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ABSTRACT

This outline on the French Revolution is designed to illustrate how this period of French history influenced various aspects of contemporary culture. Four main sections are treated: (1) ideas that led to the Revolution, (2) the reigns of the Bourbon kings, (3) the Revolution, and (4) the rise of Napoleon as a reaction to chaos. A list of 16mm color films available to teachers is included, and a selected bibliography concludes the guide. (RL)

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THE FRENCH REVOLUTION

BALTIMORE CITY PUBLIC SCHOOLS

FOREIGN LANGUAGE DEPARTMENT

ED 073720

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LETTER OF TRANSMITTAL

The mini-course guides accompanying this letter are illustrative of the increased educational options available to students under our new flexible quarter programs. Courses such as these can be developed to meet varying needs, interests, and abilities of individual students.

The mini-courses serve to enrich the student's experience by enabling him to explore a variety of different offerings or pursue intensively a specific interest or idea. We believe this heightens and dramatizes a basic purpose of education--to cultivate one's natural curiosity, self-motivation, and direction.

Educational options of the kind exemplified in these courses present exciting challenges and rewarding opportunities to teachers as they try to meet the demands of this age of acceleration and pervasive change.

Your associates who have worked so industriously to prepare these guides have twin hopes for the results of your working with them: that you and your students will find them helpful, and that you will freely offer suggestions for their improvement.

Best wishes for continued efforts to enlarge and improve educational experiences.

Joel A. Carrington
Acting Assistant Superintendent
Secondary Education

May 1972

Gratitude is hereby expressed to the following
teachers of the foreign language staff of the
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THE FRENCH REVOLUTION

General Objectives:

1. To attract new students to the foreign language program.
2. To re-kindle the interest of previous foreign language students.

Specific Objective:

To show how the French Revolution influenced various aspects of man's culture.

I. Ideas that led to the Revolution

- A. Rousseau - Social Contract, bible of revolutionaries
- B. Montesquieu - Lettres Persanes, Enlightenment
- C. Voltaire - Les Lettres sur Les Anglais
Reasonableness of Christianity
- D. Locke - Concerning Human Understanding
Treatises on Civil Government

II. The Reigns of the Bourbon Kings

- A. Louis XIV (1643 - 1715)
 1. Absolute monarch, "Roi Soleil"
 2. Built Versailles, revoked Edict of Nantes
 3. Wars and expenses depleted treasury
 4. Peasants heavily taxed
 5. Taxes - impôts, tailles, tithes, gabelle (refer to vocabulary), money used "French Louis" worth \$1.50 in gold
King sold rights to collect taxes to various officials. These collectors called "farmers" cheated both ways - they asked too much from the poor and gave too little to the rich. Result: more taxes.
 6. Music - Jean Baptiste Lully
 - a. Court composer, Father of French opera
absorbed the French ballet orchestra into his operas
 - b. Orchestra moved to front of stage
 - c. Set pattern for later opera and court orchestras
 - d. Instruments - violins, cellos, basses, violas
Lully known for 4 part string ensemble
 7. Art
 - a. Painting - Poussin, Gelée, Champaigne, Le Brun, Largillière, Watteau
 - b. Sculpture - Girardon, Coysevox, decorated Versailles
 8. Literature, Theater
 - a. Corneille, Racine, Molière, La Fontaine, La Rouchefaucould
 9. Fashion
 - a. Wigs (powdered)
 - b. Elaborate hairstyles, perfume
 - c. Snuff - habit of European nobility
 - d. Men - hose, plumed hats became popular

10. Science

a. Pascal

1. Research in the properties of the vacuum
2. Book - Les Pensées
3. Invented the hydraulic press and syringe
4. Perfected the barometer

Student Activities:

1. Political cartoons
2. Reproduction of old documents
3. Make drawings of fashions, costumes for dolls or cardboard figures
4. Write "reporter on the scene" article for a newspaper
5. Skit depicting court life
6. Walter's Art Gallery tours
7. Imaginary guided tours of Versailles
8. Act out or illustrate Fables de La Fontaine
9. Recordings of Lully
10. Make a model of Versailles
11. Baltimore Museum of Art
12. Refer to films
13. Book reports

