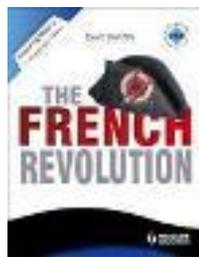




Enquiring History Series for A Level



The French Revolution

Dave Martin

Teachers' Support Material

Contents

Introduction to the Book	4
From the Author – Dave Martin	4
The role of the Academic Consultant	4
Relationship to A level Specifications	5
AQA – France in Revolution, 1774–1815 (AS)	5
AQA – Liberal Democracies: Power to the People (AS)	5
AQA – Historical Issues: Periods of Change - France and the Enlightenment: Absolutism Under Threat, 1743-1789 (A2)	5
Edexcel – Depth Study and Associated Historical Controversies - France, 1786-1830: Revolution, Empire and Restoration (A2)	5
OCR A European and World History period studies - The Origins and Course of the French Revolution 1774-95 (AS)	6
OCR B Unit F882 – Non-British History	6
WJEC – Outline thematic study - France, c.1715-1815 (AS)	6
WJEC In-depth study – The French Revolution c. 1774-1795(AS)	7
WJEC In-depth study – The French Revolution c. 1774-1795(A2)	7
International Baccalaureate	7
Introduction to Notes for Teachers	8
Chapter 1. The French Revolution: The Essentials, pp.2-9	9
Structure and Issues	9
Activities	10
Chapter 2. What were people complaining about in the early 1780s? pp.16-27	11
Structure and Issues	11
Other Activities	11
Chapter 3. Why did Louis XVI call the Estates-General? pp.28-35	13
Structure and Issues	13
Activities	13
Other Possible Activities	13
Chapter 4. What sort of revolution took place in 1789? pp. 38-49	15
Structure and Issues	15
Activities	15
Other Activities	16



Chapter 5. What caused the French Revolution? pp. 52-57	17
Structure and Issues	17
Activities	17
Other Activities	18
Chapter 6. Was Louis XVI chiefly to blame for the failure of constitutional monarchy? pp. 62–73	19
Structure and Issues	19
Activities	19
Other Activities	20
Chapter 7. Why did the Revolution become more violent, 1791-93? pp. 78-89	21
Structure and Issues	21
Activities	21
Other Activities	21
Chapter 8. Why did violence increase to become the terror, 1793-94? pp. 94–113	22
Structure and Issues	22
Activities	22
Other Activities	22
Chapter 9. How successful was the Directory, 1795-99? pp. 114-123	23
Structure and issues	23
Activities	23
Other Activities	23
Chapter 10. What motivated the revolutionaries? pp. 124-133	24
Structure and Issues	24
Activities	24
Other Activities	24
Conclusion: Does the French Revolution still matter? pp. 134-139	25
Structure and Issues	25
Activities	25
Reading and Web-links	26
A selection of books	26
Web-links	28

Introduction to the Book

From the Author – Dave Martin

My main aim in writing this book has been to help A level students learn effectively and successfully about the French Revolution. The book covers the core material required by a range of A level specifications but, in keeping with the overall aims of the *Enquiring History* series, I have aimed to:

- write in a way that is accessible to students new to the French Revolution and encourage them to keep turning the pages but also go on to stretch the most able in terms of both their understanding of the topic and of studying History in general.
- explicitly address some of the problems students have in learning about this period.
- help students see History as a subject in which a ‘continuing conversation’ amongst historians leads to new interpretations
- reflect the latest research and publications in ways that students can understand
- help students develop the ability to study independently by guiding them through the process of enquiry so they can transfer this process from one topic to another and so gain confidence in their ability to study History
- provide material that students can use effectively on their own or in collaboration with friends or that teachers can use effectively in class
- create a book that helps students see the people of 18th century France as real human beings, to understanding something of their world-view, motives and ideals.
- communicates my enthusiasm for 18th century France and its people.

The role of the Academic Consultant

Each book in this series has an academic consultant involved from the planning stage. I am very grateful to **Dr Marisa Linton** of Kingston University for taking on this role and generously sharing her knowledge and expertise. Marisa commented on my initial plan and read the whole text. However, in fairness to Marisa, I must emphasise that the final decisions on interpretations of individual people and events were all my own.

Relationship to A level Specifications

This book has been written with specifications in mind but it does not cover every detail or nuance in each specification. One of the principles behind this series is the belief that teachers' own expertise, experience and knowledge of the needs of individual students and classes should shape the programme of teaching and that good teachers do not follow one book in a formulaic way – even this one! We therefore assume that teachers will use the books in this series alongside other books, deciding for themselves when and how to use any particular book. We also expect teachers to use these books both in classrooms and for set or recommended reading and tasks at home.

AQA – France in Revolution, 1774–1815 (AS)

The overview in Chapter 1 provides essential context for the Ancien Regime and the monarchy, Louis XVI and Marie Antoinette. Chapters 1-10 provide detailed coverage of three of the four parts of this module ending when Napoleon is firmly established in power in 1802.

