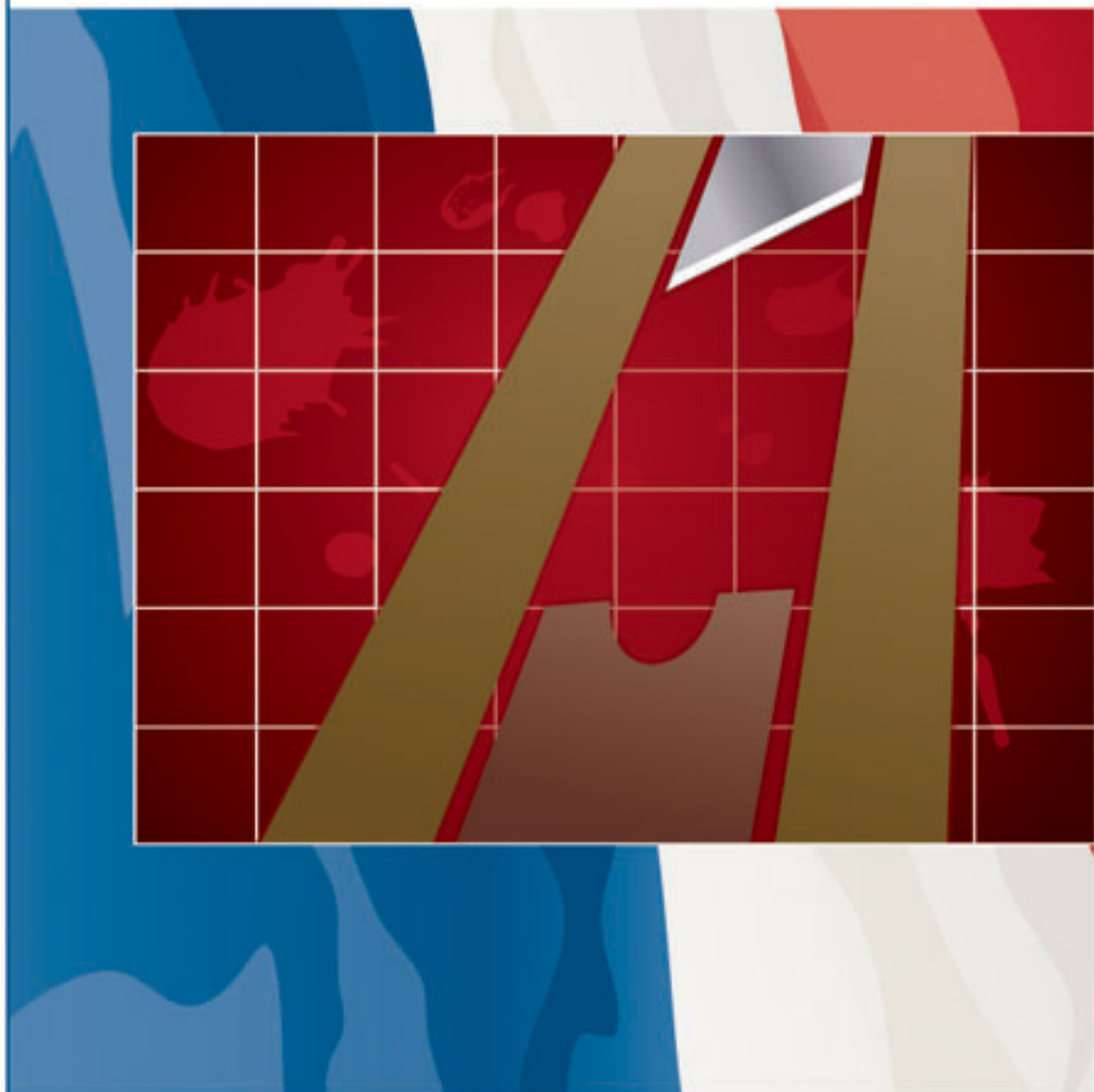


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# LIBERTÉ



A Simulation of the French Revolution

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MARLEEN BRASEFIELD, the author of LIBERTÉ, has completed a master's degree in history and a doctorate in sociology. In 15 years of elementary and secondary teaching experience, Ms. Brasefield developed creative methods in teaching history, among them simulation games. The present simulation was constructed and tested for students in world history and humanities classes at Flintridge Sacred Heart Academy, Pasadena, California.

