and priests
What: Tensions result in more extreme actions and the creation of the National Convention
Where: Paris
When: August-October, 1792

List at least three key ideas from the video and your textbook to include in a summary of the monarchy being abolished and the National Convention being created.

• Disaster on the battlefields led many to believe the kind was in league with the enemies
• The people of Paris began to attack royal guards, nobles, and priests on the side of the king
• Radicals take control of the LA and change the name to the National Convention
• Suffrage extended to all male citizens (no property requirement)
• Created the French Republic abolishing the monarchy
• Seized the lands of nobles
• Louis XVI and Marie Antoinette executed as traitors to France

List two ideas to include in your summary of whether the these events contributed to the rise of democracy.

1) Extension of suffrage and creation of representative government (+)
2) Violent methods used to achieve it (-)

Vocabulary:
• “September massacres”: The killing of more than 1200 prisoners and loyalists to the monarchy in September 1792 by ordinary citizens fired up by real and imagined grievances
• Suffrage: the right to vote
• National Convention: the new, more radical legislative body that replaced the Legislative Assembly
THE COMMITTEE OF PUBLIC SAFETY AND THE REIGN OF TERROR

Who: The Convention and Robespierre
What: France is at war with much of Europe while also trying to control the revolution as rebellion, food shortages, inflation, and division persist
Where: All of France
When: Early 1793 – July 1794

List at least three key ideas from the video and your textbook to include in a summary of the Committee of Public Safety and the Reign of Terror.

• Threats from other countries, peasant rebellions, the sans-culottes, and rivals to the Jacobins (Girondins)
• CPS had 12 members with absolute power to save the revolution – led by Robespierre (“the incorruptible”)
• Issued a mass tax for the war effort
• War in Europe turned in France’s favor as revolutionary fervor spread
• Robespierre supported Rousseau’s idea of the general will as the source of all legitimate law – promoted religious tolerance and wanted to abolish slavery; wanted to achieve a “republic of virtue” through the use of terror
• Suspects in the Reign of Terror were those who resisted the revolution (300,000 arrested; 17,000 executed)
• Within a year, members of the Convention turned on the CPS and Robespierre was executed

List two ideas to include in your summary of whether these events contributed to the rise of democracy.

1) Mass killings to achieve political goals (-!)
2) Turning on an abusive government (+)

Vocabulary:
• Levee en masse: a mass tax that required all citizens to contribute to the war effort
• “Republic of Virtue”: In a speech of February 5, 1794, Robespierre provided a comprehensive statement of his political theory, in which he equated democracy with virtue (moral excellence) and justified the use of terror in defending democracy.
• Guillotine: a device designed for carrying out executions by decapitation