

Rulers, Rebels, Rogues

Acting European History, 1480–1856

By Gary Parker Schoales





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Welcome to Rulers, Rebels, Rogues

Role-plays take your students from the Renaissance to the nineteenth century as you introduce ten historically based simulations in European history. These simulations will immerse your students in research and role play, and engage their sense of imagination, acting skills, and critical thinking by asking them to step into the shoes of various figures in history. Some topics include a trial for Richard III, a Reformation debate, an Enlightenment salon, and the World Anti-slavery Convention of 1840. Each of the ten units comes with a lesson plan, suggestions for a schedule, and background information that will contribute to the understanding of the time period in which the simulation takes place. In addition, discussion questions, extension activities, and primary source document analysis correspond to the Common Core standards of Reading, Speaking and Listening, and Writing.



● Contents ●

Acknowledgments	xii
National Standards in World History for Grades 5–12	xiii
Common Core State Standards	xiv
C3 Framework for Social Studies Standards	xv
Introduction	1
General Tips for Effectively Running These Lessons	3
Evaluation	4
Research Suggestions	5
Trial of Richard III	
Lesson	8
Bibliography and Suggested Reading	12
Reproducibles	
Background for Teachers and Students	14
Roles Chart	16
Roles: Prosecution	17
Roles: Prosecution Witnesses	18
Roles: Defense	22
Roles: The Defendant and Defense Witnesses	23
Glossary and Brief Chronology	27
Aftermath	28
Discussion Questions	30
Document A: <i>The Concordance of Hystories</i>	31

Renaissance Lifeboat and Renaissance Banquet

Lesson	34
Bibliography and Suggested Reading	39
Reproducibles	
Background for Teachers and Students	41
Renaissance Lifeboat Instructions	43
Roles Chart	44
Renaissance Banquet Instructions	45
Roles Charts	46
Glossary and Brief Chronology	48
Aftermath	49
Discussion Questions	50
Document A: <i>The Prince</i>	51
Document B: <i>Self-Portrait of a Universal Man</i>	52
Extension Activities	53

Reformation Debate Tournament

Lesson	56
Debate Scorecard for Teacher	59
Bibliography and Suggested Reading	60
Reproducibles	
Background for Teachers and Students	62
Roles Assignment Chart	64
Roles	65
Instructions	67
Debate Preparation Worksheet	69
Glossary and Brief Chronology	70
Aftermath	73
Discussion Questions	74
Document A: Martin Luther and the Council of Trent	75
Document B: John Calvin's "Blue Laws"	77

Document C: Engraving of Anneken Hendik's Death	78
Extension Activities	79

Most Effective and Least Effective Absolute Monarchs

Lesson	82
--------------	----

Bibliography and Suggested Reading	85
--	----

Reproducibles

Background for Teachers and Students	86
Student Choice Form	87
Glossary and Brief Chronology	91
Aftermath	92
Discussion Questions	93
Document A: James I's Speech to Parliament	94
Document B: <i>Politics Drawn from the Very Words of Holy Scripture</i>	95
Document C: Memoirs of Louis XIV.	96
Document D: Letter of Peter the Great	97
Extension Activities	99

Enlightenment Salon

Lesson	102
--------------	-----

Bibliography and Suggested Reading	108
--	-----

Reproducibles

Background for Teachers and Students	110
Roles Charts	112
Roles	114
Welcome to an Enlightenment Salon	118
Glossary and Brief Chronology	119
Aftermath	121
Discussion Questions	122
Document A: <i>The Social Contract</i>	123

Document B: Two Documents on Human Rights	125
Document C: Quotes from Hobbes versus Locke	129
Extension Activities	131

Meeting of the Estates-General and the National Assembly

Lesson	134
--------------	-----

Bibliography and Suggested Reading	140
--	-----

Reproducibles

Background for Teachers and Students	141
Roles Chart	144
Roles: King, Queen, and Advisers	146
Roles: First Estate	147
Roles: Second Estate	148
Roles: Third Estate	149
Glossary and Brief Chronology	151
Aftermath	152
Discussion Questions	154
Document A: Cahier of the Clergy of Blois	155
Document B: Cahier of the Third Estate of Dourdon	156
Document C: Cahier of the Nobility of Blois	158
Extension Activities	159

Robespierre versus Danton

Lesson	162
--------------	-----

Bibliography and Suggested Reading	167
--	-----

Reproducibles

Background for Teachers and Students	169
Roles Chart	170
Roles: Danton and His Followers—The Cordeliers	171
Roles: Robespierre and His Followers—The Jacobins	172

Roles: The Revolutionary Tribunal	174
Glossary and Brief Chronology	175
Aftermath	177
Discussion Questions	178
Document A: Robespierre's Speech	179
Document B: Danton's Speech	181
Extension Activities	183

Congress of Vienna

Lesson	186
---------------------	-----

Bibliography and Suggested Reading	190
---	-----

Reproducibles

Background for Teachers and Students	191
Roles Chart	192
Roles: Austria	193
Roles: Russia	195
Roles: Prussia	197
Roles: Britain	199
Roles: France	201
Maps of Europe	203
Agenda Forms	205
Glossary and Brief Chronology	208
Aftermath	209
Discussion Questions	210
Document A: The Holy Alliance Treaty	211
Document B: Correspondence of Talleyrand and Louis XVIII.	213
Extension Activities	216

World Anti-slavery Convention of 1840

Lesson	218
Bibliography and Suggested Reading	223
Reproducibles	
Background for Teachers and Students	224
Instructions.....	225
Roles Chart	227
Roles: Women	228
Roles: Britain/Ireland	229
Roles: United States	232
Roles: Other Areas of the World	234
Glossary and Brief Chronology	235
Aftermath	236
Discussion Questions	237
Document A: Diary of Lucretia Mott.....	238
Document B: Letter from Charles Marriott	240
Extension Activities	242

Congress of Paris, 1856

Lesson	244
Bibliography and Suggested Reading	248
Reproducibles	
Background for Teachers and Students	250
Instructions.....	252
Roles Chart	254
Roles: Russia	255
Roles: Britain	256
Roles: France	257
Roles: Prussia	258
Roles: Austria	259

Roles: Ottoman Empire	260
Roles: Piedmont/Sardinia	261
Glossary and Brief Chronology	262
Aftermath	263
Discussion Questions	264
Document A: The Peace Treaty	265
Document B: Declaration of Paris.....	268
Document C: Treaty between Great Britain, Austria, and France.....	270
Extension Activities	272
Bibliography	273
Teacher Feedback Form	275
Release Form for Photographic Images	276

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National Standards in World History for Grades 5–12

Simulation Title	National Standards in World History Grades 5–12	Description
Trial of Richard III		
Renaissance Lifeboat and Renaissance Banquet	Era 5 Standard 4	The growth of states, towns, and trade in Sub-Saharan Africa between the eleventh and fifteenth centuries
Reformation Debate Tournament	Era 5 Standard 4	The growth of states, towns, and trade in Sub-Saharan Africa between the eleventh and fifteenth centuries
Most and Least Effective Absolute Monarchs	Era 6 Standard 1	How the transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations
Enlightenment Salon	Era 7 Standards 4 and 6	Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914 Major global trends from 1750–1914
Meeting of the Estates-General and the National Assembly	Era 7 Standards 4 and 6	Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914 Major global trends from 1750–1914
Robespierre versus Danton	Era 7 Standards 4 and 6	Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914 Major global trends from 1750–1914
Congress of Vienna	Era 7 Standards 4 and 6	Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830–1914 Major global trends from 1750–1914
World Anti-slavery Convention of 1840	Era 7 Standards 1 & 6	How the transoceanic interlinking of all major regions of the world from 1450–1600 led to global transformations Major global trends from 1450–1770
Congress of Paris, 1856	Era 7 Standard 5	Patterns of global change in the era of Western military and economic domination, 1800–1914

Common Core State Standards

All of the lessons in this text meet the following Common Core standards.

Common Core Standards	Description
CCSS.ELA-Literacy.R.H.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
CCSS.ELA-Literacy.R.H.6-8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
CCSS.ELA-Literacy.R.H.6-8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
CCSS.ELA-Literacy.R.H.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
CCSS.ELA-Literacy.R.H.6-8.10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

C3 Framework for Social Studies Standards

All of the lessons in this text meet the following C3 standards.

C3 Framework for Social Studies Standards	Description
D2.His.1.6-8	Analyze connections among events and developments in broader historical contexts.
D2.His.1.9-12	Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
D2.His.2.6-8	Classify series of historical events and developments as examples of change and/or continuity.
D2.His.2.9-12	Analyze change and continuity in historical eras.
D2.His.3.6-8	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
D2.His.3.9-12	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
D2.His.4.6-8	Analyze multiple factors that influenced the perspectives of people during different historical eras.
D2.His.4.9-12	Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
D2.His.5.6-8	Explain how and why perspectives of people have changed over time.
D2.His.5.9-12	Analyze how historical contexts shaped and continue to shape people's perspectives.
D2.His.6.6-8	Analyze how people's perspectives influenced what information is available in the historical sources they created.
D2.His.6.9-12	Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
D2.His.7.9-12	Explain how the perspectives of people in the present shape interpretations of the past.
D2.His.8.9-12	Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
D2.His.9.6-8	Classify the kinds of historical sources used in a secondary interpretation.
D2.His.9.9-12	Analyze the relationship between historical sources and the secondary interpretations made from them.
D2.His.10.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources.
D2.His.10.9-12	Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
D2.His.11.6-8	Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified.
D2.His.11.9-12	Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.

D2.His.12.6-8	Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.
D2.His.12.9-12	Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
D2.His.13.6-8	Evaluate the relevancy and utility of a historical source based on information such as maker, date, place of origin, intended audience, and purpose.
D2.His.13.9-12	Critique the appropriateness of the historical sources used in a secondary interpretation.
D2.His.14.6-8	Explain multiple causes and effects of events and developments in the past.
D2.His.14.9-12	Analyze multiple and complex causes and effects of events in the past.
D2.His.15.6-8	Evaluate the relative influence of various causes of events and developments in the past.
D2.His.15.9-12	Distinguish between long-term causes and triggering events in developing a historical argument.
D2.His.16.6-8	Organize applicable evidence into a coherent argument about the past.
D2.His.16.9-12	Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
D2.His.17.6-8	Compare the central arguments in secondary works of history on related topics in multiple media.
D2.His.17.9-12	Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

● Introduction ●

Think about the teacher who made a positive difference in your school experience. Was that teacher inspirational? Did that teacher provide opportunities for you to think, share, and reflect? Were you able to work collaboratively with other students? Allowing students the opportunity to engage in active-learning strategies is the essence of the best teaching practices. The love of learning is inextricably linked with a teacher's use of methods and content to motivate and engage students in the learning process.

Active-learning lessons allow students to experience what they would typically get secondhand from reading and lectures. When used appropriately these lessons also allow students and teachers to enthusiastically join in the learning process by transporting students into roles and situations that involve relatively low risk for those who are shy and reluctant to participate. Role-playing and simulation activities target the representation of a real world event in a reduced and compressed form that is both dynamic and safe. The more realistic the activity, the more students will appreciate the relevance of their learning. The role play increases student motivation to learn as well as heightens cooperation and peer interaction.

What do students learn and gain from these active-learning lessons? Since the lessons require the personal involvement of participants, students are forced to think on their feet, question their own responses to historical situations, and consider new ways of thinking. Students who are intellectually, emotionally, and physically engaged have greater retention.

Active-learning lessons challenge students by allowing them to

- Practice general skills such as research and writing
- Practice cooperative learning
- Develop problem-solving skills
- Engage in synthesizing skills
- Develop empathic skills

First, it is always important to set aside adequate class time, both for the actual activity and for discussion and debriefing. Nothing is more frustrating for students than to get wrapped up in an activity and not have enough time to complete and discuss it. Without strong teacher leadership that helps students extract information from the activity, the role play just becomes a token gesture at active learning—perhaps a fun event, but not educationally sound. Thus, the post-activity discussion and debriefing may be the only time they have to truly consolidate what they have experienced. Debriefing allows students to reflect on their participation in the activity and on how well they achieved the activity's objectives. It also allows them time to reflect on how

the questions and issues raised in the activity apply to contemporary situations. Finally, debriefing gives teachers time to reiterate what they hoped to achieve and provides helpful feedback to students so that they can participate successfully in future activities.

Another feature of successful active-learning lessons includes knowing how to encourage participation from students who tend to be passive, easily



frustrated, and/or reluctant to engage. A good technique to help create a supportive classroom atmosphere involves teacher participation in the activity. When teachers “ham it up” in their role (especially wearing a costume) many passive students tend to lose their reserve and become fully engaged in the activity. Teacher participation also eases stage fright by helping students see that making mistakes is part of the exercise and not a cause for embarrassment: “I practice what I preach.”

Finally, each of the active-learning lessons in this book has historical relevancy. Consider what would have been the course of English history if Richard III had killed Henry Tudor on Bosworth Field instead of the other way around? What would the Renaissance have been like if Leonardo da Vinci and Michelangelo had drowned on their way to a Medici banquet? What would have happened if Luther had been successfully debated away from his views by Tetzel? Suppose Rousseau had been so overwhelmed by the other personalities at an Enlightenment salon that he never published—what would have happened to philosophy? Would there have been a revolution in France in 1789 if Louis XVI had fully cooperated with the recommendations of the majority of the members of the Estates-General? What would have been the implications for the French Revolution if Danton had not been condemned and executed? What if the leaders at the Congress of Vienna had failed to reach an agreement over the controversial territorial issues and had not established a balance of power? Suppose world leaders had not backed the proposals to end world enslavement?

You and your students will now have the opportunity to resolve these challenging and important questions.

General Tips for Effectively Running These Lessons

1. Try to match roles to student personalities and academic strengths. For example, for student attorneys it is particularly important that you select students who are well-organized and not afraid to speak in front of the class.
2. You can limit the length of the simulation by omitting roles or by setting speaking time limits.
3. Students are not adept at being the authority figure in a classroom, so feel free to take that role or directly assist the student who may be in that kind of position.
4. Make signs or labels to put on the desks or tables indicating where the participants should sit.
5. Have witnesses write their historical name on the board before speaking.
6. When presenting, allow students to use notecards and/or permit them to consult their research materials.
7. If a student seems flustered, stressed, or anxious when giving a speech, making a presentation, or debating, allow them to stop and begin again without any academic penalty.
8. Secretly prime a student to create an “incident” during the simulation. For example, during the Richard III case a student could stand up and shout, “Richard, you murderer!” Students really enjoy this.
9. Pairing a loquacious student with one who is more reticent works well as long as you make it clear that they will share whatever evaluation scheme you are using.
10. Have students keep a log or diary of comments and questions that you can review. This is particularly useful in assessing the quieter students, who may be hesitant to participate beyond the minimum expectations of their assigned role.
11. If you are unfamiliar with using active-learning strategies or simulations, try to sit in on a colleague’s class where they are routinely used and observe how they work and how students behave.
12. Make sure the simulation fits within the overall goals of your course.
13. Remember that post-simulation discussion and analysis is every bit as important as the activity itself. Plan class periods with plenty of time to spare for discussion and debriefing.
14. Debrief yourself after the simulation and make notes about what went well and what may need to be changed the next time you do the activity.

Evaluation

There are a number of ways to evaluate these lessons. I would avoid putting the majority of the weight on the actual participation during simulations. It rewards gregarious students at the expense of the more reticent. Instead, I would suggest making it one of many factors that define your assessment. How well did they research and prepare their role? How effective were they working with their group? How well did they participate in the discussions, debriefing, and any extension activities? Have students write an analysis of the events and the outcome of the activity from the perspectives of their roles.

Overall, these lessons are designed to inspire enjoyment in learning history, so I would be very careful about an overemphasis on evaluation. The last thing you want is a group of students striving to get an A instead of working cooperatively to have an enjoyable and exciting simulation.

Here are the aspects that you might decide to assess:

- **Listening Skills:** How attentive was the student during all aspects of the simulation?
- **Questioning Skills:** Did the student ask relevant questions?
- **Research and Preparation:** How well did the student research and prepare?
- **Participation:** How well did the student actually perform? Note that this may be assessed for the quieter students even by counting the coaching or assisting of other students who are actually doing the speaking.
- **Coordination:** How well did the student work with their assigned group?
- **Other:** Effective document analysis and/or completion of one of the extension activities.

Designing an evaluation matrix can be useful. Here is a sample:

Name _____ Simulation _____

	Exceptional	Very Good	Good	Needs Improvement
Listening				
Questioning				
Research				
Participation				
Other				

Teacher remarks:

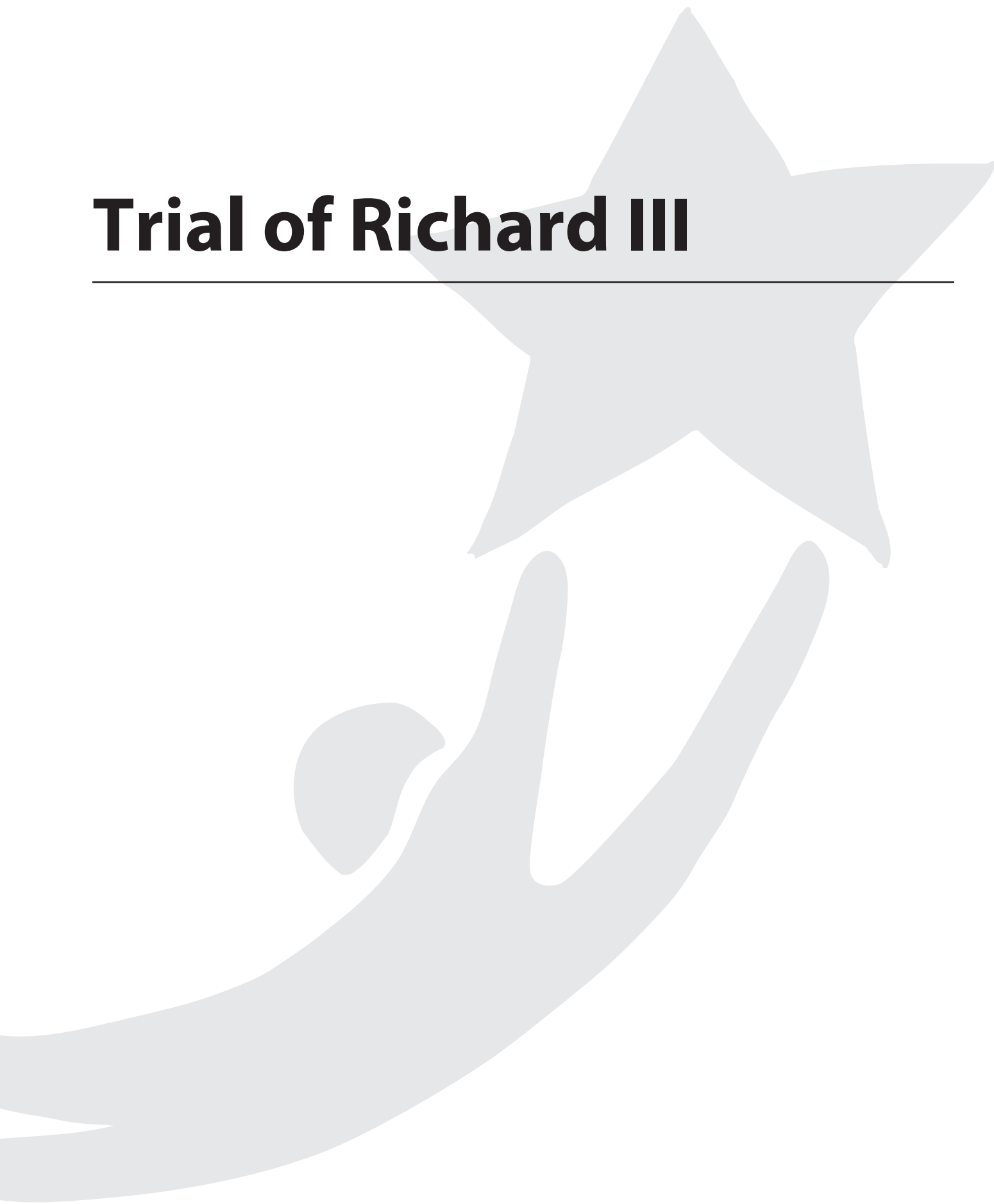
Grade _____ (optional)

Research Suggestions

Research can be a formidable task for most students.

1. There are four major methods that researchers use to collect historical data: archival data (primary sources), secondary sources, running records, and oral recollections. Primary sources are the bread and butter for professional historians. However, the Internet has clearly opened up a whole new world for historical research, making many primary sources available to students who do not have ready access to a well-stocked library.
2. Encourage your students to try and use both primary and secondary sources in developing their roles for the activities.
3. Some roles associated with various lessons may be quite challenging to research. In these cases, students should concentrate their research primarily on the issues.
4. It is virtually impossible to prevent students from using Wikipedia and other forms of online encyclopedias as a starting point for their research, but it is important that you stress the need, whenever possible, to verify information through multiple sources.
5. I have provided a list of books and, in some cases, online sources that should prove useful for students in preparing their research for participation in these lessons.
6. I leave it to each teacher as to how you want your students to cite sources. I favor “the simpler the better” method: author, title, publisher, place of publication, copyright date, and page number. Website hyperlinks generally work well for verifying online information.

Trial of Richard III



Lesson

Overview

Was Richard III responsible for the premeditated murder of his nephews Edward V and Richard, the so-called “Princes in the Tower”? William Shakespeare characterized Richard as a “lump of foul deformity” simmering with “naked villainy.” There are, however, witnesses and historians who dispute this characterization and, instead, praise his character, shed doubt about his appearance, and acknowledge his accomplishments. They deny the allegations that he had his nephews murdered and portray him as a beloved king whose motto was “loyalty binds me.” In this lesson, students research the opposing views of Richard’s accountability in the death of his two nephews. This activity culminates in a simulation trial with students assuming the roles of attorneys and witnesses.

Objectives

- Students will be familiar with the highly controversial question of whether Richard III was responsible in the deaths of his nephews Richard and Edward.
- Students will understand some of the aspects of life in the early Renaissance.
- Students will appreciate how much of history is debatable even among contemporary historians.

Notes for the Teacher/Duration

- Read and discuss the “Background for Teachers and Students.”
- Divide the class into prosecution and defense.
- Either assign students specific roles or have them decide as a group who will be the attorneys and which witnesses the attorneys will present for the case.
- Students are not typically accustomed to being the authority figure in the classroom, so it is recommended that the teacher play the role of the judge. The case can be decided by the judge, although it is certainly possible to include a jury. Forming the jury from members of another class, or even interested adults, works well as long as they know little to nothing about the case (the hallmark of any good jury)!
- Tell students that, since this is a historical trial with testimony from historical characters and modern historians, the judge will allow testimony that would probably be inadmissible in a contemporary courtroom.

Teaching tip

Teaching tip: It is advisable for you to perform the role of judge.



Teaching tip

If you want to complete the trial in one class session then you will need to allot and enforce strict time limits depending on the length of your class period. Assuming a sixty-minute class period, the time would look like this:
5 min. for the judge to read out charges and receive Richard’s not guilty plea



- Give students the remainder of class time to research general information about their roles and about the case.
- Students should be given the next class to prepare for the trial. Attorneys should present their case theories and frame questions for each witness. Witnesses should write out a deposition (what they plan to say on the witness stand) and practice their direct testimonies and any answers to suspected cross-examination questions.
- On the day of the trial, arrange the classroom to look like a courtroom with a judge's seat (the teacher's desk), a witness stand, a seat for the defendant, desks for the attorneys, and gallery jury seats.
- Make signs or labels to put on the desks or tables indicating where the various trial participants will sit.
- Have witnesses write their historical name on the board before giving testimony.
- Finally, be creative. There is no one-size-fits-all formula for running a simulation trial. As referred to in the **Introduction**, I generally prime one student to do something outrageous during the trial to shake things up like having the student stand up and shout "Richard, you murderer, I hope you are condemned!"
- At the conclusion of the trial, students will naturally view "winning" as the most important measure of success. The prosecution will expect positive evaluations to emerge from convictions. The defense will view acquittals as sure sign of high grades. It is important that, from the beginning, you encourage them to try and win the case, but you must also tell them that winning alone will not determine success in your evaluation. In short, it is not whether you win or lose, but how you play the game.
- Some possible ways of evaluating student performance include: How well did they research and prepare their roles? How effective were they in working with their group to prepare for the trial? How well did they actually play their role during the simulation? How well did they participate in the post-trial discussion and any extension activities? Have students write an analysis of the events and the outcome of the trial from the perspective of their roles.
- Check the answers to the document questions.

Answers to Document Questions

1. Correct the spelling of Document A.

Accept all reasonable editing. This makes for an interesting discussion with the students about "spelling."

2. What does Fabian say was the reason for writing these Chronicles?

So that people will know that bad deeds by sinners will be punished and not follow in their footsteps.



continued

2 min. for prosecution's opening remarks

2 min. for defense's opening remarks

15 min. for direct testimony from prosecution's witnesses

5 min. for cross-examination of selected prosecution's witnesses

15 min. for direct testimony of defense's witnesses

5 min. for cross-examination of selected defense's witnesses

2 min. for prosecution's closing remarks

2 min. for defense's closing remarks



Teaching tip

If you have the ability to spend more class time on this activity, you can expand the time for direct testimony and cross-examination.



Teaching tip

Be very careful about cross-examination. Most experienced trial attorneys have difficulty with this skill and often do more harm to their case than good. The best advice you can give student attorneys is, "Never ask a question that you do not already know the answer to."



Teaching tip

Try to match roles to student personalities and academic strengths. For student attorneys, it is particularly important that you select students who are well-organized and not afraid to speak in front of the class.



Teaching tip

You can limit the length of the trial by omitting roles.

3. What do you think he meant by “pacifye.”

Punish those who might oppose his rule.

4. What did he do that suggested the people might be angry with him?

Nepotism. He was putting his relatives in high positions.

Short Version

Day One

- Read and discuss the “Background for Teachers and Students.” Prepare roles.

Day Two

- Trial of Richard III.

Day Three

- Debrief using discussion questions and document analysis.

Long Version

Day One

- Read and discuss the “Background for Teachers and Students.” Prepare roles and other research.

Day Two

- Have students do further research and preparation.

Day Three

- Trial of Richard III.

Day Four

- Debrief using discussion questions and document analysis.

Role Assignment Chart

Defense	Student Name	Prosecution	Student Name
Defense Attorney		Prosecution Attorney	
Assistant Defense Attorney		Assistant Prosecution Attorney	
Defendant: Richard III		An English Cleric of Croyland Abbey (1486)	
A member of the City Council of York (name unknown)		Dominici Mancini	
Bishop Thomas Langton		Robert Fabyan	
Dr. Harold Lewis		Polydoro Vergili	
Philip Lindsay		Sir Thomas More	
Dr. Charles Ross		Dr. William Wright	
Josephine Tey		William Shakespeare	
Sir George Buck		Francis Sandford	
Bertram Fields		James Gairdner	
Caroline Halsted		Desmond Seward	
Paul Kendall		Alison Weir	
Horace Walpole			
Sir Clements Markham			

Judge _____

Bibliography and Suggested Reading

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- Buck, George. *The History of the Life and Reigne of Richard the Third*. Lanham, MD: Rowman and Littlefield, 1973. (The first revision of Tudor history concerning Richard, written in 1619.)
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made him into a fascinating monster. Keep in mind, however, that he was writing during the reign of Elizabeth I, granddaughter of Henry VII. Not accurate history, but useful as a study in character assassination.)

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Background for Teachers and Students



The sons of Edward IV in the Tower

Richard became king of England in 1483 during the final years of the Wars of the Roses, the name given to a series of armed clashes between the houses of Lancaster and York (rival claimants to the English crown). He was the last ruler of the House of York.

In April of 1483, King Edward IV died and left behind two sons, Edward and Richard, aged twelve and ten, respectively. In his will, the king named his brother, Richard (the Duke of Gloucester), protector of his eldest son and heir to the throne, Edward. Just one day before the scheduled coronation of young Edward, representative of the Anglican Church Bishop Stillington proclaimed that the children of King Edward and his queen, Elizabeth Woodville, were illegitimate. The bishop declared that before Edward IV had married Elizabeth he had entered into a pre-contract for marriage with Lady Eleanor Butler (who died in 1468), which rendered invalid the king's marriage to Elizabeth Woodville. This made his children illegitimate and ineligible to ascend to the throne. The door was now open for Richard to seize the crown. Richard suspected that two powerful nobles might object to his being king, so he made a preemptive strike. The nobles, Lord Hastings

and Henry Stafford, were accused of treason and executed. Parliament then decided to back Richard and passed the *Titulus Regius* statute that verified Richard's claim to the throne. He was crowned king of England on July 26, 1483.

There was, however, a dynastic problem that needed to be resolved. What to do with Edward's sons? Alive, they clearly represented a potential threat to Richard. Parliament had decreed that they were illegitimate, but it could easily revoke that decree. In fact, it did just that when Henry Tudor took the throne. As long as the boys lived, they provided a potential for dynastic discord.¹ Richard therefore ordered that they be placed in the Tower of London under what can be viewed as protective custody. Richard then went on vacation to the English countryside. While he was gone, people plotted about starting fires in London in order to use the confusion to rescue the princes. The conspiracy failed, however, and four of the plotters were summarily executed.² Shortly thereafter, the two boys simply disappeared. Almost immediately, rumors began to circulate that Richard was responsible for the deaths of the so-called Princes in the Tower.

An additional problem that Richard faced was dealing with the so-called Wars of the Roses. Henry Tudor, who was from the House of Lancaster, claimed he was the rightful king and was determined to remove the crown from Richard's head—by force if necessary. He amassed an army and met Richard at Bosworth Field in 1485. Richard was killed—by all accounts, fighting heroically to the end—and Henry assumed the throne as King Henry VII, the first of the Tudor monarchs.

Almost as soon as he ascended, accounts began to surface among nobles loyal to Henry alleging that Richard had ordered the deaths

¹ Richards, "The Riddle of Richard III."

² Hallam, *The Wars of the Roses*.

Image source: *King Edward V and the Duke of York in the Tower of London*. By Paul Delaroche, 1830, the Louvre, INV. 3834

of the young princes. According to these claims, later supported by historians such as Sir Thomas More, Richard had sent henchmen to the princes' chambers in the Tower, where the boys were murdered. They were smothered and then buried beneath a set of stairs deep in the dungeon. Many years later, William Shakespeare penned these rumors and allegations into one of his most famous plays, *Richard III*, which depicted the king as physically deformed, sinister, evil, and a murderer of his potential rivals, including the young princes.

In 1674, two skeletons were found buried in a chest several feet beneath a set of stairs in the Tower of London, buttressing the account by Sir Thomas More. More wrote that inside the chest were the bones of two children, the taller of the skeletal remains was on its back and the smaller was on top of it. The chest also contained bits and pieces of velvet and even some animal bones.³ His account was substantiated by an anonymous witness who wrote: "This day I, standing by the opening, saw working men dig out of a stairway in the White Tower the bones of those two Princes who were foully murdered by Richard III."⁴

In 1678, Charles II asked Sir Christopher Wren to design a beautiful marble coffin to provide a final resting place for the bones of the young princes. Their remains were interred in Westminster Abbey and there they remained until the twentieth century. In the 1930s, the medical profession was permitted to take a shot at clearing up the mystery of the children's deaths. The President of the British Anatomical Society, Professor W. Wright, and several other experts were allowed to examine the disinterred remains. They found two sets of incomplete skeletal remains that were mixed in with animal bones and some rusty nails. Wright believed that one set of remains belonged to that of a child of between twelve and thirteen and the other was slightly younger, possibly only nine or ten. He also concluded that

the blood stains distinctly visible on the skull of the older child suggested suffocation as the cause of death. A photographer was allowed to take pictures of the bones and then they were interred once again. Several years later, medical experts viewed



The Princes in the Tower

these pictures and drew different conclusions. They believed it was impossible to conclusively determine the cause of death or even the age and gender of the children.⁵ They also contended that it was difficult to conclusively say that the stain on one of the skulls was even blood.⁶

Contemporary historians are divided over whether or not Richard was guilty of these murders. Some argue that he was an excellent king and that his tarnished reputation really comes from centuries of historical bias. Others cling to the Shakespearian image of Richard as evil incarnate. Shakespeare described Richard as a "lump of foul deformity" seething with "naked villainy," although there is scant evidence to support this highly negative view.⁷ Defenders of Richard claim that Henry VII needed to buttress his own claim to the English throne and enlisted willing authors like Sir Thomas More to smear Richard's reputation. Clearly writers like Sir Thomas More had much to lose by offending a powerful living monarch—perhaps even their head.

You will now have the chance to resolve this challenging historical mystery by placing Richard III on trial and playing a role in his acquittal or condemnation.

³ Seward, *Richard III England's Black Legend*, 27.

⁴ Weir, *The Princes In The Tower*, 252.

⁵ Fields, *Royal Blood*, 249.

⁶ Fields, *Royal Blood*, 253.

⁷ Nabors, "Shakespeare's Monster Unmasked."

Image source: *The Two Princes Edward and Richard in the Tower*. By Sir John Everett Millais, 1878, the Royal Holloway Collection

Name _____

Roles Chart

Defense	Prosecution
Defense Attorney	Prosecution Attorney
Assistant Defense Attorney	Assistant Prosecution Attorney
Defendant: Richard III	An English Cleric of Croyland Abbey (1486)
A member of the City Council of York (name unknown)	Dominici Mancini
Bishop Thomas Langton	Robert Fabyan
Dr. Harold Lewis	Polydoro Vergili
Philip Lindsay	Sir Thomas More
Dr. Charles Ross	Dr. William Wright
Josephine Tey	William Shakespeare
Sir George Buck	Francis Sandford
Bertram Fields	James Gairdner
Caroline Halsted	Desmond Seward
Paul Kendall	Alison Weir
Horace Walpole	
Sir Clements Markham	

Your Character Name _____



Prosecution

Prosecution Attorney(s)

As an attorney you will be expected to form a case theory—essentially, what happened. You will then organize your witnesses to back up that theory with their direct testimony. You should have witnesses write out specific questions you can ask them on the stand that will help them remember what they have to say about the case. You may not ask leading questions during direct testimony like, “Isn’t it true that you saw Richard III put a pillow over Edward’s mouth?” You may, however, ask leading questions under cross-examination. Finally, during the trial, in addition to asking questions of your witnesses and any cross-examination questions of opposing witnesses, you will be expected to give opening and closing statements. In your opening statement, you should describe your case theory and what you intend to prove to the court. In your closing statement, you should briefly summarize for the court what your witnesses proved and any errors you heard from the opposing witnesses. It is hard to be an attorney. This is why real lawyers go to law school after college. Do your best!

The following is a summary of the major points that should be made by the prosecution:

- Richard III had a clear and strong motive to kill the princes, since they had a better claim to the throne and his chances of surviving the Protectorate were dubious.
- Richard III had the opportunity to have his nephews killed since he controlled access to the Tower of London.
- Contemporary sources offer reliable confirmation of Richard’s guilt.
- The forensic evidence supports Richard’s guilt.
- None of the other suspects suggested by Richard’s supporters had the combination of both motive and opportunity.



Prosecution Witnesses

English Cleric of Croyland Abbey

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you but if you do not know the answer it is best to just say, "I do not know."

You are an anonymous cleric who wrote the *Croyland Chronicle* in the Benedictine abbey at Croyland in 1486. You were aware of many of the events at that time, but if asked under cross examination, you will have to admit that the Chronicle, as a whole, is somewhat unreliable.

You clearly do not like Richard. You are shocked that he took the crown from his nephew, you disapprove of his sanctioning the execution of the Duke of Buckingham, and you believe he is a wasteful spender of the Crown's revenues. You have to admit, however, that at the Battle of Bosworth Field Richard, "fell in the field like a brave and most valiant prince." Finally, you do not specifically hold Richard responsible for killing his nephews. In fact, you do not even mention in the Chronicle that they were murdered.

Robert Fabyan

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You lived in England during the brief reign of Richard III and wrote down some of your observations. You later became an important official during the reign of Henry VII. You will allege that you were in London during the summer 1483 and observed some of the events.

Dominico Mancini

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are an Italian monk who came to England late in 1484 in the entourage of the French ambassador. Your role was to report back on English affairs to the Archbishop of Vienne. You remained in London until July 1483, leaving England the week after Richard III's coronation.

You are a historian with a reasonably good reputation for objectivity. For example, you never refer to Richard's accession to the throne as an "usurpation" but rather as an "occupation." It is evident, however, that your poor English language skills handicapped your ability to find out specific information about Richard. In fact, you never actually saw him in person.

Your book—completed in 1483 and titled *De Occupatione Regni Angie per Riccardum* (The Occupation of the Throne of England by Richard III)—reports that "after June 1483 all the young Prince Edward's servants were kept from him [Edward]. He and his brother Richard were taken to rooms farther inside the Tower. They were seen less and less often, behind bars and windows, until finally they were seen no more." You also say that "whether, however, they have been done away with, and by what manner of death, so far I have not at all discovered."

Polydoro Vergili

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are an Italian cleric who came to England on a papal mission in 1502. Henry VII commissioned you to write a history of England. It took you twenty-six years to complete your history book, *Anglica Historia*. You never knew Richard personally, and, as Henry's official historian, you believed you had to write an account of Richard which would please Henry.

You will testify that Richard is cruel but brave. In your book you say that "when he was thinking he was always biting his bottom lip as if his cruelty was boiling up inside him. He was also always pulling his dagger part of the way from its sheath and then putting it back in again. Truly, he was intelligent, cautious and artful and could pretend easily. He was also very brave and fierce—and his courage never failed him—not even when he faced death."

You believe that Richard is guilty of the murder of his nephews but you cannot say how he was actually involved.

Sir Thomas More

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You wrote a book, titled *The History of King Richard III*, in which you portray Richard as an evil villain. Since you were only five years old when Richard became king in 1483, however, you clearly had no first-hand knowledge about Richard. In 1513, you said of Richard that he was "evil and full of anger and envy. He was secretive and could hide his real feelings. He looked very humble but he was really very arrogant, pretending to like people he hated and even kissing people he wanted to kill. He was cruel and pitiless, not always because he was evil, but sometimes because he was ambitious and wanted more power."

In your book you describe the murder of the princes:

After his coronation in July 1483, King Richard went to Gloucester and there he decided that he must kill his nephews, for as long as they were alive, people would not think him the true king. And so he sent John Greene to Sir Robert Brakenbury, Constable of the Tower, with a letter asking Sir Robert to put the children to death. Sir Robert, however, refused, saying that he would never kill them. John Greene returned to Richard and told him this. Richard was angry, wondering who on earth he could trust to do the murder—till his Page suggested Sir James Tyrell. Tyrell agreed and the next day Richard sent him to Brakenbury with a letter commanding Sir Robert to deliver up the keys of the Tower for one night, so that he might carry out an order of the King's. Sir Robert handed over the keys.

Tyrell decided that the Princes should be murdered in their beds the next night and chose Miles Forest and John Dighton to do the job. Forest was one of the Princes' guards and had already murdered others; Dighton was a big, broad strong fellow. About midnight they entered the chamber where the children lay asleep in their

beds. They pressed the feather bed and pillows hard on the children's faces until they stopped breathing and then fetched Sir James Tyrell to see them.

He had them buried at the foot of the stairs, deep down under a pile of stones, but King Richard wanted them to have a better burial--so the priest of Sir Robert Brackenbury dug them up and buried them again secretly in another place. After the priest died no one knew where they were buried.

This story is well known to be true, because when Sir James Tyrell was imprisoned in the Tower in 1502 for treason against King Henry VII, both he and Dighton were questioned. They confessed that they had done the murder in the way I have described, but they did not know where the bodies were.

William Shakespeare

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are known to the world as arguably the most significant playwright in history. You wrote the play *Richard III* in which you portray Richard as the embodiment of evil, a "lump of foul deformity." In your play you clearly depict Richard as guilty of murdering the princes. You will support Sir Thomas More's account of the events.

Doctor William Wright, Expert Witness

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

In 1933, you were a member of a team of doctors who were asked to open the urn containing the alleged bones of the murdered princes. The team examined the bones to see if their owner's identity could be determined. You will testify that the bones in the urn indicated that there were two children in the urn: One was about four feet ten inches and the other was about four feet six inches. You will testify that the dental evidence suggests that the age of one child was between twelve and thirteen years and the other was between nine and eleven years. You also believe that the bones of elder child indicate some form of bone disease. Finally, you note that the skull of the elder child had a visible red stain, which causes you to conclude that this mark was likely caused by hemorrhaging from suffocation.

Francis Sandford

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a seventeenth century historian. In 1677, you wrote an account of the discovery of some bones in the Tower of London. You mentioned that you received your information from Dr. John Knight, Chief Surgeon of Charles II, who had been present at their discovery.

In your account, you state that on Friday July 17th, 1674, some men were digging down the stairs that led from the king's lodgings to the chapel in the Tower of London. Suddenly, they found

the bones of two youngsters in a wooden chest about ten feet (three meters) underground. The bones seemed to be from children aged between eleven and thirteen years old. Presuming that these were the bones of the young princes, King Charles II ordered that the bones should be put in a marble urn and placed in the Chapel of King Henry VII in Westminster Abbey.

James Gairdner

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are an influential historian who published *The Life and Reign of Richard the Third* in 1878. As late as 1930, you were still being described as the chief authority on the reign of Richard III. You believe that Richard is a villainous, deformed king; although you have no doubt that the princes were murdered, you think there is little specific evidence to suggest Richard's guilt.

Desmond Seward

As a witness you will be expected to testify to the details below. Additionally, you may be asked difficult cross-examination questions. Further research into your character may help, but if you do not know the answer it is best to just say, "I do not know."

You are a noted historian who wrote the book *Richard III: England's Black Legend* published in 1984. In your book you assert that Richard was clearly guilty of murdering the princes. You suggest he had the motive and the means to do the dastardly deed. According to you, he was a truly evil king who deserves to be held responsible for the death of these poor boys.

