

LIBERTÉ

A simulation of the French Revolution

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PURPOSE - 1

Social studies teachers, unsatisfied with classroom work dominated by textbooks, have developed an interest in simulations which recreate real-life situations allowing students to experience the risk and responsibility of decision-making. The simulated reality of political or economic processes provides a classroom environment which motivates students to learn by doing: inquiring into source material to discover alternative choices, resolving value conflicts through group interaction, and realizing and evaluating the complexities of decision-making. In short, the student experiencing a simulation assumes a greater responsibility in the learning process.

In LIBERTÉ your students re-create the French Revolution: the *social* stratification and *economic* conditions of 18th century France prior to the revolution in 1789 and the *political* process with the opening of the Estates-General and its transformation into the National Assembly. A final exercise requiring research into primary and secondary sources simulates the trial of King Louis XVI, with multiple indictments and testimony under the leadership of Robespierre. Participation in this simulation will give your students an appreciation of the financial pressures among five social groups of the period and knowledge of the complexities of a revolution. Specifically they will experience the following:

Knowledge

- The development in 18th century France of the critical economic situation which precipitated the revolution
- The rigidity of class distinctions, with the very few inheriting privileges from medieval feudalism
- The difficulty of effecting political change in a highly explosive atmosphere
- The key events, concepts and men related to the French Revolution (1789-1794)
- The degrees of revolutionary opinion, ranging from radical to reactionary
- The process of conducting research, presenting evidence, and reaching conclusions against or in support of the king's behavior
- A brief encounter with the Reign of Terror

PURPOSE - 2

Skills

- To research and decide financial and political alternatives
- To work with a group to establish a more stable government
- To make political decisions in the face of rapidly changing events
- To research evidence, examine data, form generalizations, test hypotheses, and draw reasonable conclusions
- To present the conclusions with data during the trial of the king

Attitudes

- The frustration of coping with a financially discouraging situation
- The excitement of acquiring or losing status as the revolution progresses
- An appreciation of the democratic process by contrasting it with aristocratic caprice, clerical control, bourgeoisie idealism, and popular violence
- The discouragement of trying to make good political decisions under the pressure of several alternatives
- The difficulty of thinking clearly while experiencing the tension of trying the king
- The helplessness of being a victim of Robespierre in the Reign of Terror

OVERVIEW

The simulation begins as students are grouped into five factions representing the social structure in France before 1789. Each student begins with a quantity of Revolutionary Influence Points (financial power measured in RIPS), and except for most of the peasants, everyone is born with property (recorded on a deed). Points are gained and lost in the living of each day: taxes, title-selling, tithing, trading, sale of property. PRESSURE CARDS (bulletins containing historical events that change financial, social and/or political status) also affect everyone's income. As the financial phase of LIBERTÉ is being simulated, students conduct research to complete a MINIMUM KNOWLEDGE sheet, which provides sufficient background knowledge for decision-making, and prepares students for the OVERVIEW TEST.

Labels are worn for identity by each group. Each student has individual work in collecting taxes or tithing, trading or fulfilling feudal duties. The king has the unique goal of trying to pay off centuries of accumulated debt (5,000 RIPS) which may increase as the expenses of the revolution demand attention.

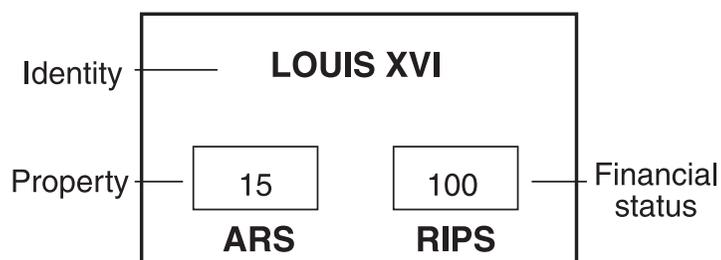
LIBERTÉ continues with the opening of the Estates-General during which the only issue introduced by his majesty is an increase in taxation, and contrary to popular hopes, the voting is done traditionally—one vote for each Estate. The Third Estate is outvoted two to one. A pressure card introduces the National Assembly, which provides an opportunity for deciding twelve of the gravest issues of the revolution. At this point, each member of the Assembly, excluding the peasants, has a vote. PRESSURE CARDS make some issues immediately vital.

