

Cornell Notes

Name Marzelle N

Date Oct. 5 2011

Topic

Class/ Subject Mr. Fowler
MWH Per. 2

9:05

Complete
Summarization
of document
that was
chosen by your
group.

Semantic Features
Map Worksheet

9:30

- Go from document to document -- list the similarities and difference between the features of the document.

* List similarities going horizontally

* Differences list going vertically on worksheet.

* Worksheet.
Read & complete
questions

- Information will help on
Quiz "Declaration of the Rights
of Man"

* Homework.

People in World History Activity
3 - Do both sides (Maximilien
Robespierre & Marie Antoinette)

9:55

* Quiz tomorrow (All of Chapter 2)
Enlightenment, Philosophers, American Revolution
etc.

People in World History Activity 3

Profile 1

Marie Antoinette (1755–1793)

Courage! I have shown it for years; think you I shall lose it at the moment when my sufferings are to end?

Marie Antoinette on the way to the guillotine, 1793

From childhood, Marie had been told that she would someday be a queen. At the age of 15, she was married to the French *dauphin*, or crown prince. In only four years, he became King Louis XVI, and Marie Antoinette—at the age when people today graduate from high school—became the queen of France.

Like many royal marriages of the day, the one between Marie and Louis was based not on love, but on politics. The marriage was arranged to strengthen France's ties to Marie's native Austria. Unhappy in her marriage, Marie sought comfort in elaborate balls at Versailles, horse races, expensive parties, and lavish theater productions. In her extravagance, Marie became an important symbol of royal excess and indifference. As such, her influence on the French Revolution was incalculable.

Marie's reputation was under attack for much of her reign, although not always justifiably. The quotation most commonly associated with Marie is "Let them eat cake." This was supposedly her unthinking reply to a courtier's remark that the peasants were rioting outside her palace because they had no bread. She never said these words, but the fact that people were willing to believe

otherwise says much about the way the public perceived her. Many French citizens viewed Marie as simply frivolous. Others thought she was dangerous, an untrustworthy foreigner who would plot against France. Indeed, Marie tried constantly to influence French foreign policy to benefit her native Austria. When France went to war with Austria in 1792, Marie, who hoped for the defeat of the French revolutionaries, passed information to the enemy. Her treason gave the Republicans their reason to try and convict the queen. She was guillotined on October 16, 1793.

The last years of Marie's life were full of heartache. She spent four years as a virtual prisoner of the revolutionaries. In her final months, her husband was executed and her surviving son was taken from her. Surprisingly, the superficial queen demonstrated remarkable character during these tragedies. Accounts of the time portray her as courageous, steadfast, and above all else, dignified as she approached the guillotine. Her noble death, in such contrast to her frivolous life, is one reason why Marie Antoinette has intrigued people for generations.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. How did Marie Antoinette become queen of France?
2. Why was she so unpopular with the French people?
3. **Critical Thinking Drawing Conclusions.** Does it surprise you that Marie Antoinette, famous for her frivolity, demonstrated such character toward the end of her life? Explain.

People in World History Activity 3

Profile 2

Maximilien Robespierre (1758–1794)

Any law which violates the inalienable rights of man is essentially unjust and tyrannical; it is not a law at all.

Maximilien Robespierre, (1793)

A bloody tyrant? An impractical dreamer? A valiant revolutionary? Even historians who do not admire Robespierre admit that he was the founder of French democracy and the French Revolution's greatest leader.

Maximilien Robespierre was born in Arras, France and raised by his maternal grandparents. When he was 11 years old, Robespierre won a scholarship to a university in Paris. He proved to be a brilliant student, especially in law and Greek and Roman literature. In 1781, Robespierre returned to Arras to set up a law office.

A talented lawyer, Robespierre was soon appointed a judge. The combined incomes from his two jobs allowed him to live comfortably in the house he had set up with his sister Charlotte. He was fast becoming well known for representing poor people and helping those in need. He was most critical of royal absolutism and arbitrary justice.

In 1788, Robespierre wrote his first political paper, which voiced his opposition to the *ancien régime*, the royal rulers. Robespierre's political career began in 1789, when he was elected to represent Arras when the Estates-General met at Versailles in May.

Robespierre made the most of his opportunity to help the common people. He spoke at debates and won a reputation as a strong supporter of democracy. In September 1792, he was elected to the National Convention and demanded that Louis XVI be executed as a traitor. The Convention agreed, and on January 18, 1793, ordered the king's death. By early June, Robespierre controlled the Convention.

For a year, Robespierre was one of the Jacobin leaders who halted inflation, instituted the Reign of Terror to eliminate the republic's enemies, and prepared for war. In June 1794, the Convention elected Robespierre their president.

