HW Term 1 Holidays

Holiday Homework Checklist:

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| --- | --- |
| Task 1 Below – Knowledge Checklist (note this expects that your notes are up to date, so if they’re not, start with that first) |  |
| Task 2 Below – Short answer template (note this is a time consuming task, don’t leave this until the last minute) |  |
| Complete summary notes on the August Decrees and DORMAC using handout 10 |  |

REVOLUTIONS: CONSOLIDATION AOS 1 FRANCE  
***Revolutionary ideas, leaders, movements and event, 1781-1789***1781-1789 (Publication of Necker’s Compte rendu in 1781 to Night of voluntary renunciation of privilege in National Assembly, 4 August 1789)

It is really important that you consolidate all of AOS 1. Everything you do now will pay enormous dividends in October!

# Themes for AOS 1 from the Study Guide

*Historians have put forward different theories about the causes of revolution; for example, inadequate response to structural change, political divisions, the failure of rising expectations, the loss of authority, the erosion of public confidence in the old order. Questions have been raised such as: Why did social tensions and ideological conflicts increase in the pre-revolutionary period? Why could social tensions and ideological conflicts not be contained or constrained within the traditional order? What events or circumstances eroded confidence in the government or weakened the capacity of the ruling class to meet challenges to its authority?*

**Use the Study Guide to frame up the big questions for AOS 1**

Listed in dot point below are the key ideas for this area of study. I have ‘applied’ them generically to AOS1 France. I would suggest that you make notes on each of these points ready to transfer to cue cards for later revision.

* How did the French government’s inadequate response to structural change [refers to need to reform taxation system and other aspects of the economy] contribute towards revolutionary feeling by 1789?
* What were the political divisions within French government and society and how did these groups disagree about proposed fiscal and structural reform? (structural reform = attack on traditional privileges)
* What actions did the French government take which led to rising expectations for change from groups in French society? [lifting of censorship in June 1788 – invitation to raise issues for discussion at EG, the cahiers] Were these expectations met by the King’s government?
* In what ways did the King and his government lose authority over his French subjects [they mismanaged the finances – distrust of Calonne after falsification of Compte rendu by Necker; defiance by Nobility – Assembly of Notables and Parlement of Paris – backed up by aristocratic revolt; challenge issued by Sieyès – the Third Estate is the Nation – challenge by deputies of Third Estate of EG, challenge by urban workers, by bourgeoisie in Municipal revolt, by peasants in rural revolt and Great Fear … how did this affect public confidence in Bourbon rule?

TASK 1 : *Complete the below ‘Knowledge checklist’ to summarise where your knowledge is at. You should be working over the holidays to get this knowledge up to VG for all areas. If you do not have notes done for any of this, you need to complete these over the holidays as I will be checking all notes next term*

*Knowledge Checklist: (from the Study Guide)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Knowledge** | | | | **Notes** |
| **Exam Ready** | **VG** | **G** | **Needs Work** |
| • the **chronology of key events** and **factors** which contributed to the revolution;  **(Make your OWN timeline)** |  |  |  |  |  |
| • the **ideas** ~~and ideologies~~ utilised in revolutionary struggle  List these and then work out how they were applied in the French revolution 1781-1789  absolute divine right monarchy,  privilege, estate,  *philosophe* – a critical thinker and writer – not a ‘philosopher’ in the sense the ancient Greeks used the word;  representation,  accountability nation,  liberty – e.g. civil liberties such as freedom of speech;  equality – not social or economic equality but equal rights before the law;  subject or citizen,  sovereignty,  American Spirit constitutional monarchy,  popular sovereignty General Will,  religious tolerance,  separation of powers – legislative, executive, judicial;  separation of Church and State, |  |  |  |  |  |
| • the **causes of tensions and conflicts** generated in the old regime that many historians see as contributing to the revolution; |  |  |  |  |  |
| EG: for example, rising and unfulfilled class expectations;  EG: fluctuations in economic activity; |  |  |  |  |  |
| EG: f ailed attempts at economic, social or political reform; |  |  |  |  |  |
| EG: perceived social or economic inequality or lack of political voice; |  |  |  |  |  |
| • the **impact of war** or **economic crisis** that contributed  to revolution |  |  |  |  |  |
| EG: the debt incurred supporting America in War of Independence; returning soldiers bring back ‘American Spirit’  EG: the economic crisis which occurred because of culmination of backward and over-controlled economy, fluctuations in harvests, inefficient taxation collection, ruinous interest repayments, all of which culminated in bankruptcy |  |  |  |  |  |