The simulation continues as a date is set for the trial of Louis XVI. Judges hear evidence based on research presented by witnesses. Prosecution and defense attorneys seek to support or deny the evidence. The day following Louis' trial, Robespierre "cleans" the class by randomly choosing victims who are given a hasty trial and certain convictions. The Reign of Terror ends as Robespierre himself is convicted by the remaining citizens. Finally, an ESSAY EXAM concludes the simulation.

SETUP DIRECTIONS - 1

- Getting started** In the weeks prior to beginning the simulation, assign readings of fiction or biographies to provide a background understanding of the several currents running through the French Revolution. (See Bibliography for suggested reading.)
- Time** Decide how much time you wish to devote to LIBERTÉ. Each phase may be extended by in-depth research beyond the minimum required for LIBERTÉ. If time does not permit simulation of all three phases, select one phase as an introduction to in-depth research. (See Unit Time Chart.)
 - Phase I** (three to four days) simulates economic activities to introduce students to the revolution, the economic pressures, and the social differences prior to 1789.
 - Phase II** (three to four days) first simulates the political struggles of the Estates-General, then the pressures on the National Assembly as the revolution grows in strength.
 - Phase III** (two to three days) simulates the trial of the king and, unknown to the class, the mass trials of the Reign of Terror.
- Roles** Choose a king capable of conveying a spirit of absolute monarchy; a banker (Necker) capable of keeping financial charts, deeds, and money in order; and a Robespierre capable of organizing mass trials during the climax of the simulation. You will also need a queen, Marie Antoinette.
- Grouping** Divide the remainder of the class as follows: four clergy; four nobles; eight bourgeoisie; and the remainder, approximately one-half the class, peasants. Decide whether your students will become these identities on the basis of their choice, your dictation, or fate (drawing from a hat). Since one-half the class will be peasants, the latter method seems less “unfair” to those “born” poor.
- ID tags** Prior to the beginning of the simulation, have students construct 4" x 6" colored paper identity tags. On these tags, you

or your students should write in property (ARS) and Revolutionary Influence Points (RIPS) that correspond to the following values chart:



Use pencil so figures can be changed.

SETUP DIRECTIONS - 2

Identity cards: Property Inherited (ARS) and Financial Status (RIPS)

	ARS	RIPS	Number of students
Monarchy —gold paper with lace edges			2
King Louis XVI	15	100	
Queen Marie Antoinette	10	100	
Nobles —yellow paper with lace edges			4
Marquis de Lafayette	7	100	
Marquis Saint-Evremond	5	100	
Count d’Artois—heir to the throne	10	100	
Duke d’Orleans—heir to the throne	15	100	
Clergy —red paper with lace edges			4
Cardinal de Rohan	20	200	
Bishop Talleyrand	10	200	
Abbe Edgeworth	7	200	
a cure	1	50	
Bourgeoisie —blue paper			9
Necker (serving as banker)	15	300	
Abbe Sieyes	20	300	
Count Mirabeau	17	300	
Marat	7	300	
Danton	10	300	
Roland (or his wife)	5	300	
Robespierre*	12	300	
Voltaire**	5	300	
Rousseau**	0	200	
Peasant —brown paper			16
landowner	5	50	
four tradesmen	4, 3, 2, 1	50	ea.
eight sharecroppers	0	50	ea.
three landless/wandering laborers	0	50	ea.