After this quick rise to power, Robespierre's fall was even more sudden. His support began to crumble as people feared they would become the next victims of the Terror. On July 28, just a little over a month after being elected president of the Convention, Robespierre was arrested. He was guillotined the same day before a cheering mob.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. When did Robespierre enter politics?
2. What did Robespierre do while he was a Jacobin leader?
3. **Critical Thinking** Recognizing Ideologies. Why did Robespierre help lead the revolution against the king?
4. **Critical Thinking** Drawing Conclusions. Why do you think Robespierre was able to rise so quickly in the rebel ranks?



PRIMARY SOURCE READING 3

Declaration of the Rights of Man and of the Citizen

Although the French Revolution later turned to violence and terror, the first bold public statement of the revolutionary National Assembly echoes the high ideals of John Locke, the Enlightenment, and the American Declaration of Independence. The Declaration of the Rights of Man and of the Citizen was issued in August 1789.

Guided Reading *In this selection, read to learn what problems and rights the Declaration addresses.*

The representatives of the French people, constituted in National Assembly, considering that ignorance, forgetfulness, or contempt of the rights of man are the sole causes of public misfortunes and the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man so that this declaration, being constantly before all members of the social body, may unceasingly recall to them their rights and their duties; so that the acts of the legislative power and those of the executive power may always be compared with the true aim of political organization and thus may be more respected; and so that the demands of the citizens, founded henceforth upon simple and incontestable principles, may always be aimed at maintaining the constitution and the happiness of all.

In consequence, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen.

1. Men are born and remain free and equal in rights. Social distinctions can be based only upon the common good.
2. The aim of every political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The source of all sovereignty is essentially in the nation [that is, the people]; no body, no individual can exercise authority that does not emanate from it expressly.
4. Liberty consists in the power to do anything that does not injure others; accordingly, the exercise of the natural rights of each man

has no limits except those that assure to the other members of society the enjoyment of these same rights. These limits can be determined only by law.

5. The law can forbid only such actions as are injurious to society. Nothing can be forbidden that is not forbidden by the law, and no one can be constrained to do that which it does not decree.
6. Law is the expression of the general will. All citizens have the right to take part personally, or by their representatives, in its enactment. It must be the same for all, whether it protects or punishes. All citizens being equal in its eyes, are equally eligible to all public dignities, places, and employments, according to their capacities, and without other distinction than that of their merits and their talents.
7. No man can be accused, arrested, or detained, except in the cases determined by the law and according to the forms which it has prescribed. Those who call for, expedite, execute, or cause to be executed arbitrary orders should be punished; but every citizen summoned or seized by virtue of the law ought to obey instantly; he makes himself culpable by resistance.
8. The law ought to establish only punishments that are strictly and obviously necessary, and no one should be punished except by virtue of a law established and promulgated prior to the offence and legally applied.
9. Every man being presumed innocent until he has been declared guilty, if it is judged indispensable to arrest him, all severity that



PRIMARY SOURCE READING 3

may not be necessary to secure his person ought to be severely suppressed by law.

10. No one should be disturbed on account of his opinions, even religious, provided their manifestation does not trouble the public order as established by law.
11. The free communication of thoughts and opinions is one of the most precious of the rights of man; every citizen can then speak, write, and print freely, save for the responsibility for the abuse of this liberty in the cases determined by law.
12. The guarantee of the rights of man and citizen necessitates a public force [that is, law-enforcement officers]; this force is then instituted for the advantage of all and not for the particular use of those to whom it is entrusted.
13. For the maintenance of the public force and for the expenses of administration a general

tax is indispensable; it should be equally apportioned among all the citizens according to their means.

14. All citizens have the right to ascertain, by themselves or through their representatives, the necessary amount of public taxation, to consent to it freely, to follow the use of it, and to determine the quota, the assessment, the collection, and the duration of it.
15. Society has the right to call for an account by every public agent of his administration.
16. Any society in which the guarantee of the rights is not assured, or the separation of powers not determined, has no constitution.
17. Property being a sacred and inviolable right, no one can be deprived of it, unless a legally established public necessity evidently requires it, under the condition of a just and prior indemnity.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What does the Declaration blame for the social problems and government corruption in France?

2. According to the Declaration, what natural rights do people possess? How is this list different from that in the American Declaration of Independence?

3. If the Declaration had been put into effect, who would have been able to vote?

Critical Thinking

4. **Making Inferences** In what ways does the Declaration reflect France's specific problems and crises?

Semantic Features Map

text: _____

Feature				

