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NAME _____ SCHOOL _____

discuss means "to make observations about something using facts, reasoning, and argument; to present in some detail"

Part III

DOCUMENT-BASED QUESTION

This question is based on the accompanying documents. It is designed to test your ability to work with historical documents. Some of these documents have been edited for the purposes of this question. As you analyze the documents, take into account both the source of each document and any point of view that may be presented in the document.

Historical Context:

The French Revolution (1789–1814), which included Napoleon's reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

Task: Using information from the documents and your knowledge of global history, answer the questions that follow each document in Part A. Your answers to the questions will help you write the Part B essay, in which you will be asked to

- Discuss the political, economic, ***and/or*** social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss ***one*** impact the French Revolution had on the world outside France

In the space provided below, write your introduction. If you need more space use a separate piece of paper:

Part A
Short-Answer Questions

Directions: Analyze the documents and answer the short-answer questions that follow each document in the space provided. You must also provide 3 pieces of outside information for each document.

Document 1

. . . **Powers of the king.**—The King, Louis XVI, was absolute. He ruled by the *divine right theory* which held that he had received his power to govern from God and was therefore responsible to God alone. He appointed all civil officials and military officers. He made and enforced the laws. He could declare war and make peace. He levied taxes and spent the people's money as he saw fit. He controlled the expression of thought by a strict censorship of speech and press. By means of *lettres de cachet* (sealed letters which were really blank warrants for arrest) he could arbitrarily imprison anyone without trial for an indefinite period. He lived in his magnificent palace at Versailles, completely oblivious to the rising tide of popular discontent. . . .

Source: Friedman & Foner, *A Genetic Approach to Modern European History,* College Entrance Book Co., 1938

1 According to this document by Friedman & Foner, what is ***one*** cause of the French Revolution? [1]

_____

_____

Score

Outside Information:

1._____

_____

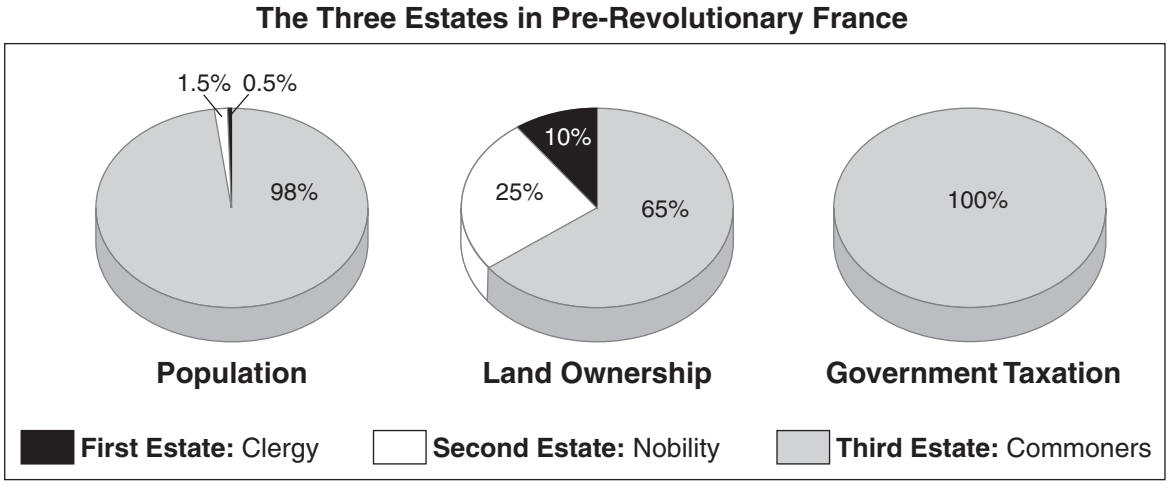
2._____

_____

3._____

_____

Document 2



Source: Jackson J. Spielvogel, *World History,* Glencoe/McGraw-Hill, 2003 (adapted)

2 Based on the information in these graphs, identify ***one*** cause of the French Revolution. [1]

_____

_____

Score

Document 3

July 12, 1789

. . . The 12th. Walking up a long hill, to ease my mare, I was joined by a poor woman, who complained of the times, and that it was a sad country; demanding her reasons, she said her husband had but a morsel of land, one cow, and a poor little horse, yet they had a *franchar* (42 lb.) of wheat, and three chickens, to pay as a quit-rent to one Seigneur [noble]; and four *franchar* of oats, one chicken and 1 sou [small unit of money] to pay to another, besides very heavy tailles [taxes on the land and its produce] and other taxes. She had seven children, and the cow's milk helped to make the soup. But why, instead of a horse, do not you keep another cow? Oh, her husband could not carry his produce so well without a horse; and asses are little used in the country. It was said, at present, that *something was to be done by some great folks for such poor ones, but she did not know who nor how,* but God send us better, *car les tailles & les droits nous ecrasent* [because the taxes and laws are crushing us]. —This woman, at no great distance, might have been taken for sixty or seventy, her figure was so bent, and her face so furrowed [wrinkled] and hardened by labour, — but she said she was only twenty-eight. An Englishman who has not travelled, cannot imagine the figure made by infinitely the greater part of the countrywomen in France; it speaks, at the first sight, hard and severe labour: I am inclined to think, that they work harder than the men, and this, united with the more miserable labour of bringing a new race of slaves into the world, destroys absolutely all symmetry of person [balanced proportions] and every feminine appearance. To what are we to attribute this difference in the manners of the lower people in the two kingdoms? To Government . . . .