The Origins of the French Revolution, 1774-1789	Chapters 1, 2 & 5
The French Revolution: from Monarchy to Republic, 1789-1792	Chapters 3, 4 & 6
The French Revolution: Terror and the search for stability	Chapters 7, 8, 9 & 10.

AQA – Liberal Democracies: Power to the People (AS)

The book offers detailed coverage of the French Revolution, 1789-1793, one of the three Liberal Democracies studied in this module

AQA – Historical Issues: Periods of Change - France and the Enlightenment: Absolutism Under Threat, 1743-1789 (A2)

The book offers coverage of France under Louis XVI and of the collapse of the Ancien Regime. As such it could serve as an introductory text for the second half of this A2 module.

Louis XVI: Absolutism Weakened, 1774-1787	Chapters 1 & 2
The Collapse of the Ancien Regime, 1787-1789	Chapters 3, 4 & 5.

Edexcel – Depth Study and Associated Historical Controversies - France, 1786-1830: Revolution, Empire and Restoration (A2)

The book provides detailed coverage of the first half of the Depth Study and of the first of the two Associated controversies a) Why did constitutional monarchy fail in the years 1789-92? The enquiry questions develop students' ability to write reasoned historical explanations.

Detailed coverage can be found in the book as follows:

The onset of revolution and the collapse of absolute monarchy, 1786-89	Chapters 1-6 & 10
Terror and reaction, 1793-99: war and terror; the Thermidorean reaction and the Directory.	Chapters 7 -9 & 10

OCR A European and World History period studies - The Origins and Course of the French Revolution 1774-95 (AS)

The book provides detailed coverage of the Indicative Content for 1774-95 as follows:

What were the economic and social causes of the Revolution?	Chapters 1, 2, 3 & 5
What were the political causes of the Revolution?	Chapters 1, 2, 3 & 5
What was the nature of the Revolution during 1789-92?	Chapters 4 & 6
What were the reasons for the rise and fall of the Terror from October 1792-1795?	Chapters 7 & 8

OCR B Unit F882 – Non-British History

Study Topic 3 Robespierre and the French Revolution 1774-95 (AS)

The focus of this book on explanations and explanatory models fully supports this course.

The Collapse of the Ancien Regime	Chapters 1, 2, 3 & 5
The Revolution of 1789	Chapters 3 & 4
The Regeneration of France, 1789-91	Chapter 6
The Decline and Fall of Constitutional Monarchy, 1791-93	Chapter 6
Revolutionary Government, 1782-96	Chapters 6, 7, 8 & 9
Foreign and Domestic Conflict	Chapter 7

WJEC – Outline thematic study - France, c.1715-1815 (AS)

The book provides detailed coverage of three of the five key issues of this outline theme as detailed below.

The causes of the French Revolution, 1774-1789	Chapters 1, 2, 3, 4 & 5
From constitutional monarchy to Jacobin republic, 1789-1794	Chapters 6, 7, 8 & 10
The Directory, 1795-1799	Chapter 9

WJEC In-depth study – The French Revolution c. 1774-1795(AS)

The book provides detailed coverage of all of the eight key issues identified in this outline theme as detailed below.

The summoning of the Estates General	Chapters 1, 2, 3 &5
Political events of 1789	Chapter 4
The work of the National Assembly 1789-1791	Chapters 4 & 6
The reaction of the Crown and the growth of Republicanism	Chapters 6 and 7
The emergence of the émigrés	Chapters 6 and 7
Political divisions and the outbreak of war in 1792	Chapters 6 and 7
Factors leading to the overthrow of the monarchy and the establishment of the First Republic	Chapter 6 and 7
Reaction to the revolution in Europe	Chapter 7

WJEC In-depth study – The French Revolution c. 1774-1795(A2)

The book provides detailed support for one of the two identified topics The Terror, c. 1792 -1795 in Chapters 7 & 8. It also provides some background support for the second identified topic The Church and the Revolution, c.1789-1795 across chapters 3, 4, 5, 6 & 8

International Baccalaureate

The Higher Level Paper covers the period from mid eighteenth century to twentieth century. Within this **The French Revolution and Napoleon—mid 18th century to 1815** is an option.

The book offers good coverage of the origins, outbreak, course and results of the French Revolution to 1802.

Introduction to Notes for Teachers

As with other books in this series, *The French Revolution* has been planned and written with two different kinds of use in mind. Firstly there are many opportunities to use the book and the enquiry activities in class and the suggestions below include a variety of strategies for such classroom use. Secondly, and just as importantly, the book has been designed for independent use by students, either individually or in collaborative groups. This kind of use is made possible by the extensive guidance on following and completing the enquiries. In both cases we assume that teachers will use this book alongside others and will encourage students to read this and other books for themselves.