B. Louis XV (1715 - 1774)

1. Selfish, weak, pleasure-loving
2. Dominated by Mme de Pompadour
3. Lost American colonies
4. "Après moi, le déluge"
5. Taxes - Wasteful way of collecting taxes
6. Music - The less formal movement continued
 - a. Rameau
 1. First to write textbook on harmony - Treatise on Harmony
 2. Royal chamber-music composer
 - b. Clavichord developed
 - c. More casual court music: Wrote operas, ballets, minuets
 - d. Couperin, harpsichord
 - e. Music for public
 - f. Development of opera (arias, ballet, comic, tragic)
 - g. Beaumarchais - Le Mariage de Figaro
 - h. Guerre de Bouffons - War of the Comedians in Paris
7. Art
 - a. Fragonard - depicted daily court activities
 - b. Boucher - successful exponent of Rococo style
 - c. Houdon - sculptor - portrayed Louis XVI, Voltaire, George Washington
8. Science
 - a. D'Alembert - studied winds, harmonic motion, and contributed to the study of calculus
 - b. Diderot - Encyclopédie - advocated scientific knowledge by use of experimental method - research in biology - method to teach blind to read by touch

9. Writers
 - a. Voltaire - Candide, historian
 - b. Montesquieu - Esprit des Lois - 3 branches of government
 - c. Diderot - Encyclopedia
 - d. Rousseau - Émile - education
10. Fashion
 - a. Pompadour hair style

Suggested Activities and Films:

1. Refer to Louis XIV suggested activities
2. National Art Gallery tour
3. Make written or drawn comparison or model of clavichord, harpsichord, piano
4. Stage model of the opera as set up by Rameau
5. Guest lectures from Peabody
6. Skits
7. Refer to film bibliography
8. Book reports

C. Louis XVI (1774 - 1792)

1. Weak - monarch dominated by wife Marie Antoinette
2. Marie Antoinette - Austrian princess who dominated court life
3. Taxes
4. King unable to pay debts
5. Music
 - a. Opera
 - b. Beaumarchais - Le Mariage de Figaro
Le Barbier de Seville
6. Art
 - a. Chardin (painted indoor scenes, simple folk)
 - b. Greuze (painter of moral lessons and melodramatic scenes of family life)
7. Science
 - a. Lavoisier - oxygen
8. Fashion
9. Literature - Mme de Stael (first French novelist)

Suggested Activities:

1. Refer to Louis XIV, XV
2. Book reports
3. Listen to opera or attend opera (Lyric Theater)
4. Visit by science teacher to talk about Lavoisier and his experiments

III. The Revolution

- A. Estates General
- B. Jeu de Paume (1789)
- C. Bastille, July 14, (1789)
- D. National Assembly
 1. Declaration of Rights of Man
 2. Constitution of 1791

- E. Legislative Assembly of 1791
 - 1. Parties:
 - a. Right - Constitutional, Monarchists
 - b. Center - Plain
 - c. Left - Jacobins and Girondins
- F. Legislative Assembly of 1792 - Abrupt Change
 - 1. Parties
 - a. Right - Girondins
 - b. Center - Plain
 - c. Left - The Mountain - Robespierre (leader)
- G. Death of Royal Family - Louis XVI
- H. Reign of Terror - June 1793 - 94 - Robespierre
 - 1. Committee of Public Safety - Guillotine
 - 2. Marat
 - 3. 20,000 Frenchmen beheaded, including Marie Antoinette
 - 4. Lettre de Cachet
- I. The Republic of Virtue - Roman Influence (Calendar), (Religion)
- J. Thermidorean Reaction
- K. The Directory 1795 - 1799
- L. Music - de Lisle, "La Marseillaise"
- M. Art - David
- N. Literature - Historical Background Novels
 - 1. Orczy - Scarlet Pimpernel
 - 2. Dickens - Tale of Two Cities

Suggested Activities:

- 1. Song: "La Marseillaise"
- 2. Model of guillotine
- 3. Book reports
- 4. Make revolutionary hat
- 5. Chart explaining political parties
- 6. On-the-scene reporter at the Bastille

IV. Rise of Napoléon - reaction to chaos

- A. Early career of Napoléon
- B. Brumaire - Coup d'Etat that ended the Directory
- C. Code Napoléon
- D. Improvements made after the Revolution by Napoléon
- E. Fashion
 - 1. Empire style
- F. Art
 - 1. David - recorded glorious achievements of Napoléon
- G. Literature - Dumas, Count of Monte Cristo

Suggested Activities and Films:

- 1. Book reports
- 2. Song: "Napoléon Avait Cinq Cents Soldats"
- 3. On-the-scene reporter at Coup d'Etat
- 4. Walter's Art Gallery tour and lecture on the Revolution and Napoléon