Notes:

* *Robespierre receives a confidential Faction Activities sheet that is not shared with other members of the class.*

** *Though both men died before the revolution, their influence is undeniably great.*

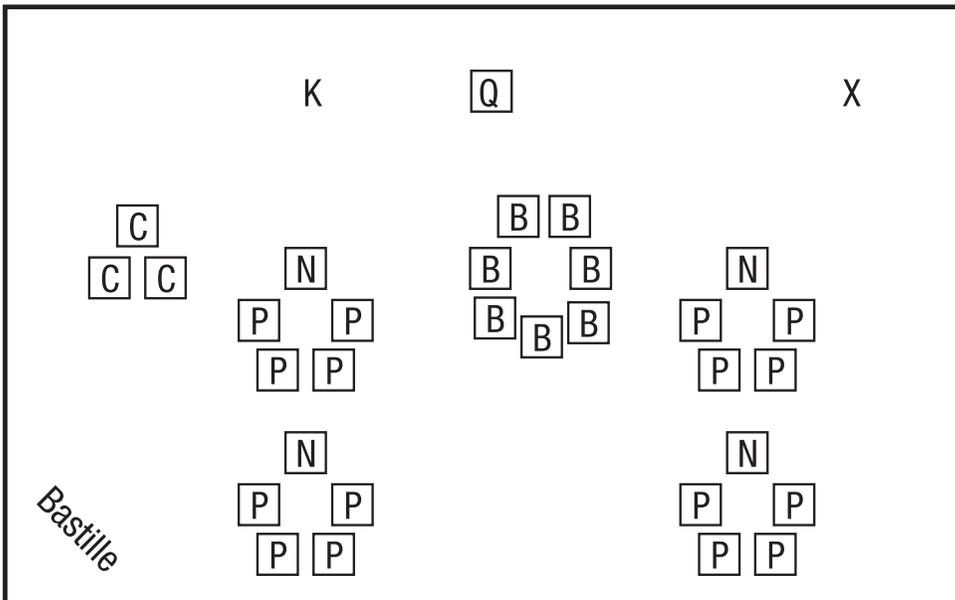
On Day 1, allot each student money equal to the RIPS listed above. All other money is held by the Banker.

You may provide one copy of all PRESSURE CARDS for each student, or read them aloud yourself during daily activities.

SETUP DIRECTIONS - 3

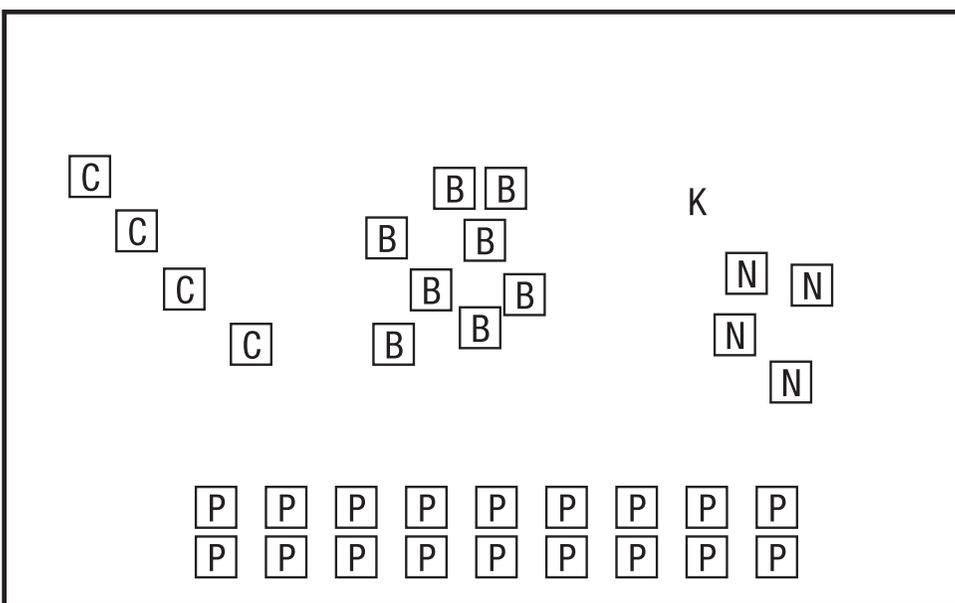
6. **Room arrangements** Suggested room arrangements for each phase: K=king, Q=queen, X=banker Necker, C=clergy, N=nobles, B=bourgeoisie, P=peasants:

- **Phase I: Economic Activities** King, Queen and Banker get stuffed chairs. Nobles get two desks. Peasants have no desks.