Alison Weir

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a contemporary historian who published *The Princes in the Tower* in 1994. You will use the evidence presented in your book to support the claims of Richard's guilt. You single out Sir Thomas More's account of the murders as being credible, including the allegation that Richard instructed his vassal, Sir James Tyrrell, to smother the young boys in their beds.

Roles

Defense

Defense Attorney(s)

As an attorney you will be expected to form a case theory—essentially, what happened? You will then organize your witnesses to back up that theory with their direct testimony. You should have witnesses write out specific questions you can ask them on the stand that will help them remember what they have to say about the case. You may not ask leading questions during direct testimony like, “Isn’t it true that you saw Richard III put a pillow over Edward’s mouth?” You may, however, ask leading questions under cross-examination. Finally, during the trial, in addition to asking questions of your witnesses and any cross-examination questions of opposing witnesses, you will be expected to give opening and closing statements. In your opening statement, you should describe your case theory and what you intend to prove for the court. In your closing statement, you should briefly summarize for the court what your witnesses proved and any errors you heard from the opposing witnesses. It is hard to be an attorney. That is why real lawyers go to law school after college. Do your best!

The following is a summary of the major points that should be made by the **defense**:

- The evidence of Richard’s guilt is, at best, inconclusive, and there are other plausible explanations for the disappearance of the princes.
- Contrary to Tudor propaganda, Richard was a highly regarded leader, an enlightened king, and loyal to his family.
- Once crowned, Richard had no motive to kill the princes. In 1483, while the princes were alive, the Lords and Commons of England reviewed charges of their illegitimacy and asked Richard to take the throne. In addition, Parliament reaffirmed his title in the *Titulus Regius*.
- The absence of surviving reports of the existence of the princes after mid-1483 is not persuasive evidence that they were not alive.
- The contemporary chronicles and Tudor historians provide no convincing evidence against Richard and basically report rumors.
- The forensic evidence is inconclusive.
- There are other plausible explanations for the disappearance of the princes; for example, Henry Tudor had more of a motive and a better opportunity to murder the princes.

Roles

The Defendant and Defense Witnesses

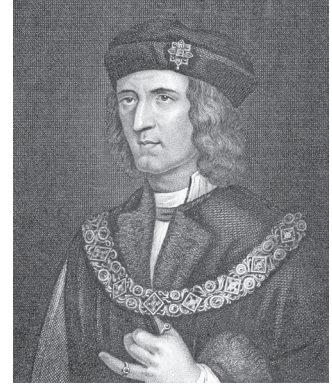
Richard III

As the defendant you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You have been accused of ordering the murder of your nephews, the two young sons of Edward IV—Edward V and Richard, Duke of York. At the time of the alleged crime, you were the reigning king of England.

You claim that you served your brother King Edward IV with dedication. You claim that you are magnanimous to your enemies and are a beloved leader of the English people. The one Parliament that met in 1484 during your brief reign produced notable reform in the English bail system, commercial suits, juries, and landownership. Your motto is "loyalty binds me."

You deny the charge of any involvement in the murder of the young princes in the Tower and blame Henry VII.



Richard III

A Member of the City Council of York (name unknown)

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

Before he became king, Richard had lived in Yorkshire, where he took care of justice, law, and order for his brother King Edward IV. He had many dealings with the York City Council over legal cases and visited York many times. Richard was very popular. You and the other members of the city council recorded your feelings when you heard of Richard's death at the Battle of Bosworth, saying that on "Tuesday 23rd August King Richard was wickedly killed and murdered—to the great grief and sorrow of this city."

Bishop Thomas Langton

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You were the personal priest of King Edward IV. As a reward for your loyalty, he ensured that you held important positions in the church. You even ventured abroad on his behalf on several important diplomatic missions to France and Rome.

In August 1483, you wrote to the Prior of Christ Church, Canterbury, telling him what a fine king Richard is and saying that "he contents the people where he goes better than any prince; for many a poor man that hath suffered wrong many days have been relieved and helped by him and his commands in his progress. And in many great cities and towns were great sums of money given him which he hath refused. On my truth I liked never the condition of any prince so well as his; God hath sent him to us for the wealth of us all."

Dr. Harold Lewis, Expert Witness

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

In 1955, you were a member of a team of doctors and dentists asked to examine the report written twenty years before by Dr. Wright concerning the bones found in the Tower. You used new scientific knowledge of teeth and bones to check if the conclusions of Dr. Wright were correct. You were not, however, allowed to see the actual bones—only the photographs taken by Dr. Wright and his assistants. You concluded that there was no evidence to definitively prove that the skeletons were those of two boys, and it could not be determined how long the bones had been buried. You believe they could have been buried long before Richard III's reign. Finally, you feel that the stain on the skull of the elder child was not a blood stain resulting from death by suffocation.

Philip Lindsay

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian who wrote in 1972 that you did not doubt for one moment that the princes were alive when Henry came to London (in August 1485). Henry issued a proclamation identifying Richard's alleged crimes and the list does not include the killing of the princes. You conclude that Henry VII had much more of a motive than Richard III to have the princes murdered. The princes had a much more valid claim to the throne than he did—despite his battlefield victory—so he sent his personal henchmen to smother them in their beds. He then packed the boys' mother, Elizabeth Woodville, off to a nunnery. Finally, he had faithful followers spread the rumor that Richard had murdered the young lads.

Dr. Charles Ross

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian who published the book *Richard III* in 1981. In it you wrote that "the most persistently vilified of all England's kings [Richard III] was a genuinely pious man and a concerned and well intentioned ruler as well as the product of an age of violence." You believed that Richard proved himself an energetic and efficient king with a proper concern for justice and the impartial administration of the law.

You do believe that Richard probably ordered the murder of his nephews but can find no conclusive evidence that he was guilty.

Josephine Tey

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a noted writer of historical fiction. You investigated the facts of the case of Richard III and then wrote *The Daughter of Time*, a novel that presents the case in the form of a mystery story. Your conclusions seem to support the lack of evidence available to convincingly convict Richard. You are also convinced that Henry Tudor had the most to gain from the death of the princes, and he, not Richard, should be on trial.

Sir George Buck

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian and were a former Member of Parliament during the reign of Elizabeth I. You wrote a history of King Richard III in 1619 in which you described his virtues and good works. You also believe that he did not have any physical deformities. You believe that Richard may have been involved in the death of the Princes, but there is no conclusive evidence linking him to the crime.

Bertram Fields

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a contemporary historian and lawyer. Your book *Royal Blood*, published in 1998, examines the evidence from a lawyer's perspective and in particular rebuts many of the conclusions reached by the prosecution historians like Alison Weir. You believe that although Richard may have been involved in the crime, there is not enough specific evidence to find him guilty.

Caroline Halsted

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian who published a lengthy book, titled *Richard III as Duke of Gloucester and King of England*, in which you claimed that you based your information not on hearsay and tradition but on "far truer guides than those chroniclers who made their elaborate narratives the vehicles of their own prejudices rather than the means of perpetuating the truth." You particularly singled out Shakespeare's play as more a work of imagination than history. You also cast doubt on claims that the princes were alive during the reign of Henry VII and that they were taken from England to exile, "obscurely concealed in some distant region."

Paul Kendall

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian who published the book *Richard the Third* in 1955. You depicted Richard as a just and merciful king who was a friend of the poor and the oppressed. You cite Richard's excellent record as an administrator and as a soldier. You do feel that Richard held some responsibility for the murder of the princes but the real culprit was the Duke of Buckingham. The Duke had the same opportunity and stronger motive for murdering the princes. As Constable of England, he would find no door shut to him. He could easily get into the Tower and to the princes. He did not go with Richard on his tour of the country in 1483, but stayed behind in London for a few days then overtook the king at Gloucester. After he said farewell to Richard, he rode into Wales and began plotting to overthrow Richard. You believe he had motives for murdering the princes that were stronger than Richard's. The boys were in his way because he wished to claim the crown for himself or for Henry Tudor. By murdering the princes and then spreading a rumor of their deaths, he could blacken Richard's character.

Horace Walpole

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are the most famous of Richard III's defenders. Your *Historic Doubts on the Life and Reign of King Richard the Third*, published in 1768, ardently defended Richard.

You were outraged by the ignorance and misrepresentations of historians of your time, especially their, "partiality, absurdities, contradictions and falsehoods" toward Richard. Of Sir Thomas More's account of the murder of the princes in the Tower you said of him: "It is difficult to crowd more improbabilities and lies together than are comprehended in this short narrative [his book]." You will deny that you intended to write a vindication of Richard; however, you believe that most of the accusations about his cruelties and deformities are unfounded. You will point out that if Richard had decided to seize his nephew's crown as soon as he learned of Edward IV's death, why did he proclaim Edward V in York and come south so slowly and with so few men?

Sir Clements Markham

As a witness you will be expected to testify to the details below. Additionally, you may be asked cross-examination questions. Further research into your character may help you, but if you do not know the answer it is best to just say, "I do not know."

You are a historian who published a book in 1906 titled *Richard III: His Life & Character Reviewed in the Light of Recent Research*. You will say that this book was the result of more than twenty-four years of research and consultations with the most prominent historians in England.

In the preface of the book, you say that "the caricature of the last Plantagenet king was too grotesque, and too grossly opposed to the character derived from official records. The stories were an outrage on common sense. . . . My own conclusions are that Richard III must be acquitted on all counts of the indictment."

You devote an entire chapter to an explanation of why Richard was not guilty of murdering the princes. The next chapter clearly holds Henry Tudor responsible for the killings. You believe that they were not murdered in the autumn of 1483 but rather the summer of 1486.

Glossary and Brief Chronology

Edward IV: The king of England from 1461–1483 and the first monarch of the House of York. When he died, he left behind two young sons, Edward V and Richard, Duke of York, who were allegedly murdered on the orders of their uncle Richard III.

Henry VII: The founder of the Tudor dynasty of English monarchs. He was the son of Edmund Tudor, a Welsh noble, and Margaret Beaufort, a descendant of King Edward III. Henry was also related to the French royal family. Exiled in France during the brief reign of Richard III, Henry gained the throne when he defeated and killed Richard III in the Battle of Bosworth Field on August 22, 1485. This battle ended the Wars of the Roses.

Tudor: A family that ruled England from the reign of Henry VII in 1485 to the death of Elizabeth I in 1603.

The Wars of the Roses, 1455–1485: The name given to a series of armed clashes between the houses of Lancaster and York, rival claimants to the English crown. The name was first used long after the wars took place; it refers to the white rose of York and the red rose of Lancaster—badges supposedly used by the contenders. The third phase of the wars began in 1483 when Richard III assumed the throne. The Lancastrian claimant, Henry Tudor, aided by the French and by disaffected Yorkist nobles, invaded England and defeated Richard at the Battle of Bosworth in 1485. Henry Tudor then assumed the throne as Henry VII.

Woodville, Elizabeth: The wife of King Edward IV of England. When Edward died in 1483, his brother, Richard, Duke of Gloucester, claimed that Elizabeth's two sons by Edward—the princes Edward V and Richard of York—were illegitimate. He imprisoned the boys in the Tower of London, where they were allegedly murdered.

York: A branch of the Plantagenet dynasty, the house of York vied with that of Lancaster, another Plantagenet branch, for the throne of England during the fifteenth century. Yorkist kings sat on the throne from 1461 to 1485.

1455–1485	Wars of the Roses.
1461–1483	Reign of Edward IV.
1483	Richard III's coronation as King of England.
1485	Richard dies during the Battle of Bosworth Field. Henry Tudor assumes the throne as Henry VII.

Aftermath



The murder of the princes

Later in life Sir Thomas More became a famous lawyer, humanist scholar, and politician with a reputation throughout the Christian world for integrity. His history book, which included an account of the reign of Richard III, was widely read and undoubtedly provided Shakespeare with the inspiration to write his play *Richard III*. The actual murder of the princes has generally been ascribed to James Tyrrell, an English knight, who was a vassal of Richard III. Twenty years after Richard's death, during the reign of Henry VII, Tyrrell allegedly confessed to the crime and was hanged. He was never put on trial, however, and no transcript of his confession exists.

Sir Thomas More tells of this plot saying that "Sir James Tyrell devised that they should be murdered in their beds . . . about midnight . . . [he and three other murderers] came into the chamber and

Image source: The Murder of the Princes. By Pearson, SC, in John Cassell, *Cassell's Illustrated History of England*, vol. 2 (London: Cassell, Petter, and Galpin, 1865

suddenly lapped [wrapped] them up among clothes—so be-wrapped them and entangled them keeping down by force the featherbed and pillow hard unto their mouths, that within a while, smothered and stifled, their breath failing, they gave up to God their innocent souls into the joys of heaven . . . they laid their bodies naked out upon the bed and . . . [buried] them at the stair-foot, mightily deep in the ground, under a great heap of stones.”⁸

Former Chief Justice of the U.S. Supreme Court William Rehnquist and two other judges agreed to hear the case of Richard III in a mock trial held at the Indiana University Law School. In his final decision, Judge Rehnquist noted that the contemporary accounts of the alleged murder of the princes by witnesses such as Sir Thomas More did not offer credible evidence because most were supported by mere rumors and hearsay. He further noted that the forensic evidence was inconclusive. The historians on both sides of the argument were not convincing. Speaking for the majority, he said that when all was said and done the evidence did not stand the test of “beyond a reasonable doubt” and Richard was declared “not guilty.” One of the three judges, Justice Randall Sheppard, spoke for the minority and had a different view. Richard was clearly “guilty,” according to Sheppard. This minority view is emphatically etched in stone on the altar in Henry VII’s chapel where an inscription reads:

“Below here lie interred the remains of Edward V, King of England, and of Richard Duke of York. Their uncle Richard, who usurped the crown, imprisoned them in the Tower of London, smothered them with pillows, and ordered them to be dishonorably and secretly buried. Their long desired and much sought after bones were identified by most certain indications when, after an interval of over a hundred and ninety years, found deeply buried under the rubbish of the stairs that led up into the chapel of the White Tower, on the 17 July 1674 A.D. Charles II, most merciful prince, having compassion on their unhappy fate, performed the funeral rites of these unfortunate princes among the tombs of their ancestors, A.D. 1678, the thirtieth year of his reign.”⁹

Richard III was likely not the limping hunchback with a withered arm as described by Shakespeare and others. If you look closely at his two portraits you see a slender figure with an austere face and rather slim lips.¹⁰ In fact, ultraviolet examination of one of the portraits revealed that it had been deliberately changed by adding an enlarged shoulder, likely to support the Tudor claims of Richard’s deformity.¹¹ The bones of Richard III were recently discovered during a construction dig and analyzed by experts. Their analysis placed Richard’s height at about 5’ 7” (slightly taller than the norm) and suggested that Richard did in fact have at least one physical disability—he had a badly curved spine caused by scoliosis, which probably caused his right shoulder to be somewhat higher than his left. They did not, however, offer evidence of any other deformities.¹²

Modern DNA testing of the bones analyzed by Dr. Wright in 1933 might shed further light on the controversy. Church of England officials, however, have steadfastly refused to allow the bones to be disinterred because they maintain that this would set a bad precedent leading to disturbing other sacred graves.

The mystery continues.

8 More, *The History of King Richard the Third*, 100.

9 Gillingham, *Richard III: A Medieval Kingship*, 147.

10 Richards, “The Riddle of Richard III,” *History Today* 33, no. 8 (August 1983), 18–25.

11 Fields, *Royal Blood*, 281.

12 Pitts, *Digging For Richard III*, 154–155.

Discussion Questions

1. If the bones examined by the experts were the bones of the princes, does this evidence prove that they were murdered by Richard?
2. What do you think are some logical reasons behind the differing reports by the so-called experts who examined the bones?
3. Did the evidence presented in the trial convince you that Richard has been wronged by historians? Why or why not?
4. Josephine Tey's novel *The Daughter of Time* begins with an invalid police inspector's examination of an unidentified portrait of Richard III and his conclusion that no one who looks like that could be a murderer. Is it possible to draw accurate conclusions about people from their appearances?
5. Generations of Americans understood the characters of Abraham Lincoln, Davy Crockett, and Wyatt Earp not from classroom texts but from films and television; they saw vivid, living figures with understandable motivations. Has William Shakespeare's image of the evil, distorted Richard forever damaged our subconscious ability to evaluate him without bias?
6. Many historians have presented evidence of Richard's popularity among the people. He was clearly courageous (even by his enemies' standards), and his one Parliament in 1484 produced significant reforms. How do we assess someone who is good to us yet cruel to others?
7. Was Richard merely the nastiest man in an exceptionally brutal century or was his evil image merely a successful smear campaign beginning with the Tudor historians of Henry VII's reign?
8. It has been said that people on either side of the argument concerning Richard's alleged crimes are totally intolerant of the opposition's views. They tend to react emotionally and believe only what they want to believe. Do you think it is possible to arrive at a completely unbiased conclusion in this difficult case?



Document A: *The Concordaunce of Hystories*

Written by Robert Fadyen

Rychard the .iii.

Icharde the thirde of that name, sonne to Rycharde late duke of Yorke, and yongest brother unto Edward the .iiii. late king, began his dominion ouer the realme of England the .xx. dayeof Mydsomer moneth, in the yeare of our Lorde God .M.cccc. lxxxiii. and the .xxv. yere of the .xi. Lewes than kinge of Fraunce. Of whom tedious it is to me to write the tragedyous hystory, excepte that I remember that good it is to write and put in remembraunce the punysshment of sinners, to the ende that other may exchew to fall in like daunger. Than it foloweth, anon as this man had taken upon him, he fell in greate hatred of the more party of the nobles of his realme, in so much that suche as before loued and praysed him, and woulde haue ieoparde life and good with him if he hadde remayned still as Protectour, now murmured and grudged against him in such wise that fewe or none fauoured hys party, except it were for dreade or for greate giftes that they receaued of him. By the meane whereof he wan dyuers to folowe his minde, the whiche after disceaue him.

And after his coronacyon solempnized, whiche was holden at Westminster the sixte day of Iulye, where also the same day was crowned dame Anne his wyfe, he then in shorte processe folowinge rode Northward to pacifye that country, and to redresse certayne ryottes there lately dooen. In the Pasetime of the which iourney, he beeyng at Yorke, created his legittimate sonne prince of Wales, and ouer that made hys bastard sonne captain of Calais, which encreased more grudge to hym warde as after shall appere. (512-20)

Source: Fabyan, Robert. *The New Chronicles of England and of France*. Vol. 2. 2nd ed. London: William Rastell, 1559.
<http://www.r3.org/on-line-library-text-essays/robert-fabyan-the-concordaunce-of-hystories>.

Questions

1. Correct the spelling of the documents.
2. What does Fabian say was the reason for writing these Chronicles?
3. What do you think he meant by "pacifye."
4. What did he do that suggested the people might be angry with him?

Renaissance Lifeboat and Renaissance Banquet



Lesson

The Renaissance was a period of time that began in the late medieval period in the fourteenth century to the dawn of the modern period in the seventeenth century. The word *Renaissance* means “rebirth.” It was a period of time generally associated with great accomplishments in art, architecture, science, music, and literature.

Objectives

- Students will understand the term Renaissance.
- Students will appreciate the contributions made by various individuals in art, music, science, patronage, and exploration.

Notes for the Teacher/Duration

Day One

- Read and discuss the “Background for Teachers and Students.”
- Students should select or be assigned a notable personality of the Renaissance.
- Tell them that they will need to research their assigned personalities so that they can give a brief overview to the class about their persons and their persons’ importance to the Renaissance.
- Tell them that they will be making a presentation to the class about their person on Day Three (see below) but DO NOT tell them about the lesson being a lifeboat activity. The lesson works better if it is a surprise.
- Next tell them that they will also be participating in a Renaissance banquet (see below) and for that event they will need to be able to discuss a few of their persons’ major accomplishments. They should bring to the banquet examples of their works, like paintings, music, or a map of exploration.
- Students should begin their research.

Day Two

- Continue to research.

Day Three

- Renaissance Lifeboat: They will expect to present to the class a general description of their person’s accomplishments during the lifeboat activity.

Day Four

- Renaissance Banquet: They will be expected to participate in a banquet by presenting specific examples of the works of their selected individual.

Teaching tip

For a briefer version of this lesson only conduct one of the two activities.



- Students should bring refreshments and objects or props (for example, art, books, and displays) to share with the rest of the guests.

Day Five

- Debrief using discussion questions, document analysis, and extension activities.
- Check the answers to the document questions.

Answers to Document Questions

1. Read the following two documents and discuss the qualities that defined a true Renaissance man? Can you think of any person today who would fit the criteria below? Explain.

Answers will vary.

Roles Assignment Chart—Renaissance Lifeboat

Passenger List (two to five must be sacrificed)

	Artists	Writers	Musicians	Patrons	Explorers	Scientists
	Leonardo da Vinci	Niccoló Machiavelli	Giovanni Pierluigi da Palestrina	Cosimo di Giovanni de' Medici	Sir Francis Drake	Nicolaus Copernicus
Student Name						
	Michelangelo di Lodovico Buonarroti Simoni	Giovanni Boccaccio	William Byrd	Lorenzo de' Medici	Cortez	Johannes Kepler
Student Name						
	Raphael Sanzio da Urbino	Baldassare Castiglione	Claudin de Sermisy	Cesare Borgia	Columbus	Galileo Galilei
Student Name						
	Donatello di Niccoló di Betto Bardi	François Rabelais	Vincenzo Galilei	Catherine de' Medici	Cabot	Isaac Newton
Student Name						
	Filippo Brunelleschi	Teresa of Avila	Tomas Luis de Victoria	Lucrezia Borgia	Vasco de Gama	René Descartes
Student Name						
	Sandro Botticelli	Sir Thomas More		Anne of Brittany	Pizarro	William Harvey
Student Name						

There are many other possible Renaissance personalities. If you have more than thirty students, you may consider using artists Palladio, Titian, Durer, El Greco, Fra Fillipo Lippi, Van Eyck, and Bosch, writers Dante, Shakespeare, Chaucer, Rembrandt, and Holbein, or explorers Hudson and Raleigh.

Roles Assignment Charts—Renaissance Banquet

Artists and Architects	Nationality	Example of a Work/ Accomplishment	Student Name
Leonardo da Vinci	Italian	<i>Mona Lisa</i>	
Michelangelo di Lodovico Buonarroti Simoni	Italian	The Sistine Chapel	
Raphael Sanzio da Urbino	Italian	<i>The School of Athens</i>	
Donatello di Niccoló di Betto Bardi	Italian/ Florentine	Statue of David	
Filippo Brunelleschi	Italian/ Florentine	Dome of the cathedral in Florence	
Sandro Botticelli	Italian/ Florentine	<i>The Birth of Venus</i>	

Writers	Nationality	Example of a Work/ Accomplishment	Student Name
Niccoló Machiavelli	Italian	<i>The Prince</i>	
Giovanni Boccaccio	Italian	<i>The Decameron</i> and <i>On Famous Women</i>	
Baldassare Castiglione	Italian	<i>The Book of the Courtier</i>	
François Rabelais	French	<i>Gargantua and Pantagruel</i>	
Teresa of Ávila	Spanish	<i>El Castillo Interior</i>	
Sir Thomas More	English	<i>Utopia</i>	

Musicians	Nationality	Example of a Work/ Accomplishment	Student Name
Giovanni Pierluigi da Palestrina	Italian	<i>Missa Papae Marcelli</i>	
William Byrd	English	<i>My Ladye Nevells Brooke</i>	
Claudin de Sermisy	French	Chansons	
Vincenzo Galilei	Italian	Books of madrigals	
Tomás Luis de Victoria	Spanish	<i>Officium Hebdomadae Sanctae</i>	

Renaissance Lifeboat and Renaissance Banquet

Lesson

Patrons	Nationality	Example of a Work/ Accomplishment	Student Name
Cosimo de' Medici	Italian	Founding father of the Medici dynasty in Florence	
Lorenzo de' Medici	Italian	Expanded the Medici dynasty in Florence	
Cesare Borgia	Italian	Model for Machiavelli's <i>The Prince</i>	
Catherine de' Medici	French	French queen	
Lucrezia Borgia	Italian	Daughter of Pope Alexander	
Anne of Brittany	French	French queen	

Explorers	Nationality	Example of a Work/ Accomplishment	Student Name
Sir Francis Drake	English	Helped defeat the Spanish Armada	
Hernán Cortéz	Spanish	Conquered the Aztec Empire in Mexico	
Christopher Columbus	Italian/ Spanish	Credited with "discovering America"	
John Cabot	Italian	Explored much of North America	
Vasco da Gama	Portuguese	The first European to reach India by sea	
Hernando Pizarro y de Vargas	Spanish	Conquered the Inca Empire in Peru	

Scientists/ Mathematicians	Nationality	Example of a Work/ Accomplishment	Student Name
Nicolaus Copernicus	Prussian	<i>De Revolutionibus Orbium Coelestium</i>	
Johannes Kepler	German	<i>Astronomiae Pars Optica</i>	
Galileo Galilei	Italian	<i>The Starry Messenger</i>	
Isaac Newton	English	<i>Mathematical Principles of Natural Philosophy</i>	
René Descartes	French	<i>Meditations on First Philosophy</i>	
William Harvey	English	<i>On the Motion of the Heart and Blood</i>	

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Renaissance Lifeboat and Renaissance Banquet

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Background for Teachers and Students

The term Renaissance popularly translates to “rebirth.” But what was being reborn? People in the Renaissance were reviving the knowledge of antiquity, specifically that of Greece and Rome. The so-called humanists (those who took an interest in ancient thought), however, including Machiavelli, Castiglione, Boccaccio, and others who lived during this era, never heard that word. It first appeared in the middle of the nineteenth century, coined by Jules Michelet, a French historian. Later, Swiss historian Jacob Burckhardt used the term in his definitive study of Italy in the fifteenth century. Burckhardt notes that this era “gave the highest development to individuality, and then led the individual to the most zealous and thorough study of himself in all forms and under all conditions.”¹³

Humanists saw the need to maximize human potential. In his *Oration on the Dignity of Man*, Italian writer Giovanni Pico della Mirandola expressed the humanist ideal of finding what he termed “nuggets of universal truth.”¹⁴ He believed in the unlimited potential of the individual, writing that “to him it is granted to have whatever he chooses, to be whatever he wills.”¹⁵ He argued that human beings were just slightly below heavenly angels and that, although they sometimes acted like animals, humans were also able to transcend this bestial nature and act like gods.¹⁶ Humanists used ancient Greek and Roman literature to frame models for how to conduct proper community life in the various city-states of Italy—sometimes labelled “civic humanism.”¹⁷ Italian writer Leonardo Bruni noted that he felt that “the days of Cicero and Demosthenes are much closer to me than the sixty years just past.”¹⁸



Portrait of Giovanni Boccaccio

Humanists studied the liberal arts. They also recognized the power and importance of books, especially the wisdom buried in classical texts. Many of these ancient sources had been locked away for hundreds of years in the dusty chambers of monasteries scattered across medieval Europe. Italian humanist Poggio Bracciolini claimed to have found in a monastery “six orations of Cicero . . . in a heap of waste paper among the rubbish.”¹⁹ For potential humanists, the equivalent of a lengthy apprenticeship in art was a university education. There were more than a dozen universities in Renaissance Italy located in various city-states, including Florence, Bologna, Pisa, Naples, and Rome. Students studied seven liberal arts, which included grammar, logic, and rhetoric (the

13 Burckhardt, *The Civilization of the Renaissance in Italy*, 212.

14 Rice, *The Foundations of Early Modern Europe*, 78.

15 Pico della Mirandola, *Oration on the Dignity of Man*, 223–225.

16 Obstfeld and Obstfeld, *The Renaissance*, 35.

17 Merriman, *A History of Modern Europe*, 58.

18 Manchester, *A World Lit Only by Fire*, 105.

19 Cameron, *Early Modern Europe*, 69.

most important), arithmetic, geometry, music, and astronomy.²⁰

Renaissance social structure differed little from the Middle Ages. There were three distinct social strata: the clergy (or first estate), the nobility (or second estate), and everyone else (the third estate). The third estate was comprised mostly of peasants who knew very little of the world outside of their own particular villages. There was little, if any, social mobility. Artistic or literary talent, however, such as that of Leonardo da Vinci's, could move an individual higher up the social ladder.

The Renaissance was cradled in Italian city-states, such as Florence, Milan, and Venice, but it quickly spread across Europe—especially to France and Germany. Prominent banking families, such as the Medici in Florence, used their wealth to become patrons of art and architecture. The Renaissance saw the development of worldliness, urbanization, trade and commerce, and the advance of new industries. Historian John Hale noted that “in seeking knowledge and inspiration, the Italian humanists turned first to their cultural fountainhead, the city of Rome [and that] one of their greatest scholars, Poggio Bracciolini, spoke for them all, when viewing the results of centuries of callous neglect, he lamented that the ancient capital ‘now lies prostrate like a giant corpse, decayed and everywhere eaten away.’ The forum had become a slum for squatters and was popularly called ‘Campo Vaccino’ or the ‘Cowfield.’”²¹

The Renaissance greatly influenced the movement of art from the strictly religious themes associated with the medieval period (the baby Jesus, the Madonna, heaven, and hell) to more

secular subjects, including nature and even pagan themes. In fact, classical mythology became so well-known to learned men and women of the Renaissance that it often took allegorical meanings. The Venetian Doge Andrea Doria was painted by the Renaissance artist Bronzino as an admiral but in the form of the Roman god of the sea, Neptune.²² Leonardo da Vinci identified the importance of art, saying that “he who despises painting loves neither philosophy nor nature. If you scorn painting, which is the sole imitator of all the manifest works of nature, you will certainly be scorning a subtle invention, which with philosophical and subtle speculation considers all manner of forms: sea, land, trees, animals, grasses, flowers, all of which are enveloped in light and shade.”²³ The development and implementation of the technique of perspective further defined the progress of a new form of art.

The Renaissance saw more than just the rediscovery of new art forms; it also saw the actual discovery of new continents (North and South America) and, over the objections of the Church, tacit acceptance of a whole series of scientific and mathematical discoveries that greatly expanded human understanding of the earth and the universe beyond it.

Finally, the Renaissance created a sweeping intellectual and moral revolution in Europe. People, especially those in the upper class, began to believe that earthly life was worth living for its own sake, and that the pleasures on earth need not be sacrificed in order to guarantee eternal life after death. They believed that it was within the capacity of humans to understand and eventually master the natural world in order to better shape their own destinies.²⁴

²⁰ Burke, *The Italian Renaissance*, 55–56.

²¹ Hale, *Renaissance*, 22.

²² Aston, *The Panorama of the Renaissance*, 48.

²³ Obstfeld and Obstfeld, *The Renaissance*, 156.

²⁴ Manchester, *A World Lit Only by Fire*, 113.

Renaissance Lifeboat Instructions



It is the beginning of a new era in European history, but fate has placed the destiny of some of the greatest Renaissance individuals in a perilous position. A ship carrying famous artists, writers, musicians, explorers, scientists, and patrons sunk during a violent storm, leaving the survivors adrift in a small lifeboat with little food and water. They were on their way to a “Renaissance Banquet” at the Visconti Family villa in Italy. Everyone unfortunately knows there is only enough space, food, and water in the lifeboats for ten people to survive the difficult trip to the nearest land—the others must be sacrificed. In fact, sharks have been sighted, eagerly anticipating the coming decision. Your first decision will be to decide which of the captains—**Drake, Cortéz, Columbus, Cabot, de Gama, or Pizarro**—should be selected to command the lifeboat. All the others should be thrown overboard. Each captain should make the best case he can for why he would be the best leader. All passengers must agree on the decision. If you cannot agree, then **Machiavelli** must make the decision.

Next you must decide on the remaining passengers to be sacrificed. The captain selected to command the lifeboat must make this decision. Note that the captain **cannot** choose himself or herself since great navigational skills will be needed. Have each passenger present his or her reasons why that passenger should be selected to live. Make sure, however, that you make the correct choice since the Visconti’s have little patience for poor decision-making and may have you garroted (strangled) if you show poor judgment. Below you will find the names of your famous passengers.

Image source: Illustration of Shipwreck. By James Macaulay, in *Sea Pictures*, drawn with pen and pencil (London: Religious Tract Society, 1882), The British Library, London, 002302489

Name _____

Roles Chart

Passenger List (two to five must be sacrificed)

Artists	Writers	Musicians	Patrons	Explorers	Scientists
Leonardo da Vinci	Niccoló Machiavelli	Giovanni Pierluigi da Palestrina	Cosimo di Giovanni de' Medici	Sir Francis Drake	Nicolaus Copernicus
Michelangelo di Lodovico Buonarroti Simoni	Giovanni Boccaccio	William Byrd	Lorenzo de' Medici	Cortez	Johannes Kepler
Raphael Sanzio da Urbino	Baldassare Castiglione	Claudin de Sermisy	Cesare Borgia	Columbus	Galileo Galilei
Donatello di Niccoló di Betto Bardi	François Rabelais	Vincenzo Galilei	Catherine de' Medici	Cabot	Isaac Newton
Filippo Brunelleschi	Teresa of Avila	Tomas Luis de Victoria	Lucrezia Borgia	Vasco de Gama	René Descartes
Sandro Botticelli	Sir Thomas More		Anne of Brittany	Pizarro	William Harvey

Your Character Name _____

Name _____

Renaissance Banquet Instructions



You have been invited to a banquet. Your host has suggested that you bring examples of your works and/or accomplishments to the banquet so that you can share them with the other notable guests in a social setting. Write down the names of the people you meet at this event and at least one of their accomplishments.

Guest List

Image source: *The Banquet at the Eglinton Tournament*. By James Henry Nixon, 1839

Name _____

Roles Charts

Artists and Architects	Nationality	Example of a Work/Accomplishment
Leonardo da Vinci	Italian	<i>Mona Lisa</i>
Michelangelo di Lodovico Buonarrodi Simoni	Italian	The Sistine Chapel
Raphael Sanzio da Urbino	Italian	<i>The School of Athens</i>
Donatello di Niccoló di Betto Bardi	Italian/ Florentine	Statue of David
Filippo Brunelleschi	Italian/ Florentine	Dome of the cathedral in Florence
Sandro Botticelli	Italian/ Florentine	<i>The Birth of Venus</i>

Writers	Nationality	Example of a Work/Accomplishment
Niccoló Machiavelli	Italian	<i>The Prince</i>
Giovanni Boccaccio	Italian	<i>The Decameron</i> and <i>On Famous Women</i>
Baldassare Castiglione	Italian	<i>The Book of the Courtier</i>
François Rabelais	French	<i>Gargantua and Pantagruel</i>
Teresa of Ávila	Spanish	<i>El Castillo Interior</i>
Sir Thomas More	English	<i>Utopia</i>

Musicians	Nationality	Example of a Work/Accomplishment
Giovanni Pierluigi da Palestrina	Italian	<i>Missa Papae Marcelli</i>
William Byrd	English	<i>My Ladye Nevells Brooke</i>
Claudin de Sermisy	French	Chansons
Vincenzo Galilei	Italian	Books of madrigals
Tomás Luis de Victoria	Spanish	<i>Officium Hebdomadae Sanctae</i>

Patrons	Nationality	Example of a Work/Accomplishment
Cosimo de' Medici	Italian	Founding father of the Medici dynasty in Florence
Lorenzo de' Medici	Italian	Expanded the Medici dynasty in Florence
Cesare Borgia	Italian	Model for Machiavelli's <i>The Prince</i>
Catherine de' Medici	French	French queen
Lucrezia Borgia	Italian	Daughter of Pope Alexander
Anne of Brittany	French	French queen

Explorers	Nationality	Example of a Work/Accomplishment
Sir Francis Drake	English	Helped defeat the Spanish Armada
Hernán Cortéz	Spanish	Conquered the Aztec Empire in Mexico
Christopher Columbus	Italian/ Spanish	Credited with "discovering America"
John Cabot	Italian	Explored much of North America
Vasco da Gama	Portuguese	The first European to reach India by sea
Hernando Pizarro y de Vargas	Spanish	Conquered the Inca Empire in Peru

Scientists/ Mathematicians	Nationality	Example of a Work/Accomplishment
Nicolaus Copernicus	Prussian	<i>De Revolutionibus Orbium Coelestium</i>
Johannes Kepler	German	<i>Astronomiae Pars Optica</i>
Galileo Galilei	Italian	<i>The Starry Messenger</i>
Isaac Newton	English	<i>Mathematical Principles of Natural Philosophy</i>
René Descartes	French	<i>Meditations on First Philosophy</i>
William Harvey	English	<i>On the Motion of the Heart and Blood</i>

Your Character Name _____

Glossary and Brief Chronology

Copernican system: A solar system with Earth and the other planets in orbit around the sun.

ethics: Knowledge that deals in moral principles.

humanists: Individuals who stressed the potential value of the individual, emphasized common human needs, and suggested rational ways of solving human problems.

perspective: Drawing solid objects to give a true impression of their height, width, depth, and position in relation to one another.

Ptolemaic system: A view of the cosmos where Earth is at the orbital center of all celestial bodies.

renaissance: Rebirth.

rhetoric: The art of effective or persuasive speaking or writing.

1417	Brunelleschi begins his work on the dome in Florence.
1452	Birth of Leonardo da Vinci.
1469	Lorenzo de Medici takes power in Florence.
1480	Sandro Botticelli's <i>Primavera</i> .
1498	Leonardo da Vinci's <i>Last Supper</i> .
1504	Michelangelo's <i>David</i> .
1505	Leonardo da Vinci's <i>Mona Lisa</i> .
1513	Machiavelli's <i>The Prince</i> .
1516	Castiglione's <i>The Courtier</i> .
1603	Shakespeare's <i>Hamlet</i> .

Aftermath

Leonardo da Vinci still remains our idea of the quintessential “Renaissance Man.” He was a painter, an architect, a scientist, and an inventor. Some of the ideas he had sketched in his journal during the 1500s look like they could have come from the notepads of today’s scientists and engineers at NASA or MIT. Botticelli’s fame during his time slowly faded, but his paintings and frescoes did not. He was rediscovered in the early part of the twentieth century, when more books were written about him than any other Renaissance artist.

Isaac Newton remains the single most influential scientist and mathematician in history. Lucia Borgia died in the same year as da Vinci, possibly during childbirth. She left behind several sons and daughters. There is little concrete evidence, however, that any of these children were the result of incest with her father, Pope Alexander I, or her brother, Cesare Borgia. Niccolò Machiavelli died in 1527 at the age of fifty-eight and was buried in Florence. His most famous work, *The Prince*, lived on; by the early part of the nineteenth century, it was considered an axiom of statecraft, later becoming a model for Otto von Bismarck’s *Realpolitik*.

Castiglione’s *The Book of the Courtier* was translated into many European languages; his depiction of how the ideal gentleman should be educated and behave remained the template for the European upper class till the twentieth century. Sir Francis Drake may have been the most remarkable sea captain of the great age of sail. He circumnavigated the globe, helped defeat the great Spanish Armada, explored the Americas, and captured dozens of treasure ships. He died of acute dysentery off the coast of San Juan, Puerto Rico, in 1595 and was buried, clad in full armor, at sea in a lead coffin.

Brunelleschi died in 1446. A white marble bust, reputedly carved from life, marks the entrance to his tomb in the Basilica de Santa Maria del Fiore in Florence. It is inscribed with an epitaph that reads: “Both the magnificent dome of this famous church and many other devices invented by Filippo the architect, bear witness to his superb skill. Therefore, in tribute to his exceptional talents, a grateful country that will always remember him buries him here in the soil below.”

In the sixteenth century, Capo Ferro, the great Italian Renaissance fencing master, revolutionized the art of swordplay with the invention of the lunge, using the point of the weapon as the most effective means of attack. Dueling, however, became such a problem that, by the time of Louis XIV, it became punishable by death—a sentence that was rarely enforced.

The Renaissance directly led to advances in science, art, architecture, and, with the invention of the printing press, the spread of knowledge. It led to the use of the vernacular in literature and initiated the beginnings of religious reforms, changes that ultimately led to the Protestant Reformation.

There was, however, one area that saw little transformation—the role of women. In fact, women played a more significant role in society during the twelfth century than they did during the fifteenth century in the Italian city-states. Renaissance writers may have waxed poetic in their celebration of love and women, but, practically speaking, women (with a few exceptions, such as those in powerful families like the Sforza) remained in the traditional role of wife and mother.²⁵

²⁵ Merriman, *A History of Modern Europe*, 58.

Discussion Questions

1. In what ways do the ideas of the Renaissance influence our own time period?
2. If you had to spend two hours in a broken elevator with no escape, which person from the Renaissance would you like to have trapped with you? Why? What kinds of questions would you ask them? How do you think they would answer your questions?
3. Many people who lived during the fifteenth and sixteenth centuries spoke of themselves as experiencing a renaissance of the values and accomplishments of the ancient world. Few had a clue that the Renaissance would be viewed as a historical era. They were aware that things were changing; however, they did not attribute any overall historical significance to the changes. To what extent could we make the same assessment of our own time?



Document A: *The Prince*

Excerpt from *The Prince* by Niccolò Machiavelli, section titled "The Duties of a Prince with Regard to the Militia"

A prince should therefore have no other aim or thought, nor take up any other thing for his study, but war and its organization and discipline, for that is the only art that is necessary to one who commands. . . . It not only maintains those who are born princes, but often enables men of private fortune to attain to that rank. And one sees, on the other hand, that when princes think more of luxury than of arms, they lose their state.

Source: Machiavelli, Niccolò. *The Prince*. Italy, 1532. https://home.ubalt.edu/NTYGFIT/ai_04_distinguishing_perspective/ai_04a/ai_04a_tell/machiavelli_prince14.htm.

Document B: *Self-Portrait of a Universal Man*

Written by Leon Battista Alberti

In everything suitable to one born free and educated liberally, he was so trained from boyhood that among the leading young men of his age he was considered by no means the last. . . . He was devoted to the knowledge of the most strange and difficult things. . . . And . . . he embraced with zeal and forethought everything which pertained to fame. . . .

