



Department of  
**Education**

# Year 11 ATAR Modern History

The French Revolution (1774-1799)



Unit 1 - Understanding  
the Modern World

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# Year 11 ATAR

## Modern History

### Unit 1: Understanding the Modern World

#### Elective 3: The French Revolution (1774-1799)

##### Instructions to Students

This resource package provides you with learning materials for Year 11 ATAR Modern History in the context of the French Revolution. This package is designed to support the program you are completing at your school. If feedback is required when completing this package, you should consult your teacher.

##### This resource package consists of two parts:

- the syllabus dot points with a teaching plan so that you can ascertain what you know and what you need to know; and,
- an activities section that provides an opportunity for you to actively engage with the Modern History content. The activities are designed to develop both the knowledge and the skills components of the syllabus.

**This package contains eleven (11) steps.**

## Step 1: Engage with the Course Content

Below you will find the key teaching points for this topic. Highlight or tick the content you have covered in your course. Match these key teaching points to your school's Course Outline.

**Think about the following:** Where are you up to? Tick off the areas you have covered so far this year. You might like to use the traffic light method, highlighting the points to demonstrate your knowledge:

**Green** – what you know well

**Amber** – what you know some of

**Red** – if you have no idea.

If your understanding is in the red or amber zone, you need to complete additional study notes, using your texts and on-line resources.

### Key teaching points:

The main causes of the French Revolution including the influence of the Enlightenment; the increasingly prosperous elite of wealthy commoners who resented their inclusion from political power; and the financial crisis of the government. The key ideas of liberty, equality, fraternity, citizenship, and inalienable rights.

- Political structure and power
- Economic balance and burden
- Social order and inequality
- Role of the Church – Divine right of Kings
- The ancien regime – The Three Estates
- American War of Independence
- Financial Crisis of the 1780s

The motivation and role of significant individuals in the struggle of the Revolution, with particular reference to Danton, Marat, Louis XVI, Marie Antoinette, Robespierre, and Saint Just, and significant groups including the sans-culottes, the bourgeoisie and the peasants

- Louis XVI
- Marie Antoinette
- Necker
- Calonne
- The French Catholic Church
- Parlement of Paris
- Rousseau
- Voltaire
- Lafayette
- Robespierre

The significant changes that occurred during the French revolution, including the overturning of the 'ancien regime'; changes to the social structure of France; foreign policy; and the revolutionary wars.

- Estates General
- Growing Unrest – Fall of the Bastille
- Abolition feudalism
- Declaration Rights of Man
- National Constituent Assembly
- Civil Constitution of the Clergy
- France's first constitution
- Legislative Assembly

The consequences of the French revolution including the difficulties and crises that were faced by revolutionary groups and government as a new state was consolidated; the counterrevolution and the Reign of Terror: abolition of monarchy the advent of democracy and the rise of the middle class.

- Brunswick Manifesto
- September Massacres
- National Convention
- Economic challenges
- End of monarchy
- Enemies on all fronts – Death of Louis XVI, Committee of Public Safety, Levee en Masse, Vendee Rebellion, war with Britain
- Roles of Robespierre and the Sans-culottes
- The Directory
- Reign of Terror

The significance of the French Revolution into the 19<sup>th</sup> century, including, the rise and influence of Napoleonic France, and the growth of nationalism as an outcome of the French Revolution

- Constitution of 1802
- Treaty of Amiens
- Successful military campaigns
- Emperor Napoleon
- Social, political and economic reforms
- Emancipation of the individual
- Spread of nationalism

## Step 2: Timeline of Events

Complete a timeline of the French Revolution 1774 – 1800. Include at least twenty (20) key events and people.