TASK 3 **THE SHORT ANSWER PARAGRAPH**

Part A of the Exam, questions 1 and 2.

a) Using **Skeleton TEMPLATE** provided on the weebly, select your 4-5 points for the questions below. Do not write up whole answers - simply write up the skeleton.

b) Choose 2 questions from your selection in b) to write up fully to hand into Mr. Cain

c) For yourself - LEAVE YOUR NOTES in a state ready for Revision in October.

Past short answer questions have been:

2006 **France [1781 – 4 August 1789]**

**Question 1**

Using three or four points, explain how Necker’s *Compte Rendu* in 1781 contributed to a revolutionary

situation by May 1789. **Provide evidence** to support your answer.

**Question 2**

Using three or four points, explain how political responses made by Louis XVI from May 1789 until

August 1789 contributed to the development of the French Revolution. **Provide evidence** to support your

answer.

2007 **France [1781 – 4 August 1789]**

**Question 1**

Using three or four points, explain how the meeting of the Assembly of Notables in 1787 contributed to a revolutionary situation by May 1789. **Provide evidence** to support your answer.

**Question 2**

Using three or four points, explain how the actions taken by urban workers and by peasants between July and August 1789 contributed to the development of the French Revolution. **Provide evidence** to support your answer.

2008 **France [1781 – 4 August 1789]**

**Question 1**Using three or four points, explain how the ideas expressed in the Cahiers de Doléances contributed to a

revolutionary situation by 4 August 1789. **Provide evidence** to support your answer.

**Question 2**Using three or four points, explain how social distinctions in the calling of the Estates General contributed to the development of the French Revolution between 4 May and 23 June 1789. **Provide evidence** to support your answer.

2009 **France [1781 – 4 August 1789]**

**Question 1**

Using three or four points, explain how the consequences of France’s involvement in the American War of Independence contributed to the development of the Revolution from 1783 to 1789.

Provide evidence to support your answer.

**Question 2**

Using three or four points, explain how the actions and role of the Parlement of Paris contributed to a revolutionary situation in 1787 and 1788.

Provide evidence to support your answer.

2010 **France [1781 – 4 August 1789]**

**Question 1**

Using three or four points, explain how publications contributed to the development of the Revolution from

1788 to 1789.

Provide evidence to support your answer.

**Question 2**

Using three or four points, explain how the dismissal of Necker on 11 July in 1789 contributed to a revolutionary situation in 1789.

Provide evidence to support your answer.

2011 **France [1781 – 4 August 1789]**

**Question 1**

Using three or four points, explain how pressures on the cost of food and living from 1781 to 1789 contributed to the development of the French Revolution by August 1789.

Provide evidence to support your answer.

**Question 2**

Using three or four points, explain how by 20 June 1789 the frustration and anger of the Third Estate deputies contributed to a revolutionary situation in France in 1789.

Provide evidence to support your answer.

2012 **France [1781 – 4 August 1789]**

**Question 1**

Using **three or four** points, explain how the nobility contributed to the development of the French

Revolution until 4 August 1789.

Provide evidence to support your answer.

**Question 2**

Using **three or four** points, explain how the Tennis Court Oath of 20 June 1789 contributed to a revolutionary situation in France until 4 August 1789.

Provide evidence to support your answer.

**2013 France [1781 – 4 August 1789]**

**Question 1**Using **three or four** points, explain how failed attempts to reform contributed to the development of the French Revolution from 1781 up to and including 4 August 1789.

Provide evidence to support your answer.

**Question 2**Using **three or four** points, explain how the attack on the Bastille (14 July 1789) contributed to a

revolutionary situation up to and including 4 August 1789.

Provide evidence to support your answer.

**2014 France [1781 – 4 August 1789]**

**Question 1**Using **three or four** points, explain how demands for the calling of the Estates General contributed to the development of the French Revolution from 1781 up to and including 4 August 1789.

Provide evidence to support your answer.

**Question 2**Using **three or four** points explain how the movement of troops to Paris from 22 June to 1 July 1789 contributed to a revolutionary situation up to and including 4 August 1789.

Provide evidence to support your answer.