The notes for each chapter are divided into two sections:

- **Structure and issues** – provide a summary of the rationale behind each chapter enquiry and its contents and of noteworthy interpretations in the chapter, chiefly those that differ from interpretations in older books.
- **Activities** – this section begins with commentary on the Enquiry Focus activity (the activity in the large blue box near the beginning of each chapter) that guides students through each chapter. This is followed by a menu of other ideas for activities – please don't interpret this range of ideas as a scheme of work! None of this includes basic note-taking guidance but offers a variety of other hopefully engaging and enthusing ideas. No attempt has been made to provide activities for every page.

Where appropriate, suggestions have been included for further reading which may be useful for both students and teachers new to the topic.

The last section of these notes provides further notes on reading and relevant web-links. However I have not tried to be encyclopaedic because of the speed with which such lists can become out-dated.

Chapter 1. The French Revolution: The Essentials, pp.2-9

Including 'Insight pages':

- Louis XVI, Marie Antoinette and the Royal family (pp. 10-11).
- The Ancien Régime (pp. 12-15).

Structure and Issues

When studying events in another place at another time, France in the eighteenth century, students can easily become disorientated. So this chapter aims to achieve three things. Firstly it aims to make the point that the Revolution is about people, ordinary people in the midst of extraordinary events. Secondly it aims to give students an immediate and accessible overview of the entire revolution, from 1789 to 1802. Thirdly it aims to give an introduction to Ancien Regime France and its rulers.

pp. 2-3 - by beginning in the middle, with that dramatic day 21 January 1793, this chapter establishes the key questions, What was this all about? Why are the French executing their own King? And the use of contemporary sources, visual and written, is one of the approaches of the book

pp. 4-7 The **story of the French Revolution 1789 to 1802** - is my version of the Revolution. The accompanying activity on p. 4 is designed to enable students to internalise this overview. There are a number of changes in how France was ruled in quite a short time and students need to be clear on these. The overview also introduces one of the key dimensions of the Revolution, violence. Note also the emphasis upon using visual sources and the focus upon key individuals – Marat, Robespierre and Napoleon. Rather than writing their news headlines students should be encouraged to record them. The simple technology to do this is in most schools and in many sixth formers pockets.

pp. 8-9 **Why is the French Revolution so interesting – and so important?** - one of the key messages of the book is that historical interpretations change and students will read about this in more detail later. Here they are just beginning to develop their awareness of these different interpretations and why they come about. And throughout the book the historians of the French Revolution themselves are introduced, and in places allowed to speak for themselves as with William Doyle here and Georges Lefebvre, Paul Hanson and Peter Jones overleaf on p. 10. In this way the historiographical debates are hopefully made more concrete and accessible as the historians become more familiar and when students come on to address fundamental historiographical debates such as, **Was violence always central to the Revolution?** On p.88 they will have 'a sounder basis for judgement'.

pp. 10-11 **Louis XVI, Marie Antoinette and the Royal family** – provides some essential back ground and debate on three key players, the King and Queen and the highly controversial Duc D'Orleans.

pp. 12-15 **The Ancien Régime (1) and (2)** – covers the basic information about the Ancien Régime. By its end students will be clear on all the different groups in French society who were to later come into conflict. The book deliberately separates this from the causes of the Revolution, where some books start, so as to

ensure students have a clear grounding before moving on. And it is expected that they will refer back to these pages in later chapters.

Activities

N.B. This is a menu of activities, not a scheme of work.

1. The individual - one strategy to help students keep track of events during the Revolution is to allocate each member of the teaching group an individual, one of the major figures of the revolution, to research and follow. At intervals in the course you can draw upon them. You might ask the students to offer a pen portrait at the start of a lesson where this individual may feature prominently for the first time, such as Mirabeau on 23 June 1789. Alternatively you might pick a key moment such as Louis's flight to Varennes and ask students to consider the possible attitude and response of their individual. These sorts of activity will also build towards one of the final overview activities on p. 136 **Assessing the roles of individuals and of the masses** where students are invited to make a judgement on the significance of individuals.
2. Overview - at the end of the book on p.136 I suggest that students revisit **The story of the French Revolution 1789 to 1802** and replace it with their own version. This activity can be done at intervals throughout the study. For example before teaching the Terror, 1793 onwards, which so polarises opinion invite students to construct their first four news headline broadcasts and see how these might differ to those constructed later.
3. Source handling – a comparison of the contemporary accounts, visual and written, of Louis's execution could provide useful discussion.
4. Art as propaganda – the portrait of Marie Antoinette by Elisabeth Vigée-Lebrun p. 11 was deliberately commissioned in an attempt to rehabilitate the reputation of the Queen. It was due to be exhibited in the salon in 1787 but was not shown for fear of protests; instead there was just an empty frame. Students could explore the ways in which the artist has set out to show the Queen in the best possible light. This theme could be maintained through out the book, not just in those instances where there is an explicit exploration of the revolutionary art of Jacques-Louis David but elsewhere amongst the wealth of visual sources.
5. As a forward looking task ask students to find out all the nicknames by which Marie Antoinette was known during the revolution – l' Autrichienne, Madame Deficit, Madame Veto, Widow Capet.