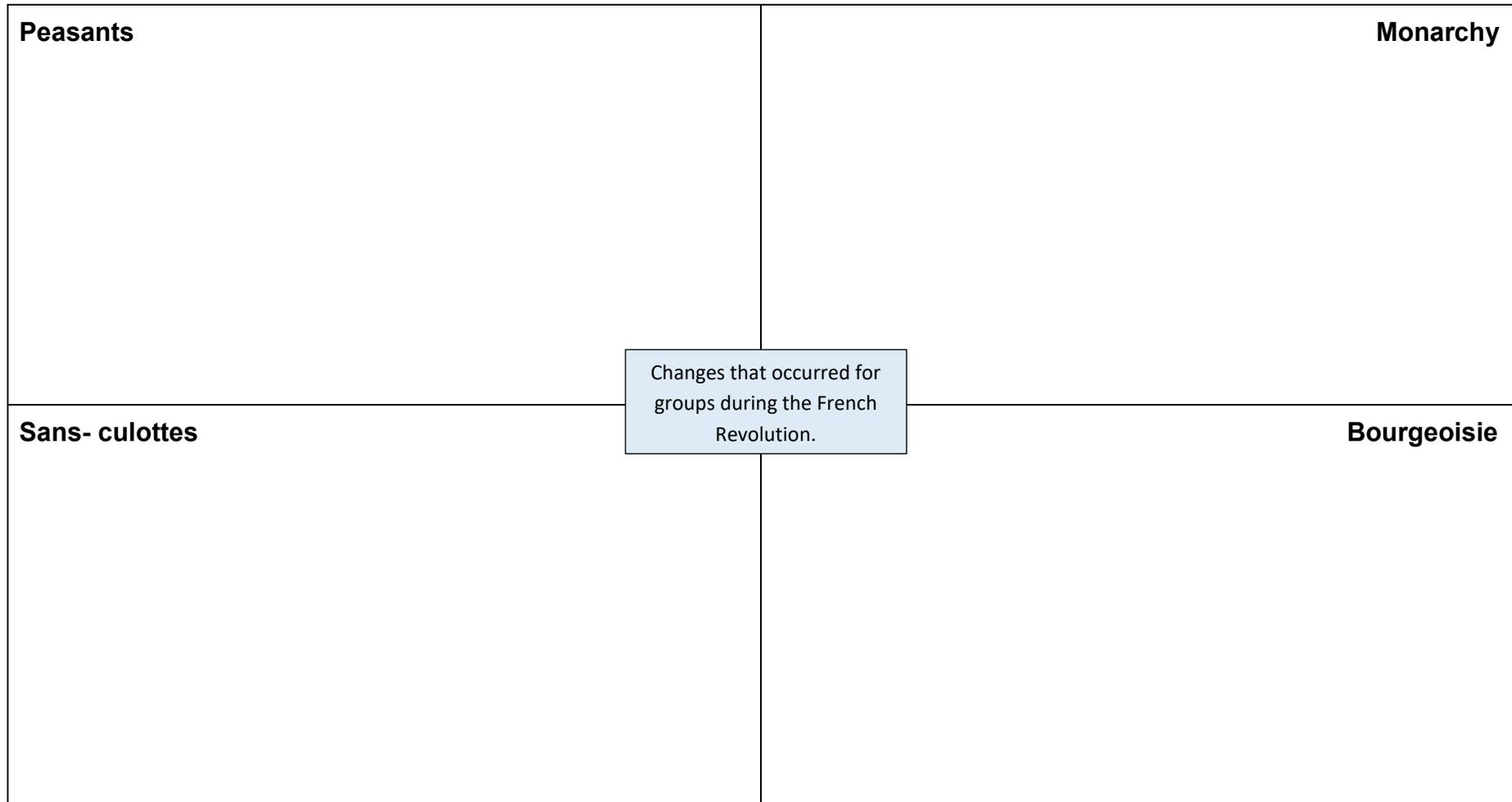
Here are five (5) key events/people to help you commence your timeline.

- The Tennis Court Oath
- Storming of the Bastille
- Declaration of the Rights of Man
- Reign of Terror
- Napoleon



**Step 3: Changes Experienced by Groups during the French Revolution.**

Complete the Placemat below relating to changes experienced by groups.



**Step 4: Consequences of the French Revolution**

Complete the Graphic Organiser using your textbook and relevant websites to summarise the consequences of the French Revolution. You may not need to fill in every box.

**Consequences of the French Revolution**

	Reign of Terror	Middle Classes	Monarchy	Democracy
Social				
Political				
Economic				
Inter-national relations				

**Step 5: Essay Plan**

Using your timeline, placemat and organiser from Step 4, complete a detailed essay plan answering the following question:

*Assess the consequences of the French Revolution.*

**Please Note: to assess requires you to make a judgement.**

Under timed conditions (45 minutes) write your essay out in full.

**Introduction:** The French Revolution (1789 – 1799) was triggered by the inequalities of the ancien regime that would have far reaching consequences.....

**Paragraph 1:** Social Upheaval

**Paragraph 2:** Political change

**Paragraph 3: Economic reform**

**Paragraph 4: International relations**

**Conclusion:** The French Revolution is widely regarded as one of the most important events in human history.....



**Step 6: Reflection**

Read through the marking key. What mark do you think you would have achieved?