In Phase I, Nobles meet with King and Queen as a faction. Peasants are divided among the four nobles and meet only in the small group belonging to "their" Noble.

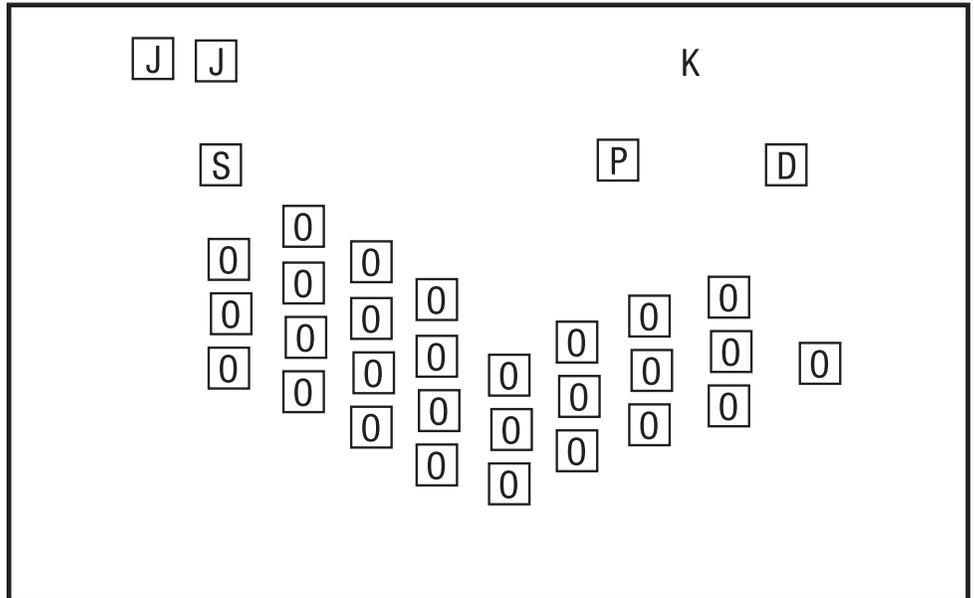
- **Phase II: Political Action** Estates-General: each Estate (nobles, clergy, bourgeoisie) sits together. Peasants are spectators.



National Assembly:
 Bourgeoisie forms a single body with power. Nobles and clergy must choose to join the Bourgeoisie or remain without power. Peasants with 5 ARS or more may join the National Assembly.

SETUP DIRECTIONS - 4

- **Phase III: Trial of Louis XVI** P=Prosecuting Attorney, D=Defense Attorney, S=Secretary, O=Witnesses. There are no impartial spectators.



7. **Duplication** Prepare student handouts by duplicating the following MASTER PAGES in the quantity indicated in *italics*.

- HOW REVOLUTIONS HAPPEN—*class set*
- PERSONALITY DESCRIPTION FORM (model)—*display copy and/or class set*
- PRESSURE CARDS—*one set or class set*
- RIPS BALANCE SHEET—*class set*
- TRADE CARDS—*one set*
- OVERVIEW TEST
- OVERVIEW ANSWER SHEET—*class set*
- CAHIER FORM (model)—*display copy and/or class set*
- ARGUMENTS FOR NATIONAL ASSEMBLY FORM (model)—*display copy and/or class set*
- TRIAL RESEARCH FORM (model)—*display copy and/or class set*
- TRIAL ROLL CALL SHEET—*one*
- EVALUATION ESSAY—*class set*

Faction Folders

SETUP DIRECTIONS - 5

First Estate—Clergy

- FACTION RESPONSIBILITIES—*two*
- FACTION ACTIVITIES - 1 (Clergy)—*four*
- TAX COLLECTING FORM—*four*