He strove so hard to attain a name in modeling and painting. . . . His genius was so versatile that you might almost judge all the fine arts to be his. . . . Letters, in which he delighted so greatly, seemed sometimes like flowering and richly fragrant buds, so that hunger or sleep could scarcely distract him from his books. At other times, however, those very letters swarmed together like scorpions before his eyes, so that he could see nothing at all but books. Therefore, when letters began to be displeasing to him, he turned to music and painting and exercise.

He played ball, hurled the javelin, ran, leaped, wrestled, and above all delighted in the steep ascent of mountains; he applied himself to all these things for the sake of health rather than sport or pleasure. As a youth he excelled in warlike games. With his feet together, he could leap over the shoulders of men standing by; he had almost no equal among those hurling the lance. An arrow shot by his hand from his chest could pierce the strongest iron breastplate. With his left foot lifted from the ground to the wall of a church, he could throw an apple into the air so high that it would go far beyond the top of the highest roofs. . . .

On horseback, holding in his hand one end of a long wand, while the other was firmly fixed to his foot, he could ride his horse violently in all directions for hours at a time as he wished, and the wand would remain completely immobile. Strange and marvelous! That the most spirited horses . . . would, when he first mounted them, tremble violently and shudder as if in great fear. . . .

He could endure pain and cold and heat . . . showing by example that men can do anything with themselves if they will.

Source: Wiesner, Merry E. *Discovering the Western Past: A Look at the Evidence*. Vol. 1. 7th ed. Stanford, CT: Cengage Learning, 2015.

Question

1. Discuss the qualities that defined a true Renaissance man. Can you think of any person today who would fit the criteria described above? Explain.

Extension Activities

1. Type a two-page, critical essay that highlights some achievements of your favorite Renaissance personality. Your research must include a minimum of five sources.
2. Make a media presentation comparing the accomplishments of two or more individuals from the same discipline: art, music, science.

Reformation Debate Tournament



Lesson

The Reformation that started in the sixteenth century with Erasmus and Martin Luther was not completed until the middle of the seventeenth century. As a result of the Reformation, kings became more powerful and absolute and the middle class became more influential. Additionally, the Bible became more important, and church services were conducted in the vernacular. Criticism of Church abuses weakened the influence of the pope and Catholic priests, and Europe was divided into Protestant and Catholic countries. In this lesson, students will research and debate the fundamental beliefs of Catholicism and the major Protestant religions that emerged during the Reformation.

Objectives

- Students will understand the fundamental issues and questions that launched the Protestant Reformation.
- Students will understand the basic beliefs of the Catholic Church and the various Protestant religions that emerged in the Reformation.
- Students will understand the religious pluralism that emerged in Christianity during and after the Reformation.

Notes for the Teacher/Duration

Day One

- Read and discuss the “Background for Teachers and Students.”
- Tell students they will be assigned a religious group associated with the Reformation and that they will be preparing to debate that group’s position on a number of religious questions associated with the Reformation.
- Assign students to a group and have them sit together in the classroom. Give them the sheet with basic information about their group.
- Pass out the “Instructions.” Read and discuss the directions for the debate tournament. Tell students that you will be moderating the debate and keeping score.
- Give students the remainder of the period to research their group’s position on the questions.

Day Two

- In class, students research in preparation for the debate.

Day Three

- Debate tournament.

Teaching tip

Advise them that it is not necessary to personally believe what the group’s position is on the religious question.



Teaching tip

For a briefer version of this activity, reduce the number of debatable questions.



Day Four

- Conclusion of debate tournament.
- Debrief using discussion questions and document analysis.

Day Five

- Debrief with the extension activities.
- Check the answers to document questions.

Answers to Document Questions

Document A

1. Compare Luther's belief in faith with that of the Catholics as expressed during the Council of Trent.

Answers will vary.

Document B

1. What do you think are "imprecations"?

Swearwords

2. What significant item typically associated with taverns or inns does not seem to be mentioned in these blue laws?

Drinking alcohol

3. Who are the "informers"?

Probably the tavern or innkeepers

4. What important item is mentioned that would not be present if this were a Catholic tavern or inn?

A Bible

5. Do you think any of these standards would work in taverns or inns today? Why or why not? Explain.

Answers will vary.

Document C

1. What do you think is the likely charge against Hendik?

Heresy

2. Do you think these are Church officials in the picture doing the actual burning?

No, a public execution by burning was called an auto-da-fe, and after judgment the Church officials handed over the convicted heretic to the secular authorities to perform the actual burning.

Reformation Debate Tournament

Lesson

3. Why do you think the Inquisition chose to execute people in such a horrific fashion?

Answers will vary but should include demonstrating to the faithful the terrible price of heresy and the desire to utterly destroy the body as a precursor to eternal burning in Hell.

Debate Scorecard for Teacher

	Introduction (2 bonus points)	Round One Scoring	Place	Round Two Scoring	Place	Total Points
Lutherans		1		1		
		2		2		
		3		3		
Calvinists		1		1		
		2		2		
		3		3		
Catholics		1		1		
		2		2		
		3		3		
Zwinglists		1		1		
		2		2		
		3		3		
Anabaptists		1		1		
		2		2		
		3		3		
Anglicans		1		1		
		2		2		
		3		3		

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Background for Teachers and Students



What is your greatest fear? Getting trapped in a room with rats and snakes? Going into a dark and spooky cellar? Being chased by vampires? What people in the fifteenth and sixteenth centuries feared most was going to purgatory and enduring hundreds, if not thousands, of years of horrific suffering for their sins on earth. Artists at the time produced images like the one above that buttressed this idea.

The critical question for Christians was, "What must I do to be saved from this horrible fate?" The answer offered by the Catholic Church was threefold: do good works, confess your sins to a priest, and buy an insurance package in the form of an indulgence that would get you a free pass from purgatory.

The Church on the eve of the Reformation was clearly a corrupt institution. The highest offices were often up for sale, and popes, cardinals, and many priests ignored their duties and lived immoral lives. Desiderius Erasmus, an early Dutch reformer, believed that the Catholic Church should be less dogmatic. Priests should be more concerned with leading their congregations to

salvation than performing the liturgy in a language (Latin) that nobody but themselves understood. In his book, *The Praise of Folly*, Erasmus risked a confrontation with the Inquisition by satirizing the abuses of the Church. It is often said that Erasmus "laid the egg that Luther hatched."

Martin Luther was a simple monk who later became a university professor and Biblical scholar. In the earlier years of his life, he had been utterly devoted to the Catholic Church. He even made a pilgrimage to Rome. When he first saw the Eternal City in 1511, he reputedly fell to his knees and cried out, "Hail to thee, O Holy Rome!"

²⁶ Later, during his study of Biblical texts, he found an answer to the salvation question that did not fit with the traditional teachings of the Catholic Church. He came to believe that people were weak and powerless in the face of God and could never accomplish enough good works to achieve salvation. He wrote that "no one is by nature Christian or pious . . . the wicked always outnumber the good . . . and even in the good

²⁶ Manchester, *A World Lit Only by Fire*, 137.

man evil actions outnumber the good, for he cannot escape his nature."²⁷ He also thought that buying indulgences to get a free pass out of purgatory was a waste of money. Luther postulated that people are saved, not through good works or indulgences, but through faith in the promises of God; these promises were made possible by the sacrifice of Jesus on the cross. In other words, sinners could reach out to God on their own and be granted salvation. There was no need for a priest. The doctrine of salvation or justification by God's grace alone became the primary doctrine of the Protestant Reformation. To the Catholic Church, this was heresy.

The pope during this time, Leo X, needed cash for his lavish lifestyle and building projects in Rome, including St. Peter's Cathedral. He turned to the Church's tried-and-true method of raising cash, the sale of indulgences. These documents, sold by agents of the pope (such as Johann Tetzel), were outrageously advertised. Some claimed that if it were possible that a man had violated the Virgin Mary (the mother of God), he could buy an indulgence that would wipe away this sin.²⁸ Additionally, many of the agents of the pope who were selling indulgences in Germany, Martin Luther's country, were foreigners.²⁹ They even had a truly catchy rhyming slogan: "When the coin in the coffer rings, the soul from Purgatory springs!"³⁰ Martin Luther was outraged by this and decided to make his views on the sale of indulgences and other matters in the Church known. He did this by nailing ninety-five theses, or academic arguments, on the door of a church in Wittenberg, Germany. Luther's theses shattered the old order. Indulgences were pernicious; they would not save your soul. It was not the

pope and clergy, Luther said, who were the source of divine knowledge. It was the Christian Bible. He also argued that all Christians should be able to read and interpret this book. In the theses, Luther asserted the Bible's demand of general repentance for sin and denied the pope's power to remit time spent in purgatory. Interestingly, if you read the text of the *Ninety-Five Theses* carefully, (and they are very academic) Luther cleverly writes as if the pope is actually on his side in this argument, especially regarding the importance of Christian charity and prayer. The subtlety of Luther's arguments, however, were lost on Pope Leo. Luther needed to be silenced—one way or another—and Leo prepared to shut him up permanently with the Church's highest form of punishment: excommunication.³¹

Finally, a new invention, the printing press, spread Luther's ideas throughout Europe. By April 1529, many German leaders and their subjects had gone over to Luther's brand of religion. The Catholic Church called on the rest of the region not to join Luther and to "protest" before God that they would act in no way contrary to God's will and his anointed church. They termed the dissenters the "protesting Estates," and eventually anyone who left the Catholic Church was called a Protestant.³² Europe soon split into areas that supported reform and areas that remained loyal to the pope and the Catholic Church. New religious leaders with differing views emerged, such as Ulrich Zwingli, John Calvin, Thomas Munzer, and Henry VIII.

You will now have the opportunity to research and debate some of the key questions associated with the era known as the Reformation.

27 Durant, *The Reformation*, 373.

28 Durant, *The Reformation*, 339.

29 Merriman, *A History of Modern Europe*, 80.

30 Cahill, *Heretics and Heroes*, 153.

31 Bettany, *A Popular History*, 90.

32 Rice, *The Foundations of Early Modern Europe*, 122.

Roles Assignment Chart

Martin Luther, John Calvin, Pope Leo X, Ulrich Zwingli, Thomas Munzer, and Henry VIII



Lutherans (Martin Luther)	Calvinists (John Calvin)	Catholics (Pope Leo X)	Zwinglists (Ulrich Zwingli)	Anabaptists (Thomas Munzer)	Anglicans (Henry VIII)
1	1	1	1	1	1
2	2	2	2	2	2
3	3	3	3	3	3
4	4	4	4	4	4
5	5	5	5	5	5
6	6	6	6	6	6

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Roles

Henry VIII and the Anglicans

The key document that distinguished Anglicans from other denominations is the *Book of Common Prayer*. It outlines the key points of Anglicanism, including the supremacy of scripture in the Bible, concurrence with the Apostles' Creed and the Nicene Creed, liturgies for regular services such as the Holy Communion, and liturgies for special events like baptisms, marriages, funerals, and ordination of clergy. In 1662 (post-Henry VIII), the Anglican *Thirty-Nine Articles of Religion* clarified Anglican theology and pointed out how it differed from Catholicism.

John Calvin and the Calvinists

John Calvin began his life, like Martin Luther, as a devout member of the Catholic Church. Calvin, however, had an epiphany. He said later about his revelation that "God subdued my soul to docility by a sudden conversion." He became a Protestant.

Like all Protestants, Calvin was dismayed by the many ways the Catholic Church was exploiting the faithful. His first major statement of beliefs emerged in 1536 with his *Institutes of the Christian Religion*. In that same year, he moved to Geneva and established his own church. Attending a Calvinist Church service yielded quite a comparison with services of his former religion because there was no music and very little ornamentation. Services emphasized the importance of the scriptures in the Christian Bible and worshippers were expected to pay close attention. Calvin did allow singing. Why? He believed it helped worshippers better understand and feel the message of God.

Ulrich Zwingli and the Zwinglists

In 1528, Zwingli identified his key beliefs, one of which was that he believed that the laws of the church are only binding if they agree with the Christian Bible. Salvation could come only through belief in Jesus Christ as savior. It could not be proved from the Bible, however, that the body and blood of Christ are physically present in the bread and wine of the Lord's Supper as it was proclaimed to be by the Catholic Church. Zwingli believed Christians should pray only to Jesus Christ and that purgatory does not exist, thus making indulgences a waste of money. Religious images were also contrary to biblical teaching and ought to be destroyed not adored. Lastly, everyone should be allowed to marry, including priests.

Leo X and Catholics

The popes of this era, like Leo X, were generally good administrators and effective political and even military leaders. They get poor grades, however, in what should have been their primary objective: spirituality. Instead of fostering the faith, they felt it was their duty to patronize the arts, raise money to beautify Rome, and generally provide a life of luxury for themselves and their relatives. One of the most effective means of achieving these ends was the raising of money through the sale of indulgences.

Catholics believed that God created everything in existence, material and immaterial. Although God wants to save all people, he created them with free will out of love, and allows them to reject him and choose death instead of life. Catholics also believed that heaven, purgatory, and hell all exist and Christians should practice good works and confess their sins to a priest in order to reduce the amount of time spent in purgatory and assure their entry into heaven.

Thomas Munzer and the Anabaptists

Anabaptists believed in one God eternally existing as Father, Son, and Holy Spirit. They were ardent believers in the sanctity of the Christian Bible as the inspired word of God and in the supremacy of God's son, Jesus Christ. They believed that salvation is achieved by grace through faith in Jesus Christ, a free gift bestowed by God on those who repent and believe. They also believed in adult baptism as a means of cleansing sin and committing fully to Christ and that observing the communion of the Lord's Supper was an important ritual designed to remind the faithful of how Christ suffered and died for their sins. Anabaptists believed that God wished Christians to refrain from violence and to practice Christian love to all people. Finally, they believed that at death the unsaved pass to everlasting punishment, and the saved pass into eternal bliss with Christ.

Martin Luther and the Lutherans

Martin Luther gets historical credit for the initiation of the Protestant Reformation when he nailed his Ninety-Five Theses on the door of a church in Wittenburg, Germany, on October 31, 1517. Although he was a monk in the Catholic Church, he had become disillusioned with the institution and Pope Leo X, who was using indulgences (selling salvation for a price) to raise money for unethical purposes. He believed that the answer to the question of how to achieve salvation was through faith alone, not paying a price for a piece of paper signed by the pope. Salvation was not as easy as buying an indulgence. In fact, he says in thesis thirty-two that "those who believe that they can be certain of their salvation because they have indulgence letters will be eternally damned, together with their teachers." He said in thesis forty-three that "Christians are to be taught that he who gives to the poor or lends to the needy does a better deed than he who buys indulgences." Finally, he says in ninety-four that "Christians should be exhorted to be diligent in following Christ, their Head, through penalties, death, and hell."

Instructions

Introduction

Each team will be able to make a two to three minute introductory presentation about its religion prior to the start of the debate. Two bonus points will be awarded by the teacher to the team that makes the best introductory presentation.

Debatable Statements

Round 1

1. Anyone who does not follow the teachings of the Catholic Church should be declared a heretic and excommunicated.
2. All sinners should buy indulgences to reduce the time they will have to spend in purgatory.
3. Secular leaders should be able to decide the religious preference of their subjects.

Round 2

1. The Bible is the word of God and every Christian should rely on scripture in this book as the path to salvation.
2. Every Christian should be able to communicate directly with God.
3. A Christian must do good work, attend church, go on pilgrimages, and help the poor.

Participation

1. Each team will have 3–5 minutes to make an opening argument about any or all of the statements.
2. Each team then has 2–3 minutes to make rebuttal remarks. You may use this time to reinforce points made in your opening argument or you may use the time to point out the errors in the thinking of the other groups.
3. Each individual in the team must debate one event. Coaching by other team members is permitted at the discretion of the teacher.

Evaluation of Points Made during the Debate

1. One point for accurate but undocumented statements
2. Two points for accurate statements supported by a reference to a secondary source like a textbook
3. Three points for an accurate statement supported by a reference to a primary source like the Bible

Overall Event Scoring (Each Round)

1st team	6 points
2nd team	5 points
3rd team	4 points
4th team	3 points
5th team	2 points
6th team	1 point

Victory

The team with the highest total will be declared the winner

Debate Preparation Worksheet

Round One

Question	Basic position	Supporting secondary source	Supporting primary source
Anyone who does not follow the teachings of the Catholic Church should be declared a heretic and excommunicated.			
All sinners should buy indulgences to reduce the time they will have to spend in purgatory.			
Secular leaders should be able to decide the religious preference of their subjects.			

Round Two

Question	Basic position	Supporting secondary source	Supporting primary source
The Bible is the word of God and every Christian should rely on scripture in this book as the path to salvation.			
Every Christian should be able to communicate directly with God.			
A Christian must do good works, attend church, go on pilgrimages, and help the poor.			

Glossary and Brief Chronology

Act of Supremacy: This legislation was enacted by the English Parliament in 1534. It confirmed Henry's status as the head of the Church of England.

Catholic: A member of the Roman Catholic Church who recognizes the pope as the head of the church.

Christian humanism: The reform movement that was most critical of the Catholic Church prior to the Reformation. It was often said that the Christian humanist Erasmus "laid the egg that Luther hatched."

Council of Trent: This was a series of meetings between 1545 and 1563 by Catholic leaders that launched the so-called Counter-Reformation by condemning the ministry of Martin Luther and other Protestant leaders. It was also instrumental in bringing much-needed reforms to the Catholic Church.

Diet of Worms: This was an imperial diet (meeting) of the Holy Roman Empire held in Worms, Germany. It issued the so-called Edict of Worms that condemned Martin Luther as a heretic and an enemy of the Empire.

dogma: A set of church principles that are believed to be completely true and uncontestable.

Eucharist: A Christian rite celebrating the last supper of Jesus where the wine and bread are consecrated and consumed by church members.

excommunication: An edict depriving an individual of membership in the Catholic Church.

heresy: A belief contrary to church dogma.

indulgence: A document sold by the Catholic Church awarding the sinner a remission from all or part of the time that person would have to spend in purgatory.

inquisition: A judicial organ of the Catholic Church primarily aimed at stamping out heresy. Torture was often used to extract confessions from the accused.

Ninety-Five Theses: These were written in 1517 by Martin Luther to protest indulgences and numerous other clerical abuses.

Protestant: It was originally a political term referring to those regions of the Holy Roman Empire who objected in 1529 to the abrogation of the Recess of Speyer (1526). This "Recess" was an ambiguous statement by some secular rulers to give legitimacy to religious changes in their realm. The term then became associated with Lutheran princes. Later it was applied to all groups who broke away from the Catholic Church.

purgatory: A temporary state of suffering after death, which Christians destined for heaven experience to undergo purification prior to entering heaven. This period could be for hundreds of years depending on the sins committed. Indulgences were specifically targeted to reduce the time a sinner spent in purgatory.

schism: A split into opposing groups generally caused by radically different opinions or beliefs.

Society of Jesus: Usually referred to as Jesuits. This all-male, religious society was founded as part of the Counter-Reformation to promote social justice, church reform, and the spread of Catholicism worldwide.

synod: A council convened to make decisions about church doctrine

transubstantiation: According to Catholic dogma, the bread and wine used in the sacrament of the Eucharist actually become the blood and body of Christ.

vernacular: The normal written or spoken form of a language.

1454	Gutenberg Bible published.
1494–1495	Rule of Savonarola in Florence.
1509	Henry VIII becomes king of England.
1517	Martin Luther posts his Ninety-Five Theses in Wittenberg, Saxony.
1519	Ulrich Zwingli begins the Reformation in Switzerland.
1521	Martin Luther is declared an outlaw at the Diet of Worms.
1524	The Peasants' War breaks out in Germany.
1529	Luther and Zwingli meet to discuss the issue of the presence of Christ in the Eucharist. Princes supporting Luther protest the Diet of Worms at the Diet of Speyer and become known as "Protestants."
1531	Zwingli is killed in battle in Zurich by an army of the Catholic League.
1534	Act of Supremacy in England makes Henry VIII the head of the English Church. Ignatius of Loyola founds the Society of Jesus as part of the Catholic Counter-Reformation.
1536	John Calvin publishes <i>Institutes of the Christian Religion</i> .
1541	John Calvin sets up a theocratic government in Geneva.

1545–1563	The Council of Trent is held to reform the Catholic Church and clarify doctrine.
1555	The Peace of Augsburg grants religious tolerance to the Lutherans within the Holy Roman Empire. The restoration of Catholicism by Queen Mary I leads to the religious persecution of Protestants.
1558	Queen Elizabeth I restores the Church of England as the official religion.
1598	The Edict of Nantes grants religious tolerance to French Protestants.
1648	The Peace of Westphalia ends the Thirty Years' War.
1685	Louis XIV revokes the Edict of Nantes.

Aftermath

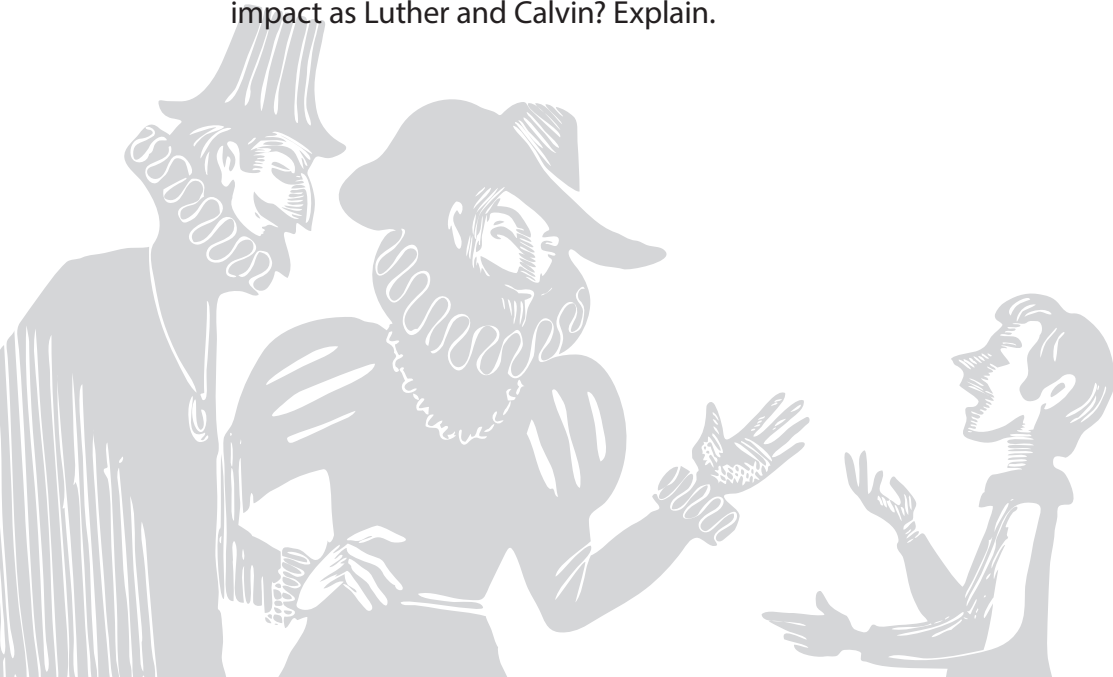
Martin Luther, who authored the Ninety-Five Theses that launched the Reformation, delivered his last sermon in 1546, three days before his death. Portending a grim future for the Jews of Germany, he urged that they all be expelled from German territory. He was buried beneath the pulpit in Castle Church in Wittenberg. John Calvin died on May 27, 1564. He was buried in his adopted city of Geneva. Calvin's religious legacy, however, spread throughout Europe and even to the New World. The Anabaptists continued to be persecuted in Europe, and many fled to North America where they are known today as the Amish. When Henry VIII died, his daughter Mary, a Catholic, attempted to restore Catholicism— she failed. After Mary's short reign, Elizabeth I became queen of England and, although there was a degree of religious tolerance, it remained a Protestant country. Henry IV of France issued the Edict of Nantes granting freedom of religion to the Huguenots, French Calvinists, in his realm. Shortly after Louis XIV assumed the throne, however, he revoked this edict and nearly all Protestants were either expelled or executed. Many persecuted people, like the Puritans, fled to North America. Perhaps the most successful outcome of the Catholic Counter-Reformation was the establishment of the Society of Jesus, or the Jesuits. Working with the conquistadors from Spain and Portugal they spread Catholicism through much of the Americas.

The Reformation led to a lasting split in Christianity. The reality of more than one Christian Church was hard to accept at first. After all, the Catholic Church had reigned supreme for nearly a thousand years. It became clear, however, that neither suppression nor dialogue was going to reunite the church. Religious divisions, along with political, social, and economic factors, condemned much of Europe to terrible warfare between 1550 and 1648. The most devastating of these conflicts was the Thirty Years' War.³³ It began as a religious conflict among the Catholic and Protestant states in the Holy Roman Empire and eventually spread throughout Europe, ending only with the Peace of Westphalia in 1648. The warring states agreed to recognize the Peace of Augsburg. This agreement permitted the monarchs of the different states of Europe to decide whether their religion would be Catholic, Lutheran, or Calvinist.

³³ Rabb, *The Last Days of the Renaissance*.

Discussion Questions

1. Could the Catholic Church have avoided the Protestant Reformation if its religious leaders had been more pious?
2. Would the Reformation have occurred without Martin Luther? Explain.
3. Do you think that the issue of indulgences was a major or superficial cause of the Reformation? Explain.
4. In 1524, the peasants in southern Germany and Austria rose in rebellion against their rulers as a result of the awful economic oppression they were experiencing. Martin Luther originally felt sympathy for the peasants but believed their use of violence against their overlords was unchristian. In anger, he wrote a tract titled *Against the Murdering and Robbing Hordes of Peasants* in which he urged the rulers to deal incredibly harshly with the peasant rebels. He said that the peasants should be “slayed and stabbed” to death and that “nothing can be more poisonous, hurtful, or devilish than a rebel.” Does this surprise you about Luther? What is Luther’s stand on the question of freedom versus order? How would the Catholic Church and the other Protestant sects view that question?
5. One of the most fascinating aspects of the Reformation was the relationship between the course of events and the perception of those events by the existing media. Some historians view it as the first media revolution in history. It was the first time, they argue, that so many views were aired and debated in public. Do you agree or disagree? Do the media still behave in this fashion?
6. Arguably the Reformation was an attempt to reestablish what was imagined to be the early Christian church, one that centuries of Roman corruption had not perverted and debased. Few, if any, of the reformers, including Luther and Calvin, had any real sense that their reforms would eventually change European culture forever. It certainly was not their intent. Do you think that there are any religious, social, or political reformers today that will have the same impact as Luther and Calvin? Explain.



Document A:

Martin Luther and the Council of Trent

An excerpt from Preface to St. Paul's Epistle to the Romans by Martin Luther and an excerpt from the Catholic Council of Trent, which denied Reformation doctrine and hurled more than a hundred anathemas (eternal damnations) against their believers, including these regarding faith.

Martin Luther

Faith is God's work in us, that changes us and gives new birth from God. (John 1:13). It kills the Old Adam and makes us completely different people. It changes our hearts, our spirits, our thoughts and all our powers. It brings the Holy Spirit with it. Yes, it is a living, creative, active and powerful thing. . . . Faith cannot help doing good works constantly. It does not stop to ask if good works ought to be done, but before anyone asks, it already has done them and continues to do them without ceasing. Anyone who does not do good works in this manner is an unbeliever. He stumbles around and looks for faith and good works, even though he does not know what faith or good works are. . . .

Faith is a living, bold trust in God's grace, so certain of God's favor that it would risk death a thousand times trusting in it. Such confidence and knowledge of God's grace makes you happy, joyful and bold in your relationship to God and all creatures. The Holy Spirit makes this happen through faith. Because of it, you freely, willingly and joyfully do good to everyone, serve everyone, suffer all kinds of things, love and praise the God who has shown you such grace. Thus, it is just as impossible to separate faith and works as it is to separate heat and light from fire!

Source: Luther, Martin, ed. *Die Gantze Heilige Schrifft*. Wittenberg: Hans Lufft, 1545. Edited by H. Voltz and H. Blanke. Translated by Bro. Andrew Thornton. Reprint, Munich: Roger and Bernhard, 1972. <http://history.hanover.edu/courses/excerpts/111luth2.html>.

The Council of Trent

Canon 9. "If any one saith, that by faith alone the impious is justified; in such wise as to mean, that nothing else is required to co-operate in order to the obtaining the grace of Justification, and that it is not in any way necessary, that he be prepared and disposed by the movement of his own will; let him be anathema."

Canon 11. "If any one saith, that men are justified, either by the sole imputation of the justice of Christ, or by the sole remission of sins, to the exclusion of the grace and the charity which is poured forth in their hearts by the Holy Ghost, and is inherent in them; or even that the grace, whereby we are justified, is only the favour of God; let him be anathema."

Canon 12. "If any one saith, that justifying faith is nothing else but confidence in the divine mercy which remits sins for Christ's sake; or, that this confidence alone is that whereby we are justified; let him be anathema."

Source: Waterworth, James, ed. *The Canons and Decrees of the Sacred and Œcumenical Council of Trent*. Translated by J. Waterworth. London: Dolman, 1848.

Question

1. Compare Luther's belief in faith with that of the Catholics as expressed during the Council of Trent.

Document B: John Calvin's "Blue Laws"

John Calvin's "Blue Laws" for Taverns or Inns

1. If anyone blasphemes the name of God or says, "By the body, 'sblood, zounds" or anything like, or who gives himself to the devil or uses similar execrable imprecations, he shall be punished. . . .
2. If anyone insults anyone else the host shall deliver him up for justice.
3. The host shall be obligated to report to the government any insolent or dissolute acts committed by the guests.
4. The host shall be obliged to keep in a public place a French Bible, in which anyone who wishes may read.
5. He shall not allow any dissoluteness like dancing, dice, or cards, nor receive any one suspected of being debauched.
6. He shall not allow indecent songs.
7. Nobody shall be allowed to sit up after nine o'clock at night except for informers.

Source: Simon, Edith, ed. *The Reformation*. Fairfax: Time-Life Books, 1977.

Questions

1. What do you think are "imprecations"?
2. What significant item typically associated with taverns or inns does not seem to be mentioned in these blue laws?
3. Who are the "informers"?
4. What important item is mentioned that would not be present if this were a Catholic tavern or inn?
5. Do you think any of these standards would work in taverns or inns today? Why or why not? Explain.

Document C: Engraving of Anneken Hendik's Death

Anneken Hendik, an Anabaptist charged by the Spanish Inquisition, is burned at the stake.



Questions

1. What do you think is the likely charge against Hendik?
2. Do you think these are church officials in the picture doing the actual burning?
3. Why do you think the Inquisition chose to execute people in such a horrific fashion?

Image source: Engraving of Execution. By Jan Luyken, 1685, via Wikimedia Commons

Extension Activities

1. Get a copy of *The Brothers Karamazov* by Fyodor Dostoevsky. Read the chapter titled “The Grand Inquisitor” and write an essay reflecting on the question of freedom versus order using this chapter as a guide.
2. Research the Thirty Years’ War, which was unleashed by the Protestant Reformation. Make a media presentation for the class about the war and the settlement that followed.
3. Research the influences that the various Protestant sects and the Catholic Church had on other parts of the world, especially in the Americas. Make a media presentation for the class on the influence of a sect on at least one area (for example, Calvinism in New England).
4. Henry VIII is infamous for his marital troubles and his use the Tower of London and an executioner as a solution. Write an essay or make a media presentation that shows how his handling of the religious questions surrounding church and state were far more important to history.

Most Effective and Least Effective Absolute Monarchs



Lesson

Which is better, freedom or order? From the fifteenth to the seventeenth century the answer to that question seemed to be the “order” that was provided by a centralized and absolute monarch ruling by what was termed “divine right.” Students will be assigned an absolute ruler to research. They then decide whether to enter that ruler into a contest under the category of “most effective” or “least effective” absolute ruler.

Objectives

- Students will understand the concept of divine right absolutism.
- Students will be able to identify the characteristics of absolutism in various European monarchs.
- Students will evaluate how effective various monarchs were during their reign.

Notes for the Teacher/Duration

- There are three ways to conduct this activity.

Option A

Day One

- Read and discuss the “Background for Teachers and Students.”
- Assign each student a monarch and tell the student that he or she will be running a campaign to have the monarch elected as the most effective divine right absolute ruler.
- You may also decide to use the included “Student Choice Form” and have students do some preliminary research into the monarchs prior to you making a selection.
- Tell students that their assigned monarch should be judged by the standard defined by the definition of divine right absolutism (see glossary). Did the monarch effectively wield power to maintain the realm, blocking threats both internal (potential civil opposition) and external (foreign invasion or defeat in war)?
- Give them time to research their monarchs and prepare presentations for the class, highlighting their assigned monarch’s achievements and why they should be named the most effective absolute ruler.

Day Two

- Research and development of student presentations.

Day Three

- Presentations.
- Hold an election after the presentations. Each student has a vote but they cannot vote for their assigned personality. If two rulers are tied, the teacher casts the deciding vote.

Day Four

- Debrief using the discussion questions, document analysis, and extension activities.
- Check the answer to the documents question.

Answers to Documents Question

1. Use documents A–D to write a brief essay discussing the role and responsibilities of an absolute monarch.

Answers will vary, but should include executing God's will on earth as in effect his right-hand man. The monarch should work hard and sensibly to administer all aspects of his realm and be attentive to the happiness of his people. Finally, he should not neglect his responsibilities as a warrior and a leader.

Option B

- Follow all of the directions in Option A but have students in groups assigned to a particular monarch.

Option C

- Follow all of the directions in Option A but assign half of the class to work on monarchs running for least effective absolute ruler instead of most effective absolute ruler.
- Students running the campaign for most effective monarch vote in the election for least effective monarch and those in the least effective monarch campaign vote in the election for most effective monarch.

Roles Assignment Chart

Monarchs running for the position as the most effective absolute monarch

France	Student Name	Russia	Student Name	England	Student Name	Sweden	Student Name
Henry IV		Ivan III (the Great)		Henry VII		Charles XI	
Louis XIII		Ivan IV (the Terrible)		Henry VIII*		Charles XII*	
Louis XIV*		Peter I* (the Great)		Elizabeth I			
Louis XV**		Catherine II (the Great)		James I			
Louis XVI**				Charles I**			
Spain		Prussia (Germany)		Holy Roman Empire (Germany)		Ottoman Empire	
Ferdinand		Frederick William (the Great Elector)		Charles VI		Selim I	
Charles V		Frederick II (the Great)		Maria Theresa		Suleiman the Magnificent*	
Philip II*							

* If you are running this as a competitive group activity (with one monarch from each nation) these would make the most likely candidates.

**A variation is to have some groups entering their monarch as an example of the least effective absolute ruler. These monarchs would be good candidates for this category. If you are using this method, it is engaging to have the students running for most effective absolute ruler help decide who was the least effective and vice versa (those promoting the least effective help decide who was the most effective).

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Background for Teachers and Students



Louis XIV, "L'Etat, c'est moi"

During the fifteenth, sixteenth, and seventeenth centuries, most European countries were governed by absolute rulers who believed in the concept of divine right absolutism. This was the theory that God had ordained these

monarchs to govern with absolute power. The king or queen's authority was not subject to any earthly power but only subject to the laws of nature and the will of God. James I gave the classical definition of divine right absolutism when he said that "the state of Monarchy is the supremest thing upon earth; for kings are not only God's lieutenants upon earth and sit upon God's throne, but even by God himself they are called gods."

These monarchs wielded their power with little to no regard for the civil rights—freedom of speech, press, and religion, for example—of their people. The political philosopher Thomas Hobbes wrote in *Leviathan* (1651) that only an absolute ruler could prevent his people from lapsing into continual warfare with "every man against every man." Life without the control of a strong monarch would be "solitary, poor, nasty, brutish, and short." For Hobbes, people only obeyed when they feared the consequences of disobedience.³⁴ Louis XIV was typical of all these monarchs, universally placing themselves above the law and freely administering any punishment for any perceived offense. For example, he

decreed that all prostitutes "found with soldiers within five miles of Versailles [his palace] should have their noses and ears cut off."³⁵

Arguably the only real discussion about fundamental civil rights happened between the monarchy and the nobility in England beginning with the Magna Carta and continuing later with the conflicts over the rights of Parliament. In the Age of Absolutism, neither the monarch nor the nobility gave a hoot about the civil rights of their people. A few monarchs, like Frederick II, have been viewed by some contemporary historians as "enlightened" because they recognized some civil rights of their peoples.

Absolute monarchs used territorial expansion and religious divisions (Catholics versus Protestants) to make war on one another. This often led to internal conflicts between the ruler and the noble class who desired to share the power. The monarchs, however, had widespread support that included the established church as well as those individuals whose place in society was maintained by the established ruler—lawyers, bureaucrats, the military, merchants, and newly created nobles.

Practically speaking, however, most monarchs were not capable of effectively running their realms and relied on great ministers like Cardinals Richelieu and Mazarin in France, Cardinal Olivares in Spain, and Lords Laud and Strafford in England. In terms of power, these men were potentially as great a threat to royal authority as the old feudal nobility, who saw their privileges and prerogatives either reduced or made dependent on the monarch's largesse.

The Age of Absolutism was also a time of significant artistic and philosophical achievement that included artists like El Greco and Rembrandt, writers like Racine and Moliere, and political theorists like Thomas Hobbes and John Locke.

34 Merriman, *A History of Modern Europe*, 243.

35 Durant, *The Age of Louis XIV*, 17.

Image source: Louis XIV of France. By Hyacinthe Rigaud, 1701, the Louvre, Paris, 000PE002386

Name _____

Student Choice Form

Directions: List your top ten monarch choices in the numbered list below. In the tables that follow, you must complete the fact and source information for all of your choices.

Monarchs I would prefer to represent in order of interest.

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

France		
Monarchs	Facts	Sources
Henry IV (1553–1610)	1. 2. 3.	
Louis III (1601–1643)	1. 2. 3.	
Louis XIV (1638–1715)	1. 2. 3.	
Louis XV (1754–1793)	1. 2. 3.	
Louis XVI (1754–1793)	1. 2. 3.	

Russia		
Monarchs	Facts	Sources
Ivan III (1440–1505)	1. 2. 3.	
Ivan IV (1530–1584)	1. 2. 3.	
Peter I (1672–1725)	1. 2. 3.	
Peter the Great (1682–1721)	1. 2. 3.	
Catherine II (1729–1796)	1. 2. 3.	

England		
Monarchs	Facts	Sources
Henry VII (1457–1509)	1. 2. 3.	
Henry VIII (1491–1547)	1. 2. 3.	
Elizabeth I (1533–1603)	1. 2. 3.	
James I (1566–1625)	1. 2. 3.	
Charles I (1600–1649)	1. 2. 3.	

Spain		
Monarchs	Facts	Sources
Ferdinand (1452–1516) and Isabella (1451–1504)	1. 2. 3.	
Charles V (1500–1558)	1. 2. 3.	
Philip II (1527–1598)	1. 2. 3.	

Prussia		
Monarchs	Facts	Sources
Frederick William: the Great Elector (1620–1688)	1. 2. 3.	
Frederick II: the Great (1712–1786)	1. 2. 3.	

Holy Roman Empire		
Monarchs	Facts	Sources
Charles VI (1685–1740)	1. 2. 3.	
Maria Theresa (1717–1780)	1. 2. 3.	

Sweden		
Monarchs	Facts	Sources
Charles XI (1655–1697)	1. 2. 3.	
Charles XII (1682–1718)	1. 2. 3.	

Ottoman Empire		
Monarchs	Facts	Sources
Selim I (1470–1520)	1. 2. 3.	
Suleiman the Magnificent (1494–1566)	1. 2. 3.	

Your Character Name _____

Glossary and Brief Chronology

civil rights: These are the fundamental rights that include, among others, freedom of speech, press, religion, voting, and assembly.

divine-right absolutism: The claim by monarchs that they were all-powerful and God's representative on earth.

enlightened absolutism: Monarchs who recognized some civil rights.

Habsburg: The ruling dynasty in both Spain and the Holy Roman Empire.

Hohenzollern: The ruling dynasty in Prussia.

Parliament: The democratic English lawmaking body.

Tudor: The ruling dynasty in England established by Henry VII.

1485	Henry VII establishes the Tudor Dynasty.
1492	Columbus reaches the New World.
1509	Henry VIII becomes King of England.
1588	Spanish Armada defeated.
1643	Louis XIV becomes King of France.
1649	Charles I is tried and executed.
1682	Peter the Great becomes Tsar of Russia.
1793	Louis XVI is guillotined during the French Revolution.

Aftermath

On September 1, 1715, at the age of seventy-seven and after a week of agony, Louis XIV died—probably from a combination of syphilis and gangrene. Prior to his death he spoke to his great grandson, the future Louis XV, advising him to tend to the suffering of the French people and to avoid war as much as possible, something the Sun King had never been able to accomplish. Louis XV clearly ignored this advice and spent his entire reign on pleasurable pursuits, slowly draining the French economy and sending France on the path to its great revolution.

Henry VIII's trusted advisors and doctors surrounded the portly monarch on the eve of his death. He was dying, but everyone feared telling him since it was a treasonable offense to predict the death of an English king. He received Holy Communion and died on January 28, 1547. After an extravagant funeral, Henry was interred in St. George's Chapel in Windsor Castle, alongside his third wife, Jane Seymour.

Spain had grown fabulously wealthy from the gold extracted from its overseas empires in the Americas and the spice trade from Asia. Despite his wealth and power, Philip II of Spain was never able to achieve his most important goals: crushing naval victories over the Dutch and the English and putting an end to the Protestant Reformation. He died in one of his many extravagant palaces near Madrid on September 13, 1598—just a few short years before the death of one of his great rivals, Elizabeth I.

Peter the Great built a great capital on the Baltic Sea, naming it St. Petersburg. In 1725, he courageously jumped into freezing water to help rescue some drowning sailors. He caught a bad cold, probably pneumonia, and died a short time later. In 1914, St. Petersburg, his capital, was renamed Petrograd, then renamed Leningrad following the death of Vladimir Lenin in 1924. In 1991, with the fall of the Soviet Union, it was returned to its founding name, St. Petersburg. Charles XII of Sweden, Peter's longtime adversary, was killed in 1718 during the siege of the Danish fortress of Fredriksten. It still remains a mystery whether the projectile that shattered his skull was a Danish bullet or a Swedish assassin's bullet, although modern forensic analysis suggests the latter.

