**World History – Revolutions**

**Document-Based Question**

**California History Standard**

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.2.3 Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

**Common Core State Standard**

Reading

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.

6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.

9. Compare and contrast treatments of the same topic in several primary and secondary sources.

Writing

Text Types and Purposes

1. Write arguments focused on discipline-specific content.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Background

The revolutions of the late 18th and early 19th centuries sought an end to the form of government that had dominated world affairs for over a millennium – the monarchy. As one nation after another demanded more rights for a majority of its citizens, absolute rulers were forced to make concessions. While these revolutions had a great deal in common, their methods and results varied widely according to the conditions in each location.

Prompt

Write a four paragraph essay, using background information from your reading and class notes, as well as TWO primary source documents, compare the French and American revolutions. Why did these two revolutions result in different outcomes? In other words, what problems persisted when the new republics were founded?

Vocabulary

Use at least 5 of the following 12 terms correctly within your essay to help support your thesis (starred terms must be defined):

three estates nationalism Congress of Vienna absolute rule

national assembly Reign of Terror Concert of Europe constitution

estates general Napoleonic code federalism representation

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Tasks

Include an original claim that organizes your paragraph

Use multiple pieces of evidence for each argument

Take evidence from at least two primary source documents, and cite them

Include a counterargument

Include a conclusion

Write in complete sentences

Write in the third person

Sources

Samuel Adams, *The Rights of the Colonists*

Charles Inglis, The True Interest of America Impartially Stated

The Articles of Confederation

Napoleon's Account of the Internal Situation of France in 1804

St. Just, *Republican Institutes*

Transcript of the opening session of the National Convention

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| **From: Samuel Adams, *The Rights of the Colonists*, *The Report of the Committee of Correspondence to the Boston Town Meeting, Nov. 20, 1772***  “A commonwealth or state is a body politic, or civil society of men, united together to promote their mutual safety and prosperity by means of their union.  The absolute rights of Englishmen and all freemen, in or out of civil society, are principally personal security, personal liberty, and private property.  All persons born in the British American Colonies are, by the laws of God and nature and by the common law of England, exclusive of all charters from the Crown, well entitled, and by acts of the British Parliament are declared to be entitled, to all the natural, essential, inherent, and inseparable rights, liberties, and privileges of subjects born in Great Britain or within the realm. Among those rights are the following, which no man, or body of men, consistently with their own rights as men and citizens, or members of society, can for themselves give up or take away from others.” |

**From: Charles Inglis, *The True Interest of America Impartially Stated*, 1776**

“…By a Reconciliation with Great-Britain, Peace - that fairest offspring and gift of Heaven - will be restored. In one respect Peace is like health; we do not sufficiently know its value but by its absence. What uneasiness and anxiety, what evils, has this short interruption of peace with the parent-state, brought on the whole British empire! Let every man only consult his feelings - I except my antagonist - and it will require no great force of rhetoric to convince him, that a removal of those evils, and a restoration of peace, would be a singular advantage and blessing.

Agriculture, commerce, and industry would resume their wonted vigor. At present, they languish and droop, both here and in Britain; and must continue to do so, while this unhappy contest remains unsettled.

By a connection with Great-Britain, our trade would still have the protection of the greatest naval power in the world. England has the advantage, in this respect, of every other state, whether of ancient or modern times. Her insular situation, her nurseries for seamen, the superiority of those seamen above others-these circumstances to mention no other, combine to make her the first maritime power in the universe---such exactly is the power whose protection we want for our commerce. To suppose, with our author, that we should have no war, were we to revolt from England, is too absurd to deserve a confutation. I could just as soon set about refuting the reveries of some brain-sick enthusiast. Past experience shews that Britain is able to defend our commerce, and our coasts; and we have no reason to doubt of her being able to do so for the future.”

**From: The Articles of Confederation, March 1, 1781**

“The United States in Congress assembled, shall have the sole and exclusive right and power of determining on peace and war, except in the cases mentioned in the sixth article -- of sending and receiving ambassadors -- entering into treaties and alliances, provided that no treaty of commerce shall be made whereby the legislative power of the respective States shall be restrained from imposing such imposts and duties on foreigners, as their own people are subjected to, or from prohibiting the exportation or importation of any species of goods or commodities whatsoever -- of establishing rules for deciding in all cases, what captures on land or water shall be legal, and in what manner prizes taken by land or naval forces in the service of the United States shall be divided or appropriated -- of granting letters of marque and reprisal in times of peace -- appointing courts for the trial of piracies and felonies commited on the high seas and establishing courts for receiving and determining finally appeals in all cases of captures, provided that no member of Congress shall be appointed a judge of any of the said courts.”