Chapter 2. What were people complaining about in the early 1780s? pp.16-27

Structure and Issues

Building on the foundations of chapter 1 (which students should be encouraged to refer back to) this chapter begins a discussion of the causes of the French Revolution. As this is such a huge question it has been broken down into three chapters.

Here in chapter 2 the enquiry examines the background or long term causes of the Revolution. Some historians would describe these as the preconditions for Revolution rather than causes or factors.

The Enquiry Focus activity (p.18)

The enquiry uses a mind mapping device to help students to explore these background causes which are rural poverty (pp.18 -19), the tax system (p.20), nobles' rights (pp.20-21), corruption (p. 21), life in towns (pp. 22-23) and the Enlightenment (pp. 24-26). Some of these causes can quite easily be further sub divided as with rural poverty having at least two dimensions, poor harvests and small landholdings, and arguably more such as share cropping.

The benefit of the mind map will be that it makes the multiple causes evident and it can also aid students in spotting and describing the linkages between them. The most obvious is the connection between the growing towns, mapped on p. 22 and the spread of Enlightenment ideas through newspapers, aristocratic salons, and Masonic lodges (p. 17) and through theatres, bookshops and the Encyclopédie examined in the table on p.25. But there are others.

The activity is concluded on p.27 where the colour coding suggestion is designed to signal the coming importance of the Third Estate, to touch upon the recurring strand re violence and to begin the process of weighing the relative importance of these causes. Finally to start the process of argument the mind map is a good basis for a written discussion, either as contemporary advice to Louis XVI or as an examination style answer.

Other Activities

NB. This is a menu of activities, not a scheme of work.

1. Causal explanation - rather than constructing a mind map as individuals, pairs or groups students might instead make cause cards to build into a card sort activity in conjunction with the causes explored in chapters 3, 4 and 5.

2. Contemporary relevance – ‘Do Books Cause revolutions?’ p. 26 is a direct attempt to make explicit to students the links between the French Revolution and events in the contemporary world, notably the Arab Spring. Clearly whilst the circumstances are different some comparisons are worth making as here with the ‘relatively new’ means of communication in eighteenth century France p.25 and the ‘new’ means of communication online in twenty first century Africa and the Middle East. At the same time the deliberate

inclusion of Napoleon's assessment of the power of the press p. 17 can be linked to British politicians and their links with Rupert Murdoch.

3. The role of the individual - instead of the consideration of abstract factors students might be set an alternative route through this chapter of considering the roles of a number of individuals – Louis XVI, Duc D'Orleans, Lafayette and Rousseau.

4. Source handling – the contemporary cartoon on p.20 repays careful study as it is a critique of the feudal system and of the Ancien Régime as well as of taxation. Whilst the peasant bears the burden of the First and Second Estates at his feet the doves his feudal lord has the privilege of keeping eat the peasant's seeds whilst similarly the rabbits eat his cabbages. Meanwhile from their pockets spill the benefits of privilege. The website Liberty, Equality, Fraternity: Exploring the French revolution contains a wealth of source material such as this related cartoon <http://chnm.gmu.edu/revolution/d/152/> which depicts the changed circumstances in the early years of the Revolution.

Chapter 3. Why did Louis XVI call the Estates-General? pp.28-35

Structure and Issues

Whilst chapter 2 examines the background or long term causes of the Revolution this chapter focuses upon the more short term circumstances that essentially forced Louis XVI's momentous decision to call the Estates General. But even these short term causes have deep seated roots and that is what the chronological narrative beginning on p.28 tries to underline, the difficulty of categorising some causes as short or long term.

Activities

The Enquiry Focus activity (p.29)

The enquiry focus **Why did Louis XVI call the Estates-General?** poses a series of questions within a flow diagram for students to answer as they go back to before the start of Louis XVI's reign in 1774. In turn they examine

Royal financial problems and follow their growth from 1751 through to bankruptcy in 1788 pp. 29-30

The failure of Louis and his ministers, Turgot, Necker and Calonne to achieve **financial reforms** pp. 31-34

The impact of the American War of Independence pp. 30-31

The Parlement of Paris says 'Non' to new taxes p.32

The Assembly of Notables rejects new taxes p.33

Aristocratic revolt p. 34

To conclude the enquiry students are invited to write an explanation p.35. One interesting area of controversy within this is the role and degree of responsibility of Louis XVI for the financial failure. Historians are divided on this but I take the view that Louis should take responsibility and in line with the approach of this series of making the textbook author's view explicit I signal that in the text p. 35. For me 'it was Louis accepted the advice, it was Louis who changed policy and dismissed ministers and it was Louis who failed to convince those who mattered to support his government's policies.'

Other Possible Activities

1. Causal explanation - rather than answering the questions in the flow diagram students might instead make cause cards to build into a card sort activity in conjunction with the causes explored in chapters 2, 4 and 5. Possible causes might be Royal financial problems which could be sub divided into taxation and expenditure, Failure of Louis and his ministers to achieve financial reforms, Aristocratic opposition.