Discussion Questions

1. Discuss the implications for absolutism and divine right in the light of the statement by a French writer: "While the kingdom belongs to the king, the king belongs to the kingdom."
2. Discuss the role military accomplishments played in buttressing absolute monarchs like Frederick William, Peter the Great, Charles XII, and others.
3. What is meant by the term "divine right monarchy," and how did the various kings and queens of the age of absolutism use this term to maintain power?
4. What were the limitations of a government based on the concept of absolutism?
5. Is it possible to admire any of these rulers given the fact that, by our contemporary standards, they were all guilty of human rights violations?



Bullet hole in the skull of Charles XII of Sweden



Image source: Photograph of Charles XII's Corpse. By Otto Mattsson, 1917, via Wikimedia Commons

Document A: *James I's Speech to Parliament*

Excerpt from the speech James I gave to Parliament

The state of the monarchy is the supremest thing upon the earth. For kings are not only God's lieutenants upon earth, and sit upon God's throne, but even by God himself they are called gods. There be three principal similitudes that illustrates the state of the monarchy. One taken out of the word of God, and the two other out of the grounds of policy and philosophy. In the Scriptures kings are called gods, and so their power after a certain relation compared to fathers of families, for a king is truly *parens patriae*, the politic father of the people. And lastly, kings are compared to the head of this micro-cosm of the body of man.

Source: James I. "Speech to Parliament." Edited By Frank Luttmer. Speech presented to Parliament, London, England, March 21, 1609. <http://history.hanover.edu/courses/excerpts/eurjam1.html>.

Document B: *Politics Drawn from the Very Words of Holy Scripture*

Edited excerpt from Jacques-Bénigne Bossuet, *Politics Drawn from the Very Words of Holy Scripture*

IT IS GOD who establishes kings. He caused Saul and David to be anointed by Samuel; He vested royalty in the House of David, and ordered him to cause Solomon, his son, to reign in his place. . . .

Princes thus act as ministers of God and His lieutenants on earth. It is through them that He rules. . . . This is why we have seen that the royal throne is not the throne of a man, but the **throne of God** himself . . .

It appears from this that the person of kings is sacred, and to move against them is sacrilege. God causes them to be anointed by the prophets with a sacred unction, as He caused the pontiffs and His altars to be anointed.

But even without the external application of this unction, they are sacred in their office, as being the representatives of the divine majesty, sent by His providence for the execution of His designs.

Source: Bossuet, Jacques-Benigne. *Politics Drawn from the Very Words of Holy Scripture*. In *The Greatness of Louis XIV: Myth or Reality?* Edited by William F. Church. Boston: D. C. Heath, 1959. <http://www.iupui.edu/~histwhs/H114.dir/H114.webreader/H114.read.a.Bossuet.html>.

Document C: Memoirs of Louis XIV

Edited excerpt from the Memoirs of Louis XIV

Two things without doubt were absolutely necessary: very hard work on my part, and a wise choice of persons capable of seconding it.

As for work, it may be, my son, that you will begin to read these Memoirs at an age when one is far more in the habit of dreading than loving it, only too happy to have escaped subjection to tutors and to have your hours regulated no longer, nor lengthy and prescribed study laid down for you.

There is something more, my son, and I hope that your own experience will never teach it to you: nothing could be more laborious to you than a great amount of idleness if you were to have the misfortune to fall into it through beginning by being disgusted with public affairs, then with pleasure, then with idleness itself, seeking everywhere fruitlessly for what can never be found, that is to say, the sweetness of repose and leisure without having the preceding fatigue and occupation.

I laid a rule on myself to work regularly twice every day, and for two or three hours each time with different persons, without counting the hours which I passed privately and alone, nor the time which I was able to give on particular occasions to any special affairs that might arise. There was no moment when I did not permit people to talk to me about them, provided that they were urgent; with the exception of foreign ministers who sometimes find too favorable moments in the familiarity allowed to them, either to obtain or to discover something, and whom one should not hear without being previously prepared. . . .

The function of Kings consists principally in allowing good sense to act, which always acts naturally and without effort. What we apply ourselves to is sometimes less difficult than what we do only for our amusement. Its usefulness always follows. A King, however skillful and enlightened be his ministers, cannot put his own hand to the work without its effect being seen. Success, which is agreeable in everything, even in the smallest matters, gratifies us in these as well as in the greatest, and there is no satisfaction to equal that of noting every day some progress in glorious and lofty enterprises, and in the happiness of the people which has been planned and thought out by oneself.

Source: Louis XIV. "The Document." In *A King's Lessons in Statecraft: Louis XIV; Letters to His Heirs with Introduction and Notes* by Jean Longnon, 39–40, 48–51. Translated by Herbert Wilson. Port Washington, NY: Kennikat Press, 1970.

Document D: Letter of Peter the Great

Edited letter from Peter the Great to his Son Alexei

A Letter to Alexi

October 11, 1715

Declaration to my Son,

You cannot be ignorant of what is known to all the world, to what degree our people groaned under the oppression of the Swedes before the beginning of the present war.

By the usurpation of so many maritime places so necessary to our state, they had cut us off from all commerce with the rest of the world, and we saw with regret that besides they had cast a thick veil before the eyes of the clear-sighted. You know what it has cost us in the beginning of the war (in which God alone has led up, as it were, by the hand, and still guides us) to make ourselves experienced in the art of war, and to put a stop to those advantages which our implacable enemies obtained over us. . . .

I do not exhort you to make war without lawful reasons; I only desire you to apply yourself to learn the art of it; for it is impossible well to govern without knowing the rules and discipline of it, was it for no other end than for the defense of the country. . . .

You have no inclination to learn war, you do not apply yourself to it, and consequently you will never learn it: And how then can you command others, and judge of the reward which those deserve who do their duty, or punish others who fail of it? You will do nothing, nor judge of anything but by the eyes and help of others, like a young bird that holds up his bill to be fed. . . .

For instance, the late King of France [Louis XIV] did not always take the field in person; but it is known to what degree he loved war, and what glorious exploits he performed in it, which made his campaigns to be called the theatre and school of the world. His inclinations were not confined solely to military affairs, he also loved mechanics, manufactures and other establishments, which rendered his kingdom more flourishing than any other whatsoever. . . .

After having considered all those great inconveniences and reflected upon them, and seeing I cannot bring you to good by any inducement, I have thought fit to give you in writing this act of my last will, with this resolution however to wait a little longer before I put it in execution, to see if you will mend. If not, I will have you know that I will deprive you of the succession, as one may cut off a useless member. . . .

Peter

Source: Weber, Friedrich Christian. *The Present State of Russia*. Vol. 2. London: W. Taylor, 1722.

Question

1. Use documents A–D to write a brief essay discussing the role and responsibilities of an absolute monarch.

Extension Activities

1. Write an essay comparing two of the absolute monarchs and how they handled the administration of their realms.
2. Write an essay highlighting the main points of contention in an argument about monarchy between the following two writers:
 - Jean Bodin, a French political philosopher of the sixteenth century wrote: "There is nothing on earth greater than a sovereign prince save God alone, and since sovereigns are established by God as His Lieutenants to rule over man, we must take care that their majesty be revered and respected and that they be always spoken of with honor. For he who is contemptuous of his sovereign prince scorns God himself; of whom the prince is the earthly image."
 - Jean-Jacques, an eighteenth century philosopher wrote: "Kings desire to be absolute . . . even the best kings want the power to do evil if they please without ceasing to be masters. It is all very well for political lecturers to say to them that, the people's power being their own power, their own greatest interest is to have a people which is flourishing, numerous and strong. Kings know very well that this is not true. It is their personal interest that the people should be weak and miserable, so that it is in no position to resist the King's will. . . . Those who reach the top are most often only petty bunglers, rogues and schemers."

Enlightenment Salon



Lesson

Students are assigned a character from the Enlightenment. They research their characters' contributions to the advancement of knowledge and learning. Their culmination of this activity is a salon where they mingle and exchange their findings with one another in a social setting.

Objectives

- Students will understand the terms associated with the Enlightenment.
- Students will be familiar with several individuals associated with the Enlightenment and their accomplishments.
- Students will appreciate the role played by salons in spreading Enlightenment ideas.

Notes for the Teacher/Duration

Day One

- Read and discuss the "Background for Teachers and Students."
- Answer any general questions students may have about the Enlightenment.
- Tell students they will be representing a famous Enlightenment person at a salon.
- You can either assign them a personality or let them choose.
- They should begin their preliminary research into the life and accomplishments of their assigned individual.
- The student portraying Mary Wollstonecraft should work with you to organize the upcoming salon, including the provision of refreshments.

Day Two

- Students research and develop their assigned individuals.

Day Three

- The salon.

Day Four

- Debrief using discussion questions and document analysis.

Day Five

- Extension activities.
- Check the answers to the document questions.

Answers to Document Questions

Document A

1. What does he mean by “state of nature?”

People before the formation of any kind of government.

2. In your own words, what does Rousseau see as the basic problem?

Answers will vary but essentially “How to form a government that protects the liberty of free men.”

3. What does Rousseau propose as the solution to the basic problem?

A social contract.

Document B

Read the two documents.

1. How are they similar?

Answers will vary but should include concepts like liberty, justice, and sovereignty.

2. How are they different?

Answers will vary but should reflect the idea that rights, like liberty and freedom of expression, should not be just for males.

3. Do you think that those in power during the French Revolution later honored any of the principles expressed in either document? Why or why not?

Answers will vary.

Document C

After reading the above quotes, compare the views of these two philosophes on the following:

1. The state of nature

Answers will vary, but essentially Hobbes felt it was barbaric, with everyone out for themselves, whereas Locke believed that people generally got along well with each other.

2. The need for government

Answers will vary, but essentially Hobbes believed that government was needed to control humanity’s brutish nature while Locke felt government was necessary to organize and protect his property.

3. War

Answers will vary, but both Hobbes and Locke saw war as a reality of human interaction.

4. Rebellion

Answers will vary, but rebellion was unacceptable for Hobbes while Locke felt that a little rebellion now and then was a good thing.

Roles Assignment Charts

Writers	Student Name	Philosophers	Student Name	Rulers	Student Name
Mary Wollstonecraft 1759–1797 (British)		John Locke 1632–1704 (British)		Joseph II 1741–1790 (German)	
Adam Smith 1723–1790 (British)		Thomas Hobbes 1588–1679 (British)		Catherine the Great 1729–1796 (Russia)	
Montesquieu 1689–1755 (French)		David Hume 1711–1776 (British)		Frederick the Great 1712–1786 (German)	
Voltaire 1694–1778 (French)		Immanuel Kant 1724–1804 (German)		Hugo Grotius 1583–1645 (Dutch)	
Jean-Jacques Rousseau 1712–1778 (French)		Edmund Burke 1729–1797 (British)			
Denis Diderot 1713–1784 (French)		Baruch Spinoza 1632–1677 (Dutch)			
Olympe de Gouges 1748–1793 (French)		John Comerius 1592–1670 (Czech)			
Catherine de Vienne 1588–1665 (French)					

Enlightenment Salon

Lesson

Music	Student Name	Science and Math	Student Name	Art	Student Name
Johann Sebastian Bach 1685–1750 (German)		Cesare Beccaria 1738–1794 (Italian)		Thomas Gainsborough 1727–1788 (British)	
George Frideric Handel 1685–1759 (German)		Galileo Galilei 1564–1642 (Italian)			
Wolfgang Amadeus Mozart 1756–1791 (German)		Johannes Kepler 1571–1630 (German)			
		Sir Isaac Newton 1642–1727 (British)			
		Francis Bacon 1561–1626 (British)			
		Antoine Laurent Lavoisier 1743–1794 (French)			
		William Harvey 1578–1657 (British)			
		René Descartes 1596–1650 (French)			
		Robert Boyle 1627–1691 (British)			
		Antony van Leeuwenhoek 1632–1723 (Dutch)			
		Andreas Vesalius 1514–1564 (Belgian)			
		Gottfried Wilhelm Leibniz 1646–1716 (German)			
		Marie-Jean-Antoine-Nicolas de Caritat, marquis de Condorcet 1743–1794 (French)			
		Nicolaus Copernicus 1473–1543 (Polish)			
		François Quesnay 1694–1774 (French)			

Guest List

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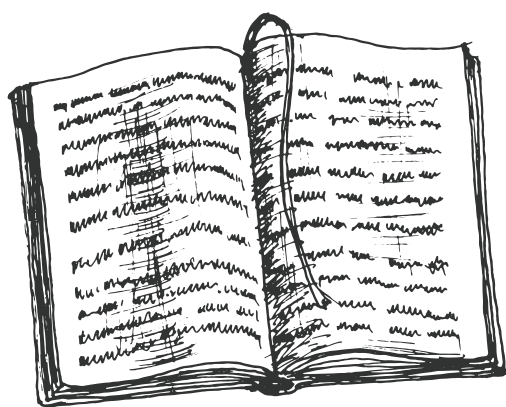
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Background for Teachers and Students

The Enlightenment refers to the time spanning from the late seventeenth century to the beginning of the French Revolution. It is also called the Age of Reason. It was fundamentally a collection of intellectuals in various fields—art, science, literature, music, and philosophy—who maintained both formal and informal dissemination of their ideas and works through salons, journals, books, and pamphlets.³⁶ The German philosopher Immanuel Kant coined the theme of this age when he quoted the Latin poet Horace's famous phrase *sapere aude*, "dare to know."

He believed that people



should have the courage to be aware of their own intelligence, and that the act of knowing something clearly required the use of reason.³⁷ Paul-Henri Thiry, Baron d'Holbach said in *The System of Nature* that "the enlightened man is man in his maturity, in his perfection; who is capable of pursuing his own happiness, because he has learned to examine, to think for himself, and not to take that for truth upon the authority of others, which experience has taught him examination will frequently prove erroneous."³⁸

The fundamental questions posed by Enlightenment thinkers were: What is knowledge? How do we know? What does it mean to know something? The English philosopher John Locke suggested the empirical method was the most significant means of acquiring knowledge. Locke believed that the human mind was a *tabula rasa* or a blank slate on which experience recorded in-

formation. Enlightenment thinkers also believed that knowledge was all around us in the form of nature. For them, nature was rational and could be understood; therefore, since humankind is part of nature, humans can be understood. Further, humans had to be the masters of nature, not the other way around. Systematic doubt, experimentation, reliance on first-hand evidence, and confidence in the regular order of nature would reveal the laws of human existence as conscious beings in society, just as gravity, proved by Newton, governed the movement of the planets within the solar system.

Christianity became a problem for Enlightenment thinkers because aspects such as miracles were not reasonable. For example, reason challenged the belief that the wine and bread celebrated at the Eucharist are literally the blood and flesh of Christ. The Enlightenment philosophers also deplored what they viewed as the erosion of freedom throughout Europe. "Man was born free," wrote Rousseau in his *Social Contract*, "but everywhere he is in chains." Enlightenment thinkers also struggled for the meaning and relevancy of nations and governments. What should a nation be? What should citizens expect from their government? Who should lead, and how can leadership be effective and accountable? What is happiness, and how can a nation contribute to its citizens' well-being?

Enlightenment thinkers held certain ideas and aims in common. First, they firmly believed in religious tolerance and that the true business of a church was to save souls—not influence politics. They made a point of renouncing religious superstition and what they viewed as magical ceremonies surrounding church rituals.³⁹ Second, they held the conviction that human life can be ameliorated by improving society and its norms. Finally, they were bonded by the belief that man

³⁶ Krieger, *Kings and Philosophers*, 153–154.

³⁷ Friedrick, *Philosophy of Kant*, 132.

³⁸ Thiry, *The System of Nature*, 12–13.

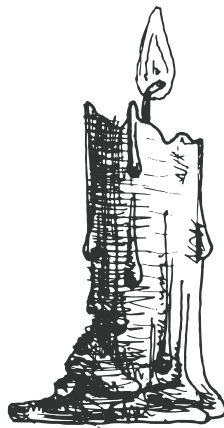
³⁹ Becker, *The Heavenly City*.

must control his own destiny to frame a better place for himself and the others around him.⁴⁰

In an intellectual environment with harsh censorship laws, it was not easy to find places to safely exchange ideas that challenged the status quo. For example, in eighteenth-century France, no work could legally appear in print unless it had both royal and church approval. The penalties for violation could range from a symbolic burning of the book by the hangman of Paris to spending a few weeks in the Bastille prison. Even the expression of unapproved ideas could spell doom. The French marquise de Rambouillet is credited with starting *salons* as a social forum where talented and educated individuals could meet and showcase their brilliance. Salons attracted authors, musicians, philosophers, artists, and their wealthy patrons, including powerful nobles and even reigning monarchs. Collectively the individuals who attended these intellectual gatherings

became known as *philosophes*. Salons provided a safe environment for the philosophes to speak, to listen, to read their works to a welcoming audience, to make intellectual connections, and to find powerful supporters. Salons were often hosted by women. In the salon a woman could meet and perhaps even later marry a man who held a higher social rank—even a duke or marquis. The salon became the place where women could influence politics, social opinions and artistic taste. One French writer praised the women who held these salons for their “grace of mind, the mobility of their imagination, [and] the ease and natural flexibility of their ideas and their language.”⁴¹

You will now have the opportunity to assume the role of one of the great personalities of the Enlightenment and to openly share your ideas at a salon hosted by Mary Wollstonecraft.



40 Crocker, *The Age of Enlightenment*, 2–3.

41 Anderson and Zinsser, *A History of Their Own*.

Name _____

Roles Charts

You will be attending an Enlightenment salon (party) as an honored guest. At this salon, Mary Wollstonecraft, the host, will expect you to be able to play the person you have been assigned to represent.

You must be able to speak about that person's: (1) life, (2) ideas, and (3) significant accomplishments.

You may decide to bring examples of your work (for example, books, paintings, music, quotes, or drawings) to the salon to show the other guests.

Roles by Discipline

Writers	Philosophers	Rulers
Mary Wollstonecraft 1759–1797 (British)	John Locke 1632–1704 (British)	Joseph II 1741–1790 (German)
Adam Smith 1723–1790 (British)	Thomas Hobbes 1588–1679 (British)	Catherine the Great 1729–1796 (Russian)
Montesquieu 1689–1755 (French)	David Hume 1711–1776 (British)	Frederick the Great 1712–1786 (German)
Voltaire 1694–1778 (French)	Immanuel Kant 1724–1804 (German)	Hugo Grotius 1583–1645 (Dutch)
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Olympe de Gouges 1748–1793 (French)	John Comenius 1592–1670 (Czech)	
Catherine de Vivonne 1588–1665 (French)		

Music	Science and Math	Art
Johann Sebastian Bach 1685–1750 (German)	Cesare Beccaria 1738–1794 (Italian)	Thomas Gainsborough 1727–1788 (British)
George Frideric Handel 1685–1759 (German)	Galileo Galilei 1564–1642 (Italian)	
Wolfgang Amadeus Mozart 1756–1791 (German)	Johannes Kepler 1571–1630 (German)	
	Sir Isaac Newton 1642–1727 (British)	
	Francis Bacon 1561–1626 (British)	
	Antoine Laurent Lavoisier 1743–1794 (French)	
	William Harvey 1578–1657 (British)	
	René Descartes 1596–1650 (French)	
	Robert Boyle 1627–1691 (British)	
	Antony van Leeuwenhoek 1632–1723 (Dutch)	
	Andreas Vesalius 1514–1564 (Belgian)	
	Gottfried Wilhelm Leibniz 1646–1716 (German)	
	Marie-Jean-Antoine-Nicolas de Caritat, marquis de Condorcet 1743–1794 (French)	
	Nicolaus Copernicus 1473–1543 (Polish)	
	François Quesnay 1694–1774 (French)	

Your Character Name _____

Roles

Montesquieu

Nationality: French

Major work or accomplishment: wrote *The Spirit of the Laws*

Voltaire

Nationality: French

Major work or accomplishment: wrote *Candide*

John Locke

Nationality: English

Major work or accomplishment: wrote *An Essay Concerning Human Understanding*

David Hume

Nationality: Scotland

Major work or accomplishment: wrote *A Treatise of Human Nature*

Jean-Jacques Rousseau

Nationality: French

Major work or accomplishment: wrote *The Social Contract*

Denis Diderot

Nationality: French

Major work or accomplishment: contributed to *Encyclopédie*

Immanuel Kant

Nationality: German

Major work or accomplishment: wrote *Critique of Pure Reason*

Edmund Burke

Nationality: English

Major work or accomplishment: wrote *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*

Adam Smith

Nationality: English

Major work or accomplishment: wrote *The Wealth of Nations*

Antoine-Laurent Lavoisier

Nationality: French

Major work or accomplishment: wrote *Elementary Treatise on Chemistry*

Mary Wollstonecraft**Nationality:** English**Major work or accomplishment:** wrote *A Vindication on the Rights of Women***Johann Sebastian Bach****Nationality:** German**Major work or accomplishment:** composed the *Brandenburg Concertos***Francis Bacon****Nationality:** English**Major work or accomplishment:** wrote *Novum Organum Scientiarum* (*New Instrument of Science*)**Sir Isaac Newton****Nationality:** English**Major work or accomplishment:** wrote *Mathematical Principles of Natural Philosophy***George Frideric Handel****Nationality:** German**Major work or accomplishment:** composed *Messiah***Thomas Gainsborough****Nationality:** English**Major work or accomplishment:** painted *Girl with Pigs***Cesare Beccaria****Nationality:** Italian**Major work or accomplishment:** wrote *On Crimes and Punishments***René Descartes****Nationality:** French**Major work or accomplishment:** wrote *Meditations on First Philosophy***Olympe de Gouges****Nationality:** French**Major work or accomplishment:** wrote *Declaration of the Rights of Woman and the Female Citizen***Hugo Grotius****Nationality:** Dutch**Major work or accomplishment:** Wrote *Mare Liberum* (*The Free Sea*)

Thomas Hobbes**Nationality:** English**Major work or accomplishment:** wrote *Leviathan***Gottfried Wilhelm Leibniz****Nationality:** German**Major work or accomplishment:** wrote *Discourse on Metaphysics***Wolfgang Amadeus Mozart****Nationality:** German**Major work or accomplishment:** composed *The Marriage of Figaro***François Quesnay****Nationality:** French**Major work or accomplishment:** wrote *Economic Table (Tableau économique)***Baruch Spinoza****Nationality:** Dutch**Major work or accomplishment:** wrote *Ethics***Galileo Galilei****Nationality:** Italian**Major work or accomplishment:** wrote *Two New Sciences***Johannes Kepler****Nationality:** German**Major work or accomplishment:** wrote *Astronomia nova (New Astronomy)***Andreas Vesalius****Nationality:** Belgium**Major work or accomplishment:** wrote *On the Fabric of the Human Body in Seven Books***William Harvey****Nationality:** English**Major work or accomplishment:** wrote *On the Motion of the Heart and Blood***Antony van Leeuwenhoek****Nationality:** Dutch**Major work or accomplishment:** greatly improved the microscope

Robert Boyle

Nationality: Irish

Major work or accomplishment: wrote *The Sceptical Chymist: or Chymico-Physical Doubts & Paradoxes*

Frederick the Great

Nationality: German

Major work or accomplishment: became an enlightened Prussian monarch

Catherine the Great

Nationality: Russian

Major work or accomplishment: became an enlightened Russian tsarina

Joseph II

Nationality: Austrian

Major work or accomplishment: became an enlightened Holy Roman Emperor

Catherine de Vivonne

Nationality: French

Major work or accomplishment: became a literary hostess

Marie-Jean-Antoine-Nicolas de Caritat, marquis de Condorcet

Nationality: French

Major work or accomplishment: wrote *Sketch for a Historical Picture of the Progress of the Human Spirit*

John Comenius

Nationality: Czech

Major work or accomplishment: wrote *Didactica Magna (The Great Didactic)*

Nicolaus Copernicus

Nationality: Polish

Major work or accomplishment: wrote *Commentariolus (Little Commentary)*



Name _____

Welcome to an Enlightenment Salon

Hosted by Mary Wollstonecraft

You have been invited to an Enlightenment Salon. Your host, Mary Wollstonecraft, has suggested that you bring examples of your works and or accomplishments to the salon so that you can share your accomplishments with the other notable guests in a social setting. They will also share their own works and accomplishments with you. Pay attention to who they are and what they have done as you get to know the other guests at the salon.

1. I spoke to the following people and learned about their lives, accomplishments, and ideas.

Guest List

My character _____

2. The most amusing, informative, and interesting person I spoke to was:
3. What did you learn from this person?

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Glossary and Brief Chronology

a posteriori knowledge: Knowledge acquired from sense experience by induction.

a priori knowledge: Knowledge attained by reason alone, prior to experience.

atheists: People who do not believe in the existence of God.

capitalism: An economic system in which the means of production are owned privately.

Cartesians: Disciples of René Descartes, who discarded authoritarianism and argued that only that which is clearly perceived is true.

deists: Argued that the course of nature was sufficient to demonstrate God's existence and regarded formal religion as superfluous.

empiricism: The thesis that all legitimate human knowledge comes from what is provided to the mind by the senses or by introspective awareness through experience.

idealism: The philosophical view that the mind or spirit constitutes fundamental reality.

inductive reasoning: The kind of reasoning process in which a conclusion is drawn from particular cases. Practically all scientific and practical knowledge is based on induction.

metaphysics: The branch of philosophy that concerns the first principles of things, including abstract concepts such as time and space.

philosophe: A French Enlightenment thinker.

physiocrat: Eighteenth-century, French economists who believed land was the source of all wealth and that agriculture alone produced a clear surplus over the costs of production.

skepticism: Point of view that questions the ability of people to know all and the capacity of a person's reason to penetrate everything.

tabula rasa: The theory that the mind is a blank slate upon which experience records itself as human knowledge.

utilitarianism: The belief that whatever results in the happiness of the greatest number is the greatest good.

651	Thomas Hobbes publishes <i>Leviathan</i> .
1690	John Locke publishes <i>Two Treatises on Government</i> .
1721	Baron Montesquieu publishes <i>Persian Letters</i> .
1740	Thomas Hume publishes <i>Treaties on Human Nature</i> .
1751–1765	Denis Diderot publishes the <i>Encyclopédie</i> .
1758	Voltaire publishes <i>Candide</i> .
1762	Rousseau publishes <i>The Social Contract</i> .
1776	Adam Smith publishes <i>The Wealth of Nations</i> .
1784	Immanuel Kant publishes <i>Critique of Pure Reason</i> .
1789	Meeting of the Estates-General, the French Revolution.
1791	Olympe de Gouges publishes the <i>Declaration of the Rights of Woman and the Female Citizen</i> .

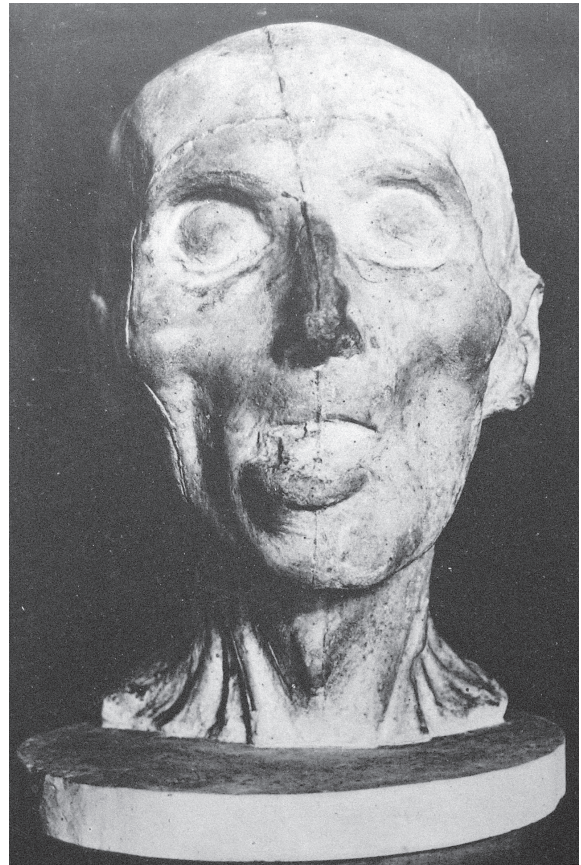
Aftermath

Sensing that he would be a victim of the Terror, the marquis de Condorcet fled Paris on March 24, 1794. He stopped for food at an inn nine miles from Paris and ordered an omelet. When the innkeeper asked him how many eggs he wanted he reputedly said “twelve” and was immediately arrested (only aristocrats ate so many eggs at one time) and taken to prison to await judgment from the dreaded Revolutionary Tribunal. He died under mysterious circumstances in prison before he could be condemned. A lifelong adversary of the Church, Voltaire’s last words were, “I am abandoned by God and man.” Jean-Jacques Rousseau died a decade before the start of the French Revolution. His ideas, however, influenced revolutionaries like Danton and Robespierre and, later, the American writers Ralph Waldo Emerson and Henry David Thoreau.

It is said that Immanuel Kant never traveled more than twenty-five miles from his home in Königsberg, Prussia. He continued to write philosophic essays until his death on February 28, 1804. Mary Wollstonecraft died tragically as a result of “childbed fever” shortly after giving birth to a baby girl. Her daughter later married the poet Percy Shelley. She then became Mary Wollstonecraft Shelley. We know her today as the author of *Frankenstein*.

Catherine the Great backed up her status as an enlightened monarch through her patronage of many French writers, including Voltaire and Diderot. Diderot she later supported until his death from emphysema in 1784. Galileo’s theories placed him squarely in the path of the Roman Inquisition. Accused of heresy and tried, he was forced to decide between maintaining his beliefs and facing torture and death or publicly recanting. He chose to recant his theories, including the one that the earth moved around the sun; but, according to popular legend, when he left the courtroom he whispered, “*E pur si muove*” (And yet it moves).

Finally, European society during the Enlightenment became more secular, more pragmatic, more empirical, and less tolerant of tyranny. By the twentieth century, with the exception of the totalitarian states, most European countries had adopted the Enlightenment ideals envisioned by the philosophes.



Death mask of Immanuel Kant

Image source: Death Mask. By Johann Gottfried Schadow, 1804, courtesy of Steve Naragon, Manchester University

Discussion Questions

1. What do you think were the five most significant works produced in the Enlightenment Era? Explain your choices.
2. How would you define the Enlightenment?
3. What basic premises defined the Enlightenment?
4. How did religious (the Church) and governmental institutions (absolutism) influence Enlightenment thinkers?
5. The philosophes of the Enlightenment insisted that, like the sun, reason sheds the same light throughout the world. They said that there was only one human nature and that all people were universally endowed with the same attributes and desires. Do you agree? Why or why not?
6. The great thinkers of the Enlightenment all believed that reason, as opposed to superstition or dogma, was the one, sure basis of a free and just society. Do you agree with them? Why or why not?



Document A: *The Social Contract*

Excerpt from Jean-Jacques Rousseau, *The Social Contract*, 1762

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer. . . .

I suppose men to have reached the point at which the obstacles in the way of their preservation in the state of nature show their power of resistance to be greater than the resources at the disposal of each individual for his maintenance in that state. That primitive condition can then subsist no longer; and the human race would perish unless it changed its manner of existence.

But, as men cannot engender new forces, but only unite and direct existing ones, they have no other means of preserving themselves than the formation, by aggregation, of a sum of forces great enough to overcome the resistance. These they have to bring into play by means of a single motive—power, and cause to act in concert.

This sum of forces can arise only where several persons come together: but, as the force and liberty of each man are the chief instruments of his self-preservation, how can he pledge them without harming his own interests, and neglecting the care he owes to himself? This difficulty, in its bearing on my present subject, may be stated in the following terms:

“The problem is to find a form of association which will defend and protect with the whole common force the person and goods of each associate, and in which each, while uniting himself with all, may still obey himself alone, and remain as free as before.” This is the fundamental problem of which the *Social Contract* provides the solution. . . .

In order then that the social compact may not be an empty formula, it tacitly includes the undertaking, which alone can give force to the rest, that whoever refuses to obey the general will shall be compelled to do so by the whole body. This means nothing less than that he will be forced to be free; for this is the condition which, by giving each citizen to his country, secures him against all personal dependence. In this lies the key to the working of the political machine; this alone legitimizes civil undertakings, which, without it, would be absurd, tyrannical, and liable to the most frightful abuses.

Source: Rousseau, Jean-Jacques. *The Social Contract*. Translated by G. D. H. Cole. London: J. M. Dent and Sons, 1923.

Questions

1. What does he mean by “state of nature”?
2. In your own words, what does Rousseau see as the basic problem?
3. What does Rousseau propose as the solution to the basic problem?

Document B: *Two Documents on Human Rights*

Excerpts from the Declaration of the Rights of Woman and the Female Citizen by Olympe de Gournay 1791 and from the Declaration of the Rights of Man and of the Citizen 1793

Declaration of the Rights of Woman and the Female Citizen

Article 1

Woman is born free and remains equal to man in her rights. Social distinctions can be based only upon the common utility.

Article 2

The purpose of any political association is the conservation of the natural and unwritten rights of woman and of man: these rights are liberty, prosperity, security, and especially resistance to oppression.

Article 3

The principle of all sovereignty resides essentially in the nation, which is nothing but the union of woman and man: no body and no individual can exercise any authority that does not come expressly from it.

Article 4

Liberty and justice consist of restoring all that belongs to others; hence, the only limits on the exercise of the natural rights of woman are those that emanate from perpetual male tyranny; these limits are to be reformed according to the laws of nature and reason. . . .

Article 6

The laws must be the expression of the general will; all female and male citizens must take part either personally or through their representatives in its formation; it must be the same for all: male and female citizens, being equal in the eyes of the law, must be equally eligible for all honors, positions, and public offices according to their capacity and without other distinctions besides those of their virtues and talents. . . .

Article 10

No one is to be harmed even for his very basic opinions. Woman has the right to mount the scaffold; she must equally have the right to take the rostrum, provided that her demonstrations do not disturb the legally established public order. . . .

Article 11

The free communication of thoughts and opinions is one of the most precious rights of woman. . . .

Article 13

For the support of the public force and the expenses of administration, the contributions of women and men are equal. Woman has a share in all the duties and in all the painful tasks; therefore, she must have the same share in the distribution of posts, employments, offices, honors and jobs. . . .

Article 16

No society has a constitution without the guarantee of the rights and the separation of powers: the constitution is null if the majority of individuals comprising the nation have not cooperated in drafting it.

Article 17

Property belongs to both sexes whether united or separate; for each it is an inviolable and sacred right; no one can be deprived of it, since it is the true heritage of nature, unless the legally determined public need obviously dictates it, and then only under the condition of a just and prior indemnity.

Source: Gouges, Olympe de. "Declaration of the Rights of Woman." In *Women in Revolutionary Paris, 1789–1795*. Edited by Darline Gay Levy, Harriet Branson Applewhite, and Mary Durham Johnson. Urbana: University of Illinois Press, 1980.

Declaration of the Rights of Man and of the Citizen

- 1- The aim of society is the common welfare. Government is instituted in order to guarantee to man the enjoyment of his natural and imprescriptible rights.
- 2- These rights are equality, liberty, security, and property.
- 3- All men are equal by nature and before the law.
- 4- Law is the free and solemn expression of the general will; it is the same for all, whether it protects or punishes; it can command only what is just and useful to society; it can forbid only what is injurious to it. . . .
- 6- Liberty is the power that belongs to man to do whatever is not injurious to the rights of others; it has nature for its principle, justice for its rule, law for its defense; its moral limit is in this maxim: Do not do to another that which you do not wish should be done to you.

- 7- The right to express one's thoughts and opinions by means of the press or in any other manner, the right to assemble peaceably, the free pursuit of religion, cannot be forbidden. . . .
- 8- Security consists in the protection afforded by society to each of its members for the preservation of his person, his rights, and his property.
- 9- The law ought to protect public and personal liberty against the oppression of those who govern.
- 10- No one ought to be accused, arrested, or detained except in the cases determined by law and according to the forms that it has prescribed. Any citizen summoned or seized by the authority of the law, ought to obey immediately; he makes himself guilty by resistance. . . .
- 13- Every man being presumed innocent until he has been pronounced guilty, if it is thought indispensable to arrest him, all severity that may not be necessary to secure his person ought to be strictly repressed by law. . . .
- 14- The law ought to impose only penalties that are strictly and obviously necessary: the punishments ought to be proportionate to the offense and useful to society.
- 15- The right of property is that which belongs to every citizen to enjoy, and to dispose at his pleasure of his goods, income, and of the fruits of his labor and his skill. . . .
- 19- No one can be deprived of the least portion of his property without his consent, unless a legally established public necessity requires it, and upon condition of a just and prior compensation.
- 20- No tax can be imposed except for the general advantage. All citizens have the right to participate in the establishment of taxes, to watch over the employment of them, and to cause an account of them to be rendered.
- 21- Public relief is a sacred debt. Society owes maintenance to unfortunate citizens, either procuring work for them or in providing the means of existence for those who are unable to labor.
- 22- Education is needed by all. Society ought to favor with all its power the advancement of the public reason and to put education at the door of every citizen. . . .
- 25- The sovereignty resides in the people; it is one and indivisible, imprescriptible, and inalienable. . . .
- 26- Let any person who may usurp the sovereignty be instantly put to death by free men. . . .

- 27- Each citizen has an equal right to participate in the formation of the law and in the selection of his mandatories or his agents. . . .
- 28- The right to present petitions to the depositories of the public authority cannot in any case be forbidden, suspended, nor limited. . . .
- 29- There is oppression against the social body when a single one of its members is oppressed: there is oppression against each member when the social body is oppressed.
- 30- When the government violates the rights of the people, insurrection is for the people and for each portion of the people the most sacred of rights and the most indispensable of duties.

Source: Anderson, Frank Maloy, ed. *The Constitutions and Other Select Documents Illustrative of the History of France 1789–1901*. Minneapolis: H. W. Wilson, 1904. Reprinted in *Liberty, Equality, Fraternity: Exploring the French Revolution*. Edited by Jack R. Censer and Lynn Hunt. New York: American Social History Productions, 2001.

Questions

Read the above two documents.

1. How are they similar?
2. How are they different?
3. Do you think that those in power during the French Revolution later honored any of the principles expressed in either document? Why or why not?

Document C: Quotes from Hobbes versus Locke

Hobbes versus Locke

Thomas Hobbes Quotes

1. For the laws of nature, as justice, equity, modesty, mercy, and, in sum, doing to others as we would be done to, of themselves, without the terror of some power, to cause them to be observed, are contrary to our natural passions, that carry us to partiality, pride, revenge and the like.
2. In the first place I put for a general inclination of all mankind, a perpetual and restless desire of power after power, that ceaseth only in death.
3. During the time men live without a common power to keep them all in awe, they are in that condition . . . called war, and such a war, as is of every man, against every man.
4. To this war of every man against every man this also is consequent, that nothing can be unjust. The notions of right and wrong, justice and injustice, have there no place. Where there is no common power, there is no law, where no law, no injustice. Force and fraud are in war the two cardinal virtues.
5. No arts, no letters, no society, and, which is worst of all, continual fear and danger of violent death, and the life of man, solitary, poor, nasty, brutish, and short.
6. Moral philosophy is nothing else but the science of what is "good" and "evil" in the conversation and society of mankind. "Good" and "evil" are names that signify our appetites and aversions, which, in different tempers, customs, and doctrines of men, are different.
7. The source of every crime is some defect of the understanding, or some error in reasoning, or some sudden force of the passions.
8. They that are subjects to a monarch cannot without his leave cast off monarchy and return to the confusion of disunited multitude; nor transfer their person from him that beareth it to another man, other assembly of men: for they are bound, every man to every man.

Source: Hobbes, Thomas. *Leviathan*. 2nd ed. London: George Routledge and Sons, 1886.

John Locke Quotes

1. The natural liberty of man is to be free from any superior power on earth, and not to be under the will or legislative authority of man, but to have only the law of nature for his rule.
2. The State, according to my ideas, is a society of men established for the sole purpose of the establishment, preservation and promotion of their civil interests. I call on civil interests, life, freedom, the health of the body, the possession of external goods, such as are money, land, houses, furniture, and things of that nature.
3. The state of war is a state of enmity and destruction: and therefore declaring by word or action . . . design upon another man's life, puts him in a state of war with him against whom he has declared such an intention, and so has exposed his life to the other's power to be

taken away by him . . . it being reasonable and just, I should have a right to destroy that which threatens me with destruction.

4. The great and chief end of man's uniting, into commonwealths, and putting themselves under government, is the preservation of their property. To which in the state of nature there are many things wanting.
5. It is not always necessary to make laws, but it still is to execute those that were made.
6. The people are the supreme judge of how governments fulfill their mission because it is the person who gave them power and who care as such, the ability to revoke.
7. For law, in its true notion, is not so much the limitation as the direction of a free and intelligent agent to his proper interest, and prescribes no farther than is for the general good of those under that law: could they be happier without it, the law, as an useless thing, would of itself vanish; and that ill deserves the name of confinement which hedges us in only from bogs and precipices. So that, however it may be mistaken, the end of law is not to abolish or restrain, but to preserve and enlarge freedom.
8. The knowledge of man cannot extend beyond his own experience.
9. The necessity of pursuing true happiness [is] the foundation of liberty.
10. The natural liberty of man is to be free from any superior power on earth, and not be subject under the will or legislative authority of man.
11. Whensoever therefore the legislative shall transgress this fundamental rule of society . . . by this breach of trust they forfeit the power the people had put into their hands . . . and it devolves to the people, who have a right to resume their original liberty.

Sources: Locke, John. *An Essay Concerning Human Understanding*. Amherst, NY: Prometheus Books, 1995.

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Questions

After reading the above quotes, compare the views of these two philosophes on the following:

1. The state of nature
2. The need for government
3. War
4. Rebellion

Extension Activities

1. Was the Enlightenment, in essence, a social or an intellectual movement? Or both? Write an essay in which you defend one of these propositions.
2. During the 1790s many writers blamed the excesses, like mass guillotining, associated with the French Revolution on philosophes like Voltaire and Rousseau. Is this credible? Write an essay either supporting this proposition or pointing out its fallacies.
3. Why did so many of the philosophes (especially the French) express so much hatred toward the Christian religion and the church? Religious figures were satirized as perverts, gluttons, sadistic torturers, and megalomaniacs. Write an essay in which you explain this phenomenon.