**From: Napoleon's Account of the Internal Situation of France in 1804, his speech before the Legislative Body, December 31, 1804**

“The internal situation of France is today as calm as it has ever been in the most peaceful periods. There is no agitation to disturb the public tranquillity, no suggestion of those crimes which recall the Revolution. Everywhere useful enterprises are in progress, and the general improvements, both public and private, attest the universal confidence and sense of security. . . .

A plot conceived by an implacable government was about to replunge France into the abyss of civil war and anarchy. The discovery of this horrible crime stirred all France profoundly, and anxieties that had scarcely been calmed again awoke. Experience has taught that a divided power in the state is impotent and at odds with itself. It was generally felt that if power was delegated for short periods only it was so uncertain as to discourage any prolonged undertakings or wide-reaching plans. If vested in an individual for life, it would lapse with him, and after him would prove a source of anarchy and discord. It was clearly seen that for a great nation the only salvation lies in hereditary **[Page 492]** power, which can alone assure a continuous political life which may endure for generations, even for centuries.

The Senate, as was proper, served as the organ through which this general apprehension found expression. The necessity of hereditary power in a state as vast as France had long been perceived by the First Consul. He had endeavored in vain to avoid this conclusion; but the public solicitude and the hopes of our enemies emphasized the importance of his task, and he realized that his death might ruin his whole work. Under such circumstances, and with such a pressure of public opinion, there was no alternative left to the First Consul. He resolved, therefore, to accept for himself, and two of his brothers after him, the burden imposed by the exigencies of the situation.

After prolonged consideration, repeated conferences with the members of the Senate, discussion in the councils, and the suggestions of the most prudent advisers, a series of provisions was drawn up which regulate the succession to the imperial throne. These provisions were decreed by a *senatus consultus* of the 28th Floreal last. The French people, by a free and independent expression, then manifested its desire that the imperial dignity should pass down in a direct line through the legitimate or adopted descendants of Napoleon Bonaparte, or through the legitimate descendants of Joseph Bonaparte, or of Louis Bonaparte.”

**From: St. Just (a colleague of Robespierre and ardent revolutionary), *Republican Institutes***

**[Page 452]** “I challenge you to establish liberty so long as it remains possible to arouse the unfortunate classes against the new order of things, and I defy you to do away with poverty altogether unless each one has his own land. . . . Where you find large landowners you find many poor people. Nothing can be done in a country where agriculture is carried on on a large scale. Man was not made for the workshop, the hospital, or the poorhouse. All that is horrible. Men must live in independence, each with his own wife and his robust and healthy children. We must have neither rich nor poor.

The poor man is superior to government and the powers of the world; he should address them as a master. We must have a system which puts all these principles in practice and assures comfort to the entire people. Opulence is a crime : it consists in supporting fewer children, whether one’s own or adopted, than one has thousands of francs of income. . . Children shall belong to their mother, provided she has suckled them herself, until they are five years old ; after that they shall belong to the republic until death. The mother who does not suckle her children ceases to be a mother in the eyes of the country. Child and citizen belong to the country, and a common instruction is essential. Children shall be brought up in the love of silence and scorn for fine talkers. They shall be trained in laconic speech. Games shall be prohibited in which they declaim, and they shall be habituated to simple truth.”

**From: Transcript of the opening session of the National Convention, September 21, 1792**

“M. Gregoire. Surely it is quite unnecessary to discuss what everybody agrees on. Kings are in the moral order what monsters are in the physical. Courts are the workshops of crimes, the lair of tyrants. The history of kings is the martyrology of nations. Since we are all convinced of the truth of this, why discuss it? I demand that my motion be put to vote, and that later it be supplied with a formal justification worthy of the solemnity of the decree.

*M. Ducos*. The form of your decree would be only the history of the crimes of Louis XVI, a history already but too well known to the French people. I demand that it be drawn up in the simplest terms. There is no need of explanation after the knowledge which has been spread abroad by the events of August 10.

The discussion was closed. There was a profound silence. The motion of Monsieur Gregoire, put to vote, was adopted amidst the liveliest applause:

The National Convention decrees that royalty is abolished in France.”