Source: Miss Betham-Edwards, ed., *Arthur Young's Travels in France During the Years 1787, 1788, 1789,* G. Bell and Sons (adapted)

3 Based on this document of Arthur Young's travels, state ***one*** reason the French peasants were dissatisfied with their life during this period of French history. [1]

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Score

Outside Information:

1._____

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2._____

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3._____

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Document 4

The French Revolution

Date	Ruling Government	Changes
1789–1791	National Assembly	• Constitutional monarchy established • Feudalism abolished • *Declaration of the Rights of Man and the Citizen* adopted
1791–1792	Legislative Assembly	• Constitutional monarchy undermined • Mob forced king to flee to the safety of the Legislative Assembly • War declared against Austria and Prussia
1792–1795	The First Republic and The Convention	• France declared a Republic (Sept. 1792) • France ruled by Committee of Public Safety • Radicals (Jacobins) overcame moderates (Girondins) • Terror used to execute "enemies of the regime" • Robespierre executed
1795–1799	The Directory	• Five directors ruled as executive • Coups d'état attempted by radical and conservative forces • Napoleon overthrew the government in a coup d'état (Nov. 1799)

4 Based on this chart, identify ***two*** political changes that occurred during the French Revolution. [2]

(1)_____

_____

Score

(2)_____

_____

Score

Outside Information:

1._____

2._____

3._____

Document 5

The Declaration of the Rights of Man and the Citizen

Article 1 – Men are born and remain free and equal in rights. Social distinctions may be based only on considerations of the common good. . . .

Article 4 – Liberty consists in being able to do anything that does not harm others: thus, the exercise of the natural rights of every man has no bounds other than those that ensure to the other members of society the enjoyment of these same rights. These bounds may be determined only by Law. . . .

Article 6 – The Law is the expression of the general will. All citizens have the right to take part, personally or through their representatives, in its making. It must be the same for all, whether it protects or punishes. All citizens, being equal in its eyes, shall be equally eligible to all high offices, public positions and employments, according to their ability, and without other distinction than that of their virtues and talents. . . .

Article 11 – The free communication of ideas and of opinions is one of the most precious rights of man. Any citizen may therefore speak, write and publish freely, except what is tantamount [equivalent] to the abuse of this liberty in the cases determined by Law. . . .

Source: *The Declaration of the Rights of Man and the Citizen*

5 Based on this excerpt from *The Declaration of the Rights of Man and the Citizen*, state ***two*** ways the National Assembly attempted to redefine the relationship between the individual and the government. [2]

(1)_____

_____

Score

(2)_____

_____

Score

Outside Information:

1._____

_____

2._____

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3._____

_____

Document 6

Helen Williams was a foreigner living in Paris in 1793. She sympathized with those who wanted France to form a republic. She was arrested because her views differed from the views of those in power.

. . . After two months in our new prison, we were released. A young Frenchman, who has since married my sister, managed to get us released by haunting all the officials he could find and finally by begging the release from Chaumette, the procurer of the Paris Commune, and a tyrant. So we were free but were watched. We could see very few people and went out little, and yet it was a sort of liberty. We feared to go out, in case, without realizing it, we committed some transgression [offense] that would lead to being arrested again. We hardly spoke to anyone, for there were spies everywhere, and we jumped at each knock at the door, fearing arrest. For the prisons were growing more crowded daily, and more and more were going to the scaffold as the Reign of Terror tightened its hold. "Suspicion" was now a warrant for imprisonment, and conspiracy and murder were in the air. One man was arrested because he "looked" noble, another because a total stranger swore that he supported monarchy. Some were arrested for having been rich, others for being clever. Many who were arrested asked for the reason in vain. And the numbers of executions rose, and the horrors increased, and the stories of both courage and cowardice were passed from home to home. Yet it seemed to me that there was more courage than cowardice to be found, which gave us hope for humanity even in these dark days.

Soon after our release from prison, we decided to move from the center of the town to a house in the most remote part of the faubourg [suburb], Saint Germain. Our new home was but a few moments walk from the countryside. But although we were close, we did not dare to walk there. The parks and woods that surrounded us and had once belonged to royalty were now haunted by revolutionaries, despots, police spies, even the conspirators themselves on occasion. So we walked in the common fields near our house, where people put their animals to graze. I have no words to describe how reluctantly we returned from our walks to Paris, that den of carnage, that slaughterhouse of man. The guillotine was claiming both the innocent and the guilty alike, and at such a rate that the gutters seemed to stream with blood. And just when it seemed that things could get no worse, when you thought it was not possible to increase the stream of people flowing to the scaffold, you were proved wrong, and the pace of the flow quickened even more. . . .