Meeting of the Estates-General and the National Assembly



Lesson

In 1788, Louis XVI called a meeting of the Estates-General (the French Parliament) to solve France's serious financial problems. The meeting was formally opened at the Palace of Versailles on May 5, 1789.

Objectives

- Students will understand the problems that caused Louis XVI to call the Estates-General.
- Students will understand the goals of each of the three levels of French society prior to the Revolution.
- Students will appreciate the frustration felt by members of the Third Estate and sympathetic members of the other two levels of French society prior to the Revolution.
- Students will understand how the meeting of the Estates-General led to the formation of the National Assembly.

Notes for the Teacher/ Duration

- Have students research the problems facing the king and France prior to the meeting of the Estates-General.
- Assign students a role: king, king's advisers, and members of the three estates.
- Give students time to research their character and the goals of their assigned estate at the coming Estates-General.
- Have students meet with the other members of their estate and draw up a list of demands to be voted on by the entire Estates-General. They should base their demands on the suggestions that emerge from the grievances, or cahiers (see Documents A–C for examples).
- When each group has framed their demands, have students meet as the entire Estates-General and attempt to pass the recommendations. Voting should be conducted by Estate.
- If and when the Estates-General changes to the National Assembly, they should continue the process of passing proposals, with voting by head not estate.
- The day schedule can be modified depending on class size and the number of days available. For example, you could eliminate the whole issue of representation and either conduct the simulation with everything voted on by estate or conduct the simulation with the issue of representation changed to "by head" and start voting on proposed changes from that starting point.

- Above all, be flexible. You can always point out the differences between what happened in their simulation and the actual events. Remember that you are condensing into a few days what actually transpired over a couple of months.
- Finally, unless you have a student who is confident enough to run the meeting as chairperson, you should assume that role.

Day One

- Read and discuss the “Background for Teachers and Students.”
- Divide the class into four groups: the king and his advisers, the First Estate, the Second Estate, and the Third Estate.
- There are a total of forty roles.
- Assign each student a role associated with one of the above groups.
- Depending on class size, try to assign two members of the Third Estate for every member of the First and Second, since that was roughly the ratio that existed at the actual meeting.
- Try to have a balance between the upper clergy and lower clergy roles.
- Tell students they will need to do additional research into their assigned personality, the potential interests and goals of their estate, and any cahiers that they would like addressed at the meeting. Documents A–C are examples of actual cahiers from each estate and can be used as models from this activity.
- Advise students that it may be challenging to find a lot of information about some of the more obscure characters.
- Optional: You may decide to have them wear an appropriate “costume” for the coming meetings. You can simulate this by having the members of the First and Second Estate dressed in suits, ties, and nice dresses, while the Third Estate has to wear plainer clothing.

Day Two

- Students meet by Estate to share their research and plan for the opening meeting of the Estates-General.
- First, they should prepare reasons why their assigned group (king, First, Second, and Third Estate) should vote in the Estates-General by estate (the traditional method) or by a simple head count.
- Then they should compile a list of cahiers to be presented at the coming meeting of the Estates-General.
- You may decide to have individual students prepare speeches to be delivered at the coming meeting.

Day Three

- Set up the classroom, or another location, to look as much as possible like a meeting hall in Versailles.
- Seating should be arranged by estate with prominent positions for the First Estate and seating for the Third Estate in the rear.
- The king and his advisers should be at the head of the meeting place.
- The delegates should file into the meeting hall and sit in their appropriate places. The king and his advisers should lead the procession, followed by the First Estate, then the Second Estate, and finally the Third Estate.
- The king should formally welcome the delegates and advise them that they will be following all the traditional rules that applied to this meeting, including voting by estate, not by head.
- The floor will then be open for speeches and proposals.
- When a proposal has been made, for example, "We propose the elimination of the *taille* tax," it should be open for speeches or debate.
- After speeches and debate the proposal should be voted on by estate.
- On this day you should advise all the members of the nobility and clergy (First and Second Estates) along with the king to reject any proposals to reduce their powers and privileges.

Day Four

- Allow a brief meeting of the estates in separate chambers. Advise the members of the Third Estate to begin the next session by insisting that voting be by head, not by estate.
- When the session begins, a member of the Third Estate (seek a volunteer) will propose the above measure.
- Advise the king to immediately reject the measure and insist that all the delegates leave the meeting hall.
- At this point, advise the members of the Third Estate that they should refuse to leave and should invite the members of the First and Second Estates to stay with them in order to form a new National Assembly and create a new Constitution for France.
- The king, his advisers, and some of the clergy and nobility should leave the meeting hall. The rest of the members should declare that they are going to a nearby tennis court and will swear an oath to form a National Assembly that truly represents the people of France.
- For logistical purposes, you can just say, "The existing meeting place is now a 'tennis court.'"

- Proposals, debating, and voting on proposals should now continue with voting by head, not by estate.
- This should result in some significant changes—especially regarding the tax situation and other privileges associated with the First and Second Estates.

Day Five

- Final debates and voting on any proposals.
- Debrief by including discussion questions and document analysis.

Day Six

- Extension activities.

Meeting of the Estates-General and the National Assembly

Lesson

Roles Assignment Chart

	The King, Queen, and Advisers (4 roles)	First Estate (9 roles)	Second Estate (9 roles)	Third Estate (18 roles)
	King Louis XVI	Higher Clergy (bishops and archbishops)		
		Alexandre Angélique de Talleyrand-Périgord, Archbishop of Reims	Charles Michel, Marquis de Villette	Abbe Sieyes (Clergy but elected to Third Estate)
Student Name				
	Queen Marie Antoinette	Jean de Dieu-Raymond de Cucé de Boisgelin, Archbishop de Tours	Louis François Joseph, Prince of Conti	Honoré-Gabriel Riqueti, comte de Mirabeau (Noble but elected to represent Third Estate)
Student Name				
	Jacques Necker, Director General of Finances	Antoine-Éléonor-Léon Leclerc de Juigné, Archbishop de Paris	Charles Philippe, Comte d'Artois (brother of Louis XVI)	Père Gérard (Peasant)
Student Name				
	Captain of the French Guards (<i>Gardes Français</i>)		Louis Joseph, Prince of Conde	Jean-Sylvain Bailly
Student Name				
			Henri Evrard, Marquis de Dreux-Brézé	Christophe Antoine Gerle
Student Name				

Meeting of the Estates-General and the National Assembly

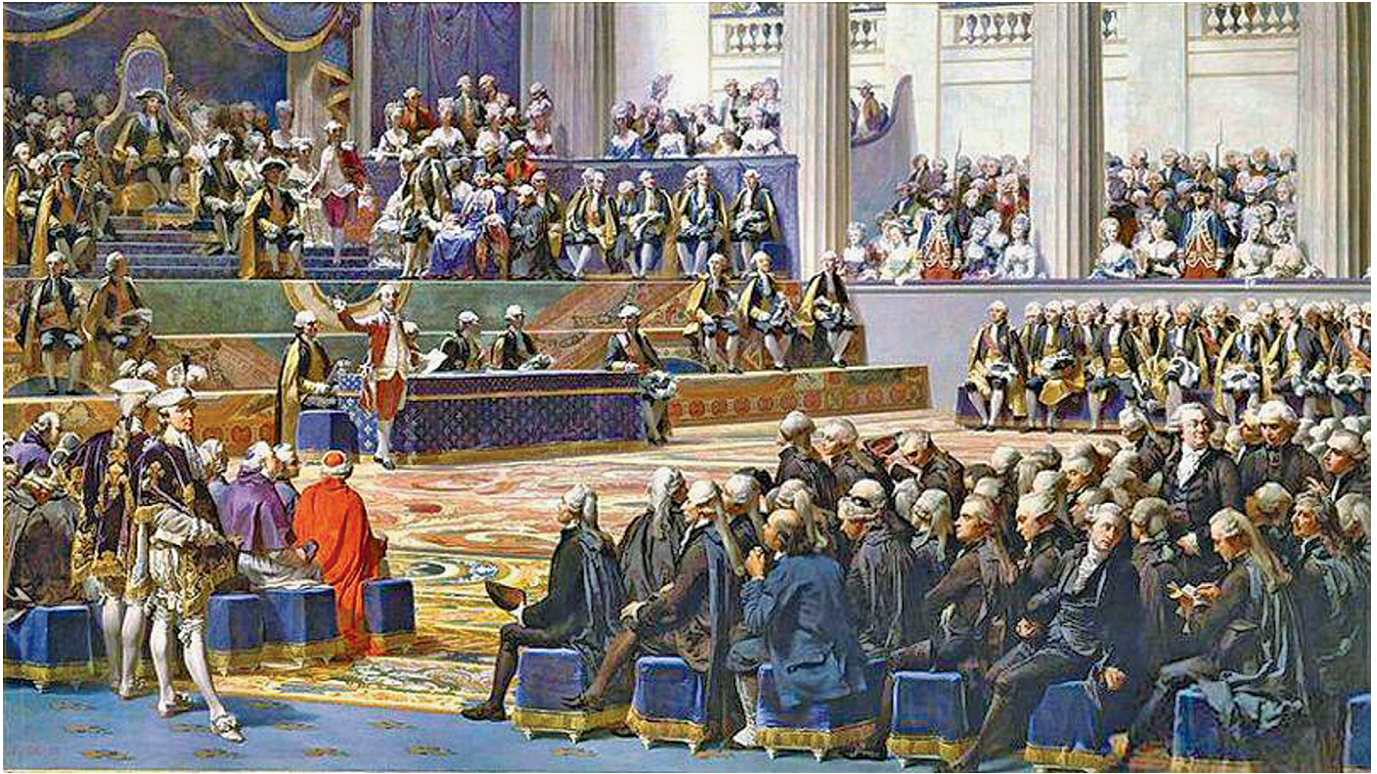
Lesson

	The King, Queen, and Advisers (4 roles)	First Estate (9 roles)	Second Estate (9 roles)	Third Estate (18 roles)
		Lower Clergy (abbes and priests)		
		Père Jacques-Guillaume- René-Prudhomme, Diocese de Le Mans	Louis de Noailles, Duc de Noailles	Antoine Barnave
Student Name				
		Abbe Joseph Alphonse, de Véri	François-Gaston de Lévis, Duc de Lévis	Joseph Martin-Dauch
Student Name				
		Abbe Raymond de Dufort de Montpellier	Louis-Philippe, Duc d'Orléans	Gui-Jean-Baptiste Target
Student Name				
		Père Jean-Antoine-Auguste, Archdiocese de Bourges	Gilbert du Motier, Marquis de Lafayette	Jacque-Louis David
Student Name				
		Père Antoine-Adrien, Archdiocese de Lyons		Isaac René Guy Le Chapelier
Student Name				
		Père François Marie Fortuné, Diocese de Carcassonne		Jean-Paul Marat
Student Name				
				Jérôme Pétion de Villeneuve
Student Name				
				Adam Philippe, comte de Custine
Student Name				
				René-Gaston Baco de la Chappelle
Student Name				
				Antoine Christophe Saliceti
Student Name				
				Maximilien de Robespierre
Student Name				
				Jean-Paul Rabaut Saint-Étienne
Student Name				
				Pierre Samuel du Pont de Nemours
Student Name				

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Background for Teachers and Students



Opening of the Estates-General at Versailles on May 5, 1789

France in 1789 was arguably the most advanced and richest country in Europe. It had a population of nearly 24 million. In contrast, England had a population of only 10 million. France also had the most powerful army in Europe, and Paris was a thriving metropolis. The king's palace at Versailles was the most spectacular royal residence in Europe.

France, however, faced many problems. French society was still mostly based on the old feudal system. The king ruled as an absolute monarch without the slightest input from the Estates-General, the French legislative body. In fact, this political body had not even met in a hundred years. This society was also divided into three estates. The first estate, the clergy, represented less than 1 percent of the population and held between 5 and 10 percent of the land, most of which was concentrated in the hands of the higher clergy. These individuals paid no taxes on

their land. The second estate, the nobility, comprised less than 2 percent of the population and owned about 20 percent of the land, much of which they rented to members of the third estate in the form of a sharecropping system. They, too, paid little to no taxes on their land. Members of the third estate, peasants who could be best described as living a poor existence, comprised the vast majority of society—dependent on the weather and burdened with the weight of taxes. French peasant farmers paid a variety of taxes, including the *taille*, a land tax, the *gabelle*, a salt tax, and the *vingtieme*, an income tax of one twentieth of their income. To add injury to insult, they were also required to do unpaid labor on the land of the nobles (*corvee*). There was a growing middle class in the Third Estate, however, that included merchants, lawyers, and tradesmen with wealth but little status or influence. They resented the privileges of the First and Second Estates.

Image source: Painting of the Estates-General. By Louis-Charles-Auguste Couder, 1839, the Museum of the History of France, Versailles

France's financial problems had started when Louis XVI spent vast sums of money on both his lifestyle and on wars. France had even helped fund the American Revolution. Attempts to revise the archaic and inequitable French tax system failed because of the resistance of the First and Second estates. In short, the nobility and clergy paid few if any taxes and the burden of taxation fell on the Third Estate. Louis felt he had no other choice than to call a meeting of the Estates-General to seek their assistance in solving the French financial woes.

Representatives from the nobility, the clergy, and the rest of the population comprised the Estates-General. The First Estate, was comprised of about 100,000 people, the Second Estate, consisted of 400,000 members, and the rest of the population, regardless of wealth or education, included about 23 million people. The Estates-General that met at Versailles was made up of 308 members of the First Estate, 285 members of the Second Estate, and 621 members of the Third Estate. This arrangement, by which the Third Estate had double the representation of each of the other estates, had been agreed to by Louis on the advice of his minister of finance, Jacques Necker. Louis, however, rigidly supported the superiority of the First and Second Estates. In addition, nearly every member of all three estates was wealthy. In the Third Estate, with just a few exceptions, peasants and workmen were excluded by the indirect electoral system (explained in the glossary). Most of the elected members of the Third Estate were lawyers, landowners, or merchants.⁴²

Before the Estates-General met in January 1789, Abbe Sieyes, a future representative, wrote a pamphlet that was to have a deep impact on the future meeting. He asked three simple questions and provided the answers: "What is the Third Estate? Everything. What has it been

so far? Nothing. What does it demand? To become something."

During the process of electing representatives to the Estates-General, voters were permitted to make up lists of grievances, called *cahiers*, for their representatives to present at the meeting. There were more than 60,000 of them.⁴³ The *cahiers* listed many specific grievances, including indirect taxes, church tithes, corrupt government officials, and even the hunting rights of the nobles. Most of these suggested reform, not revolution. There were very few radical demands, such as the removal of the king, though most *cahiers* did request that the Estates-General meet more regularly, even annually.⁴⁴ The grievances and the changes demanded by citizens also tended to be consistent in each estate; the peasantry and the townsfolk were most concerned with levels of taxation (particularly the tax on salt), feudal dues, and food prices. The *cahiers* contained frequent displays of affection and respect for the monarch, faith in his leadership, and a common spirit of cooperation. One *cahier*, typical of many, called for abolition of *lettres de cachet* (see glossary), regular meetings of the Estates-General, equity in taxation among all three estates, and more justice from the legal system. Other *cahiers* even addressed the problems outside of Paris where the "harsh servitude to which the rural workers are reduced by rich farmers who occupy up to three farms or more."⁴⁵ Finally, all the *cahiers* were unanimous in calling for judicial reform. Frenchmen across all three Estates viewed justice as the most important ingredient of good government.⁴⁶

It was clear from the beginning that none of the three orders were completely united in what changes they wanted. Individuals from the three orders ranged from radicals such as Abbe Sieyes, who wanted dramatic changes, to defenders of the old regime, such as Abbe Maury. In between,

43 Bearman, *History Broadsheets*, Section 3.

44 Lefebvre, *The Coming of the French Revolution*, 71–72.

45 Cobban, *The Social Interpretation of the French Revolution*, 55.

46 Thompson, *The French Revolution*, 144.

42 Bearman, *History Broadsheets*, Section 3.

there were moderates such as the Archbishop of Vienne, who cautioned against a departure from tradition.⁴⁷

On May 2, King Louis XVI formally received the deputies of the First and Second Estates in his private chambers in Versailles. He met with the Third Estate in a public room and only spoke to the sole representative of the peasantry, Père Gérard.⁴⁸

May 3 was the opening ceremony of the Estates-General. The nobility was allowed to wear white stockings, lace ties, and feathered hats, whereas the members of the Third Estate had to wear plain black stockings, hats, and simple ties.

On May 4, the Third Estate led a procession to a cathedral to celebrate an opening Catholic mass. When they arrived, however, they were told they had to sit in the back of the cathedral, behind the nobles and clergy. One deputy protested and was removed by force.⁴⁹ Another deputy took even more lethal action. Insulted by a member of the Comte de Provence's bodyguard, he challenged the offender to a duel and ran him through.⁵⁰

47 Hibbert, *The Days of the French Revolution*, 49.

48 Bearman, *History Broadsheets*, Section 4.

49 Bearman, *History Broadsheets*, Section 4.

50 Thompson, *The French Revolution*, 20.

On May 5, the first formal session opened with a series of patronizing speeches primarily directed at the insignificant role to be played by the Third Estate, the most inequitable being that voting was to be conducted by head instead of by order. This effectively gave the First and Second Estates the ability to always outvote the Third Estate on any particular item on the agenda.⁵¹

Louis's handling of the first important procedural question set the stage for the coming of the National Assembly: Should the three Estates deliberate apart in their own assemblies and vote by Estate or should they deliberate together as one assembly? If the first procedure were followed, then each estate would cast one vote for or against any proposed measure and the first two Estates would always be able to outvote the Third Estate. If they met, however, as one assembly and voted as individuals and not by Estates, the Third Estate would be able to outvote the other two.

You will now be able to participate in the dramatic days that led up to the meeting of the Estates-General, the so-called Tennis Court Oath, and the formation of the National Assembly.

51 Merriman, *A History of Modern Europe*, 442.

Name _____

Roles Chart

1. Research the problems facing the king and France prior to the meeting of the Estates-General.
2. You will be assigned a role: king, king's advisers, and members of the three estates.
3. Research your character and the goals of your assigned estate at the coming Estates-General.
4. Meet with the other members of your estate and draw up a list of cahiers (grievances) to be voted on by the entire Estates-General. They should base their demands on the suggestions that emerge from the cahiers (see documents for examples).
5. When each group has framed its demands, your groups will meet as the entire Estates-General and attempt to pass the recommendations. Voting should be conducted by estate.
6. If and when the Estates-General changes to the National Assembly, you should continue the process of passing proposals, with voting by head, not estate.

The King, Queen, and Advisers (4 roles)	First Estate (9 roles)	Second Estate (9 roles)	Third Estate (18 roles)
King Louis XVI	Higher Clergy (bishops and archbishops)		
	Alexandre Angélique de Talleyrand-Périgord, Archbishop of Reims	Charles Michel, Marquis de Villette	Abbe Sieyes (Clergy but elected to Third Estate)
Queen Marie Antoinette	Jean de Dieu-Raymond de Cucé de Boisgelin, Archbishop de Tours	Louis François Joseph, Prince of Conti	Honoré-Gabriel Riqueti, comte de Mirabeau (Noble but elected to represent Third Estate)
Jacques Necker, Director General of Finances	Antoine-Éléonor-Léon Leclerc de Juigné, Archbishop de Paris	Charles Philippe, Comte d'Artois (brother of Louis XVI)	Père Gérard (Peasant)
Captain of the French Guards (<i>Gardes Français</i>)		Louis Joseph, Prince of Conde	Jean-Sylvain Bailly
		Henri Evrard, Marquis de Dreux-Brézé	Christophe Antoine Gerle

The King, Queen, and Advisers (4 roles)	First Estate (9 roles)	Second Estate (9 roles)	Third Estate (18 roles)
	Lower Clergy (abbes and priests)		
	Père Jacques-Guillaume- René-Prudhomme, Diocese of Le Mans	Louis de Noailles, Duc de Noailles	Antoine Barnave
	Abbe Joseph Alphonse, de Véri	François-Gaston de Lévis, Duc de Lévis	Joseph Martin-Dauch
	Abbe Raymond de Dufort de Montpellier	Louis-Philippe, Duc d'Orléans	Gui-Jean-Baptiste Target
	Père Jean-Antoine-Auguste, Archdiocese of Bourges	Gilbert du Motier, Marquis de Lafayette	Jacque-Louis David
	Père Antoine-Adrien, Archdiocese of Lyons		Isaac René Guy Le Chapelier
	Père François Marie Fortuné, Diocese of Carcassonne		Jean-Paul Marat
			Jérôme Pétion de Villeneuve
			Adam Philippe, comte de Custine
			René-Gaston Baco de la Chappelle
			Antoine Christophe Saliceti
			Maximilien de Robespierre
			Jean-Paul Rabaut Saint-Étienne
			Pierre Samuel du Pont de Nemours

Your Character Name _____

Roles

King, Queen, and Advisers

Role	Group Member Name
King Louis XVI	
Queen Marie Antoinette	
Jacques Necker, Director General of Finances	
Captain of the French Guards (Gardes Français)	

Background for the King, Queen, and Advisers

The real government of France in 1789 rests with you: the king, the Royal Council (nobles), and the intendants (bureaucrats appointed by and loyal to the monarch). *"L'Etat, c'est moi"* (the state is me), the famous statement attributed to Louis XIV, aptly expressed the power the king has over his subjects. The king is above the law, not controlled by it. The most powerful tool in exercising this power is the "lettre de cachet," whereby the king can order the imprisonment without trial of any individual who displeases the government.

All of you, including the king, however, understand that there are serious problems that need to be addressed by the government. There is waste, corruption, and injustice throughout the realm; in particular, the most serious problem is finances. According to the king's minister of finance, Necker, the only solution to the financial crisis is to revise the inequitable system that forces the lower classes to pay nearly all the taxes.

The problem for you is retaining your traditional position as head of state while, at the same time, asking the clergy and nobility to shed some of their power and privileges. Additionally, how much power are you going to award to the members of the Third Estate?

Possible Ideas from the King

1. You want the voting in the Estates-General to remain by estate, not by head.
2. You are willing to accept a complete overhaul of the inequitable tax system with the nobility and the clergy paying their fair share of taxes.
3. You are reluctant to give up your lavish lifestyle at Versailles.



First Estate

Higher Clergy (Bishops and Archbishops)	Group Member Name
Jean de Dieu-Raymond de Cucé de Boisgelin, Archbishop de Tours	
Antoine-Éléonor-Léon Leclerc de Juigné, Archbishop de Paris	
Alexandre Angélique de Talleyrand-Périgord, Archbishop of Reims	
Lower Clergy (Abbes and Priests)	
Abbe Joseph Alphonse, de Véri	
Abbe Raymond Dufort de Montpellier	
Père Jean-Antoine-Auguste, Archdiocese de Bourges	
Père Antoine-Adrien, Archdiocese de Lyons	
Père François Marie Fortuné, Diocese de Carcassonne	
Père Jacques-Guillaume-René-Prudhomme, Diocese de Lemans	

Background Information for the First Estate

France is a Catholic country. The peasants who represent the largest segment of the population remain faithful and regard their local priests with respect and affection. The bourgeoisie, however, tend to be more disillusioned with the church. Lower clergy, you are predominantly from the Third Estate, whereas most of the upper clergy are former nobles who regard the high clerical titles (archbishop or bishop) as just a way of amassing more wealth. Upper clergy members, you spend most of your time living in luxury in Paris or Versailles while the lower clergy run your bishoprics or monasteries. Taxpayers resent that your class pays no taxes while levying a tithe (10 percent tax on income).

Possible Ideas from the First Estate

Lower Clergy

1. You are willing to end the practice of allowing higher clergy to hold positions in more than one diocese.
2. You are willing to allow non-nobles eligibility to become a bishop.
3. You are willing to giving up some of the financial privileges of the Catholic Church.

Upper Clergy

1. You favor maintaining the dominant position the Catholic Church holds over the other two estates.
2. You favor maintaining Catholicism as the official religion of France.
3. You are unwilling to allow freedom of religion for Protestants in the realm.



Second Estate

Second Estate	Group Member Name
Charles Michel, Marquis de Villette	
Louis François Joseph, Prince of Conti	
Charles Philippe, Comte d'Artois (brother of Louis XVI)	
Louis Joseph, Prince of Conde	
Henri Evrard, Marquis de Dreux-Breze	
Louis de Noailles, Duc de Noailles	
François-Gaston de Lévis, Duc de Lévis	
Louis-Philippe, Duc d'Orléans	
Gilbert du Motier, Marquis de Lafayette	

Background Information for the Second Estate

You, the nobles of the Second Estate, are not all equal. Those of the hereditary nobility, referred to as the “nobles of the sword,” have tended to view the lesser nobility, those recently elevated to this status, as beneath you. You refer to them as the “nobility of the robe,” a reference to the fact that they, or their ancestors, have become nobles by buying their titles. By the late eighteenth century, however, this distinction has blurred, especially as a result of marriages between your two groups. Those of the nobles of the robe actually now tend to be wealthier and hold higher positions in the governmental administration, thus wielding more power. Many of you, at the very bottom of the pecking order, are noblemen who are called the *hobereaux* (little falcons), and who need to maintain your tenuous control over feudal dues from the peasantry in order to sustain your lifestyle.

Your class, the wealthy nobility in particular, has become increasingly unpopular with the people. You represent only a fraction of the population (just 2 percent), but you control nearly 20 percent of the land. You pay few taxes, monopolize army commissions, and control appointments to the higher clergy.

Possible Ideas from the Second Estate

1. You are willing to give up some of your financial privileges.
2. You are willing to allow academic merit rather than birthright to be a criterion for a position in the military or governmental administration.



Third Estate

Third Estate	Student Name
Abbe Sieyes (Clergy but elected to the Third Estate)	
Honoré-Gabriel Riqueti, comte de Mirabeau (Noble but elected to represent Third Estate)	
Père Gérard (Peasant)	
Jean-Sylvain Bailly	
Christophe Antoine Gerle	
Antoine Barnave	
Joseph Martin-Dauch (did not sign Tennis Court Oath)	
Gui-Jean-Baptiste Target	
Jacque-Louis David	
Isaac René Guy Le Chapelier	
Jean-Paul Marat	
Jérôme Pétion de Villeneuve	
Adam Philippe, comte de Custine	
René-Gaston Baco de la Chappelle	
Antoine Christophe Saliceti	
Maximilien de Robespierre	
Jean-Paul Rabaut Saint-Étienne	
Pierre Samuel du Pont de Nemours	

Background Information for the Third Estate

You represent the bulk of the French population. Nearly all of you, however, are from the numerically small class of the bourgeoisie that include merchants, traders, lawyers, doctors, and other professional occupations. There are few representatives for the peasants or the working class, who are arguably the most oppressed by taxation. Your major discontent is that, despite education and wealth, you are almost completely excluded from the French government. You have very little political power. The real political power is concentrated in the hands of the king, the royal council,

and a small number of members of the nobility at Versailles. Additionally, there is no prospect of achieving rank in the French military, since the officer corps is the exclusive domain of the nobility. Finally, beyond political grievances, you share the economic woes of a government whose finances have gone from bad (reign of Louis XV) to worse (reign of Louis XVI). The cost of French assistance to the Americans during their war for independence and the extravagance and luxury of the court at Versailles have resulted in a nation that is, for all practical purposes, bankrupt.

Possible Ideas from the Third Estate

1. You want a more equitable tax system based on contributions from all levels of society, not just the lower classes.
2. You want the Estates-General to become a National Assembly that meets regularly.
3. You want the future National Assembly to conduct voting by head, not by estate.

Glossary and Brief Chronology

absolutism: A governmental system where political power rests solely with one monarch.

ancien régime: French society and government prior to the French Revolution.

bailliage: This is the French word for "bailiwick." They were responsible for the election process to the Estates-General.

Bourbon: The French ruling house of which Louis XVI was a member.

bourgeoisie: The French term for middle class and the wealthiest level of the Third Estate.

cahiers: Documents highlighting the grievances of the different classes presented at the Estates-General.

capitation: A poll tax leveled by head.

corvée: A feudal obligation requiring members of the Third Estate to perform unpaid labor for a specified length of time.

gabelle: A tax on salt with the revenue going directly to the royal treasury.

indirect election: The French electoral system did not allow the ordinary voters to elect their deputies directly. People voted instead for representatives (electors) who met together in special assemblies to elect deputies. This system led to the election of bourgeois (middle-class) deputies to the Third Estate, while working men and peasants were sifted out in the early electoral stages.

lettre de cachet: A royal order that essentially imprisoned a person indefinitely without a trial.

livre: A unit of currency roughly equivalent to the British pound.

taille: A land tax levied on the Third Estate.

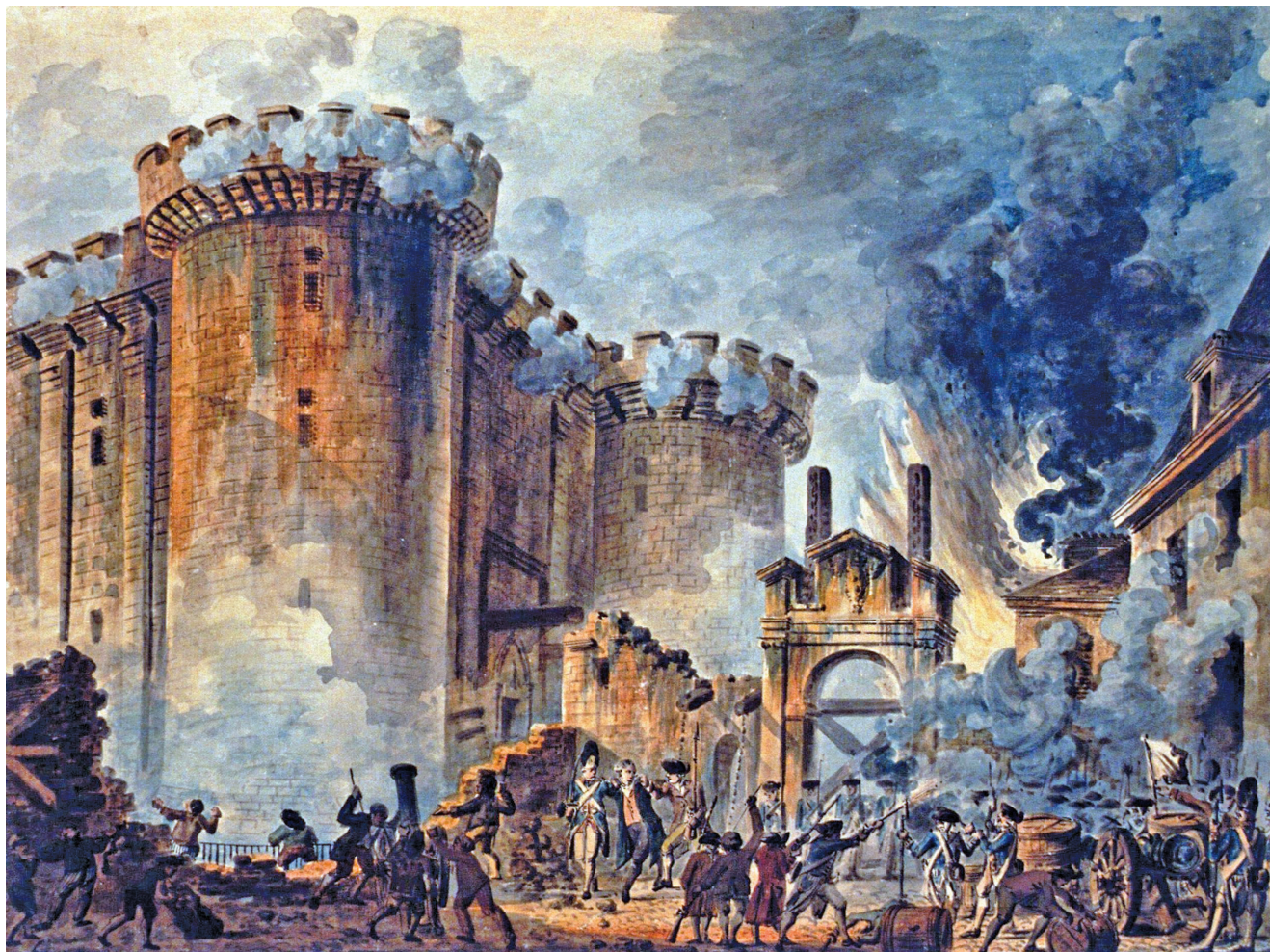
tithe: A compulsory contribution to the Catholic Church typically set at one tenth of one's income.

vingtième: An income tax of one twentieth or five percent of a French citizen's income.

voting: In the Estates-General, the Third Estate demanded a voting system that gave them equality with the First and Second Estates. This meant doubling the number of deputies and agreeing that they should meet and vote together as one assembly. After the Tennis Court Oath, and later the fall of the Bastille, the deputies always met as one assembly and voted on the basis of a simple majority.

1774	Louis XVI becomes king of France.
1778	Franco-American Alliance.
1783	Peace of Paris ends American Revolution.
1787	King agrees to calling of the Estates-General.
1788	Former finance minister Necker reinstated.
1789	May Meeting of the Estates-General. June National Assembly and Tennis Court Oath. July Fall of the Bastille.

Aftermath



The Storming of the Bastille

The conversion of the Third Estate into the National Assembly was the real beginning of the French Revolution. It meant a complete break with the old traditions and law. The Third Estate had literally swept aside much of the power and influence of the clergy and the nobility.

The National Assembly, meeting in an indoor tennis court, swore not to end their gathering “until the constitution of the kingdom shall be established.”⁵² Against this resistance of the National Assembly, Louis did nothing. One witness reported that, at first, the king was “pale with anger,” but later the king responded with weary resignation, saying, “Well, damn it, let them stay.”⁵³ Many members of the first two estates voluntarily began to join the Third Estate. On June 27, Louis himself finally accepted the situation and ordered the rest of the clergy and nobility to join the Third Estate.

Many nobles were shocked and outraged by the apparent loss of their traditional prerogatives. They were determined to crush this new political order—by force if necessary. They convinced the king that assembling a large military force would likely force members of the Third Estate and their allies to back down from their demands for reform. The plan backfired. Paris erupted with demonstrations

⁵² Merriman, *A History of Modern Europe*, 444.

⁵³ Hibbert, *The Days of the French Revolution*, 62.

Image source: The Storming of the Bastille. By Jean-Pierre Houël, 1789. National Library of France, Prints and Photography Department, Paris, RESERVE FOL-VE-53 (C)

and riots. Clearly the people wanted a change. Faced with this intense pressure the king backed down and ordered that all representatives of the three orders would combine into one legislative body, which began calling itself the National Constituent Assembly.⁵⁴

Social unrest was greatly exacerbated by the high price of bread brought on by an unusually bad harvest in 1788. Parisians were particularly hard-hit, and bread riots were frequent and violent. In an effort to prevent indiscriminate pillage and disorder, the electors of Paris, who had voted for their representatives in the Estates-General, formed their own committee and began the formation of a new military force, the National Guard.

On July 11, Louis dismissed Necker, the popular minister of finance. The news became generally known the next day and enraged the populous. Treasury notes plummeted in value and citizens feared that the price of bread—the staple of the poor that had already more than doubled—would double again.⁵⁵ Most members of the Third Estate viewed Necker as the only person who could solve France's financial crisis. Louis, hesitant to shed blood, held back his loyal soldiers, including the hated Swiss Guard. Rumors began to circulate that there were dozens, maybe hundreds, of political prisoners being held in the prison known as the Bastille under the *lettres de cachet*. In addition, city residents had been subjected to impassioned speeches by members of the National Assembly for several weeks. Finally, the cry "To the Bastille!" rang through the city streets.

On the morning of July 14, the attack on the Bastille began. After several hours of fighting—and a number of meetings between the prison commander, De Launay, and the attackers—a surrender was agreed upon. The assailants vowed not to hurt either De Launay or his garrison of soldiers. Upon entering the Bastille, the assailants found that only seven prisoners occupied the prison and all were common criminals, not the supposed political prisoners being held under the *lettres de cachet*.

Reneging on their promises, the assailants murdered De Launay and several of his soldiers, parading their heads around Paris on pikes. The prison itself, a hated symbol of royal oppression, was razed to the ground.

The destruction of the Bastille was lauded in France and all over the world as one of the most significant acts of the century. One French historian wrote that "with the fall of the Bastille, flames of revolt went leaping skyward." Throughout France people elected new local councils, and the courts of justice, both provincial and manorial, were abolished. All over the French countryside, peasants launched widespread attacks, destroying manorial records and pillaging the châteaux of the nobility. French army officers were no longer assured of the loyalty of their troops to the crown. In short, the old social and political order of France was shredded. The French Revolution was in full swing. Later, many heads would fall under the bloody blade of "Madame La Guillotine," including those of Louis XVI and his queen, Marie Antoinette. France became a republic, beset from all sides by monarchical nations resolved to put down the revolution. It also gave rise to the career of young military officer from Corsica Napoleon Bonaparte, who would become arguably one of the greatest military commanders of all time.

54 Merriman, *A History of Modern Europe*, 445.

55 Hibbert, *The Days of the French Revolution*, 64.

Discussion Questions

1. What role, if any, did the social position of the participants have in the process of reaching consensus on any of the proposals?
2. What do you think would have resulted if the Estates-General had not resolved to become the National Assembly?
3. Which of the four levels of French society prior to 1789—royalty (the king), the First Estate (clergy), the Second Estate (nobility), or the Third Estate (everyone else)—bears the most responsibility for bringing on the French Revolution?
4. Could the French Revolution have been avoided, or was it inevitable?



Document A: Cahier of the Clergy of Blois

Excerpt from the Cahier of the Clergy of Blois

The constitutional principles concerning which no doubt can be entertained are:

- 1- That France is a true monarchy, where a single man rules and is ruled by law alone.
- 2- That the general laws of the kingdom may be enacted only with the consent of the king and the nation. If the king proposes a law, the nation accepts or rejects it; if the nation demands a law, it is for the king to consent or reject it; but in either case it is the king alone who upholds the law in his name and attends to its execution.
- 3- That in France we recognize as king him to whom the crown belongs by hereditary right according to the Salic Law.
- 4- That we recognize the nation in the States General, composed of the three orders of the kingdom, which are the clergy, the nobility and the third estate.
- 5- That to the king belongs the right of assembling the States General, wherever he considers necessary. For the welfare of the kingdom we ask, in common with the whole nation, that this convocation be periodical and fixed, as we particularly desire, at every five years, except in the case of the next meeting, when the great number of matters to be dealt with makes a less remote period desirable.
- 6- That the States General should not vote otherwise than by order.
- 7- That the three orders are equal in power and independent of one another, in such a manner that their unanimous consent is necessary to the expression of the nation's will.
- 8- That no tax may be laid without the consent of the nation.
- 9- That every citizen has, under law, a sacred and inviolable right to personal liberty and to the possession of his goods.

Source: Whitcombe, Merrick, ed. "Typical Cahiers of 1789." In Vol. 4 of *Translations and Reprints from the Original Sources of European History*. Philadelphia: University of Pennsylvania, 1898.

Vocabulary

Inviolable: secure from being infringed on or broken.

Salic Law: a law excluding women from the right to succeed to the throne.

Document B: *Cahier of the Third Estate of Dourdon*

Excerpt from the Cahier of the Third Estate of Dourdon

It wishes:

- 1- That his subjects of the third estate, equal by such status to all other citizens, present themselves before the common father without other distinction which might degrade them.
- 2- That all the orders, already united by duty and common desire to contribute equally to the needs of the State, also deliberate in common concerning its needs.
- 3- That no citizen lose his liberty except according to law; that, consequently, no one be arrested by virtue of special orders, or, if imperative circumstances necessitate such orders, that the prisoner be handed over to the regular courts of justice within forty-eight hours at the latest.
- 4- That no letters or writings intercepted in the post be the cause of the detention of any citizen, or be produced in court against him, except in case of conspiracy or undertaking against the State.
- 5- That the property of all citizens be inviolable, and that no one be required to make sacrifice thereof for the public welfare, except upon assurance of indemnification based upon the statement of freely selected appraisers. . . .
- 15- That every personal tax be abolished; that thus the *capitation* and the *taille* and its accessories be merged with the *vingtiemes* in a tax on land and real or nominal property.
- 16- That such tax be borne equally, without distinction, by all classes of citizens and by all kinds of property, even feudal and contingent rights.
- 17- That the tax substituted for the *corvee* be borne by all classes of citizens equally and without distinction. . . .

Finances

- 2- That the tax of the *gabelle* be eliminated if possible. . . .
- 3- That . . . all useless offices, either in police or the administration of justice, be abolished and suppressed. . . .

Agriculture

- 4- That the right to hunt may never affect the property of the citizen. . . .
- 5- That the militia, which devastates the country, takes workers away from husbandry . . . be suppressed and replaced by voluntary enlistment.

Source: Stewart, John Hall, ed. *A Documentary Survey of the French Revolution*. New York: Macmillan, 1951.

Vocabulary

Capitation: a form of taxation in which each person pays the same fixed amount.

Taille: a direct land tax on the French peasantry and non-nobles. The tax was imposed on each household and based on how much land it held.

Vingtiemes: an income tax initially set at 5 percent of income, collected directly by the government, from all people regardless of their rank.

Corvee: unpaid labor imposed by the state typically on the peasantry for the performance of work on public projects.

Gabelle: a tax on salt.

Document C: *Cahier of the Nobility of Blois*

Excerpt from the Cahier of the Nobility of Blois

Art.1- In order to assure the exercise of this first and most sacred right of man, we ask that no citizen may be exiled, arrested or held prisoner except in cases contemplated by the law and in accordance with a decree originating in the regular courts of justice. . . .

Art.2- A tax is a partition of property.

This partition ought not to be otherwise than voluntary; in any other case the rights of property are violated: Hence it is the indefeasible and inalienable right of the nation to consent to its taxes.