Suggested Ideas for Evaluation

1. Role playing - (acting out General Assembly, Three Estates, Louis XVI)
2. Develop filmstrips, each student can contribute by being assigned a subject concerning the Revolution, with a caption. These may be compiled and sent to Oliver and Eden* to be processed into filmstrip or slide form.
3. Make oral report on the Effect of the French Revolution on:
 - a. Other Countries
 - b. Other Eras
 - c. Art, Music
4. Group testing by game form - ex. Jeopardy - teacher gives the answer, the students must give the question
Marie Antoinette (Teacher)
Who was the wife of Louis XVI? (Student)
5. Write short report on given topic in the form of a newspaper report. They may pick topics out of a box at random.

Vocabulary of Words and Expressions

l'ancien régime	La Conciergerie
la bourgeoisie	Fontainebleau Palace
la noblesse de robe	La Salle des Menus
le lit de justice	Le Petit Trianon
les philosophes	coucher - lever
le cahier de doléances	droit du seigneur
Coup d'état	Roi - Soleil
les assignats	cocarde
départements	clavichord
le Directoire	harpsichord
levée en masse	tailles
parlements	La Fayette
laissez-faire	pompadour
guillotiné	Girondin
les belles - lettres	Jacobins
sans culottes	Plains - Mountain
lettre de cachet	gabelle - tax on salt. Farmers were forced to buy salt, often more than they needed.
Après moi, la déluge	taille - tax on land. Values were again estimated by "farmers-general" and usually too high.
L'Etat, c'est moi	
right - center - left (political)	
Bastille	
Etats Généraux	
ça ira	minuet
citoyens	gavotte
droits de l'homme et du citoyen	bourrée
Place de la Révolution	Rococo

* Instructional Materials Center

Baroque
 capitation - poll tax, a sort
 of income tax on what the
 land produced. Also on the
 income of working people of
 cities. Amount again decided
 by tax collectors.
 tithes - church taxes

French Revolution (16mm Color Films)

(Can be ordered from Instructional Materials Center, Balto. Public Schools)

- | | | |
|-----------|--|--------------------------|
| Sd 1282.2 | <u>The French Revolution</u> -
Dramatized episodes, seen through
the experiences of a lawyer - member
of the Third Estate | <u>16 minutes</u> |
| Sd 1273 | <u>Birth of a New France</u> -
Forces that shaped Republic, pro-
gression from Republic to dictatorship
and Napoleon's consolidation of power | <u>21 minutes</u> |
| Sd 1274.2 | <u>French Revolution: Death of the Old
Regime</u> -
Review of French history from Louis XIV
through formation of National Assembly
and adoption of Constitution of 1791
(Rebellion Third Estate; Bastille-
storming; transfer power Paris →
Versailles) | <u>17 minutes</u> |
| Sd 1171 | <u>Age of Absolute Monarchs in Europe</u> -
Reenactments of Court of Louis XIV.
Shows political philosophy that shaped
Europe's destiny (omit part on James I) | <u>14 minutes, color</u> |
| Sd 1170.2 | <u>Age of Enlightenment in Europe</u> -
Locke, Montesquieu, Voltaire, Rousseau
and Diderot put forth ideas of democracy,
freedom and equality. These ideals were
translated into action as <u>American</u> and
<u>French</u> Revolutions. (omit part on
Galileo, etc.) | <u>14 minutes, color</u> |
| Sd 603.2 | <u>Napoleonic Era</u> -
Begins with last incidents of French
Revolution (insurrection 1795) goes
up to Waterloo 1815. Then shows <u>lasting</u>
influences on modern times. | <u>13 minutes, color</u> |

Sd 117.4	<u>Tale of Two Cities</u>	
Sd 307.3 (308.3)	" <u>Women in the Ward</u> " - Suffragette movements from early Victorian times → now. Small part may be able to be used.	<u>30 minutes</u> <u>30 minutes</u>
Sd 530.2	<u>Rise of Nations in Europe</u> - How a country (France) grows from a feudal system to strong, national government. May be partly usable.	<u>14 minutes</u>
Sd 1236.2	<u>Revolts and Reforms in Europe</u> - Focus on <u>France</u> . Struggle between nobility and local and political reformers for more democratic government. Also gives <u>consequences</u> of similar movements in <u>other countries</u> in Europe.	<u>16 minutes, color</u>

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