2. The role of the individual - students might be set an alternative route through this chapter of considering the roles of a number of individuals – Louis XVI, Necker, Calonne and Marie Antoinette. This would link in with



the ideas raised on pp. 33 and 34 that when as historians we categorise the ideas of a group such as the nobility we are inevitably over simplifying.

Chapter 4. What sort of revolution took place in 1789? pp. 38-49

Includes Insight pages:

- Paris – centre of the Revolution (pp.36-37)
- David's painting The Tennis Court Oath (pp. 50-51).

Structure and Issues

As noted elsewhere Insight sections provide a necessary step back from the narrative to fill in context and detail ready for the next section. The Insight on Paris, pp. 36-37, extends students' understanding of the look, geography and people of this famous city where so many of the key Revolutionary events took place.

Whereas previous chapters have considered broad swathes of time here Chapter 4 concentrates upon that one climatic year 1789. It takes care to firmly establish the key events and uses that chronological framework to enable students to explore the historiographical debates on what sort of Revolution took place and whether it was a Revolution driven by events in Paris or by events across France in the towns and countryside.

The Insight on David's painting The Tennis Court Oath, pp. 50-51, is intended as a counterpoise to the Storming of the Bastille p. 38. Encapsulated in the two visuals are the two views on the Revolution – chaotic violent events or peaceful political process. As such it can act as an additional summary to the chapter. It also opens the strand on David himself, Simon Schama's 'Citizen Artist'. His role as recorder, propagandist and participant is explored in this set piece painting and in his later painting The death of Marat pp.92-92. David and his work also appear on pp. 76, 77, 94, 106, 123, 126-127 & 128.

Activities

The Enquiry Focus activity (p.39). The key task involves the completion of a chronologically based table with prompts provided at the end of each key event. Students need to reach a judgement on four issues – the **Aims** of the revolutionaries, the **Methods** they used, **Who they were** and **where the revolutionary events took place**. The completed table should then help students to reach a judgement. Was the revolution violent, peaceful or somewhere in between.

The five points within the year 1789 that are examined are

The opening of the Estates-General pp. 40-41

The National Assembly pp. 42-43

The fall of the Bastille pp. 43-45

The end of feudalism and the Rights of Man pp.46-47

The October Days pp.48-49

The activity box on p. 49 provides a set of questions to help students to bring their thoughts together.

Other Activities

1. The table is one device for summarising the events of 1789. An alternative would be to try and graph the degree of violence across the five key points in the year. Of course a complicating factor here is whether the violence is actual or just threatened, and by who – revolutionaries or the monarchy. So for example p.43 the rumour that Parisians were going to invade Versailles and Louis's movement of more troops into the Paris/Versailles area or again p.44 the clashes between Parisians and German cavalry in the Tuileries gardens. Any such activity would contribute to students' understanding of the historiographical debates on whether the revolution was violent and who was to blame. This is tackled explicitly later on in Chapter 7 on pp. 88-89.
2. The role of the individual - students might be set an alternative route through this chapter of considering the roles of a number of individuals – Louis XVI, Marie Antoinette, Artois, Sieyès, Mirabeau, Necker, D'Orleans, Desmoulins, Marat and Lafayette. This would link in with the ideas raised on pp. 33 and 34 that when as historians we categorise the ideas of a group such as the nobility we are inevitably over simplifying.
3. Turning points – one question open to debate, now as then, is when the revolution began and instead of leaving this question to the end p. 49 you might pose it at the outset.
4. The role of the individual – Louis XVI has an obviously crucial role in this phase of the Revolution and one way of exploring that might be to hot seat him (the teacher in role). The students as historians might question him as to his thinking at a number of decision points – the decision to leave the Estates to decide on voting by head or by order, on what to say at the séance royale (p. 43), the decision to not forcibly remove the deputies on 23 June, the dismissal of Necker on 11th July, his visit to Paris on 17 July to recognise the legality of the Commune and the National Guard, the decision to hold a banquet to welcome the Flanders regiment to Versailles and finally his choice on 5 October not to either fight or run away.

Chapter 5. What caused the French Revolution? pp. 52-57

Includes Insight pages:

- How did people in Britain react to the Revolution? (pp.58-59)
- Revolutionary changes (pp. 60-61).

Structure and Issues

This is a very short chapter where the main enquiry is in two parts. The first is an exercise in evaluating causes and nine possible factors are listed. It brings together all the prior work in Chapters 2 to 4 and it might be a good idea to swiftly recap this before beginning. The second half of the enquiry is an historical interpretations enquiry, exploring the later views of historians. One of the key features of the Enquiring History series is that no one book can suffice on its own and so it is only reasonable to offer students some alternatives. This is what the panel on p. 57 does. Clearly it is a very personal choice.

The Insight page **How did people in Britain react to the Revolution?** pp.58-59 is designed to clarify students' own view of the Revolution by offering an outside perspective. This also supports the historical interpretation aspect of the chapter by offering clearly contemporary views as opposed to the later interpretations offered by historians.