According to this principle, which has been solemnly recognized by the king, no tax, real or personal, direct or indirect, nor any contribution whatsoever, under whatsoever name or form, may be established except with the consent and free and voluntary approval of the nation. . . .

Art.7.3- Throughout the whole kingdom there should be but one code of laws, one system of weights and measures. . . .

Art.8- . . . In order to accomplish this great object the nobility of the *bailliage* of Blois demand:

That the States General about to assemble shall be permanent and shall not be dissolved until the constitution be established; but in case the labors connected with the establishment of the constitution be prolonged beyond a space of two years, the assembly shall be reorganized with new deputies freely and regularly elected.

That the King shall enjoy the full extent of executive power necessary to insure the execution of the laws; but he shall not be able in any event to modify the laws without the consent of the nation. . . .

That taxes may not be imposed without the consent of the nation; that taxes be granted only for a specified time, and for no longer than the next meeting of the States General.

Source: Whitcombe, Merrick, ed. "Typical Cahiers of 1789." In Vol. 4 of *Translations and Reprints from the Original Sources of European History*. Philadelphia: University of Pennsylvania, 1898.

Extension Activities

1. Make a poster or media presentation depicting the actual life of each level of French society prior to the meeting of the Estates-General.
2. Research and write an essay about the meeting of the Estates-General, the Tennis Court Oath, and the fall of the Bastille from the perspective of another country (Britain, Austria, or the United States, for example).
3. Write an essay in which you compare the motives and outcome of Charles I's calling of Parliament prior to the English Civil War and Louis XVI's calling of the Estates-General and the events that followed. How were they similar and/or different?

Robespierre versus Danton



Lesson

The French Revolution will reach a pivotal climax with the so-called Terror. Students are divided into two opposing groups, those supporting Danton and those favoring Robespierre. Both men and their followers have opposing views of how the French Revolution should progress. Students will strive to have their assigned personality survive the Terror and live to shape the destiny of France.

Objectives

- Students will become familiar with the events of the turbulent French revolutionary era known as the Reign of Terror.
- Students will recognize the opposing views of Danton and Robespierre regarding the course of the revolution.
- Students will understand the process of the French legal system during the revolution.
- Students will determine the reasons why the revolution devolved into the Terror.

Notes for the Teacher/ Duration

- Those individuals associated with Danton are labeled as “Cordeliers” and those with Robespierre as “Jacobins.” However, these were political clubs, and some individuals, like Danton and Desmoulins, were at times members of both. During the Terror Robespierre was the most prominent member of the Jacobin Club.
- The pivotal roles are those of Robespierre, Danton, Herman, and Tinville. Students assigned these personalities will be expected to play a more significant part in the activity. Danton will have to organize his followers to present a defense. Robespierre and Tinville will be coordinating the prosecution of Danton and his followers. Herman, the judge, will have to conduct the trial. Since most students find it very difficult to be the authority figure in a classroom, you might find it advisable to assume this role yourself.
- The activity has been designed with twenty-four roles: six Cordeliers, nine Jacobins, and nine members of the Revolutionary Tribunal; the activity, however, can be adjusted to meet the needs of different class sizes. For example, for a very small class you could have only Danton and Desmoulins, Robespierre and Saint-Just, and three members of the Revolutionary Tribunal.
- A very brief biography is provided for most of the roles with the exception of some of the members of the Revolutionary Tribunal, who were historically obscure. It is nearly impossible to find anything about them.

Nevertheless, students should be encouraged to find out more about their specific personality, mindful that for some of the lesser-known characters this will be challenging.

Day One

- You should review the background information with the students. The provided “Background for Teachers and Students” may need to be buttressed with additional information depending on how much time you have spent on the revolutionary events prior to 1793.
- Tell students that, some of them will be on trial for their historic lives.
- Give students their assigned roles. In some cases these may only be a name and role. Have each student read out to the class the brief background information provided with his or her role. Note that those students assigned as members of the Revolutionary Tribunal may only have a name.
- Separate students into three groups (their group assignment is noted on the role sheet): Cordeliers (Danton and his followers), Jacobins (Robespierre and his followers), and the Revolutionary Tribunal (including the judge and prosecutor) and have them sit together in the classroom.
- Give the student assigned to be Robespierre the Robespierre role information sheet and tell the student to read the accusation aloud to the class.
- Tell Danton and his followers that they have now been arrested and sent to prison; they should prepare their defense, including witnesses, evidence, and speeches. They should include in their defense any of the positive things they contributed to the progress of the revolution. Tell them that the stakes are high for them; if they are found guilty of any of the charges, then the Revolutionary Tribunal will sentence them to death by guillotine.
- Tell Robespierre, his followers, and prosecutor Herman that they should prepare to back up these accusations with evidence, witnesses, and speeches. Tell them that they should include any negative information they have about Danton and his followers, and unsupported allegations will likely be well received by the Tribunal. Tell them that the stakes are high for them as a group; if Danton and his followers are found not guilty by the Revolutionary Tribunal, then Robespierre and his followers will be arrested and accused of counter-revolutionary actions and initiating a false arrest of citizens of France. The Revolutionary Tribunal will immediately condemn all of them to the guillotine.
- Tell the judge and the other members of the Revolutionary Tribunal that they should research the role of this tribunal and any information about French revolutionary law.

Day Two

- The trial of Danton and his followers before the Revolutionary Tribunal.
- The classroom should be set up with Danton and his followers on one side of the room, Robespierre and the Jacobins on the other side of the room, and the Revolutionary Tribunal in the front.
- The judge will begin the proceedings by explaining that, by the Law of Suspects, the burden of proof is on the defense to prove their innocence.
- The Judge should then tell Robespierre, his followers, and Herman that they will have twenty minutes to present their case against Danton and his followers.
- When Robespierre and his followers have concluded, Danton and his followers will have twenty minutes to present their case for innocence.
- When Danton and his followers have concluded their presentation, the Revolutionary Tribunal will have ten to fifteen minutes to deliberate the case and render its verdict. The court does not have to be unanimous. A simple majority will be needed to convict.
- If Danton and his followers are found guilty, the judge should sentence them to be guillotined.
- If Danton and his followers are found innocent, the judge should order the immediate arrest of Robespierre and his followers for bringing false charges to the tribunal.

Day Three

- Discussion of the "Aftermath."
- Debrief by including discussion questions, document analysis, and extension activities.
- Check the answers to document questions.

Answers to Document Questions

Document A

1. How does Robespierre link terror with virtue?

Answers will vary, but note his statement that "virtue, without . . . terror is fatal and terror without . . . virtue is powerless?"

2. How does Robespierre justify terror?

Answers will vary, but note his statement, "Subdue by terror the enemies of liberty and you will be right."

3. Who are the only true citizens of France?

Republicans

4. Who does Robespierre identify as enemies of the Republic?

Royals, internal intriguers, traitors, and mercenary pamphleteers

5. Are the ideas expressed in this speech compatible with the Declaration of the Rights of Man and Citizen (see **Enlightenment Salon**, Document B)?

Answers will vary.

Document B

1. According to this document, what is the duty of every French citizen?

Levee en masse—everyone must participate in the defense of France.

2. What is the rule of government under the crisis of foreign invasion?

Absolute power to deal with the crisis

3. What should be the punishment for any French citizen refusing to comply with the government's wartime efforts?

Death

4. Why does Danton use the word "dare"?

Answers will vary.

Roles Assignment Chart

Danton and the Cordeliers	Student Name	Robespierre and the Jacobins	Student Name	The Revolutionary Tribunal*	Student Name
Georges Danton		Maximilien de Robespierre		Member One (Presiding Judge) Martial Joseph Armand Herman	
Camille Desmoulins		Louis Antoine Leon de Saint-Just		Member Two (Prosecutor) Antoine Quentin Fouquier-Tinville	
Anne Lucile Phillipe Laridon Duplessis		Jacque-Louis David		Member Three Léopold Renaudin	
Pierre Philippeaux		Georges Couthon		Member Four Pierre-Nicolas- Louis Leroy	
Marie-Jean Hérault de Séchelles		Jean-Pierre- André Amar		Member Five Joachim Vilate	
Philippe Fabre d'Églantine		Bertrand Barère		Member Six Pierre Louis Prieur	
		Robert Lindet		Member Seven Claude-Louis Châtelet	
		Philippe Rühl		Member Eight Girard	
		Jean-Lambert Tallien		Member Nine Lanne	

*A simple majority needed to convict so it is best to have a tribunal that has three, five, seven, or nine members.

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Robespierre versus Danton

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Background for Teachers and Students

The French Revolution had begun in 1789 with the meeting of the Estates-General and the formation of a National Assembly. By the end of 1792, the people of France had witnessed the establishment of a new constitution, Declaration of the Rights of Man and of the Citizen. They had also witnessed the fall of a notorious prison, the Bastille, hated as a symbol of royal oppression. They had endured repeated attempts to frame a workable constitution based on republican ideals, all while under attack from foreign armies whose intent was putting a stop to the revolution and reestablishing a royalist government. The year 1793 began with the beheading of Louis XVI, the downfall of the Girondists, and the launching of the country into the stage of the revolution known as the Reign of the Terror. Executive authority during this period was primarily in the hands of the twelve-man Committee of Public Safety and its agent, the Revolutionary Tribunal.

The Revolutionary Tribunal was created by the National Convention on March 10, 1793. It was based in Paris and modelled after the court system used in England. There was a vast difference, however, because both judges and jury were hand-picked from ardent revolutionaries; it was also the tribunal's chief prosecutor, Antoine Fouquier-Tinville, who exercised real power.⁵⁶ Real and imagined

conspiracies provided the pretext for being accused, arrested, tried, and executed. They issued a summary judgement from which there was no appeal. Suspected counter-revolutionaries included former nobles, priests, and even common people. They were arrested, tried, and condemned with little to no actual evidence. In most cases, defendants were not even allowed an attorney or witnesses. Thousands of people throughout France were victimized by this manifestly unfair court. Of that number, less than 20 percent were nobles and clergy—most were artisans or peasants. Paris alone experienced nearly three thousand executions under the power of the Revolutionary Tribunal.⁵⁷

Arguably the two most significant personalities that define this turbulent period were Georges Danton and Maximillian de Robespierre, acknowledged leader of the Jacobin Club. As the Revolution progressed from 1793 to 1794, it became apparent that their views about the revolution were not compatible and the Terror provided the setting for the ascendancy of one over the other.

You will now have a chance to assume a personality during this turbulent period in French history, and hopefully you will avoid a meeting with "Madame la Guillotine."

⁵⁶ Andress, *The Terror*, 162.

⁵⁷ Merriman, *A History of Modern Europe*, 468–469.

Revolution Favored by Danton	Revolution Favored by Robespierre
establishment of a loose republican form of government; perhaps even a constitutional monarchy	establishment of a strong republican form of government; leaders should promote the ideals of virtuous behavior and justice for all citizens
end the Revolutionary Tribunal; only prosecute those overtly acting to undermine the republic	keep the Revolutionary Tribunal in operation; execute anyone even slightly suspected of antirevolutionary actions or sentiments
allow the return of the French royalty	eliminate all elements of royalism

Name _____

Roles Chart

Danton and the Cordeliers	Robespierre and the Jacobins	The Revolutionary Tribunal
Georges Danton	Maximilien de Robespierre	Member One (Presiding Judge) Martial Joseph Armand Herman
Camille Desmoulins	Louis Antoine Leon de Saint-Just	Member Two (Prosecutor) Antoine Quentin Fouquier-Tinville
Anne Lucile Phillipe Laridon Duplessis	Jacque-Louis David	Member Three Léopold Renaudin
Pierre Philippeaux	Georges Couthon	Member Four Pierre-Nicolas-Louis Leroy
Marie-Jean Hérault de Séchelles	Jean-Pierre-André Amar	Member Five Joachim Vilate
Philippe Fabre d'Églantine	Bertrand Barère	Member Six Pierre Louis Prieur
	Robert Lindet	Member Seven Claude-Louis Châtelet
	Philippe Rühl	Member Eight Girard
	Jean-Lambert Tallien	Member Nine Lanne

Your Character Name _____

Roles

Danton and His Followers—The Cordeliers

Georges Danton

You are a lawyer and one of the founding members of the Cordeliers Club. You are a very popular figure among the people, primarily because you are a fabulous speaker. In fact, you were one of the leaders at the storming of the Bastille. Your speeches at the Cordeliers and Jacobin Clubs served to inspire members to continue the revolution. You initially supported the actions of the Revolutionary Tribunal and the execution of suspected counterrevolutionaries, but now you feel it has exceeded its limits. Innocent people are being unjustly punished.



Danton

You are quite an intellectual, capable of discussing politics in English with the expatriate Tom Paine, military strategy in French with General Charles Marquis de Castries, or Roman art in Italian with your mother-in-law, Madame Charpentier. Despite your obvious intellectual attributes, you are also a bit of a hard-drinking but lovable ruffian. The common people love you because you have an intrinsic sympathy with humanity.

Camille Desmoulins

When the Revolution began you went into journalism and politics, becoming a member of the National Assembly and the National Convention. You are considered the most brilliant journalist among the Jacobins, and your paper *Le Vieux Cordelier* and other radical pamphlets rigorously supported a radical revolution. Your support of Danton, however, has earned the distrust of Robespierre.

Anne Lucile Philippe Laridon Duplessis

You are the wife of Camille Desmoulins. Although you have not been formally arrested along with the other associates of Danton, including your husband, there is suspicion by Robespierre and the Jacobins that you might be guilty too.

Pierre Philippeaux

Prior to the revolution, you practiced law. Now, you are a judge. You were a member of the National Assembly and voted to condemn Louis Capet to death. You regularly attend meetings at the revolutionary clubs, including those supported by Danton. Your association with Danton has raised the suspicion of Robespierre.

Marie-Jean Héroult de Séchelles

You were elected several times to the office of president of the National Convention, the legislative body of the French revolutionary government. You are a former noble. You were elected several times to the office of president of the National Convention, the legislative body of the French revolutionary government. You have come under suspicion of counterrevolutionary activities.

Philippe Fabre d'Églantine

You regularly attend the meetings of the Cordeliers Club, where you had many private meetings with Georges Danton. You were a member of the National Convention until 1794. Your denunciation of a "foreign plot" against the republic set off a barrage of accusations that heightened revolutionary paranoia and made you many enemies. The discovery that you falsified a key document affecting the liquidation of the French East India Company has further undermined your credibility.

Image source: Portrait of Danton. By unknown artist, circa 1792, Carnavalet Museum, Paris, 11040000376

Roles

Robespierre and His Followers—The Jacobins

Maximilien de Robespierre

Known as “the incorruptible,” you are a cold and dispassionate lawyer, suspicious of ridicule and consumed by ambition. You often wear green-tinted glasses, which give you a slightly sinister appearance. You were a member of the National Assembly and are now a member of the National Convention. You are the acknowledged leader of the Jacobin Club. You have a close friendship with Louis Antoine de Saint-Just. You ascribe to the ideas of Jean-Jacques Rousseau, especially the belief that moral virtue should be inseparable from the exercise of sovereignty. Despite having a weak speaking voice, you are able to compose solemn, carefully worded speeches, showing complete mastery of revolutionary rhetoric. You are one of the strongest advocates of the Reign of Terror, which used the guillotine to settle all political differences.



Robespierre

Robespierre's Accusation

“I accuse you Danton and your followers of first, wanting to dissolve the National Convention; second, being unpatriotic; third, taking part in a conspiracy to re-establish the monarchy; fourth, attempting to destroy the republican government; and fifth associating with known counter-revolutionaries and criminals.”

Louis Antoine Leon De Saint-Just

You are a member of the National Convention. You attended the College of the Oratorians where you formed a close friendship with another Jacobin lawyer, Robespierre. Arrogant, conceited, and handsome, you love extravagant clothing and have long, black, shoulder-length hair. When speaking in public, you have an annoying habit of making a chopping gesture with your right hand; some think it is suggestive of your attraction to the guillotine.

Jacques-Louis David

You were born on August 30, 1748. Gifted with artistic talent, you enrolled in the Royal Academy of Painting and Sculpture in Paris. You became famous throughout France in 1785 with a painting titled *The Oath of the Horatii*. In 1791, you immortalized one of the most famous episodes in the revolution with your painting of the Tennis Court Oath. You even show your loyalty to Robespierre by putting him in a prominent part of the painting even though he was not actually at the event.

Georges Auguste Couthon

You are a lawyer and close friend of Robespierre. You have had many meetings with him and other members of the radical Jacobin Club. You think that the Revolutionary Tribunal is doing a great job of punishing counterrevolutionaries and are hopeful that its powers will be increased.

Jean-Pierre-André Amar

A rich lawyer, in 1790, you became a Jacobin member of the National Convention. You were instrumental in organizing the *levée en masse* of hundreds of thousands of French soldiers defending France from foreign invasion. You served on the Committee of General Security and initiated widespread arrests of suspected counter-revolutionaries. You are a colleague of Robespierre and are deeply suspicious of Danton and his followers, known as the *Indulgents*.

Bertrand Barère

In 1792, you were elected to the National Convention and later became a member of the Committee of Public Safety. You became involved in foreign affairs, and joined the Jacobin Club. You voted for the death of many of the Girondists at the beginning of the Reign of Terror and later became active in the power struggle between Danton and Robespierre.

Robert Lindet

You are currently serving with Robespierre on the Committee of Public Safety. You are suspicious of his actions but wary of saying anything. You regularly attend meetings of the various political clubs.

Philippe Rühl

You were an important person in organizing the so-called *levée en masse* that defended France from invasion by foreign powers bent on crushing the revolution. You are currently serving as a member of the Committee of General Security charged with finding and arresting suspected counterrevolutionaries.

Jean-Lambert Tallien

You are a member of the National Assembly. You demonstrated your loyalty to the revolution by voting to condemn the former king of France, Louis XVI, to death. You are currently serving as a member of the Committee of General Security, charged with finding and arresting suspected counterrevolutionaries.



The Revolutionary Tribunal

Martial Joseph Armand Herman

You have been serving as a judge on the Revolutionary Tribunal for more than a year and have tried and condemned hundreds of accused counterrevolutionaries. In fact, you were one of the judges at the trial of the former queen, Marie Antoinette. You also presided over the trials that sentenced to death many of the members of the Gironde, political enemies of the Jacobins.

Antoine Quentin Fouquier-Tinville

You are one of the public prosecutors serving the Revolutionary Tribunal meeting in Paris. You are a ruthless and loyal supporter of the Terror who has prosecuted thousands of suspected counterrevolutionaries.

Léopold Renaudin—Revolutionary Tribunal Member**Pierre-Nicolas-Louis Leroy —Revolutionary Tribunal Member****Joachim Vilate—Revolutionary Tribunal Member****Pierre Louis Prieur—Revolutionary Tribunal Member****Claude-Louis Châtelet—Revolutionary Tribunal Member****Girard—Revolutionary Tribunal Member****Lanne—Revolutionary Tribunal Member**

Glossary and Brief Chronology

Committee of Public Safety: This committee was created in March 1793 by the National Convention. It represented the executive branch of the French government during the Reign of Terror.

Cordeliers Club: Modeled after the Jacobin Club, it adopted the emblem of an open eye, indicative of its goal of keeping a close watch on the government. A cheaper and less intellectual atmosphere than the Jacobin Club (dues were a penny a month), members first met in the church of the monastery of the Cordeliers and later in a meeting hall near the Rue Dauphine. Here shopkeepers, students, and artisans of the Latin Quarter could hear the fiery Danton debate with other politicians and intellectuals. The Cordeliers even accepted women as members.

Declaration of the Rights of Man and of the Citizen: This statement of the fundamental rights accorded to all French citizens was enacted by the French National Assembly in August 1789 (see **Enlightenment Salon**, Document B).

Girondists: They were representatives to the Legislative Assembly from the region of Gironde in southwestern France. They wanted an end to the monarchy but were opposed to the more radical changes reflected in the beliefs of the Jacobins. Charlotte Corday, a Girondist sympathizer, murdered the radical journalist Jean-Paul Marat; the death was later depicted in a famous painting by Jacques-Louis David. The arrest and execution of most of the prominent Girondist leaders in 1794 marked the beginning of the Reign of Terror.

guillotine: Invented by a doctor of the same name, this instrument of death was actually selected as a humane way of executing people—rather than hanging, drawing and quartering, or burning them alive. Also, since beheading was considered the prerogative of the nobility, it became a bloody symbol of class equality.

Jacobin Club: This club originated with the Third Estate and lower clergy from the province of Brittany. When the National Assembly moved to Paris, the Jacobin Club was enlarged as the Society of Friends of the Constitution and rented the buildings of the local Dominican monastery. It became known as the Jacobin Club from the nickname “Jacobin” that had been given to the monks who formerly occupied the building. The club extended its membership to deputies from other regions, and rapidly became the most prominent of the many political clubs spawned by the revolution. Any eligible male voter who could afford the yearly club dues of twenty-five livres could apply for membership. From October 1791 onwards, the Jacobins debated in front of the public, and their gallery was often crowded with spectators. Club meetings were held nightly and prominent members, including Robespierre and Saint-Just, took part in heated debates. The Jacobins became progressively more radical and were the driving force behind the Terror.

Law of Suspects: This law was enacted by the Committee of Public Safety on September 1793. It was aimed at any real or imagined enemies of the revolution, including nobles, military officers suspected of treason, counter-revolutionary writers or orators, and hoarders of goods.

Law of 22 Prairial: This law, coupled with the Law of Suspects, demanded that arrested individuals had to prove their innocence.

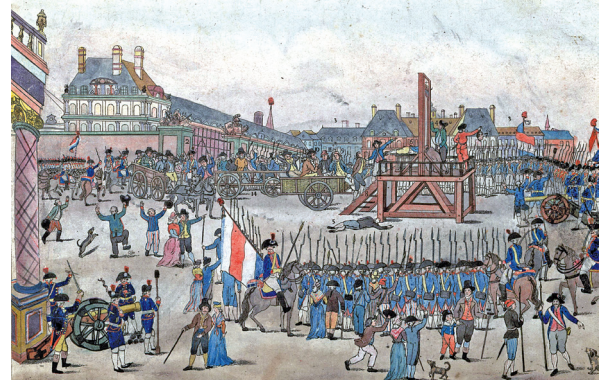
National Convention: This was the unicameral legislative branch of the French revolutionary government from September 1792 to October 1795. The deputies elected to the Convention were the first representatives selected by universal male suffrage. The Convention governed by means of two committees: the Committee of Public Safety and the Committee of General Security.

Revolutionary Tribunal: This was a summary court enacted by the Convention, specifically targeting alleged counterrevolutionaries.

1789	The Meeting of the Estates-General The Tennis Court Oath Formation of the National Assembly Storming of the Bastille Establishment of the Jacobin Club in Paris
1790	Proliferation of political clubs like the Cordeliers throughout France
1792	First use of the guillotine The Brunswick Manifesto threatens invasion of France Robespierre elected to the National Convention Declaration of the French Republic The trial of Louis XVI
1793	Execution of Louis XVI Establishment of the Committee of Public Safety The Reign of Terror Execution of the Girondin deputies
1794	Trial and execution of Danton and his followers The arrest and execution of Robespierre

Aftermath

The Committee of Public Safety went after Danton and his followers, labelling them as “Indulgants”—in effect, accusing them of being too lenient towards suspected counterrevolutionaries and supporting an end to the Terror.⁵⁸ Despite being Jacobins, Philippe Rühl and Robert Lindet objected to condemning Danton. Lindet said, “I am here to protect citizens, not to murder patriots.” Marie-Jean Hérault de Séchelles was tried before the Revolutionary Tribunal and condemned alongside Danton, Camille Desmoulins, Pierre Philippeaux, and Philippe Fabre d’Églantine. On April 5, 1794, they were paraded through the streets of Paris and guillotined one after the other, with Danton dying last. Reputedly, his last words were, “Don’t forget to show my



Execution of Robespierre

head to the people. It’s well worth seeing.” Anne Lucile Phillipe Laridon Duplessis was arrested and condemned by the Revolutionary Tribunal. Before facing the guillotine, her thoughts turned to her husband. People claimed she said, “They have assassinated the best of men. If I did not hate them for that, I should bless them for the service they have done me this day.” When Martial Joseph Armand Herman was condemned to death by the Revolutionary Tribunal on July 27, 1794, he was so outraged that he picked up a book and hurled it across the courtroom at one of the judges. On July 28, 1794, Robespierre, Saint-Just, and Couthon, along with several other radical Jacobins, were executed without a trial. At the moment of his arrest, Robespierre fired a pistol that accidentally hit his own lower jaw. His last moments presented a horrific scene: his mouth full of blood, his eyes nearly swollen shut, and his head bound with a bloody rag. He was thrown into the same cell that had previously held Danton. Condemned to death, he was conveyed in a cart to the guillotine; the executioner tore away the bandage from his wounded face, which allowed his lower jaw to fall open, spurting blood all over the guillotine that eventually lopped off his head. With the execution of Robespierre, the Reign of Terror ended, and the French Revolution entered the phase known as the Thermidorian Reaction. The name “Thermidorian” refers to 9 Thermidor Year II (July 27, 1794), the date, according to the French Revolutionary calendar, when Robespierre and many other radical Jacobins were arrested and summarily guillotined. A few days later, the so-called Thermidorians stripped the Committee of Public Safety of most of its powers, and, shortly after that, they eliminated it entirely. A month later, the doors of the Jacobin Club were shut completely and it too was abolished.⁵⁹

A notable historian of the French Revolution wrote that the mistake made by Robespierre and the Jacobins was to kill “too many Dantonists,” because it fostered resentment and fear that anyone in power could be subject to the same fate. He said that “the dictatorship of the committees and the rule of the guillotine forced the opposition to carry on its work by intrigue, and created an atmosphere of suspicion in which the reforms and ideals of Robespierreism could not hope to flourish.”⁶⁰

The famous cleric Abbe Sieyes, who wrote the inflammatory pamphlet *What Is the Third Estate?*, was asked what he had done during the Terror. He reputedly quipped, “I survived.”⁶¹ For historians, Thermidor marked a point when France began a return to a conservative political system, and paved the way for the Directory and, eventually, the rule of Napoleon Bonaparte.

58 Merriman, *A History of Modern Europe*, 469.

59 Merriman, *A History of Modern Europe*, 471.

60 Thompson, *The French Revolution*, 547.

61 Weber, *The Western Tradition*, 583.

Discussion Questions

1. "Terrorism" and "terrorists" are terms that resonate in the twenty-first century. Discuss the similarities and differences of terror during the French revolution and terror currently.
2. Read and discuss the two documents provided, speeches by Danton and Robespierre. Were they used during the trial of Danton? If so, why? If not, would they have been helpful to either side?
3. Beheading is a form of execution that shocks modern sensibilities, especially Americans. Discuss the literal (bloody) and symbolic (heads as trophies) use of this form of execution, both in the context of the Reign of Terror and its modern use by contemporary groups like ISIS.
4. Note that the burden of proof under French revolutionary law was on the accused. You are considered guilty and must prove your innocence. Discuss the implications of applying this concept to the American legal system. Can you think of any famous American trials that would have ended differently if the accused was considered guilty?
5. Why did the American Revolution not degenerate into a period of terror? Compare the conflict between Danton, Robespierre, and their associates with the conflict between Hamilton and the federalists and Jefferson and the anti-federalists after the American Revolution.



Document A: Robespierre's Speech

Robespierre was the leader of the twelve-person Committee of Public Safety elected by the National Convention. In this excerpted speech, he discusses the need for terror to further the successful progress of the revolution.

We must smother the internal and external enemies of the Republic or perish with it; now in this situation, the first maxim of your policy ought to be to lead the people by reason and the people's enemies by terror.

If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once *virtue* and *terror*: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue; it is not so much a special principle as it is a consequence of the general principle of democracy applied to our country's most urgent needs.

It has been said that terror is the principle of despotic government. Does your government therefore resemble despotism? Yes, as the sword that gleams in the hands of the heroes of liberty resembles that with which the henchmen of tyranny are armed. Let the despot govern by terror his brutalized subjects; he is right, as a despot. Subdue by terror the enemies of liberty, and you will be right, as founders of the Republic. The government of the revolution is liberty's despotism against tyranny. Is force made only to protect crime? And is the thunderbolt not destined to strike the heads of the proud? . . .

. . . Indulgence for the royalists, cry certain men, mercy for the villains! No! mercy for the innocent, mercy for the weak, mercy for the unfortunate, mercy for humanity.

Society owes protection only to peaceable citizens; the only citizens in the Republic are the republicans. For it, the royalists, the conspirators are only strangers or, rather, enemies. This terrible war waged by liberty against tyranny—is it not indivisible? Are the enemies within not the allies of the enemies without? The assassins who tear our country apart, the intriguers who buy the consciences that hold the people's mandate; the traitors who sell them; the mercenary pamphleteers hired to dishonor the people's cause, to kill public virtue, to stir up the fire of civil discord, and to prepare political counterrevolution by moral counterrevolution—are all those men less guilty or less dangerous than the tyrants whom they serve?

Source: Robespierre, Maximilien. "The Moral and Political Principles of Domestic Policy." Internet Modern History Sourcebook. Last modified August 1997. <https://www.marxists.org/history/france/revolution/robespierre/1794/terror.htm>.

Questions

1. How does Robespierre link terror with virtue?
2. How does Robespierre justify terror?
3. Who are the only true citizens of France?
4. Who does Robespierre identify as enemies of the republic?
5. Are the ideas expressed in this speech compatible with the Declaration of the Rights of Man and of the Citizen (see **Enlightenment Salon**, Document B)?

Document B: Danton's Speech

Georges Danton's "Dare, Dare Again, Always Dare" speech, delivered in the National Assembly on September 2, 1792

It is gratifying to the ministers of a free people to have to announce to them that their country will be saved. All are stirred, all are excited, all burn to fight. You know that Verdun is not yet in the power of our enemies. You know that its garrison swears to immolate the first who breathes a proposition of surrender.

One portion of our people will proceed to the frontiers, another will throw up entrenchments, and the third with pikes will defend the hearts of our cities. Paris will second these great efforts. The commissioners of the Commune will solemnly proclaim to the citizens the invitation to arm and march to the defense of the country. At such a moment you can proclaim that the capital deserves well of all France.

At such a moment this National Assembly becomes a veritable committee of war. We ask that you concur with us in directing this sublime movement of the people, by naming commissioners who will second us in these great measures. We ask that anyone refusing to give personal service or to furnish arms shall be punished with death. We ask that a set of instructions be drawn up for the citizens to direct their movements. We ask that couriers be sent to all the departments to notify them of the decrees that you proclaim here. The tocsin we are about to ring is not an alarm signal; it sounds the charge on the enemies of our country. To conquer them we must dare, dare again, always dare, and France is saved!

Source: Danton, Georges. "Dare, Dare Again, Always Dare." In *The World's Famous Orations*. Vol. 7. Edited by William Jennings Bryan and Francis Whiting Halsey. New York: Funk and Wagnalls, 1906. <http://www.bartleby.com/268/7/20.html>.

Questions

1. According to this document, what is the duty of every French citizen?

- 182
- Rulers, Rebels, Rogues*

Extension Activities

1. Watch the film *Danton* and discuss how it was similar and/or different from your simulation of the trial of Danton.
2. Write a screenplay of the trial of Danton.
3. Write an obituary for Danton, Robespierre, or one of the other characters associated with the activity.

Congress of Vienna



Lesson

The Congress of Vienna was a lengthy meeting held by the nations of Europe after the fall of Napoleon. In this simulation, students serve as representatives of the major powers and decide some of the significant agenda items faced by the delegates from the five major powers: Britain, France, Russia, Prussia, and Austria.

Objectives

- Students will understand the major issues that faced the participants at the Congress of Vienna.
- Students will understand the significance of compromise in diplomatic negotiation.
- Students will understand how the major issues were resolved at the Congress of Vienna.

Notes for the Teacher/ Duration

- Read and discuss the “Background for Students and Teachers,” and tell students they will be simulating this meeting, by trying to resolve some of the more controversial decisions reached at the Congress of Vienna.
- Divide the students into five groups representing the five major nations.
- For a briefer version of this activity you may reduce the number of agenda items.

Students will try to achieve a settlement of the following issues:

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig (Russia)*
2. The territorial settlement of the region of Germany, including Saxony, Tyrol, and Salzburg (Prussia and Britain)
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands (Austria, France, and Britain)
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation? (Austria and Prussia)
5. Ending the international slave trade (Britain)
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire? (Russia)
7. The territorial integrity of France at prerevolutionary borders (France)

*In parentheses are the nation(s) who had the primary interest in these regions.

- Pass out the basic information about each nation and its leader. You may either assign roles to specific students or let them select; tell them, however, that the primary leader in each group will be responsible for making the final decision.
- Tell students they will need to do additional research about their primary leader (Klemens von Metternich, Charles Maurice de Talleyrand-Périgord, Alexander I, Robert Stewart, and Frederick William III). Tell them that the major focus of this research should be about what these individuals wanted for their nation in 1815 at the Congress of Vienna. Note that it will be more difficult for students to find relevant information about some of the lesser known individuals associated with their delegation.
- Review the meeting agenda and proposal form.
- Instruct students that they will be using a modified form of parliamentary procedure in conducting the meeting; for a decision to be enacted, at least **four** nations must support the proposal. Note: In general, Russia and Prussia were opposed by Austria, France, and Britain.

Step One

Informal session to work out an acceptable solution to each of the agenda items (ten or fifteen minutes).

Step Two

Proposal by the head of a delegation (Austria, Russia, Britain, Prussia, or France) to deal with the agenda item under discussion, including an explanation of why this should be adopted.

Step Three

Establishment of a speakers list with a maximum of two speakers for and two speakers against the proposal— the speakers should come from the delegations representing the nations that did not submit the proposal. Each speaker should be given only two or three minutes.

Step Four

Vote on the proposal.

Step Five

If the proposal is voted down, cycle through another series of steps one through four. If the new proposal is voted down, consider the issue unresolved and move on to the next issue on the agenda. Note: Depending on class time available, you may want to return to a rejected proposal after the other issues have been resolved.

Day One

- Read and discuss the “Background for Teachers and Students.”
- Group students by nations, pass out country and personality information sheets, and assign roles.
- Have students research their assigned country, personality, and discussion issues.

Day Two

- If necessary, additional research time and/or begin the congress.

Day Three

- Congress of Vienna.

Day Four

- Conclusion of congress.
- Debrief using discussion questions and document analysis.

Day Five

- Extension activities.
- Check the answers to the document questions.

Answers to Document Questions

Document A

1. What three nations are involved in this agreement?

Austria, Prussia, and Russia

2. What were the so-called “great events” suggested in the opening paragraph?

The French Revolution, the Napoleonic Era, and the defeat of Napoleon

3. What provision of this agreement suggests that it is a mutual defensive pact?

Article 1 suggests a defensive alliance.

4. Why is this referred to as a Holy Alliance?

Answers will vary, but the document is filled with religious references.

Document B

1. How does Talleyrand describe the attitude of the negotiators?

At Vienna, the language of the plenipotentiaries is not yet that of reason and moderation.

2. What are some examples from the document that suggest Talleyrand knew quite a lot about the various territorial intentions of the great powers?

Answers will vary.

Roles Assignment Chart

	Austria	Prussia	Russia	Britain	France
	Prince Klemens Wenzel, Fürst von Metternich	King Frederick William III	Tsar Alexander I	Robert Stewart, Viscount Castlereagh	Charles-Maurice de Talleyrand, prince de Bénévent
Student Name					
	Baron Johann von Wessenberg-Ampringen	Karl August Fürst von Hardenberg	Count Karl Robert Nesselrode	Arthur Wellesley, 1st duke of Wellington	Emmerich Joseph von Dalberg, duke de Dalberg
Student Name					
	Friedrich von Gentz	Wilhelm, baron von Humboldt	Baron vom Stein	Richard Trench, 2nd Earl of Clancarty	Comte de Jaucourt
Student Name					
	Adviser	Adviser	Adviser	Adviser	Adviser
Student Name					
	Adviser	Adviser	Adviser	Adviser	Adviser
Student Name					

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Background for Teachers and Students

Settling the problems of Europe after nearly twenty-years of revolution, war, and turmoil was the Homeric task facing the statesmen and diplomats that began their meeting in Vienna in November 1814. Their negotiations were interrupted for several months by the escape of Napoleon from his exile on the Isle of Elba. It was resumed, however, when he was defeated at the Battle of Waterloo. This time Napoleon was exiled to the remote island of St. Helena, never to return.

The presence of so many prominent and powerful personalities provided the setting for lavish parties, masked balls, and extravagant dinners, especially those hosted by the Austrian emperor. At one ball, a Prussian diplomat, gaping at the sparkling diamonds the women were wearing, reputedly quipped that he “could run three military campaigns on this.” Dancing, feasting, and brilliant conversation imparted an aura of optimism to the Congress. The Congress included two emperors, three kings, eleven princes, nearly a hundred diplomats, and thousands of assistants, including everyone from secretaries to chefs. Other than behind the scenes negotiation regarding the future territorial settlements everyone still talked about Napoleon whom they had exiled to the island of Elba. Many, including the French chief negotiator, believed that he was dangerously close and feared he might return at the head of another army. Castlereagh said that if it was up to the British “he would have been deported 16,000 leagues from here.”⁶²

Almost every nation in Europe was represented at the Congress of Vienna; most of the work, however, was performed by five main powers: Britain, Austria, Prussia, Russia, and France. These



The Congress of Vienna

countries were primarily interested in restoring the balance of power that existed prior to the French Revolution and the Napoleonic Era. They also wanted what they referred to as the “legitimate rulers” (like the Bourbon King Louis) to be restored to power in their respective countries. They rejected demands for democratic reform and the creation of new nation-states. Led by Austrian Klemens von Metternich, the participants believed that the key to the future security of Europe was an arrangement whereby all of the five major powers were roughly equal; no single power could dominate the others. Since each state had a variety of conflicting territorial interests, there were many opportunities at the Congress for negotiation and compromise. Viscount Castlereagh, the British Foreign Secretary, argued that it was especially necessary “to keep France in order,” and in order to do that, it required that Britain, Prussia, Austria, and Russia needed to be great and powerful too.⁶³

This activity focuses on some of the more controversial items on the agenda.

⁶² Schom, *One Hundred Days*, 104.

⁶³ Simms, *Europe: The Struggle for Supremacy*, 178.

Name _____

Roles Chart

You represent the five principal nations in the Congress of Vienna (1814–1815), which needs to reorganize Europe following the downfall of Napoleon.

You will try to achieve a settlement of the following issues:

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig (Russia)*
2. The territorial settlement of the region of Germany, including Saxony, Tyrol, and Salzburg (Prussia and England)
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands (Austria, France, and Britain)
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation? (Austria and Prussia)
5. Ending the international slave trade (Britain)
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire? (Russia)
7. The territorial integrity of France at prerevolutionary borders (France)

Austria	Prussia	Russia	Britain	France
Prince Klemens Wenzel, Fürst von Metternich	King Frederick William III	Tsar Alexander I	Robert Stewart, Viscount Castlereagh	Charles-Maurice de Talleyrand, prince de Bénévent
Baron Johann von Wessenberg-Ampringen	Karl August Fürst von Hardenberg	Count Karl Robert Nesselrode	Arthur Wellesley, 1st duke of Wellington	Emmerich Joseph von Dalberg, duke de Dalberg
Friedrich von Gentz	Wilhelm, baron von Humboldt	Baron vom Stein	Richard Trench, 2nd Earl of Clancarty	Comte de Jaucourt
Adviser	Adviser	Adviser	Adviser	Adviser
Adviser	Adviser	Adviser	Adviser	Adviser

Your Character Name _____

*The nation(s) who had the primary interest in these regions are in parentheses.

Roles *Austria*

Primary decision-maker: Prince Klemens Wenzel, Fürst von Metternich

Prince Klemens Wenzel, Fürst von Metternich

You are a statesman and diplomat who will serve as the head of the Austrian delegation at the Congress of Vienna.

Baron Johann von Wessenberg-Ampringen

You are the second Austrian delegate (after Prince Metternich) at the Congress of Vienna.

Friedrich von Gentz

You are an assistant, confidant, and adviser to Prince Metternich.

Background Information

Prince Metternich, you and your delegation want Austria to occupy a leadership role in Europe. Austria is a multinational Empire so you want to contain the forces of nationalism. You also favor the establishment of an alliance system among the great powers, including France, to further check national ambitions. You see Russian ambitions in Poland as a threat that might inspire revolution in that region. Metternich, you are a conservative and oppose the forces of liberalism. To achieve a balance of power, you want Austria to receive territories in Germany (Tirol and Salzburg) and in Italy (Venice). Austria sees England as a natural ally, Prussia as a potential partner, and France and Russia as problems.

Issues

You will try to achieve a settlement of the following issues. Below you will find a chart that identifies your primary issue. It will be up to you to find out what the other nations want and to decide whether you can support their interests.

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig
2. The territorial settlement of the region of Germany, including Saxony, Tyrol, and Salzburg
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation?
5. Ending the international slave trade
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire?
7. The territorial integrity of France at prerevolutionary borders

Austrian Planning Grid

Your interests are on the chart. For planning and negotiation, your delegation should fill in the rest of the chart with what you think the other nations will want

	Austria	Prussia	Russia	Britain	France
Poland					
Germany	Tyrol and Salzburg				
Italy and the Mediterranean Region	Venice				
German Confederation	Strong Austrian-led confederation				
Other Issues					

Roles Russia

Primary decision maker: Tsar Alexander I

Alexander I

You are the Russian Tsar whose forces contributed to the coalition that eventually defeated Napoleon. You will serve as head of the Russian delegation at the Congress of Vienna.

Count Karl Robert Nesselrode

You are a German-born diplomat who serves the Russian court as foreign minister. You are a close adviser to Tsar Alexander I.

Baron vom Stein

You are a Prussian diplomat who serves the Russian delegation headed by Tsar Alexander I.

Background Information

Tsar Alexander, you believe that Russia should receive territorial compensation in Poland for the losses sustained in fighting against Napoleon. You want to establish a Polish Kingdom under the protection and control of Russia. You also want Russia to remain in control of Finland.