Attributed SCSA (Date accessed 23/3/2020 [https://senior-secondary.scsa.wa.edu.au/data/assets/pdf\\_file/0018/593001/2019\\_HIM\\_Ratified\\_Marking\\_Key.PDF](https://senior-secondary.scsa.wa.edu.au/data/assets/pdf_file/0018/593001/2019_HIM_Ratified_Marking_Key.PDF))

**Section Two: Essay Unit 3****25% (25 Marks)**

Description	Marks
<b>Thesis introductory paragraph</b>	
Introductory paragraph clearly related to the area/topic of the question, containing understanding of focus and key terms of the question, which gives a clear sense of the direction of the essay.	3
Introductory paragraph contains a few sentences outlining the theme of the essay and including a simple proposition.	2
The paragraph gives a general indication that the topic is understood and includes a simple proposition. The opening paragraph has a sentence or two outlining the 'who' or 'what' to be discussed in the essay.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>3</b>
<b>Synthesised narrative</b>	
Demonstrates an understanding of the inter-relationship between events, people and ideas, and continuity and change.	4
Demonstrates an understanding of the narrative, for example that there are relationships between events, people and ideas, and/or continuity and change.	3
A mainly chronological narrative with some content about, for example, events, people and ideas, and/or continuity and change.	2
A simple narrative, not always showing an understanding of the correct chronology and with minimal reference to events, people and ideas.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>4</b>
<b>Argument</b>	
Develops a sustained and sophisticated argument which shows a depth of analysis throughout the essay which is analytical, logical and coherent.	5–6
Develops an argument which is analytical, logical and coherent and shows an understanding of the inter-connectedness of the narrative.	4
Written with a sense of argument using some appropriate language of history.	3
The response contains a number of generalisations and statements that lack supporting evidence.	2
Disjointed discussion/argument suggests little understanding of the topic and/or historic analysis of changing circumstance or continuity and change.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>6</b>
<b>Supporting evidence</b>	
Detailed, accurate and relevant evidence used in a manner that assists analysis and evaluation. In responding to an essay instruction of debate or evaluate that proposition, historical evidence is used to argue for and against a view/proposition. Uses and cites accurately modern sources to develop or strengthen arguments.	7–9
Mainly accurate and relevant evidence throughout the essay. If quotations, sources, statistics are used as supporting evidence, they are cited in some coherent fashion.	5–6
Some relevant and accurate evidence is provided.	3–4
Limited evidence is provided that is sometimes inaccurate or irrelevant.	2
Very limited evidence is provided or is often irrelevant or inaccurate.	1
No evidence of this criterion.	0
<b>Subtotal</b>	<b>9</b>

<b>Conclusion</b>	
Draws the essay's argument or point of view together.	3
Summarises the essay's point of view.	2
Is based on the essay's general focus. Is very superficial, or vaguely summarises with use of clichés such as 'In conclusion ...' or one that just repeats the proposition stated in the introduction.	1
Little to no attempt at providing a conclusion.	0
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>25</b>

**Step 7: Source Analysis – Modelled Example**

Refer to the website <https://alphahistory.com/frenchrevolution/third-estate/> and study the source. Take the time to study the deconstruction of the source in the chart below.

<b>Elements: Identify key features of the source</b>	<ul style="list-style-type: none"> <li>- First Estate (clergy)</li> <li>- Second Estate (nobility)</li> <li>- Third Estate (commoners)</li> </ul>	<p>INSERT SOURCE – You may want to copy and paste the source here.</p>
<b>Historical context: Focus, events detail</b>	<ul style="list-style-type: none"> <li>- 18<sup>th</sup> century 98 % of population from Third Estate</li> <li>- Third Estate ranged from beggars to the middle classes</li> <li>- Third Estate had no role in government</li> </ul>	
<b>Author’s perspective: Identify &amp; account Purpose Motive Place &amp; time</b>	<ul style="list-style-type: none"> <li>- Cartoonist of the time Sympathetic to the Third Estate</li> <li>- Give an insight to what was occurring in society</li> <li>-</li> <li>- Pre- revolutionary France</li> </ul>	
<b>Message</b>	<ul style="list-style-type: none"> <li>- That the Third Estate were carrying the burden of the of the clergy &amp; the nobility</li> </ul>	
<b>Usefulness – Strength Weakness</b>	<ul style="list-style-type: none"> <li>- A source illustrated at the time.</li> <li>- Indicates that there was dissent</li> <li>- Little bibliographic detail for the source</li> <li>- No discussion as to why France was in this position</li> </ul>	

**Step 8: Source Analysis – Over to you!**

Now it's your turn to deconstruct a source. Go to <https://www.britannica.com/event/Reign-of-Terror> and refer to the painting by Pierre-Antoine Demachy. Complete the table below.

<b>Elements: Identify key features of the source</b>	-	INSERT SOURCE – You may want to copy and paste the source here.
<b>Historical context: Focus, events detail</b>	-	
<b>Author's perspective: Identify &amp; account Purpose Motive Place &amp; time</b>	-	
<b>Message</b>		
<b>Usefulness:  strength weakness</b>		





Purpose:

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Bias:

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**Step 11: Explain the following terms:**

Absolutism

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Assignat

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Bourbon family

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Declaration of Pillnitz

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Fraternity

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Girondins

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Guillotine

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Hébertists

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Jacobins

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Le Marseillaise

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Liberty Cap

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Tithe

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Tricolour

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Well done! You have now completed this package.

Keep this for your Semester 1 Exam revision.