The Insight panel **Revolutionary changes** pp. 60-61 belongs to both chapter 5 and to chapter 6. For the former it offers a summary of the change from the Estates-general to the National (Constituent) Assembly and more importantly for the latter it gives a brief summary of what can sometimes seem a bewildering number of changes and groupings.

Activities

The Enquiry Focus activity (p. 52) shows nine factor cards which students are asked to summarise (1). They might be split into pairs for this part of the task. The next part of the task (2) can be tackled in groups or as a whole class. The former approach allows potentially greater opportunities for discussion and also the possibilities of a range of outcomes when the groups move on to arranging their cards into a Diamond Nine (4) or alternative pattern.

The second half of the activity moves on to the historiographical debate. This is supported by

Balancing long and short term causes pp. 53-54

Are you a royalist, a liberal or a Jacobin? Historians and the causes of the French revolution pp. 54-57

At this stage the end results of group or class discussion, produced as poster size diagrams or electronically, might be saved for later use and display.

Other Activities

1. The incident of the hats is described on pp. 53-54, afterwards Marie Antoinette was said to be furious - to try and gather a sense of what this might have been like try re-enacting the incident, with suitable props of course.
2. Historiography – this book has taken the deliberate approach of making the individual historians highly visible. This is part of the series objective to communicate up-to-date scholarship and help students understand that our historical knowledge and understanding is constantly developing as a result of research and the continuing ‘conversation amongst historians’. But just as keeping track of the many individuals in the Revolution can be challenging for students so too can keeping track of the many historians. The tricolour diagram shown on p. 54 could be enlarged and cards for each historian written, perhaps one per student, that summarise the historian’s view on an aspect of the Revolution. Then the cards/historians could be positioned roughly on the Tricolour as a lasting resource, and one that could be added to later.
3. Historiography – to further make the point that history is a construct students might be invited to debate the validity of Nassim Nicholas Taleb’s Black Swan argument in the context of the causes of the French Revolution.

Chapter 6. Was Louis XVI chiefly to blame for the failure of constitutional monarchy? pp. 62–73

Includes Insight pages:

- The Revolution in the West Indies (pp. 74-75).

Structure and Issues

From October 1789 France was effectively a constitutional monarchy but the two sides – the Monarchy and the Revolutionaries – and the various sub groups within these two sides were feeling their way towards a permanent and workable answer to the key question of precisely where the balance of power should lie. And not everyone wanted constitutional monarchy to work. Whilst earlier causal questions in the book can be considered in terms of factors here it is very much the role of individuals and groups of individuals within the political process who matter. These are the **National Assembly Deputies** (pp.64-67), **Louis XVI** (pp.67-68), **Marie Antoinette** (pp.68-69), **The Jacobin Club** (p.69), **the Cordeliers Club** (p.70), **the Club Monarchique and the émigrés** (p.70), **the Sans-Culottes** (p.71), **the Feuillants** (p.71) and the **Legislative Assembly Deputies** (p.72). One significant group not identified as responsible are the Church which was divided on the matter of the oath to the constitution (p.66). You may choose to add the church or perhaps just the **Refractory Clergy** to the activity.

Before starting students need to be very clear of the sequence of events (see chronology p. 63) and in particular need to be clear on the difference between the National Assembly and the Legislative Assembly.

One learning trouble spot that appears at this point is the movement of individual revolutionaries from one political group to another, as well as the wider difficulty of accurately defining political groups. It is worth spending time on the split in the Jacobin Club following the abortive flight to Varennes. This links to a later resource on p.87.

The Insight panel **The Revolution in the West Indies** pp. 74-75 serves two purposes. The first is to show how events in the Caribbean were linked with Paris and France, and secondly to link both backwards and forwards across the Revolution to reinforce students' grasp of the chronology.

Activities

The Enquiry Focus activity (p.64) shows a continuum line on which students should place each group in turn after considering their degree of responsibility for the failure of constitutional monarchy. This can be done individually, in pairs, as groups or as a whole class. What is important is the ongoing discussion and the final discussion before making the placements permanent. The questions in the conclusion box on p. 72 are designed to prompt this discussion if it does not naturally arise.

The alternative enquiry route for this period is to identify the turning point (p.73) and as students will see some of the historians they have already met remain divided on this question.

Other Activities

1. Instead of phrasing the enquiry around Louis you might instead phrase it around Marie Antoinette and give it a stronger interpretations emphasis by exploring Thomas Kaiser's views. This might also serve to open the gender debate within the Revolution.

Chapter 7. Why did the Revolution become more violent, 1791-93? pp. 78-89

Includes Insight pages:

- Revolutionary leaders (pp.76-77).