Tsar Alexander, you are an absolute ruler and an ardent Christian. You fear revolutions, oppose the forces of change, and believe that nationalism and liberalism would be harmful to Russia.

Issues

You will try to achieve a settlement of the following issues. Below you will find a chart that identifies your primary issue. It will be up to you to find out what the other nations want and to decide whether you can support their interests.

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig
2. The territorial settlement of the region of Germany, including Saxony, Tyrol and Salzburg
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation?
5. Ending the international slave trade
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire?
7. The territorial integrity of France at prerevolutionary borders

Russian Planning Grid

Your interests are on the chart. For planning and negotiation, your delegation should fill in the rest of the chart with what you think the other nations will want.

	Austria	Prussia	Russia	Britain	France
Poland			Duchy of Warsaw		
Germany					
Italy and the Mediterranean Region					
German Confederation					
Other Issues			Retain Finland taken from Sweden in 1808		

Roles Prussia

Primary decision-maker: King Frederick William III

King Frederick William III

You are the Prussian monarch whose forces contributed to the defeat of Napoleon. You will personally head the Prussian delegation to the Congress of Vienna.

Karl Fürst August von Hardenberg

You are a Prussian diplomat who will be the chief adviser to King Frederick William III at the Congress of Vienna

Wilhelm, baron von Humboldt

You are a philosopher, writer, and successful diplomat who serves as an adviser to King Frederick William III and Karl Fürst August von Hardenberg.

Background Information

Prussia has strong territorial ambitions after the losses sustained fighting against Napoleon. You want harsh treatment of France. You also want to play a leadership role in the formation of a German Confederation. You have territorial interests in the former Holy Roman Empire, including Saxony.

Frederick William III, you are an absolute ruler who opposes the forces of nationalism and liberalism.

Issues

You will try to achieve a settlement of the following issues. Below you will find a chart that identifies your primary issue. It will be up to you to find out what the other nations want and to decide whether you can support their interests.

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig
2. The territorial settlement of the region of Germany, including Saxony, Tyrol, and Salzburg
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation?
5. Ending the international slave trade
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire?
7. The territorial integrity of France at prerevolutionary borders

Prussian Planning Grid

Your interests are on the chart. For planning and negotiation, your delegation should fill in the rest of the chart with what you think the other nations will want.

	Austria	Prussia	Russia	Britain	France
Poland		Posen and Danzig			
Germany		Kingdom of Saxony			
Italy and the Mediterranean Region					
German Confederation		Weak Austro-Prussian Confederation			
Other Issues					

Roles Britain

Primary decision-maker: Robert Stewart, Viscount Castlereagh

Robert Stewart, Viscount Castlereagh

You are the foreign secretary for Britain who helped maintain the coalition of powers that defeated Napoleon. In 1814, you are the lead diplomat for the British delegation at the Congress of Vienna

Arthur Wellesley, 1st Duke of Wellington

You are a British General, statesman, and diplomat; you were also the victor over Napoleon at the Battle of Waterloo, and you assist Viscount Castlereagh.

Richard Trench, 2nd Earl of Clancarty

You are a politician and diplomat who is a prominent member of the British delegation.

Background Information

You, the British delegation, are primarily interested in ending any further revolutionary movements in France, protecting the British Empire, and establishing a solid balance of power among the great powers. You feel that including France as one of the great powers is crucial to maintaining the balance of power. Britain wants to establish a "Concert of Europe" that would be a means for the great powers to solve any future conflicts by peaceful negotiation. In general, you take a more moderate stance to the forces of change, nationalism, and liberalism. For example, you favored ending the international slave trade.

Issues

You will try to achieve a settlement of the following issues. Below you will find a chart that identifies your primary issue. It will be up to you to find out what the other nations want and to decide whether you can support their interests.

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig
2. The territorial settlement of the region of Germany, including Saxony, Tyrol, and Salzburg
3. The territorial settlement of Italy and the Mediterranean region, including Venice, the Kingdom of the Two Sicilies, and the Ionian Islands
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation?
5. Ending the international slave trade
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire?
7. The territorial integrity of France at prerevolutionary borders

British Planning Grid

Your interests are on the chart. For planning and negotiation, your delegation should fill in the rest of the chart with what you think the other nations will want.

	Austria	Prussia	Russia	Britain	France
Poland					
Germany					
Italy and Mediterranean Region				Ionian Islands and Malta	
German Confederation					
Other Issues				End to the international slave trade	

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France

Primary decision maker: Charles-Maurice de Talleyrand, prince de Bénévent

Charles-Maurice de Talleyrand, prince de Bénévent

You are a French politician and diplomat who promoted the restoration of the Bourbon monarch in France based on the principle of legitimacy. Even though France is a defeated power, you skillfully maintain its position as one of the five primary powers.

Emmerich Joseph von Dalberg, duke de Dalberg

You are a member of the provisional government by whom the Bourbon kings will be restored, and will attend the Congress of Vienna, with Talleyrand, as minister plenipotentiary.

Comte de Jaucourt

You are a French diplomat and adviser to Talleyrand.

Background Information

Talleyrand is the head of your delegation and will make all final decisions. You will work to restore France to major-power status, including establishing the Bourbon monarchy back on the throne. You want the borders of France restored to where they existed prior to the French Revolution in 1789. You will likely be able to achieve your goals if you serve as a mediator between the interests of Britain and Austria and those of Russia and Prussia. Your only territorial interest is in Sicily.

Issues

You will try to achieve a settlement of the following issues. Below you will find a chart that identifies your primary issue. It will be up to you to find out what the other nations want and to decide whether you can support their interests.

1. The territorial settlement of Poland, including the Duchy of Warsaw, Posen, and Danzig
2. The territorial settlement of the region of Germany, including Saxony, Tyrol and Salzburg
3. The territorial settlement of Italy and the Mediterranean region including Venice, the Kingdom of the Two Sicilies, and Ionian Islands
4. Establishing a confederation of German States. Should it be a weak or loose confederation? Which major power, Austria or Prussia, should be the leader of this confederation?
5. Ending the international slave trade
6. Should Finland be an independent nation or should it be absorbed into the Russian Empire?
7. The territorial integrity of France at prerevolutionary borders

French Planning Grid

Your interests are on the chart. For planning and negotiation, your delegation should fill in the rest of the chart with what you think the other nations will want.

	Austria	Prussia	Russia	Britain	France
Poland					
Germany					
Italy and the Mediterranean Region					Kingdom of the Two Sicilies
German Confederation					
Other Issues					Territorial integrity of France at prerevolutionary borders

Maps of Europe



Congress of Vienna

Maps of Europe

Handout



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Agenda Forms

Agenda Item: Poland—The Duchy of Warsaw, Posen, and Danzig

Proposal One: Passed ____ Rejected ____	Made by:
Proposal Two: Passed ____ Rejected ____	Made by:

Agenda Item: Germany—Kingdom of Saxony, Tyrol, and Salzburg

Proposal One: Passed ____ Rejected ____	Made by:
Proposal Two: Passed ____ Rejected ____	Made by:

Agenda Item: Italy and the Mediterranean Region—Venice, Ionian Islands, and the Kingdom of the Two Sicilies

Proposal One: Passed ____ Rejected ____	Made by:
Proposal Two: Passed ____ Rejected ____	Made by:

Agenda Item: The German Confederation

Proposal One: Strong Austrian Led Confederation Passed ____ Rejected ____	Made by:
Proposal Two: Weak Austro-Prussian Confederation Passed ____ Rejected ____	Made by:

Agenda Item: Other Issues—Finland, the international slave trade, and the territorial integrity of France

Proposal One:

Made by:

Passed ____ Rejected ____

Proposal Two:

Made by:

Passed ____ Rejected ____

Glossary and Brief Chronology

balance of power: This is a theory that suggests that the security of all nations is enhanced when there is military parity such that no one nation can dominate the others.

Concert of Europe: This group of nations represented the so-called balance of power in Europe that resulted from the Congress of Vienna and lasted to the beginning of World War I.

conservatism: Conservatives believed in hereditary monarchies that would check the forces of revolutionary ideas sparked by the French Revolution. They believed that only strong kings and queens could maintain order in their societies.

legitimacy: This was the theory promoted by Metternich of Austria that the so-called “legitimate rulers” of the various nations, the kings and queens, need to be restored to power.

liberalism: Liberals rejected the conservative notions of hereditary privilege and absolute monarchs. They supported civil rights for all citizens, including freedom of religion, press, and speech. They supported democratic elections, free trade, and the sanctity of private property.

nationalism: This ideology supports the desire of individuals within a certain geographical region to form a nation. Generally, this inclination is buttressed by common language, religion, and ethnic characteristics.

1814 The Congress of Vienna convenes.

1815 March 1 Napoleon lands in Southern France and forms an army to retake power in France.

March 13 Napoleon takes Paris and begins his one-hundred-day reign of France.

June 8 Final decisions of the Congress of Vienna are signed.

June 18 Napoleon is defeated at the Battle of Waterloo.

June 19 The Congress ends with a formal treaty-signing.

Aftermath

The monarchist Europe created by the delegates at the Congress of Vienna stayed mostly peaceful and unchanged until nearly mid-century. Poland was partitioned, with Galicia going to Austria, and Thorn, Posen, and Danzig going to Prussia. The Duchy of Warsaw became a separate kingdom under the sovereignty of the tsar.

Russia continued its protectorate over Finland. Austria maintained its control over Tyrol and Salzburg, and Prussia received portions of Saxony. Most of the region of Germany was organized into a loose confederation under Austrian control. Italy continued to remain a region—not a nation. Those areas not granted independence were under the control of either France or Austria (for example, Austria received Venice, Lombardy, and Milan). The Papal States were restored to the pope. Genoa was given to the Kingdom of Sardinia, and Ferdinand IV became king of the Two Sicilies. Under pressure from the British, the slave trade was abolished. England also acquired Malta, the Ionian Islands, Ceylon, and the Cape of Good Hope. The kingdom of the Netherlands was established. Switzerland continued its status as a strictly neutral state.

At the end of the Congress of Vienna, the great powers signed the Quadruple Alliance. The provisions of this agreement set the stage for a predominantly peaceful period of European history. The great powers essentially agreed to settle future disputes by pacific means, not warfare. The tsar even got the various monarchs to sign the so-called “Holy Alliance” that suggest that the Christian ideals of charity, peace, and love should guide their future decisions.

The Metternich system that emerged from the Congress of Vienna did not last long. There were simply too many conflicting interests among the five great powers. These five major powers that concluded the agreements made at the Congress of Vienna became known as the Concert of Europe. Britain dropped out of the Concert of Europe over the Greek independence movement in 1820. In 1830 a revolution in France brought in a democratically elected monarch, and France turned away from the Metternich system. Various democratically inspired revolutions throughout Europe in 1848 precipitated the fall of Metternich in Austria and the end of his conservative system. The Crimean War in the 1850s, the Franco-Prussian War in 1870, and Italian and German unifications set Europe on a new and more dangerous course, leading ultimately to World War I in 1914. Ultimately, the greatest achievement of the Congress of Vienna was probably keeping the five major powers from making war on one another in the first half of the nineteenth century.

Discussion Questions

1. What were three important principles that the diplomats at the Congress of Vienna followed in making their decisions? Give specific examples of how each of these principles was followed.
2. Discuss what you believe to be the primary goals of Metternich, Castlereagh, Talleyrand, Alexander I, and Frederick William.
3. Explain how the decisions made at the Congress of Vienna went against the liberal initiatives of the French Revolution.
4. Explain how the decisions made at the Congress of Vienna often went against nationalism.



Document A: The Holy Alliance Treaty

The Holy Alliance Treaty September 26, 1815

In the name of the Most Holy and Indivisible Trinity. Holy Alliance of Sovereigns of Austria, Prussia, and Russia

Their Majesties the Emperor of Austria, the King of Prussia, and the Emperor of Russia, having, in consequence of the great events which have marked the course of the three last years in Europe, and especially of the blessings which it has pleased Divine Providence to shower down upon those States which place their confidence and their hope on it alone, acquired the intimate conviction of the necessity of settling the steps to be observed by the Powers, in their reciprocal relations, upon the sublime truths which the Holy Religion of our Savior teaches;

Government and Political Relations

They solemnly declare that the present Act has no other object than to publish, in the face of the whole world, their fixed resolution, both in the administration of their respective States, and in their political relations with every other Government, to take for their sole guide the precepts of that Holy Religion, namely, the precepts of Justice, Christian Charity and Peace, which, far from being applicable only to private concerns, must have an immediate influence on the councils of Princes, and guide all their steps, as being the only means of consolidating human institutions and remedying their imperfections. In consequence, their Majesties have agreed on the following Articles:—

Principles of the Christian Religion

Art. I. Conformably to the words of the Holy Scriptures which command all men to consider each other as brethren, the Three contracting Monarchs will remain united by the bonds of a true and indissoluble fraternity, and, considering each other as fellow countrymen, they will, on all occasions and in all places, lend each other aid and assistance; and, regarding themselves towards their subjects and armies as fathers of families, they will lead them, in the same spirit of fraternity with which they are animated, to protect Religion, Peace and Justice.

Fraternity and Affection

Art. II. In consequence, the sole principle of force, whether between the said Governments or between their Subjects, shall be that of doing each other reciprocal service, and of testifying by unalterable good will the mutual affection with which they ought to be animated, to consider themselves all as members of one and the same Christian nation; the three allied Princes looking on themselves as merely designated by Providence to govern three branches of the One family, namely, Austria, Prussia and Russia, thus confessing that the Christian world, of which they and their people

form a part, has in reality no other Sovereign than Him to whom alone power really belongs, because in Him alone are found all the treasures of love, science, and infinite wisdom, that is to say, God, our Divine Savior, the Word of the Most High, the Word of Life. Their Majesties consequently recommend to their people, with the most tender solicitude, as the sole means of enjoying that Peace, which arise from a good conscience, and which alone is more durable, to strengthen themselves every day more and more in the principles and exercise of the duties which the Divine Savior has taught to mankind.

Accession of Foreign Powers

Art. III. All the Powers who shall choose solemnly to avow the sacred principles which have dictated the present Act, and shall acknowledge how important it is for the happiness of nations, too long agitated, that these truths should henceforth exercise over the destinies of mankind all the influence which belongs to them, will be received with equal ardor and affection into this Holy Alliance. . . .

Done in triplicate, and signed at Paris, the year of Grace 1815, 14/26th September.

[L.S.] Francis

[L.S.] Frederick William

[L.S.] Alexander

Source: Hertslet, Edward Cecil. *The Map of Europe by Treaty*. London: Harrison and Sons, 1875. <https://archive.org/details/mapeuropebytre00unkngoog>.

Questions

1. What three nations are involved in this agreement?
2. What were the so-called “great events” suggested in the opening paragraph?
3. What provision of this agreement suggests that it is a mutual defensive pact?
4. Why is this referred to as a Holy Alliance?

Document B: Correspondence of Talleyrand and Louis XVIII

Excerpt from the Unpublished Correspondence of Prince Talleyrand and Louis XVIII during the Congress of Vienna

Vienna, 25th September, 1814.

SIRE,

I left Paris on the 16th, and arrived here on the evening of the 23rd. I only stopped on my journey at Strasburg and Munich.

The Princess of Wales has just left Strasburg. She went while there to a ball given by Madame Franck, the banker's widow, and danced all night. She gave Talma a supper at the inn where I put up. Her proceedings at Strasburg entirely account for the Prince Regent's being better pleased that she should be in Italy than in England.

At Munich, the King spoke to me of his attachment to your Majesty, and of the fears with which Prussian ambition inspired him. He said, with a very good grace: "I have served France twenty-one years; a thing not to be forgotten." A conversation of two hours' duration with M. de Montgelas proved to me conclusively that we have only to carry out the principles laid down by your Majesty as the basis of the political system of France to secure the adherence and win the confidence of the minor Powers.

At Vienna, the language of the plenipotentiaries is not yet that of reason and moderation.

One of the Russian ministers said to us yesterday: "They wanted to make an Asiatic Power of us; Poland will make us European."

Russia would not ask anything better than to exchange her old Polish provinces for those which she covets in Germany and on the banks of the Rhine. These two Powers ought to be regarded as closely united on that point.

The Russian ministers insist, without having admitted the slightest discussion up to the present time, upon an extension of territory which would carry that Power to the banks of the Vistula, and even add Old Prussia to their empire.

I hope the Emperor, who, under different circumstances, allowed me to put frankly before him what I judged to be most conducive to his true interests and to his fame, will permit me to contest the policy of his ministers in his presence. La Harpe, the philanthropist, objects strongly to the former partition of Poland, and urges its subjection to Russia. He has been at Vienna these ten days.

The right of the King of Saxony to have a minister at the Congress is disputed. M. de Schulenburg, whom I have known for a long time, told me yesterday that the King had declared that he would make no act of cession, abdication, or exchange whatever which could destroy the existence of Saxony and do injury to the rights of his house. This honorable resistance on the part of the King may make some impression on those who still favor the idea of uniting Saxony to Prussia. . . .

The question of Naples is not decided. Austria wants to place Naples and Saxony on the same footing, and Russia wants to make them subjects for compensation. . . .

Nothing has been settled with respect to the order and conduct of the business of the Congress. Even the English, whom I believed to be more methodical than the others, have made no preparatory plan. . . .

I am, Sire,

With the most profound respect,

Your Majesty's most humble and obedient servant and subject,

TALLEYRAND.

Source: Talleyrand-Perigord, Charles Maurice. *The Correspondence of Prince Talleyrand and King Louis XVIII during the Congress of Vienna*. Edited by M. G. Pallain. New York: Harper and Brothers, 1881.

Questions

1. How does Talleyrand describe the attitude of the negotiators?
2. What are some examples from the document that suggest Talleyrand knew quite a lot about the various territorial intentions of the great powers?

Extension Activities

1. There were several follow-up conferences after the Congress of Vienna. Research one of them and report to the class what decisions were made and what was the effect of those decisions.
2. Write a brief essay outlining and explaining the best and worst decisions made at the Congress of Vienna.

World Anti-slavery Convention of 1840



Lesson

The World Anti-slavery Convention met in Exeter Hall, London, from June 12 to June 23, 1840. It was organized by the British and Foreign Anti-slavery Society and aimed to raise awareness of the plight of slaves and a need for universal abolition based on the British model.

Objectives

- Students will understand the goals of the worldwide abolitionist movement.
- Students will appreciate the difficulties faced by the women attendees at the convention.

Notes for the Teacher/ Duration

- Students will be following a modified version of the actual procedure for conducting business at the convention. The actual convention met twice a day, but, for the purpose of this simulation, it is suggested you set aside two to four class sessions.
- Either assign roles to students or allow them to choose their roles.
- Give students time to do further research into their specific roles, worldwide slavery in 1840, and the abolitionist cause.
- Each student should be prepared to give one or more speeches on items listed on the agenda. They should also be prepared to debate the various issues from the perspectives of their roles.
- Each session will be run by the president of the convention (teacher) with the assistance of vice presidents (students).
- All papers, resolutions, and motions should be submitted to the secretaries (students) the day before they are introduced for discussion and debate.
- Committees of delegates (students) should be formed to frame papers, resolutions, and motions for debate.
- No individual member will be allowed to speak twice on the same subject except to clarify a specific point or to reply to a question.
- All actual resolutions should be written into the record of the proceedings.
- The participation of women in the conference is the first item on the agenda.
- Note that in the real conference there was some support for women's participation, however, most delegates were against their direct involvement.

- If you want the women to have direct participation, say nothing to the students and they will probably vote in favor of it. If you want it to be historically accurate then suggest Mott, Rogers, Bradburn, Colver, and Keep that they give pro-participation speeches, and suggest to all the rest of the delegates—those from Britain and the other regions and the remaining Americans, Birney and Grew (whose daughter was in attendance)—to argue against.
- If the women are not allowed to directly participate, you should pair them with a male delegate (for example, Lucretia Mott with her husband), and any speeches, debates, and discussions should be a joint venture.
- At the conclusion of the convention, all delegates will sign the final record.
- Note: For a briefer version of this activity you may reduce the number of agenda items.

Day One

- Read and discuss the “Background for Teachers and Students.”
- Assign students roles or have them choose their own.
- Students should begin researching their roles, worldwide slavery in 1840, and the abolitionist movement.

Day Two

- Begin the conference.

Day Three

- Conclude the conference.

Day Four

- Debrief using discussion questions, document analysis, and extension activities.
- Check the answers to the document questions.

Answers to Document Questions

Document A

1. How did the women find out that they were going to be excluded from being actual delegates to the convention?

They heard that the convention had passed resolutions excluding them from formal participation.

2. What reasons seemed to be suggested for not including women?

They would open up the convention to ridicule and that they were constitutionally unfit for public or business meetings.

World Anti-slavery Convention of 1840

Lesson

3. Does the author identify another category of people ironically suffering the same kind of criticism?

People of color

4. What kind of effect do you think the attitudes identified in this document had on women and people of color?

Answers will vary.

Document B

1. What does he mean by "Free Produce"?

Food produced without slave labor

2. What are some produce that he might be suggesting?

Cash crops like tobacco and cotton

3. What country does he suggest is best suited to cut off the demand of cotton?

Great Britain

4. What area of the world does he mean by the "vast eastern continent"?

India

5. What are "duties"?

Tariffs

6. Do you believe his plan, if implemented, would have rapidly caused the end of enslavement, especially in the American South? Explain.

Answers will vary.

Roles Assignment Chart

#Attendees who submitted papers, *Primary roles

Britain/Ireland	Student Name	America	Student Name
David Turnbull*		Nathanial Peabody Rogers*	
Joseph Pease*		Henry Brewster Stanton*	
Joseph Sturge*#		George Bradburn*	
Benjamin Godwin*#		William Adam*#	
Sir Thomas Fowell Buxton*		James Gillespie Birney*	
Josiah Conder*		Nathaniel Colver*	
Thomas Clarkson*		John Keep*	
George Thompson*		Cyrus Pitt Grosvenor*	
Samuel Bowly*		James Mott*	
George William Alexander*		Wendell Phillips*	
George Donisthorpe Thompson		Charles Lenox Remond*	
William Morgan		Henry Grew	
Rev. Dr. Thomas Binney			
Additional Roles		Additional Roles	
Sir John Jeremie		James Carlile	
Richard Davis Webb		John Angell James	
Dr. Robert Kaye Greville		Elon Galusha	
Samuel Lucas			
William Forster			
Sir John Eardley Eardley-Wilmont			
Jonathan Backhouse			
Edward Adey			
Richard Allen			
Sir Edward Baines			
George Stacey			

World Anti-slavery Convention of 1840

Lesson

Roles Assignment Chart *continued*

Other Areas of the World	Student Name	Women	Student Name
Louis Celeste Lecesne*		Elizabeth Cady Stanton*	
John Harfield Tredgold*		Lucretia Coffin Mott*	
Rev. Joseph Ketley*		Anna Isabella Noel Byron*	
William Knibb*		Elizabeth Pease Nichol*	
Samuel Jackman Prescod*		Anne Knight*	
John Scoble*		Additional Roles	
Capt. Charles Stuart*		Elizabeth Jesser Reid	
François-André Isambert*		Mary Ann Rawson	
Richard Robert Madden*#		Mary Clarkson	
		Mary Grew	
		Rachel Stacey	
		Elizabeth Tredgold	

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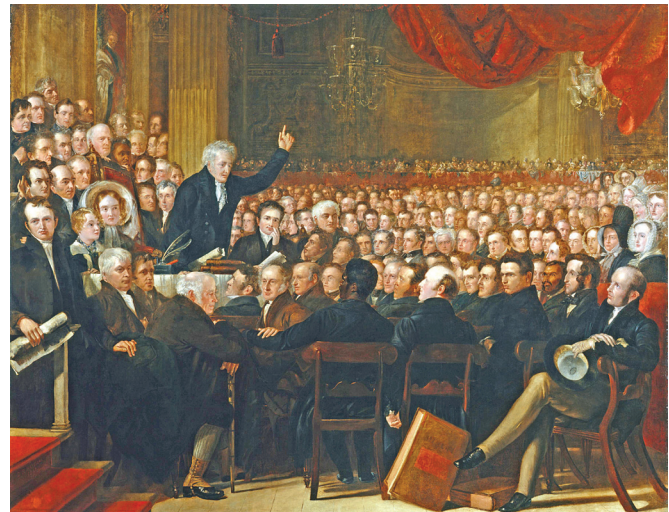
Background for Teachers and Students

In August 1833, the British Parliament passed the Slavery Abolition Act that officially abolished the institution of slavery throughout the British Empire. Nearly a million enslaved people were freed from bondage. The British emancipation act, however, had a curious provision that required freed slaves to serve a six year term of indenture before achieving complete emancipation. It was, in effect, slavery by another name.

A few years after the passage of the emancipation act, the British and Foreign Anti-slavery Society was founded, and one of its first initiatives was to call for a “World Anti-slavery Convention” in 1840.⁶⁴ Most of the delegates were either British or American, but a small number of delegates came from other areas of the world as well—mostly from the Caribbean area. There were a few ex-slaves in attendance too. Several women abolitionists arrived at the conference, vowing to join the meeting and further an agenda that also called for women’s suffrage.

The conference began with controversy. Joseph Sturge rose and informed the women attending that they could only be observers, not participants. Some of the American delegates, especially those who had traveled with their wives (such as James Mott and Henry Stanton), objected. William Lloyd Garrison even went so far as to refuse to participate unless the women were seated as official delegates. It was eventually decided that they would be allowed to attend the meetings but were excluded from direct participation. It was clear from the proceedings, however, that they had an indirect influence on the decisions.

At the convention, speakers delivered extensive reports on the history of enslavement. They also



The Anti-slavery Convention

heard detailed accounts of slavery in the United States, British controlled East India, and Russia (serfdom). Speeches and debates centered on the ethics of slavery and the ways delegates could influence their respective governments to address abolishing the institution. Several argued that they should use their religious connections (many were ministers) to promote change. They felt that strong letters of protest should be drafted by attending delegates to the various colonial powers—including France, Holland, and Spain—suggesting more humane treatment of the enslaved and gradual, if not immediate, emancipation. Britain was singled out for criticism for tacitly ignoring the emancipation bill and allowing slavery to persist in India. American slavery in the South was also universally condemned by all attendees.

You will now have the chance to participate in this great conference and to draft resolutions regarding the future of the millions of enslaved people throughout the world.

⁶⁴ Simms, *Europe: The Struggle for Supremacy*, 200.

Image source: *The Anti-slavery Society Convention, 1840*. By Benjamin Robert Haydon, 1841, the National Portrait Gallery, London, NPG 599

Instructions

Possible Agenda Items and Proposals

The Status of Women Attending the Conference

1. Women should be awarded a seat at the conference and full speaking and voting rights.
2. Women should be allowed to speak at the conference but not allowed to vote.
3. Women should be permitted observer status only.

Enslavement in General

1. A strong statement should be directed to the heads of all major governments adopting the theme of the Society of British and Foreign Anti-slavery organization that "to uphold slavery is a crime before God and the condition must therefore be immediately abolished."
2. A moderate statement should be directed to the heads of all major governments calling for gradual abolition, citing the model of the Slavery Abolition Act.

Suppressing International Slave Trading

India

1. A strong letter of protest should be drafted and submitted to the British government condemning the existence of a tacit slave organization in India in the form of the caste system.
2. There should be no direct protest regarding the British administration of India.

Guyana

1. A strong letter of protest should be drafted and submitted to the authorities in Guyana calling for immediate emancipation of all slaves.
2. A letter of protest should be drafted and submitted to the authorities in Guyana calling for more humane treatment of the enslaved population and gradual emancipation.

Slavery in the Americas

1. A strong letter of protest condemning the institution and calling for immediate abolition should be drafted and submitted to each of the states in the United States and nations in South America that permit enslavement.
2. A letter should be drafted and submitted to all states and regions in both North America and South America condemning the institution of slavery, asking for more humane treatment of the enslaved, and calling for gradual emancipation.

Slavery in Texas

1. A strong letter of condemnation of the institution of slavery should be drafted and sent to the government of the Republic of Texas urging immediate emancipation.
2. A strong letter of condemnation of the institution of slavery should be drafted and sent to the President of the United States and the U.S. Congress urging that if Texas is annexed to the United States, it enter the union as a free state.

Serfdom in Russia

1. A strong letter of protest should be sent to the tsar demanding immediate emancipation of the serfs.
2. A letter of protest should be sent to the tsar outlining the moral rationale against serfdom and calling for gradual emancipation.

Name _____

Roles Chart

#Attendees who submitted papers, *Primary roles

Britain/Ireland	America	Other Areas of the World	Women
David Turnbull*	Nathanial Peabody Rogers*	Louis Celeste Lecesne*	Elizabeth Cady Stanton*
Joseph Pease*	Henry Brewster Stanton*	John Harfield Tredgold*	Lucretia Coffin Mott*
Joseph Sturge*#	George Bradburn*	Rev. Joseph Ketley*	Anna Isabella Noel Byron*
Benjamin Godwin*#	William Adam*#	William Knibb*	Elizabeth Pease Nichol*
Sir Thomas Fowell Buxton*	James Gillespie Birney*	Samuel Jackman Prescod*	Anne Knight*
Josiah Conder*	Nathaniel Colver*	John Scoble*	Additional Roles
Thomas Clarkson*	John Keep*	Capt. Charles Stuart*	Elizabeth Jesser Reid
George Thompson*	Cyrus Pitt Grosvenor*	François-André Isambert*	Mary Ann Rawson
Samuel Bowly*	James Mott*	Richard Robert Madden*#	Mary Clarkson
George William Alexander*	Wendell Phillips*		Mary Grew
George Donisthorpe Thompson	Charles Lenox Remond*		Rachel Stacey
William Morgan	Henry Grew		Elizabeth Tredgold
Rev. Dr. Thomas Binney			
Additional Roles	Additional Roles		
Sir John Jeremie	James Carlile		
Richard Davis Webb	John Angell James		
Dr. Robert Kaye Greville	Elon Galusha		
Samuel Lucas			
William Forster			
Sir John Eardley Eardley-Wilmont			
Jonathan Backhouse			
Edward Adey			
Richard Allen			
Sir Edward Baines			
George Stacey			

Your Character Name _____

Roles**Women****Elizabeth Cady Stanton**

You are a social reformer involved in many issues, including temperance, women's rights, and abolitionism. Your husband, Henry Brewster Stanton, was invited to attend the conference and you came too, hoping to be seated.

Lucretia Coffin Mott

You have three guiding aspects of your life: your Quaker beliefs, your advocacy of women's rights, and your fundamental belief that slavery must end. You attended and spoke at three earlier conferences in the United States and are hopeful of being allowed full participation at this conference. You are married to James Mott.

Anne Isabella Noel Byron, 11th Baroness Wentworth and Baroness Byron

You are married to a famous British poet: Lord Byron. You are committed to the cause of the total abolition of slavery.

Elizabeth Pease Nichol

You are actively engaged in the British women's suffrage movement and an ardent antislavery activist. You are a friend of American activists Lucretia Mott and Elizabeth Cady Stanton.

Anne Knight

You are a British feminist and social reformer, active in the abolitionist movement and the efforts on behalf of women's suffrage.

Additional Roles**Elizabeth Jesser Reid**

You have two guiding principles in your life: social reform, especially regarding women's rights, and a firm belief that Great Britain must lead the way in promoting the end to slavery worldwide.

Mary Anne Rawson

You are a British abolitionist and political activist for women's equality.

Mary Clarkson

You support the abolition of slavery. You are married to Thomas Clarkson.

Mary Grew

You traveled to the conference with your father, Henry Grew, hoping to participate, but your father is opposed to women participating as delegates.

Rachel Stacey

You are a dedicated abolitionist. You are married to George Stacey.

Elizabeth Tredgold, South Africa

You are dedicated to the antislavery cause. You are married to John Tredgold.

Roles *Britain/Ireland*

David Turnbull

You are one of the most ardent British opponents of slavery, because you were a British consul to Cuba, where you viewed the horrors of enslavement firsthand. You view slavery as an evil institution.

Joseph Pease

You are a British Quaker and ardent abolitionist. You are especially active in ending slavery in India. You believe that the British government needs to be held accountable for allowing slavery to continue in this colony.

Joseph Sturge

You are a British Quaker and an abolitionist. You are one of Britain's leading advocates for the end of worldwide enslavement. Your organization, the British and Foreign Anti-slavery Society, has, as a primary goal, organized this World Anti-slavery Convention. You favor complete emancipation of all slaves. You are especially active in furthering the antislavery cause in British Jamaica.

Benjamin Godwin

You are a Baptist minister and ardent abolitionist. Your major focus on ending worldwide enslavement is that the practice is ethically reprehensible. In fact, you will be asked to draft a working paper on the ethics of slavery to be debated at the convention. In this paper, you will highlight the immorality of the institution and the duty of every religious community to reject it.

Sir Thomas Fowell Buxton

You are a British parliamentarian and an ardent promoter of the antislavery movement. You are particularly concerned with British involvement in the continent of Africa. You believe that Britain should take a leadership position by framing treaties with regional African chiefs to reward them for abolishing slavery.

Josiah Conder

You are prominent British congregational minister, writer, and an ardent abolitionist. You have authored a paper in which you spoke about the merits of free labor over slave labor. You are one of the founders of the British and Foreign Anti-slavery Society.

Thomas Clarkson

You are a British politician who spoke repeatedly in Parliament in favor of passing the Slave Trade Act of 1807 that ended British involvement in the international trafficking of slaves. You are an excellent speaker and will likely be selected to give an open address at the start of the conference. You are married to Mary Clarkson.

Samuel Bowly

You are British abolitionist committed to total release of the enslaved. You even championed the cause of ending the six-year's apprenticeship that was required of every ex-slave after the British passed a bill ending slavery throughout the empire.

George William Alexander

You are a wealthy and dedicated British abolitionist and one of the founders of the British and Foreign Anti-slavery Society, where you serve as treasurer. You have reputedly spent much of your considerable wealth promoting the antislavery cause.

George Donisthorpe Thompson

You are a British antislavery activist who uses your influence as a member of parliament to advance the abolitionist cause. You are widely viewed as one of the most effective orators for the antislavery cause.

William Morgan

You are a leading member of the British Anti-slavery Society. When the conference begins, you will volunteer to serve as the secretary to record the proceedings and decisions.

Rev. Dr. Thomas Binney

You are an English Congregationalist minister who has been affectionately labeled the "Archbishop of Nonconformity" because of your sermons preaching the principles of eccentricity and for your dedicated service to the cause of abolitionism.

Additional Roles**Sir John Jeremie**

You are a British judge serving in Ceylon, where you have seen firsthand the effects of racial discrimination.

Richard Davis Webb

You are an Irish publisher and ardent abolitionist.

Dr. Robert Kaye Greville

You are a British botanist interested in supporting various social causes, including abolitionism and the temperance movement.

Samuel Lucas

You are dedicated to ending all British involvement in slavery. To that end, you edited the London newspaper *The Morning Star*, which supported the antislavery movement, especially in America.

William Forster

You are an ardent British abolitionist and a leading member of the British and Foreign Anti-slavery Society.

Sir John Eardley Eardley-Wilmot

You are a member of parliament and a dedicated abolitionist.

Jonathan Backhouse

You used to be a British banker; you quit in 1833 to become a Quaker minister. You are also dedicated to the abolitionist cause.

Edward Adey

You are a Baptist minister and an ardent abolitionist. You are particularly interested in ending slavery in the various European colonies, including those of that were part of the British Empire.

Richard Allen

You are an Irish philanthropist and abolitionist. You have established the *Irish Temperance and Literary Gazette* as a way of promoting your twin social concerns: ending the horrible influence of alcohol in Ireland and abolishing slavery worldwide.

Sir Edward Baines

You are a member of parliament, a newspaper editor, and a dedicated abolitionist.

George Stacey

You are a Quaker minister dedicated to the antislavery cause. Your business ventures have involved America and the West Indies, giving you firsthand knowledge of the horrors of enslavement. You are married to Rachel Stacey.



United States

Nathaniel Peabody Rogers

You have come to the conference to represent the New Hampshire Anti-slavery Society. You are also a strong advocate for women's rights. You may decide not to participate in the conference if they do not allow women as delegates.

Henry Brewster Stanton

You are an American abolitionist and social reformer from New York and Boston. You have written many antislavery articles for newspapers like the *New-York Tribune*, the *New York Sun*, and the *National Anti-slavery Standard*. Your articles have pointed out that slavery is both economically and morally wrong. You are married to Elizabeth Cady Stanton.

George Bradburn

For many years, you have been preaching sermons from your pulpit in a Unitarian Church in the United States that have reflected not only your Christian beliefs but also your belief that slavery is evil and must end. You also believe that women's full participation as citizens will only help that cause.

William Adam

You are an American Baptist minister and abolitionist. You are also a Harvard professor. You will be willing to support the participation of women in the conference.

James Gillespie Birney

You are the editor of an abolitionist newspaper called *The Philanthropist*. Although you are a dedicated antislavery person you do not agree with women having the same rights as men and will oppose giving them full participation at the conference.

Nathaniel Colver

You are an American Baptist minister from Boston. You are an ardent abolitionist. You also have some sympathy for the women's rights movement.

John Keep

You are a minister and trustee of Oberlin College in Ohio. Your college is one of the few in the United States that has allowed full participation for students of color. It is also a coeducational institution. You are an ardent abolitionist, and you believe that your institution has demonstrated how much better a society can function with equal participation of all races and genders.

Cyrus Pitt Grosvenor

You are an American Baptist minister and ardent abolitionist. You are a leader of the antislavery movement in Massachusetts and an active member of the American Antislavery Society. You are also one of the founding editors of the newspaper *Baptist Anti-slavery Correspondent*.

James Mott

You are a Quaker minister, a merchant, and an ardent abolitionist. You are one of the founders of the Pennsylvania Antislavery Society. You have traveled to the conference with your wife, Lucretia Coffin Mott.

Wendell Phillips

You are a lawyer, politician, philanthropist, and an outspoken abolitionist. Fans have even referred to you as the “golden trumpet” of the abolitionist cause. Clearly, you intend to use your great oratorical skills to good effect at the upcoming conference.

Charles Lenox Remond

You are a person of color from Massachusetts regarded as an eloquent and outspoken speaker on the theme of abolitionism. You have been invited to attend the conference along with William Lloyd Garrison, both of you representing the American Antislavery Society.

Henry Grew

You are an American minister and an ardent abolitionist. You are involved with the New England Antislavery Society. Although your daughter, Mary Grew, traveled with you to the conference, you do not believe that women should be allowed to participate.

Additional Roles**James Carlile**

You are a Scottish minister whose parish is in Ireland. You are a dedicated abolitionist.

John Angell James

You are a British Congregational minister and an ardent abolitionist.

Elon Galusha

You are a New York lawyer and a Baptist minister. Your sermons consistently have reflected your deep dismay of the continued practice of enslaving people—especially in the American South.

Roles

Other Areas of the World

Louis Celeste Lecesne (Caribbean)

You are an ardent abolitionist from the Caribbean. In fact, you were even arrested by the British government for political activism in Jamaica. However, you were acquitted.

John Harfield Tredgold (South Africa)

You are a member of the British and Foreign Anti-slavery Society and have traveled with your wife, Elizabeth Tredgold, from South Africa to attend the Convention.

Rev. Joseph Ketley (Guyana)

You are a Congregational missionary and abolitionist from Guyana. You have been working in Guyana promoting Christianity and the antislavery cause.

William Knibb (Jamaica)

You are a British Baptist missionary from Jamaica. Much of your work has been with the recently freed population as they struggled to deal with the six years of apprenticeship required under the British emancipation bill. You want this to end.

Samuel Jackman Prescod (Barbados)

Your parents were enslaved in Barbados. You are a free man who fully understands the effect this institution can have on an individual and his or her family. You have been struggling to help the formerly enslaved population of Barbados deal with emancipation. You even formed a political party dedicated to this effort. You are especially interested in overturning the laws preventing former slaves from voting.

John Scoble (Canada)

You are a British abolitionist serving in Canada. You are especially interested in ending the practice of forcing individuals freed from enslavement to serve for a period of time—a form of indenture—before achieving full freedom. You have a good relationship with the antislavery movement in France, including one with your friend François-André Isambert, but you do not seem to get along well with the Americans (for example, William Lloyd Garrison).

Capt. Charles Stuart (Canada)

You are a former army captain, writer and ardent abolitionist from Canada. You produced some of the most eloquent and influential antislavery pamphlets.

François-André Isambert (France)

You are a French lawyer, historian, politician, and dedicated abolitionist. You worked tirelessly trying to free slaves in the French colonies.

Richard Robert Madden (Jamaica)

You are a member of the British civil service in Jamaica. You believe in the antislavery cause however, as a government official, you are sworn to enforce the six-year apprenticeship required of all ex-slaves after emancipation.

Glossary and Brief Chronology

abolitionist: A person who favors abolishing the practice of slavery.

emancipation: Release from bondage.

philanthropist: Private individual who contributes money to initiatives for public good, focusing on quality of life.

suffrage: The right to vote in political elections.

1787	Society for the Abolition of the Slave Trade founded in Britain.
1807	Abolition of the slave trade in the British Empire.
1808	The United States bans the slave trade throughout the country.
1811	Spain abolishes slavery except in Cuba, Puerto Rico, and Santo Domingo.
1818	France abolishes the slave trade.
1839	British and Foreign Anti-slavery Society founded as a successor to the Anti-slavery Society.
1833	Britain abolishes slavery.
1840	World Anti-slavery Convention in London.
1848	Seneca Falls Convention, a women's rights conference.
1861	Beginning of the American Civil War.
1865	End of the American Civil War. Thirteenth Amendment to the U.S. Constitution abolishes slavery.
1861	Russia frees its serfs.