Second Estate—Nobles (includes the King and Queen)

- FACTION RESPONSIBILITIES—*two*
- FACTION ACTIVITIES - 2 (King and Queen)—*two*
- FACTION ACTIVITIES - 3 (Nobles)—*four*
- TAX COLLECTING FORM—*four*

Third Estate—Bourgeoisie

- FACTION RESPONSIBILITIES—*two*
- FACTION ACTIVITIES - 4 (Bourgeoisie)—*nine*
- NATIONAL ASSEMBLY FORMS—*20*
- TAX COLLECTING FORM—*four*
- PURCHASE FORMS—*40*

Peasants

- FACTION RESPONSIBILITIES—*two*
- FACTION ACTIVITIES - 5 (Peasants)—*16 (or balance of class)*
- MESSAGE FORMS—*25 per group*

Banker

- FACTION ACTIVITIES - 6 (Necker)—*one*
- PROPERTY RECORD—*one*
- DEED FORMS—*40*
- BANKER'S TAX COLLECTION CHART—*10 (also one large copy on the chalkboard or bulletin board)*
- RIPS Money—*65 sheets cut on dotted lines*

Robespierre

- FACTION ACTIVITIES - 7 (Robespierre)—*one*

UNIT TIME CHART

PHASE I: ECONOMIC ACTIVITIES				
<u>DAY 1</u>	<u>DAY 2</u>	<u>DAY 3</u>	<u>DAY 4</u>	<u>DAY 5</u>
<p>Student Guide: Introduction</p> <p>HOW REVOLUTIONS HAPPEN</p> <p>Distribute ID Tags</p> <p>Student Guide: Faction Descriptions</p> <p>Distribute Faction Folders</p> <p>Divide responsibilities: MINIMUM KNOWLEDGE SHEET</p>	<p>MINIMUM KNOWLEDGE SHEET</p> <p>FACTION RESPONSIBILITIES: Economic Activity</p> <p>Begin Economic Activities</p> <p>PRESSURE CARD 1: Calculate consequences</p> <p>TAX COLLECTION CHART</p>	<p>OVERVIEW TEST</p> <p>PERSONALITY DESCRIPTION FORM</p> <p>Continue Economic Activities</p> <p>Optional: Show videos, give lectures, or hold discussions on other materials</p>	<p>Continue Economic Activities</p> <p>PRESSURE CARD 2: Calculate consequences</p> <p>Faction Descriptions: King, Queen, Nobles</p>	<p>Continue Economic Activities</p> <p>PRESSURE CARD 3: Calculate consequences</p> <p>Read POLITICAL ACTION</p> <p>FACTION RESPONSIBILITIES: Prepare Cahier</p> <p>CAHIER FORM</p> <p>Prepare for Estates-General: Agenda for the National Assembly</p> <p>Faction Descriptions: Clergy, Bourgeoisie</p>
PHASE II: POLITICAL ACTION				
<u>DAY 6</u>	<u>DAY 7</u>	<u>DAY 8</u>	<u>DAY 9</u>	<u>DAY 10</u>
<p>Faction Descriptions: Peasants</p> <p>Begin Political Action: Meeting of the Estates-General Group caucuses</p> <p>PRESSURE CARD 4: Calculate consequences</p>	<p>Continue Political Action: National Assembly and Group caucuses</p> <p>FACTION RESPONSIBILITIES: Research for National Assembly</p> <p>ARGUMENTS FOR NATIONAL ASSEMBLY</p> <p>PRESSURE CARDS 5, 6: Calculate consequences</p>	<p>Continue Political Action: National Assembly and Group caucuses</p> <p>PRESSURE CARDS 7, 8, 9: Calculate consequences</p> <p>Optional: Show videos, give lectures, or hold discussions on other materials</p>	<p>Continue Political Action: National Assembly and Group caucuses</p> <p>PRESSURE CARDS 10, 11, 12</p> <p>Read TRIAL OF LOUIS XVI</p> <p>TRIAL RESEARCH FORM</p>	<p>Optional: Show videos, give lectures, or hold discussions on other materials</p> <p>Continue Political Action</p> <p>PRESSURE CARDS 13, 14, 15</p> <p>Make final preparations for Trial of Louis XVI</p>
PHASE III: TRIAL OF LOUIS XVI				
<u>DAY 11</u>	<u>DAY 12</u>	<u>DAY 13</u>	<u>DAY 14</u>	
<p>Begin Trial of Louis XVI</p> <p>Collect TRIAL RESEARCH FORMS</p>	<p>Continue Trial of Louis XVI</p> <p>Judges call for verdict; National Assembly renders verdict</p>	<p>Trial of Robespierre</p> <p>Determine RIPS</p>	<p>EVALUATION ESSAY</p> <p>Assign unit grades</p>	