Structure and Issues

Chapter 6 was about the failure of constitutional monarchy and regardless of who should take the blame for that failure its consequences were terrible for France as the revolution became more violent. Why this violence took place is one of the most contentious areas of debate amongst historians. Those on the right see violence as an integral part of the revolution whilst the liberals in the centre see this as the revolution blown off course. And on the left, the Jacobins saw violence as necessary to safeguard the revolution. In answering the enquiry question students should be able to come to a conclusion as to where they stand in this debate. They will then be ready to consider the contrasting views of Schama and Micah Alpaugh (pp. 88-89) and I have clearly signalled my position on this question as agreeing with the latter.

The Insight pages: **Revolutionary leaders** pp.76-77 foregrounds two of the most important figures in the Revolution, Danton and Robespierre.

Activities

The Enquiry Focus activity (p.79) sets up a mind mapping activity where students need to collect evidence centred around four factors. These are The Revolutionary War – threats from other nations, Rivalries amongst revolutionaries, fear of counter revolution and the activities of the royal family and deteriorating living conditions and they are intertwined through pp. 78-87.

Other Activities

1. Historical argument - if you have more than one AS level teaching group then an interesting online debate you can set up would be - **Who should be seen as a hero of the revolution - Danton or Robespierre?** If you allocate students to defend a particular position rather than letting them choose then they will find it easier to disagree with each other in an appropriate fashion for academic argument and this should lead to a better quality of argument and hence deeper learning.
2. Historical interpretation – having explored the question in the way that I have set it up from the Micah Alpaugh side of the debate you might challenge your students to reorganise the enquiry in a way that might lead the reader to be more likely to agree with Simon Schama

Chapter 8. Why did violence increase to become the terror, 1793-94? pp. 94–113

Includes Insight pages:

- The 'Machinery of Terror' (pp.90-91);
- Stimulus to the Terror – the death of Marat (pp.92-93).

Structure and Issues

The Insight pages: **The 'Machinery of Terror'** pp.90-91 provide some key factual information on the structure of revolutionary government which students need to be clear on before looking at the Terror. The Insight pages **Stimulus to the Terror – the death of Marat** pp.92-93 return to the theme of art as propaganda, and David in particular, as well as signalling the start of what became known as the Terror.

The chapter itself follows on from chapter 7's consideration of why the violence took place but now it was on a much greater scale; as the diagram on pp.98-97 tries to convey. It is worth noting that this diagram is itself, as well as being an overview, an interpretation, my interpretation. I see the executions, both after full judicial procedures and those under the terms of the Law of 19 March 1793, as just part of the total death toll of the Revolution. I would place them alongside the deaths in the Revolutionary wars and in the civil wars, notably in the Vendée. Other historians would separate them out and you might debate this choice with your students. The other debate, or perhaps stereotypical view, is that it was mostly aristocrats who were guillotined which again you might examine. The figures for those guillotined are far more accurate than the overall death totals. The Jacobins were lawyers and so were concerned with following the due legal processes and careful record keeping.

Activities

There is no Enquiry Focus activity (p. 98) in this chapter beyond the question 'Why did violence increase to become the Terror?' This is to allow students greater independence in how they conduct this enquiry. However, there are thinking prompts throughout.

If you were looking to provide more structure than perhaps a question such as, 'To what extent was the Terror a response to the threat to the Revolution from foreign and internal opposition?'

Other Activities

1. You might begin this enquiry by looking at its end; Robespierre's overthrow and blame for the Terror, and instead ask students to research and reach a judgement on Dr Linton's verdict the Robespierre took the rap for the Terror. This question certainly lends itself to an online debate between students in different teaching groups, or in collaboration with another school. As part of this activity you might send students directly to the *History Today* article by Dr Linton which is still freely available at the time of writing.

Chapter 9. How successful was the Directory, 1795-99? pp. 114-123

Structure and issues

The Directory is often characterised as incompetent and corrupt, just as the Weimar Germany government is often characterised as weak and incompetent. This chapter aims to offer a positive take on the Directory's achievements.

Activities

The Enquiry Focus activity (p.117) takes the approach of asking students to reach a judgement on how successful the Directory was in dealing with its problems – The economy (p.117), government finances (p. 118), political violence (p.118), political divisions (p.119), internal revolt (p.120) war (p. 120-121), and weaknesses of the 1795 constitution (p.121-122).

Other Activities

1. Causation – you could take the route often used by examiners and ask your students to explain, 'Why did the Directory fail?' with reference to each of its seven main problems. You might even split your teaching group in half and give each half the same question but phrased negatively as here or positively as in the book and explore what differences emerge.
2. Source handling – you might juxtapose the artwork on pp. 50-51 The Tennis Court Oath with the artwork on pp. 114 The coup d'état of Brumaire and ask students to explain their different messages and how the artists have managed to achieve their effects.

Chapter 10. What motivated the revolutionaries? pp. 124-133

Structure and Issues

One of the questions that interested me when I began looking at the French Revolution was why did people get involved in something that was so dangerous, and I would argue that the threat of Royal power made it dangerous right from the outset. That is what this survey of five individuals, and one group, sets out to examine.