Aftermath

Abraham Lincoln signed the Emancipation Proclamation in on January 1, 1863, beginning the process of ending slavery in the United States. Unfortunately, Samuel Lucas died before he could read about that act in the headlines of the *New York Times*. Some attendees used their writing skills to reflect of the significance of this historic meeting and their time spent in Great Britain—James Mott was one. He wrote in his essay *Three Months in Great Britain* about his disapproval of the exclusion of women from participation. In 1848, he chaired the famous Seneca Falls Convention that galvanized the women's rights movement. Nathaniel Peabody Rogers returned to the United States, somewhat of a hero for his participation in the abolitionist cause and his support of women's rights. He was labeled "herald of freedom" by Henry David Thoreau.



Elizabeth Cady Stanton

Elizabeth Cady Stanton was profoundly influenced by her exclusion from full participation in the convention. Returning to the United States from Europe, Stanton wrote about the perceived "oppression" sweeping "across my soul." Several years after the World Anti-slavery Convention, a National Women's Rights Convention was held at Seneca Falls, inspired by the fact that women had been denied full participation in 1840. Stanton established a truly progressive agenda for this convention that including bringing all American women the rights and privileges enjoyed by male citizens. Clearly, the battle for women's rights began in London, where women were denied participation at a conference centered on freedom and human rights.

Texas ignored the advice of the delegates at the convention and entered the Union as a slave state. In 1861, it succeeded from the Union with ten other states, primarily over the issue of slavery. The American Civil War ended in 1865; slavery in the United States, too, ended with the passing of the Thirteenth Amendment to the U.S. Constitution, realizing the dream of so many of the men and women who attended the World Anti-slavery Convention.

Image source: Portrait of Elizabeth Cady Stanton. By unknown artist, circa 1880, via Wikimedia Commons.

Discussion Questions

1. Why do you think most of the male participants in the conference were opposed to female participation?
2. Which arguments against enslavement carried the most weight at the convention: moral (for example, it was evil) or practical (for example, it was inefficient)?
3. Do you think this conference had any impact on the growing antislavery movement in the United States? Explain.
4. Did your convention meet its goals? Explain.
5. If the heads of state from Britain, the United States, France, and Spain had attended the conference would that have helped advance the cause? Explain.



Document A: Diary of Lucretia Mott

This is an excerpt from the diary of Lucretia Mott regarding her experiences at the Convention, edited by the author.

5th day [June] 11th. William Boulton breakfasted with us—also William E. Foster who gave us an interesting account of his uncle, T. F. Buxton's plan of colonization et cetera in Africa.—Met again about our [i.e., women's] exclusion—William Boulton wished to have our decision—talked much with him, liked him—agreed on the following Protest: The American Women Delegates from Pennsylvania to the World's Convention would present to the Committee of the British and Foreign Anti-Slavery Society their grateful acknowledgements for the kind attentions received by them since their arrival in London. But while as individuals they return thanks for these favors, as delegates from the bodies appointing them, they deeply regret to learn by a series of resolutions passed at a Meeting of your Committee, bearing reference to credentials from the Mass. Society, that it is contemplated to exclude women from a seat in the convention, as co-equals in the advocacy of Universal Liberty. The Delegates will duly communicate to their constituents, the intimation which these resolutions convey: in the mean time they stand prepared to co-operate to any extent, and in any form, consistent with their instructions, in promoting the just objects of the Convention, to whom it is presumed will belong the power of determining the validity of any claim to a seat in that body . . . [Later in the evening] . . . Several sent to us to persuade us not to offer ourselves to the Convention—Rev. Nathaniel Colver, pastor of the First Free Baptist Church in Boston and a delegate of the National Baptist Anti-Slavery Convention rather bold in his suggestions—answered and of course offended him. W. Morgan and Scales informed us “it wasn't designed as a World Convention—that was mere Poetical license,” and that all power would rest with the “London Committee of Arrangements.” Prescod of Jamaica (colored) thought it would lower the dignity of the Convention and bring ridicule on the whole thing if ladies were admitted—he was told that similar reasons were urged in Philadelphia for the exclusion of colored people from our meetings—but had we yielded on such flimsy arguments, we might as well have abandoned our enterprise. Colver thought Women constitutionally unfit for public or business meetings—he was told that the colored man too was said to be constitutionally unfit to mingle with the white man. He left the room angry.

6th day 6 mo. 12th. The World's Convention—alias the “conference of the British and Foreign Anti-Slavery Society,” with such guests as they chose to invite, assembled. We were kindly admitted behind the bar—politely conducted to our seats and introduced to many, whom we had not before met.

Source: Mott, Lucretia. Diary of Lucretia Mott. In “Slavery and ‘the Woman Question’: Lucretia Mott’s Diary of Her Visit to Great Britain to Attend the World’s Anti-slavery Convention of 1840.” Edited by Frederick B. Tolles. *Journal of the Friends’ Historical Society* 23 (1952): 28–29.

Questions

1. How did the women find out that they were going to be excluded from being actual delegates to the convention?
2. What reasons seemed to be suggested for not including women?
3. Does the author identify another category of people ironically suffering the same kind of criticism?
4. What kind of effect do you think the attitudes identified in this document had on women and people of color?

Document B: Letter from Charles Marriott

A letter to the delegates at the World Slavery Convention from Charles Marriott, an American abolitionist unable to attend the conference

To the Congress of Nations, to be held in London, in 6th Mo. 1840, for the General Abolition of Slavery

It is with no small regret I find, that circumstances will prevent me from attending your body, as a delegate from the Free Produce Convention held in Philadelphia, in 19th mo. Last. Among the various views that may be offered for your consideration, allow me to suggest a plan, which, if adopted, and perseveringly urged, it has appeared to me, would speedily and peacefully put an end to negro slavery. One great truth is now generally admitted, namely, that all efforts to terminate the African slave-trade, will prove ineffectual, short of abolishing slavery itself. Another truth, no less important, we have yet to learn. It is this, to put an end to slavery, we must put an end to the present open and profitable market for slave-grown produce. The United States, the last strong hold of slavery, not produce about one million bales of cotton annually. Of this one hundred thousand may be the limit of what is manufactured at home. Nine hundred thousand bales have, therefore, to find a market in Europe, and most of these in England. Plead with your Governments to reduce the duties on all free-grown cottons that they may flow in from Egypt, from the free West Indies, from the South American republic, from Mexico, and above all, open to your manufacturers, the exhaustless supplies of the vast eastern continent. In so doing, you will sign the death warrant of slavery, and break forever the bonds of bleeding India. Urge next upon the Governments of Europe, especially on those of England and France, a progressive and rapid increase of duties on slave-grown produce; bearing equally on all nations. This, so far from being justly deemed an unfriendly measure, should rather be viewed as offering to the acceptance of every country, a bounty for the abolition of slavery. It is thus the welfare of all nations would be promoted. Those clear of slavery would reap a reward in an immediate and greatly increased prosperity. Others would be invited to share the same advantages, by becoming just, and be drawn to liberate their slaves by the strongest budgetary [monetary] interests, in addition to the powerful moral influences that are now pressing upon them. It may not be proper in this communication, to enter at large into the details of this plan, and its probable results. It is believed that it can be so arranged, that the manufactories need suffer no shock, the revenues no diminution. That it could give no just cause of offence to any nation. And that the effect would be, the peaceful, the certain, and the speedy extinction of slavery throughout the civilized world.

With ardent desires for the success of the important enterprise in which you are engaged. I am your friend,

Charles Marriott

Source: British and Foreign Anti-slavery Society. Proceedings of the General Anti-slavery Convention: Called by the Committee of the British and Foreign Anti-slavery Society, and Held in London, from Friday, June 12th, to Tuesday, June 23rd, 1840. London: Johnston and Barrett, 1841. <https://archive.org/details/oates71027137>.

Questions

1. What does he mean by “Free Produce”?
2. What are some produce that he might be suggesting?
3. What country does he suggest is best suited to cut off the demand of cotton?
4. What area of the world does he mean by the “vast eastern continent”?
5. What are “duties”?
6. Do you believe his plan, if implemented, would have rapidly caused the end of enslavement, especially in the American South? Explain.

Extension Activities

1. Write an essay from the point of view of one of the delegates expressing his or her views on abolitionism.
2. Write an essay from the point of view of one of the women delegates expressing her disappointment on being excluded from participation in the conference.

Congress of Paris, 1856



Lesson

As the once-great Ottoman Empire declined, the great powers of Europe greedily looked for the spoils. When a dispute grew over the maintenance of the Christian sites in the Holy Land (Palestine/Israel area), Russia, France, and Britain were soon involved in the Crimean War. After three years of fighting, the exhausted nations involved in the conflict were ready for peace. The Congress of Paris took place in March 1856 to frame a treaty and end the war.

Objectives

- Students will understand the causes and consequences of the Crimean War.
- Students will appreciate the difficulty of achieving a peaceful settlement.
- Students will learn about the personalities, details, and decisions reached by the various attending nations.

Notes for the Teacher/Duration

- The following schedule is based on four one-hour class sessions. You may need additional time for research or running the simulation depending on the length of your class periods, the time available for students to do outside research on the issues, and other logistical needs. It is also possible to shorten the simulation by reducing the number of agenda items.
- Count Walewski from the French delegation was the actual conference chairman, so you will either need to advise the student playing that role of his or her additional responsibilities of chairing the meeting, or you can simply eliminate that aspect of the simulation and run the meeting yourself.

Day One

- Read and discuss the "Background for Teachers and Students."
- Tell students they will be conducting a simulation of the conference in Paris that negotiated a treaty to end the Crimean War.
- Assign each student a delegate role or have the students choose their roles themselves.
- Give each student a copy of a country profile/conference agenda.
- Tell students they will need to do additional research into the Crimean War, their assigned personalities, and their countries' goals at the coming peace conference.
- Advise students that it may be difficult to find a lot of information about some of the personalities, and most of their research efforts should be directed toward the issues on the agenda.

- Students should work cooperatively with the other members of their country's delegation to research the issues.
- Prior to beginning the conference, students should fill in their preliminary choices on the issues (in the agenda tables on the country roles handouts) with notes about why they would favor this option.

Day Two

- Set up the meeting place (classroom or other room) with placards indicating each nation's place.
- Give delegates time to discuss their negotiating strategy with the other members of their delegation.
- The head of the French delegation, Count Walewski, will be called to begin the conference with a brief speech welcoming all the delegates and outlining the agenda.
- Have the delegates introduce themselves individually by giving very brief statements about themselves (for example, "I am currently the Ambassador to France from Austria").
- Count Walewski will then open debate on each agenda item, beginning with item one.
- Each item will be subjected to the following: a five or ten minute caucus of all delegates to lobby for support of a particular choice followed by one or two speakers for and against any of the proposals. This will be followed by a vote. A two-thirds majority will be needed to pass any resolution.
- Have a student delegate keep a record of the decisions to be compiled as a document (treaty) to be signed by all heads of delegations at the end of the simulation.

Day Three

- Complete the simulation.
- Begin the process of debriefing using the discussion questions as a guide.
- You might also consider asking students to reflect on whether personalities (both historically and in the class simulation) influenced the outcome of the treaty.

Day Four

- Continue the debriefing process by including document analysis and extension activities.
- Check the answers to the document questions.

Answers to Document Questions

Document A

1. This document should be used to compare your treaty with the real treaty. What were the significant differences? Why?

Answers will vary depending on what your class produced as a treaty.

Document B

1. Do you think the provisions of this agreement could realistically be enforced?

Answers will vary.

2. What problems might have arisen had these provisions been universally adopted by all nations? Explain.

Answers will vary.

Document C

1. Why did this document need to be translated?

It was in French, which was the language of diplomacy, and it was being signed by Britain, an English-speaking country.

2. How does this document reveal that politics was still dominated by the nobility of each nation?

All the references to the monarchical heads of state and the predominance of nobles negotiating and signing the treaty

3. Does this treaty indicate that the great powers will prop up the Ottoman Empire? Explain.

Yes. Answers will vary.

Roles Assignment Chart

	Nation	Monarch	Head of Delegation	Assistant
	Russia	Tsar Alexander II	Prince Alexsey Fyodorovich Orlov	Baron Philip von Brunnov
Student Name				
	France	Emperor Napoleon III	Count Alexandre- Florian-Joseph Colonna of Walewski	Baron Francis Adolphus, de Bourqueney
Student Name				
	Britain	Queen Victoria	George William Frederick Villiers, 4th Earl of Clarendon	Baron Henry Richard Charles Wellesley, 1st Earl Cowley
Student Name				
	Ottoman Empire	Sultan Abdülmecid I	Grand Vizier Mehmed Emin Âli Pasha	Muhammad Djemil Bey
Student Name				
	Austria	Emperor Franz Joseph	Karl Ferdinand, count von Buol- Schauenstein	Count Joseph Alexander Hübner
Student Name				
	Prussia	King Friedrich Wilhelm IV	Baron Otto Theodor von Manteuffel	Count Maximilian Frederick Charles Francis of Hatzfeldt-Wildenburg
Student Name				
	Piedmont/Sardinia	King Victor Emmanuel II	Camille Benso, count di Cavour	Marquis Salvatore Pes di Villamarina
Student Name				

Bibliography and Suggested Reading

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- Bierman, John. *Napoleon III: And His Carnival Empire*. New York: St. Martin's, 1988. (Interesting insight into the mind of the French ruler, who was a key player in bringing on the war.)
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- Calthorpe, Lt. Col. Somerset J. Gough. *Cadogan's Crimea*. New York: Atheneum, 1980. (Excellent primary sources and illustrations from the war. It even has a photo of the menu of a breakfast given by General Luders "stolen" from the table and "kept as a souvenir.")
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- Warner, Philip. *The Crimean War: A Reappraisal*. New York: Taplinger, 1973. (Good, brief overview of the war but not too much on the peace conference.)
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Background for Teachers and Students

Following the Congress of Vienna, the Crimean War was the only major conflict in the nineteenth century that involved most of the great powers of Europe, including France, Russia, and Britain. The crumbling Ottoman Empire and Sardinia-Piedmont participated in the war as well. The threat of Austria potentially entering the conflict on the side of the allies finally led the Russians to call for a peace conference.



The Siege of Sevastopol

The official policy of Tsar Nicholas I had been to oppose the continued existence of the Ottoman Empire. Russia had been at war, off and on, with Turkey since the reign of Peter the Great, primarily over Russian access to the Black Sea. The tsar famously quipped that the Ottoman Empire was “a very sick man [and that] it would be . . . a great misfortune if one of these days, he should slip away from us, especially before all necessary arrangements were made.”⁶⁵ On a visit to Britain in 1844, he suggested to various English statesmen that Britain and Russia should carve up Turkey between them—Britain getting Egypt and Crete and Russia occupying Constantinople, the gateway to the Black Sea. Furthermore, the independence of Wallachia, Moldavia, Bulgaria, and Serbia was to be guaranteed by the great powers, with a recognition that the guardian of these regions would be Russia. Prior to the beginning of the conflict, Britain had two main reasons for rejecting the tsar’s proposals. First, this would make Russia the most dominant state in the Balkans, and, with control of Constantinople, it would be able to control access to both

the Black Sea and the Aegean. Russian warships would also be free to enter the Mediterranean. Second, Britain considered the Ottoman Empire to be a lot stronger than Russia imagined.

In 1853, the antagonism between Russia and France flared up over the question of who was to be the defender of the Christian holy sites in Palestine. In the sixteenth century, the French had assumed the responsibility for protecting these holy sites, but by the

eighteenth century, through neglect, France had relinquished this duty to the Russian Greek Orthodox Church. Napoleon III, hoping to gain support from the Catholic Church, revived French claims and persuaded the Turkish Sultan to go along with this new arrangement. The tsar protested and demanded that Russia should be the protector of all the Orthodox Christians in the Ottoman Empire, in effect, opening the door to Russian meddling in Turkish affairs whenever desired. The British government then stepped into the controversy and encouraged the Sultan to reject the Russian proposals. Russia countered by moving soldiers into the provinces of Moldavia and Wallachia (modern Romania), pushing the great powers to the brink of war.

In an effort to defuse the crisis, a conference that included Austria, Prussia, France, and Great Britain convened in Vienna to draw up conciliatory proposals to send to both Russia and Turkey. Russia initially accepted these proposals. The sultan, however, refused to relinquish the sole right to be the protector of Christians in his realm and demanded that Russia remove its soldiers

⁶⁵ Simms, *Europe: The Struggle for Supremacy*, 221.

Image source: Sevastopol Panorama. By Franz Roubaud, 1904, the Panorama Museum, Sevastopol

from Moldavia and Wallachia. Russia responded by declaring war on Turkey.

Initially, the war went well for Russia, but, much to the surprise of the Russians, when they sank a Turkish fleet near Sinope—a city on the Black Sea—Britain declared war. France followed suit. Napoleon III was determined to gain glory and the support of the French Army, all at the expense of the Russians. He also wished to promote French trading interests in the Eastern Mediterranean, gain the support of the Catholic Church, and humiliate Tsar Nicholas I, who refused to consider him as an equal member of the ruling heads of the great powers. Both Prussia and Austria were involved in a rivalry for supremacy among the hodgepodge of German states and chose to stay out of the conflict. The shah of Persia, who had no love for either the British or the Russians, decided to stay neutral too.

British and French military leaders decided that invading the Crimea was the best strategy. They calculated that if they could capture the Russian naval base of Sevastopol on the Crimean Peninsula, they could make Russia sue for peace. It was a campaign of shocking mismanagement on the part of the French and the British and fierce resistance by the Russians. Thousands of soldiers from all countries in the conflict died from battlefield wounds and disease. Nevertheless, after a lengthy and costly siege, France and Great Britain were successful in capturing Sevastopol, and Russia decided to throw in the towel and request a peace conference to end the war.

The Crimean War was the first conflict to receive extensive coverage by the British media. Reporters like William Howard Russell sent home shocking first-hand accounts of the battles. The black and white photos by Roger Fenton, similar to those that will be taken by Matthew Brady in the American Civil War, provided vivid images of the suffering of the soldiers. With the introduction of the telegraph, news about the events of the war travelled back to the French and British people in mere hours. Doctors and

nurses like Florence Nightingale worked tirelessly to improve the conditions for soldiers. When Nightingale arrived to take charge of the hospital in Scutari on the Black Sea, she found, in her words, nothing but “want, neglect, confusion, and misery.” There were not enough beds and the sheets were of canvas “so coarse that the wounded men recoiled from them.”

The war revealed the importance of steam powered transport. During the Napoleonic Wars Russia marched soldiers across Europe as swiftly as any other nation. Since Russia had few rail lines, its troop movements had to be predominantly by water, with the naval base at Sevastopol being key to attacks on the Ottoman Empire. Russia, however, could not send troops or equipment to Crimea as quickly as Britain and France could with their steamships.

Finally, the military engagements of the war did not take place exclusively in Crimea. Battles were fought along the Danube River, along the Persian border, and in the mountains of the Caucasus. Naval engagements happened in the Baltic Sea and even in the far north near Norway. Defenses were prepared by the allies in Hong Kong, Calcutta, and Australia. Siberia’s Kamchatka Peninsula was bombarded by the British Navy. It was a global war, too.

Nicholas I died in March 1855 and was succeeded by his son Alexander II, who was anxious to end the war so that he could concentrate on the internal reforms needed in Russia itself. After Sevastopol fell, Alexander was prepared to accept the best terms he could get from the French and British. Austria now entered the fray, threatening to enter the conflict unless Russia surrendered its protectorate over its provinces on the Danube, its control of the Black Sea, and its religious claims against the Ottoman Empire’s handling of the Orthodox Christians in its realm.

You will now have an opportunity to negotiate the Treaty of Paris that will formally end this war and potentially provide a lasting peace for Europe.

Instructions

You will be attending a conference in Paris to negotiate a treaty to end the Crimean War. You need to research your country's participation in the Crimean War and its position on each of the agenda items. Based on your research and discussion with other delegates, you may decide to create a third option.

Conference Agenda

Demilitarization of the Black Sea Region

1. No nation may keep a fleet of warships in this region or establish a permanent military base or fort.
2. No nation may keep a fleet of warships in this region or establish a permanent military base or fort except for Russia and Ottoman Turkey.
3. Other option

Trade on the Danube River

1. All nations shall have the right to free trade along the length of the Danube River.
2. Trading restrictions shall be imposed on the nations of Austria, France, and Great Britain.
3. Other option

The National Integrity of the Ottoman Empire

1. All nations pledge to maintain Turkish Independence and the integrity of the Ottoman Empire.
2. There will be no direct influence on the part of any nation in the region currently following under the title of the Ottoman Empire.
3. Other option

Treatment of Minorities in the Ottoman Empire

1. No nation shall interfere in the internal politics of the Ottoman Empire, including protection of religious minorities.
2. Any nation may interfere in the internal politics of the Ottoman Empire if it believes that ethnic or religious minorities are being subjected to persecution.
3. Other option

Moldavia, Wallachia, and Serbia

1. Each of these regions will be given independent governing status under the official protection of the European great powers.
2. Each of these regions will revert to their status prior to the start of the war.
3. Other option

National Boundries

1. The boundries of Russia and Turkey will revert back to their prewar positions.
2. Russia and Turkey will be able to maintain any territorial gains they made during the war.
3. Other option

Recognition of Piedmont-Sardinia and the Future of the Region of Italy

1. There will be a formal recognition of the sovereignty of the Piedmont-Sardinia regions of Italy, the withdrawal of all Austrian troops from Italian soil, and the establishment of a customs-union that binds all the Italian states into an economic union similar to the German Zollverein.
2. There will be no formal recognition of the sovereignty of Piedmont-Sardinia, Austrian troops will remain on Italian soil, and there will be no Italian customs union.
3. Other option

Name _____

Roles Chart

Nation	Monarch	Head of Delegation	Assistant
Russia	Tsar Alexander II	Prince Alexsey Fyodorovich Orlov	Baron Philip von Brunnov
France	Emperor Napoleon III	Count Alexandre- Florian-Joseph Colonna of Walewski	Baron Francis Adolphus, de Bourqueney
Britain	Queen Victoria	George William Frederick Villiers, 4th Earl of Clarendon	Baron Henry Richard Charles Wellesley, 1st Earl Cowley
Ottoman Empire	Sultan Abdülmejid I	Grand Vizier Mehmed Emin Âli Pasha	Muhammad Djemil Bey
Austria	Emperor Franz Joseph	Karl Ferdinand, count von Buol- Schauenstein	Count Joseph Alexander Hübner
Prussia	King Friedrich Wilhelm IV	Baron Otto Theodor von Manteuffel	Count Maximilian Frederick Charles Francis of Hatzfeldt-Wildenburg
Piedmont/ Sardinia	King Victor Emmanuel II	Camille Benso, count di Cavour	Marquis Salvatore Pes di Villamarina

Your Character Name _____

Roles Russia

National Leader

Alexander I (Russian tsar)

Head of Delegation

Prince Aleksey Fyodorovich Orlov (military officer, statesman, and adviser to Tsar Alexander I)

Assistant

Baron Philipp von Brunnov (Russian diplomat)

Goals at the Conference

1. You recognize that you lost the war but desire to keep intact as much of your empire as possible.
2. You are willing to make many concessions to the allies, because you want to put this unsuccessful war behind you and concentrate on the internal problems of your realm—especially the economy.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

Roles
Britain

National Leader

Victoria (queen of England)

Head of Delegation

George William Frederick Villiers, 4th Earl of Clarendon (British diplomat and statesman)

Assistant

Baron Henry Richard Charles Wellesley, 1st Earl Cowley (British ambassador to France)

Goals at the Conference

- 1. Although you were an ally of the French during the war against the Russians, you are distrustful of them.
- 2. You want to ensure that the Ottoman Empire remains strong in order to keep a balance of power, especially in the Mediterranean region and the Black Sea. You believe that without a strong Ottoman Empire many of the regions currently under its control would either be taken by Russia or go independent, posing a threat to you.
- 3. You want to expand the power and influence of the British Empire.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

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Roles France

National Leader

Napoleon III (French Emperor)

Head of Delegation

Count Alexandere-Florian-Joseph Colonna of Walewski (French diplomat and statesman)

Assistant

Baron Francis Adolphus de Bourqueney (French diplomat and statesman)

Goals at the Conference

1. Although you were an ally of the British during the war against the Russians, you are distrustful of them.
2. You want to ensure that the Ottoman Empire remains strong to keep a balance of power, especially in the Mediterranean region and the Black Sea. You believe that without a strong Ottoman Empire many of the regions currently under its control would either be taken by Russia or go independent, posing a threat to you.
3. You want to expand the power and influence of France.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

Roles
Prussia

National Leader

King Friedrich Wilhelm IV

Head of Delegation

Baron Otto Theodor von Manteuffel (Prussian Prime Minister and Foreign Minister)

Assistant

Count Maximilian Frederick Charles Francis of Hatzfeldt-Wildenburg

Goals at the Conference

- 1. You want to expand your power and influence as one of the great nations of Europe.
- 2. You want to see a reduction in the power and influence of Russia.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

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Roles Austria

National Leader

Emperor Franz Joseph

Head of Delegation

Karl Ferdinand, count von of Buol-Schaunstein

Assistant

Count Joseph Alexander Hübner

Goals at the Conference

1. You want to maintain your power and influence along the Danube River.
2. You want to crush the independence movements of ethnic minorities in your realm.
3. You want to maintain your territorial influence in the region of Italy.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

Roles
Ottoman Empire

National Leader

Sultan Abdülmecid I

Head of Delegation

Grand Visier Mehmed Emin Âli Pasha

Assistant

Muhammed Djemil Bey

Goals at the Conference

- 1. You want to maintain your status as a powerful empire with land in Europe and the Middle East.
- 2. You want to prevent other nations from interfering in the internal politics of your empire.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
Treatment of Minorities in the Ottoman Empire	
Moldavia, Wallachia, and Serbia	
National Boundaries	
Recognition of Piedmont-Sardinia and the Future of the Region of Italy	

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Piedmont/Sardinia

National Leader

King Victor Emmanuel II

Head of Delegation

Camille Benso, count di Cavour

Assistant

Marquis Salvatore Pes di Villamarina

Goals at the Conference

1. The Kingdom of Sardinia contributed 15,000 soldiers to the war effort, assisting the British and the French at the siege of Sevastopol. This allowed you to have a seat at the peace conference.
2. Your primary goal is to address the issue of the "Risorgimento," or Italian unity, with the other delegates.

Your Agenda Choices	Reason(s) You Favor This Option
Demilitarization of the Black Sea Region	
Trade on the Danube River	
The National Integrity of the Ottoman Empire	
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National Boundaries	
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Glossary and Brief Chronology

casus belli: An action that justifies military conflict.

demilitarization: Reduction of a nation's military to a minimum.

Greek Orthodox Church: A branch of Christianity whose history, traditions, and theology are rooted in Byzantium.

plenipotentiary: A representative of a government given full decision-making powers.

sovereignty: The right of a nation to govern itself.

Risorgimento: Italian unification movement.

1853	Russian troops invade the Danube region. Turkey formally declares war on Russia.
1854	Russian troops ignore warnings by the French and British to withdraw from the Danube region; they declare war on Russia. The French and British land an army in the Crimea.
1854–1855	Siege of Sevastopol.
1856	Formal signing of the Treaty of Paris ends the war.

Aftermath

On March 30, 1856, the Treaty of Paris was formally signed by the heads of each delegation, officially ending the Crimean War. With the possible exception of Great Britain the majority of European nations were substantially altered by this war. Russia suffered most from the settlement. Its military and economic power was weakened by the demilitarization of the Black Sea and the free trade agreement along the Danube River. It also had to relinquish its territorial claims at the mouth of the Danube and its rights to provide special protection to Christian minorities in the Ottoman Empire. Moldavia, Wallachia (Romania), and Serbia were recognized as self-governing states under the protection of the great powers. Turkey agreed to improve the status and treatment of Christians within the Ottoman Empire.⁶⁶



The official portrait of the participants
in the 1856 Paris Congress

All the major powers agreed to honor the sovereignty of the Ottoman Empire. Disregarding territorial gains made during the war, the major powers simply put the warring powers of Russia and Turkey back to the national boundaries that existed prior to hostilities. Ironically, although the spark that ignited the war originated from the jurisdiction of the Christian sacred sites in Palestine, this issue was never even discussed at the peace conference.

Many argue that the real loser of the war was Austria. By supporting Britain and France, it ruined its long-standing friendship with Russia. It also lost political control of Moldavia and Wallachia. Another consequence of the weakening of Austria was the war of 1859–1860 against France and Piedmont. The French and their Italian allies forced Austria to the peace table, and the cost was the loss of Lombardy, beginning a process that eventually led to Italian unification.⁶⁷

The treaty led to the formation of Romania, carved out of the principalities of Moldavia and Wallachia, in 1859. It was not, however, a completely unified state. It remained under the control of the Ottoman Empire until 1873, at which time it became an independent nation.

The effects of the war were also felt in the United States. There was fear on the part of US officials that the victory of Britain and France might lead these imperialistic powers to reassert themselves into what Americans felt was “their hemisphere.”⁶⁸

The Crimean War and the Treaty of Paris had two other significant effects. First, it formed the basis of a movement to create another powerful unified nation: Germany. Second, the peace treaty was a decisive turning point in European history, marking the end of the system established by the Congress of Vienna and the beginning of a new European world order. Ultimately, this new system led to an even greater conflict: World War I.

66 Hobsbawm, *The Age of Capital*, 76–77.

67 Stern, *Gold and Iron*, 20.

68 Simms, *Europe: The Struggle for Supremacy*, 222.

Discussion Questions

1. Can a nation lose a war but win the peace? Or can a nation win a war but lose the peace? Did either of these propositions apply to any of the nations engaged in the Crimean War and the Treaty of Paris? Explain.
2. Which nation suffered most from the decisions made at the Treaty of Paris? Why?
3. Why do you think the Ottoman Empire was called the, "sick man of Europe"?
4. Compare your class treaty decisions with the actual treaty. How were they similar or different? Do you think you made better choices? Why or why not? Did the practicality of achieving some kind of reasonable settlement force nations to compromise? What are the strengths and weaknesses of negotiation?
5. One historian said that the maintenance of the integrity and independence of the Ottoman Empire, the admission of that state into the Concert of Europe, and the solemn renunciation of all right of control over the internal affairs of the empire was probably the most ill-advised and suicidal diplomatic action that has ever been taken by a body of representatives discussing international questions. **Lord Stratford from Britain** said that he would rather have cut off his hand than have signed the treaty. Do you agree or disagree? Why?
6. A US State Department officer once quipped that "an Englishman's idea of cooperation is to persuade someone to do what he wants him to do." Could this be said of the role of all diplomats negotiating treaties? Discuss.



Document A: The Peace Treaty

Excerpts of the provisions of the actual peace treaty

Art. I. From the day of exchange of ratifications of the treaty, there shall be peace and friendship between his Majesty the Emperor of the French, her Majesty the Queen of the United Kingdom of Great Britain and Ireland, his Majesty the King of Sardinia, his Majesty the Sultan, of the one part, and his Majesty the Emperor of all the Russias, of the other part, as well as between their heirs and successors, their respective States, and subjects in perpetuity. . . .

Art. III. His Majesty the Emperor of all the Russias engages to restore to his Majesty the Sultan the town and citadel of Kars, as well as all the other parts of the Ottoman territory of which the Russian troops are in possession.

Art. IV. Their Majesties the Emperor of the French, the Queen of the United Kingdom of Great Britain and Ireland, the King of Sardinia, and the Sultan, engage to restore to his Majesty the Emperor of all the Russias the towns and ports of Sevastopol, Balaklava, Kamiesch, Eupatoria, Kertch. . . .

Art. VI. Prisoners of war shall be immediately given up, on either side.

Art. VII. Her Majesty the queen of the United Kingdom of Great Britain and Ireland, his Majesty the Emperor of Austria, his Majesty the Emperor of the French, his Majesty the King of Prussia, his Majesty the Emperor of all the Russias, and his Majesty the King of Sardinia, declare the Sublime Porte admitted to participate in the advantages of the public law and system of Europe. Their Majesties engage, each one on his part, to respect the independence and the territorial integrity of the Ottoman Empire; guarantee in common the strict observance of that engagement; and will, in consequence consider any act tending to its violation as a question of general interest. . . .

Art. XI. The Black Sea is neutralized. Open to the mercantile marine of all nations, its waters and ports are formally and in perpetuity interdicted to flags of war, whether belonging to the bordering Powers or to any other Power, save and except the exceptions mentioned in Articles XIV and XIX of the present treaty.

Art. XII. Freed from all the impediments, trade in the ports and waters of the Black Sea shall only be subjected to regulations of health, customs and police, conceived in a spirit favorable to the development of commercial transactions.

In order to give every desirable security to the commercial and maritime interests of all nations, Russia and the Sublime Porte will admit Consuls in ports situated on the coast of the Black Sea, conformably to the principles of international law. . . .

Art. XV. The Act of the Congress of Vienna having established the principles destined to regulate the navigation of the river which separate or traverse several

States, the contracting Powers stipulate between themselves that for the future these principles shall be also applicable to the Danube and to its embouchures. They declare that this disposition constitutes henceforth a part of the public law of Europe, and they take it (the disposition) under their guaranty.

The navigation of the Danube cannot be subjected to any hindrance or dues which shall not be expressly provided for by the stipulations contained the following articles. In consequence no toll shall be taken that may be based solely upon the fact of the navigation of the river, nor any duty upon merchandise which may be on board vessels. The police and quarantine regulations to be established for the security of the States separated, or traversed by this river, shall be conceived in such a manner as to favor the circulation of vessels as much as possible. Save these regulations, no obstacle whatever shall be placed in the way of the free navigation. . . .

Art. XXII. The Principalities of Wallachia and Moldavia will continue to enjoy under the suzerainty of the Porte and under the guaranty of the contracting Powers, the privileges and immunities of which they are in possession. No exclusive protection shall be exercised over them by any one of the guaranteeing Powers. There shall be no private right of interference in their internal affairs.

Art. XXIII. The Sublime Porte engages to reserve to the aforesaid Principalities an independent and national administration, as well as full liberty of worship, legislation, commerce, and navigation.

The laws and statutes now in force shall be revised. To establish a complete accord as to this revision, a special Commission, with regard to the composition of which the high contracting parties will come to an understanding, will assemble without delay at Bucharest, together with a Commission of the Sublime Porte.

The task of this Commission will be to inquire into the actual state and condition of the Principalities, and to propose the basis of their future organization. . . .

Art. XXVIII. The Principality of Servia will continue to be dependent upon the Sublime Porte, conformably to the Imperial Hatt, which fix and determine its rights and immunities, placed henceforth under the collective guaranty of the contracting Powers. In consequence, the said Principality will preserve its independent and national administration, as well as full liberty of worship legislation, commerce, and navigation. . . .

Art. XXX. His Majesty the Emperor of all the Russias and his majesty the Sultan keep in its integrity the state of their possessions in Asia, such as it existed legally before the rupture.

In order to prevent any local contest, the boundary of the frontier will be verified, and, if need be, rectified, but so that no territorial prejudice shall result to either of the two parties from any such rectification.

With this view a mixed Commission, composed to two Russian Commissioners, two Ottoman Commissioners, one French Commissioner, and one English Commissioner, shall be sent to the locality immediately after the re-establishment of diplomatic relations between the Court of Russia and the Sublime Porte. The labors of this Commission are to be terminated within the space of eight months, dating from the exchange of the ratifications of the present treaty. . . .

Art. XXXIV. The present treaty shall be ratified, and the ratifications shall be exchanged in Paris, within the space of four weeks, or sooner, if possible.

In faith of which the respective Plenipotentiaries have signed it and have hereto affixed the seal of their arms.

Source: Russell, Sir William Howard, Angela Michelli Fleming, and John Maxwell Hamilton, eds. *The Crimean War: As Seen by Those Who Reported It*. Baton Rouge: Louisiana State University Press, 2009.

Question

1. This document should be used to compare your treaty with the real treaty. What were the significant differences? Why?

Document B: Declaration of Paris

Laws of War: Declaration of Paris, April 16, 1856

One of the issues also addressed during the treaty negotiations was the need for some kind of agreement outlining the laws of war particularly as it applied to maritime warfare. Read the following and answer the questions that follow.

The Plenipotentiaries who signed the Treaty of Paris of the thirtieth of March . . . assembled in Conference,—

Considering:

That maritime law, in time of war, has long been the subject of deplorable disputes;

That the uncertainty of the law and of the duties in such a matter, gives rise to differences of opinion between neutrals and belligerents which may occasion serious difficulties, and even conflicts;

That it is consequently advantageous to establish a uniform doctrine on so important a point;

That the Plenipotentiaries assembled in Congress at Paris cannot better respond to the intentions by which their Governments are animated, than by seeking to introduce into international relations fixed principles in this respect;

The above-mentioned Plenipotentiaries, being duly authorized, resolved to concert among themselves as to the means of attaining this object; and, having come to an agreement, have adopted the following solemn Declaration:

1. Privateering [legalized piracy] is, and remains, abolished;
2. The neutral flag covers enemy's goods, with the exception of contraband of war;
3. Neutral goods, with the exception of contraband of war, are not liable to capture under enemy's flag;
4. Blockades, in order to be binding, must be effective, that is to say, maintained by a force sufficient really to prevent access to the coast of the enemy.

The Governments of the undersigned Plenipotentiaries engage to bring the present Declaration to the knowledge of the States which have not taken part in the Congress of Paris, and to invite them to accede to it.

Convinced that the maxims which they now proclaim cannot but be received with gratitude by the whole world, the undersigned Plenipotentiaries doubt not that the efforts of their Governments to obtain the general adoption thereof, will be crowned with full success.

The present Declaration is not and shall not be binding, except between those Powers who have acceded, or shall accede, to it.

Source: *Conventions and Declarations between the Powers Concerning War, Arbitration and Neutrality*. The Hague : Martinus Nijhoff, 1915.

Questions

1. Do you think the provisions of this agreement could realistically be enforced?
2. What problems might have arisen had these provisions been universally adopted by all nations? Explain.

Document C: Treaty between Great Britain, Austria, and France

Treaty between Great Britain, Austria, and France, April 15, 1856

The following was an additional agreement signed by the delegates relating to the future of the Ottoman Empire. Read the details of this agreement—translated as laid before Parliament—and answer the questions that follow.

TREATY between Great Britain, Austria, and France, guaranteeing the Independence and Integrity of the Ottoman Empire. Signed at Paris, 15th April, 1856.

Her Majesty the Queen of the United Kingdom of Great Britain and Ireland, His Majesty the Emperor of Austria, and His Majesty the Emperor of the French, wishing to settle between themselves the combined action which any infraction of the stipulation of the Peace of Paris would involve on their part, have named for that purpose as their Plenipotentiaries, that is to say:

Her Majesty the Queen of the United Kingdom of Great Britain and Ireland, the Right Honorable George William Frederick Earl of Clarendon, Her Majesty's Principal Secretary of State for Foreign Affairs, &c.; and the Right Honorable Henry Richard Charles Baron Cowley Her Majesty's Ambassador Extraordinary and Plenipotentiary to His Majesty the Emperor of the French, &c. . . .

And His Majesty the Emperor of the French, the Sieur Alexander Count Colonna Walewski, his Minister and Secretary of State for Foreign Affairs, &c; and the Sieur Francis Adolphus Baron de Bourqueney, his Envoy Extraordinary and Minister Plenipotentiary to His Imperial and Royal Apostolic Majesty, &c;

Who, after having exchanged their Full Powers, found in good and due form, have agreed upon the following Articles:

Guarantee of Independence and Integrity of the Ottoman Empire.

Art. I The High Contracting Parties Guarantee, jointly and severally, the Independence and the Integrity of the Ottoman Empire, recorded in the Treaty concluded at Paris on the 30th of March, 1856.

Art. II Any infraction of the stipulations of the said Treaty will be considered by the Powers signing the present Treaty as a *casus belli*. They will come to an understanding with the Sublime Porte as to the measure which have become necessary, and will without delay determine among themselves as to the employment of their Military and Naval Forces.

Art. III The present Treaty shall be ratified, and the Ratifications shall be exchanged in a fortnight, or sooner if possible.

In witness whereof the respective Plenipotentiaries have signed the same, and have affixed thereto the Seal of their Arms.

Done at Paris, the 15th day of the month of April, in the year 1856.

[signatures]

(L.S.) CLARENDON.

(L.S.) COWLEY.

(L.S.) BUOL-SCHAUENSTEIN.

(L.S.) HUBNER.

(L.S.) WALEWSKI.

(L.S.) BOURQUENEY.

Source: Hertslet, Edward. *The Map of Europe by Treaty Showing the Various Political and Territorial Changes since the General Peace of 1814*. Vol 2. London: Buttersworth, 1875.

Questions

1. Why did this document need to be translated?
2. Why does this document reveal that politics was still dominated by the nobility of each nation? Does this treaty indicate that the great powers will prop up the Ottoman Empire? Explain.

Extension Activities

1. A notable historian wrote that the Crimean War was, "A contest entered into without necessity, conducted without foresight and deserving to be reckoned from its tragic mismanagement rather among medieval than modern campaigns." Make a PowerPoint or poster presentation that either supports or refutes this analysis of the war.
2. One of the most famous events of the Crimean War was the, Charge of the Light Brigade. A critic quipped that ineptitude in the military handling of the war culminated in, "Lord Cardigan's charge, a spectacular feat of heroism which decimated three-quarters of his forces in a successful effort to capture **the wrong** battery of [Russian] guns." The charge was later immortalized by the English poet Alfred Lord Tennyson. Get a copy of the poem, research the actual event, and decide if Tennyson got his facts straight.
3. More soldiers in the Crimean War died from cholera, typhus, dysentery, and scurvy than from wounds in battle. Write an essay explaining why this happened.
4. Write an essay comparing the decisions made at the Congress of Vienna in 1815 with the decisions made at the Treaty of Paris in 1854. Which set of diplomats made the best decisions?
5. Crimea became part of the Russian Empire in 1783 when the Crimean Khanate was annexed from the Ottoman Empire. It continued under Russian, and later Soviet, control until the breakup of the Soviet Union and the independence of Ukraine. In 2014 it was annexed again by Russia. Write an essay either justifying or denouncing Russian annexation of the Crimea.

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A list of specific sources and suggested reading can be found at the end of each lesson

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