DAILY DIRECTIONS - 1

PHASE I: ECONOMIC ACTIVITIES

DAY 1

1. Hand out HOW REVOLUTIONS HAPPEN. Have students fill out survey. Answer questions regarding how to answer but not what to answer. This will be used to compare with the EVALUATION Essay at the end of the simulation.
2. Hand out Student Guides. Have students read, then briefly discuss LIBERTÉ's purpose. Before identities are assigned, explain how and why you selected certain students to be King, Necker, and Robespierre.
3. Hand out ID tags. Have nobles draw four or five peasants' names from a hat. Each noble and his or her peasants form a separate group which will work together to complete the Minimum Knowledge assignment (Student Guide). Have students move into factions' special classroom areas, and have the students read aloud their Faction Descriptions (Student Guide).
4. Distribute the Faction Folders, the RIPS Balance Sheets and the Personality Description Form models. Be sure Robespierre keeps his activities secret when students read their FACTION ACTIVITIES. While reviewing this handout, stress how the students can earn RIPS. Answer any questions about the grading system. For RIPS reward on written and oral activities consider using this 2-24 scale: A+=24, A=22, A-=20, B+=18, B=16, B-=14, C+=12, C=10, C-=8, D+=6, D=4, D-=2.
5. Below are three options for determining unit grades for LIBERTÉ. Discuss your choice with your students.
 - Final RIPS total (a combination of individual effort, group effort and change factors due to PRESSURE CARDS and decisions made in the "last hours" of the revolution).
 - 33%-50% on final RIPS gained as a result of working in groups and 50%-67% on individual effort.
 - 100% on individual effort. (This traditional option is not a meaningful way to evaluate students participating in a simulation, for it perpetuates the illusion that success in life depends solely upon individual effort—a myth simulations successfully disprove.)

DAILY DIRECTIONS - 2

6. Have each faction select a secretary who completes the IDENTITY and MINIMUM KNOWLEDGE sheet columns of two FACTION RESPONSIBILITIES sheets (one for the faction and one for the teacher). To fill out these two columns, the group should consult the MINIMUM KNOWLEDGE sheet, FACTION ACTIVITIES, and PERSONALITY DESCRIPTION FORM model. The 21 questions on the MINIMUM KNOWLEDGE sheet are divided by topic into six sections (A-F), one for each student in a single faction, or each lettered section might be shared by two students. The answers will be explained by members of each faction prior to the OVERVIEW TEST.
7. Before the first period ends, assign all students to study the French Revolution in their history text. This will help faction members with their individual responsibilities on the MINIMUM KNOWLEDGE sheet. Encourage students to make crib sheets to bring to the review sessions.