Activities

The Enquiry Focus activity (p.124) sets out the possible motivations and then it is up to students to consider the individuals, most of whom they have already come across. They are Duc D'Orleans (p.125), David (pp.126-7), Danton (p.128), Madame Roland (p.129), Neufchâteau (p.132) and the sans-culottes (pp. 130-131). You might also choose to add other individuals.

Other Activities

1. Historical enquiry – set students to research individuals other than those named here with a view to exploring their motivation.

Conclusion: Does the French Revolution still matter? pp. 134-139

Structure and Issues

Even in choosing when to date the end of the Revolution the historian is offering an interpretation. The conclusion begins by exploring four possible end dates. It then goes on to explore other interpretations / overviews. Finally it tries to encapsulate what the Revolution meant to people at the time and what it has meant since, its significance.

Activities

There is no Enquiry Focus activity. The suggested activities are firstly for students to revisit the overview offered on pp. 4-7 and suggest their alternative/s.

Second in arguing for the survival of one or more passengers in the Montgolfier brothers' balloon students are considering historical significance as well as reinforcing their chorological overview.

A third activity might be to explore the extent to which parallels to aspects of the French Revolution can be found in other historical events such as the Russian Revolution, if students have studied that perhaps at GCSE, or in contemporary events as suggested on pages 138-9.

Reading and Web-links

A selection of books

Mostly for teachers but some certainly worth directing students to – like any selection this is an individual choice so you may disagree with my list! I've had new teachers of this topic in mind – not those who've studied the period in detail or taught it for many years.

In the book itself I recommend to students for the Revolution as a whole:

C. Jones, *The Longman Companion to the French Revolution* (1998). This is an amazingly comprehensive guide to the people and events of the French Revolution and all sorts of useful detail on any subject you can imagine from abbé (a title given to all clerics) to visites domiciliares (house to house searches for arms and suspects during the Terror).

W. Doyle, *Oxford History of the French Revolution* (2nd edition 2002), which is authoritative, well written and highly detailed.

P. Jones, *The French Revolution 1787-1804* (2nd edition 2010), which is a text aimed at undergraduates.

To this I'd add:

W. Doyle, *The French Revolution: A Very Short Introduction* (2001) for just that for both teacher or student.

P. G. Dwyer and P. McPhee(eds), *The French Revolution and Napoleon: A source book*, (Routledge, 2002) contains an excellent set of key sources.

S. Schama, *Citizens: A Chronicle of the French Revolution*, (Penguin new edition 2004). Whilst I do not agree with his interpretation he is a high profile historian with a good eye for telling detail.

For coverage of particular aspects of the revolution I'd recommend:

W. Doyle, *Origins of the French Revolution* (1999) for the causes.

H. Gough, *The Terror in the French Revolution* (1998) for brief but comprehensive overview of the Terror.

P. R. Hanson, *Contesting the French Revolution*, (Wiley-Blackwell, 2009) offers good coverage of the historiographical debates.

J. Hardman, *Louis XVI: the Silent King* (2000) for the King.

C. Haydon and W. Doyle. (eds) *Robespierre*, (CUP, 1999) offers an invaluable range of perspectives on Robespierre but is rather expensive.

M. Lyons, *France Under the Directory*, (CUP 1975) argues that the Directory was a success.

R.R. Palmer, *Twelve Who Ruled* (1941) is still the best treatment of the Committee of Public Safety.

R. Scurr, *Fatal Purity: Robespierre and the French Revolution* (2007).

For students who want a real flavour of what a dynamic and relevant subject history can be:

P. Campbell, T. Kaiser and M. Linton (Eds), *Conspiracy in the French Revolution* (2007).

For articles accessible to students see:

J. Hartcup (1975) 'Camille Desmoulins', *History Today*, Vol. 25, Issue 4, pp. 238-245.

M. Linton, (2006), 'Robespierre and the Terror', *History Today*, Vol. 56, Issue 8, pp. 23-29. Available at <http://www.historytoday.com/marisa-linton/robspierre-and-terror> (last accessed 30th December 2012).

For those teachers with access to higher education libraries two quarterly journals *French History* available at <http://fh.oxfordjournals.org/> (last accessed 30th December 2012) and *French Historical Studies* <http://fhs.dukejournals.org/> (last accessed 30th December 2012) are invaluable for staying up to date with the latest scholarship.

For a fictional introduction to eighteenth century France:

A. Miller, *Pure* (2012) is an excellent read.

Danton (1983, Andrzej Wajda) is very watchable.

Marie Antoinette (2006, Sofia Coppola) is equally watchable.



Web-links

For sources the Fordham University French Revolution section is useful. Available at <http://www.fordham.edu/halsall/mod/modsbook13.asp> (last accessed 30th December 2012).

Great French Revolution website from George Mason University. Available at <http://chnm.gmu.edu/revolution/> (last accessed 30th December 2012).

Canadian School website. Available at <http://library.thinkquest.org/C006257/default.shtml> (last accessed 30th December 2012).