Source: Jane Shuter, ed., *Helen Williams and the French Revolution*, Raintree Steck-Vaughn Publishers (adapted)

6 According to Helen Williams, what is ***one*** impact the Reign of Terror had on the people of Paris in 1793? [1]

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_____

Score

Document 7

> . . . By 1799, however, Frenchmen had had the experience of enjoying, at least in theory, freedom of speech and freedom of the press. Education had been reorganized along the lines which it still follows in most modern states—free, compulsory, universal, and secular. The Revolution had given rise to an extensive, if not always great, periodical press. Lack of opportunities had yielded to the "careers open to talents" already mentioned, and such talents were encouraged and brought to fruition through public prizes, state patronage, and similar devices. Moreover, while there had been few museums and libraries prior to 1789, the revolutionaries established many more, planned still additional ones, and endeavored to integrate them with the educational system. . . .

Source: John Hall Stewart, ed., *A Documentary Survey of the French Revolution,* Macmillan

7 According to John Hall Stewart, what is ***one*** change brought about by the French Revolution by 1799? [1]

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Score

Outside Information:

1._____

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2._____

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3._____

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Document 8

> . . . The lasting quality of Napoleon's reforms outside France was in direct ratio to the length of time French control had been in effect and to the weakness of the local governments. In the areas annexed before 1804, the Revolutionary changes were put into effect as a whole. Italy was more profoundly transformed than any other part of Europe. The stronger the local governments were, the more able they were to overthrow Napoleonic institutions after his military defeat. But only rarely did the reaction upset the civil principles which to Napoleon were so important. Even in Naples King Ferdinand did not abolish the Civil Code or re-establish feudal rights when he returned. All the reactionary forces of Europe combined were not strong enough to restore things as they had been before the outbreak of the French Revolution. They could not, in particular, undo the many-faceted social change that had been set in motion. . . .

Source: Robert B. Holtman, *The Napoleonic Revolution,* J.B. Lippincott Company, 1967

8 According to Robert B. Holtman, what is ***one*** impact the French Revolution and Napoleon's reforms had on a nation or region outside France? [1]

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Score

Outside Information:

1._____

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2._____

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3._____

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Document 9

The Ambiguous Legacy of the Revolution

. . . However, the majority of Europeans and non-Europeans came to see the Revolution as much more than a bloody tragedy. These people were more impressed by what the Revolution accomplished than by what it failed to do. They recalled the Revolution's abolition of serfdom, slavery, inherited privilege, and judicial torture; its experiments with democracy; and its opening of opportunities to those who, for reasons of social status or religion, had been traditionally excluded.

One of the most important contributions of the French Revolution was to make revolution part of the world's political tradition. The French Revolution continued to provide instruction for revolutionaries in the 19th and 20th centuries, as peoples in Europe and around the world sought to realize their different versions of freedom. Karl Marx would, at least at the outset, pattern his notion of a proletarian revolution on the French Revolution of 1789. And 200 years later Chinese students, who weeks before had fought their government in Tiananmen Square, confirmed the contemporary relevance of the French Revolution when they led the revolutionary bicentennial parade in Paris on July 14, 1989. . . .

Source: Thomas E. Kaiser, University of Arkansas, encarta.msn.com/encyclopedia

9*a* According to Thomas E. Kaiser, what is ***one*** change that resulted within France from the French Revolution? [1]

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_____

Score

b According to Thomas E. Kaiser, what are ***two*** effects the French Revolution had outside France? [2]

(1)_____

_____

Score

(2)_____

_____

Score

Part B
Essay

Directions: Write a well-organized essay that includes an introduction, several paragraphs, and a conclusion. Use evidence from *at least* ***five*** documents to support your response.

Historical Context:

The French Revolution (1789–1814), which included Napoleon's reign, is considered a major turning point in world history. This revolution led to major changes in France and other nations and regions of the world.

Task: Using the information from the documents and your knowledge of global history, write an essay in which you

- Discuss the political, economic, ***and/or*** social causes of the French Revolution
- Discuss how the French Revolution affected the people of France
- Discuss ***one*** impact the French Revolution had on the world outside France

Guidelines:

In your essay, be sure to

- Develop all aspects of the task
- Incorporate information from *at least* ***five*** documents
- Incorporate relevant outside information
- Support the theme with relevant facts, examples, and details
- Use a logical and clear plan of organization, including an introduction and conclusion that are beyond a restatement of the theme

You must analyze (compare/contrast, similarities/differences, positive/negative) the documents within the essay. Failure to do so will only receive a two (2) on the DBQ Essay as the highest score. This equals a 55.