DAY 2

1. Each faction meets to review research on the MINIMUM KNOWLEDGE sheet. Answer questions related to facts of history, but be careful not to indicate when the nobles and clergy will lose property or when the peasants will be freed.
2. Begin economic activities. Nobles assign “work” to their peasants; King and nobles then meet to decide who will collect taxes and to make coats of arms and lettres de cachet; the clergy decide tithing; the bourgeoisie discuss trade procedures. The peasants may at any point communicate with nobles, clergy or bourgeoisie, but only through letters, since they are without a voice in their society. Banker prepares for business: distributes paper money, etc.
3. As soon as faction secretaries complete the **Economic Activity** portion of the FACTION RESPONSIBILITIES sheet, students may begin their faction’s Economic Activities. RIPS paper money is used for all financial exchanges.
4. Suggested time sequence for Economic Activities (*alter as desired*):
 - 10 min. Nobles sell titles and privileges. Anyone may buy.
 - 10 min. Bourgeoisie trade. Nobles collect taxes from peasants. Clergy collect tithing from nobles and peasants.
 - 10 min. Nobles collect taxes and clergy collect tithing from bourgeoisie. Peasants are working for their noble.
 - 5 min. Property may be bought and sold.



Post timing on
chalkboard.

DAILY DIRECTIONS - 3

5. Nobles turn in their tax money to the king who pays them. All tax and tithing forms are given to the banker, who figures the percentage of each faction's "contributions" and posts the results on the BANKER'S TAX COLLECTION CHART.
6. While the banker is calculating the results of that day's activities, read or have read PRESSURE CARD # 1.
7. Everyone calculates the results of the day's Economic Activities and the PRESSURE CARD on their individual RIPS BALANCE SHEETS.

DAY 3

1. Hand out the OVERVIEW TEST. Without having the use of pencils and papers, allow students within their faction groups 10 minutes to look over the test and to quiz one another on contents.
2. Hand out ANSWER SHEET: OVERVIEW TEST and have students take test individually for score.

Answer Key for Overview Test:

1) 2	7) c	13) d
2) 4	8) 1	14) a
3) 1	9) e	15) e
4) 5	10) d	16) d
5) 5	11) a	17) c
6) e	12) c	18) c

Rapidly score each student's test. Since 100% accuracy is required, nearly everyone will fail the first time. Do not tell students which items they missed—only how many. Award RIPS as indicated on the ANSWER SHEET.

3. Allow students in each faction to take the test together on a second, third and successive attempts. No RIPS are awarded on successive tries. However, the faction that first succeeds in all members scoring 100 is given 72 RIPS per member.
4. If time permits, continue selling, trading, buying, taxing, and tithing.
5. Answer questions about the PERSONALITY DESCRIPTION FORM model. Though students may do ample research, the oral descriptions that students will give should be brief.

DAILY DIRECTIONS - 4

6. Remind each faction of its date for oral presentation. Although Voltaire and Rousseau were not living during the revolution, their “opinions” may be deduced from their writings. The peasants may work as teams to describe a common plight: for example, the living conditions in Paris, the living conditions in a southern province, the living conditions on a farm, or the descriptions of the common people from literature: *A Tale of Two Cities* or *The Way of Tumbrels*.

DAY 4

1. Selling of titles may be finished, but continue with other Economic Activities. See Day 2 #4 for suggested time to allow.
2. Allow time for oral presentations of personality descriptions of the king, queen and nobles.
3. Have students take notes so they will have insights into later action by particular characters later during Phase II’s Political Action and Phase III’s Trial of Louis XVI. **Note:** Students will earn RIPS during National Assembly based upon their consistency of action with their personality descriptions.
4. Read or have read PRESSURE CARD #2. Have students calculate the consequences.

DAY 5

1. Allow time for oral presentations of personality descriptions of the clergy and bourgeoisie.
2. Have students read the POLITICAL ACTION background information in the Student Guides and complete the **Prepare Cahier** portion of the FACTION RESPONSIBILITIES sheet, using the CAHIER FORM model. Peasants continue to act as small groups belonging to one noble.
3. Discuss the CAHIER FORM in preparation for the opening of the Estates-General.
4. Study the **Agenda for the National Assembly** (Student Guide) and make final preparations for procedures you will follow.
4. Read or have read PRESSURE CARD #3. Have students calculate the consequences.