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## PURPOSE - 1

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

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

### Knowledge

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

## PURPOSE - 2

### **Skills**

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

### **Attitudes**

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

# OVERVIEW

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

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

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

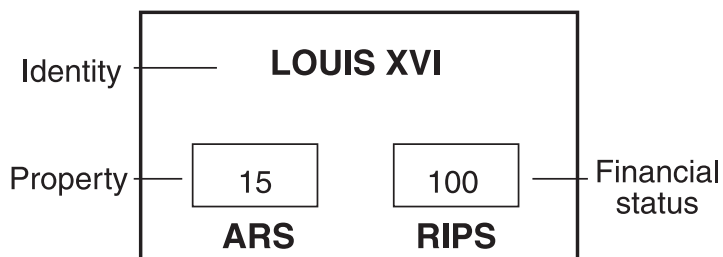
The simulation continues as a date is set for the trial of Louis XVI. Judges hear evidence based on research presented by witnesses. Prosecution and defense attorneys seek to support or deny the evidence. The day following Louis' trial, Robespierre "cleans" the class by randomly choosing victims who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



# SETUP DIRECTIONS - 1

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

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



Use pencil so figures can be changed.

## SETUP DIRECTIONS - 2

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

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

### Notes:

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

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

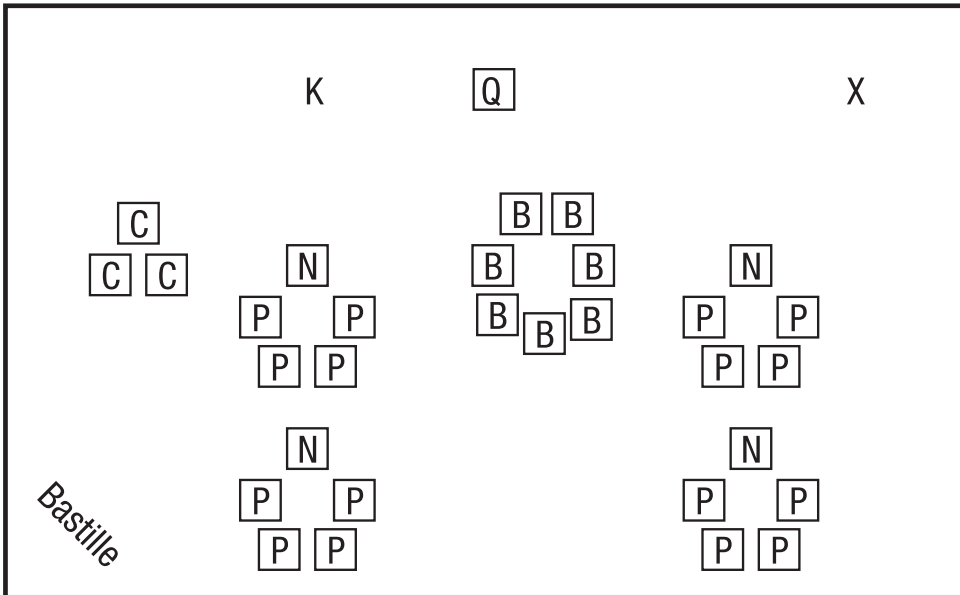
On Day 1, allot each student money equal to the RIPS listed above. All other money is held by the Banker.

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

## SETUP DIRECTIONS - 3

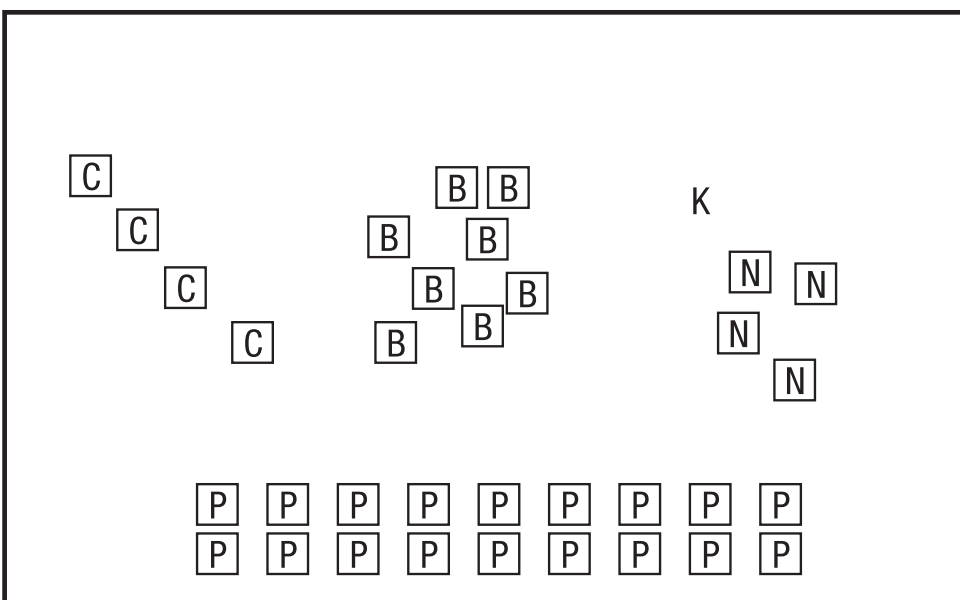
6. **Room arrangements** Suggested room arrangements for each phase: K=king, Q=queen, X=banker Necker, C=clergy, N=nobles, B=bourgeoisie, P=peasants:

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



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

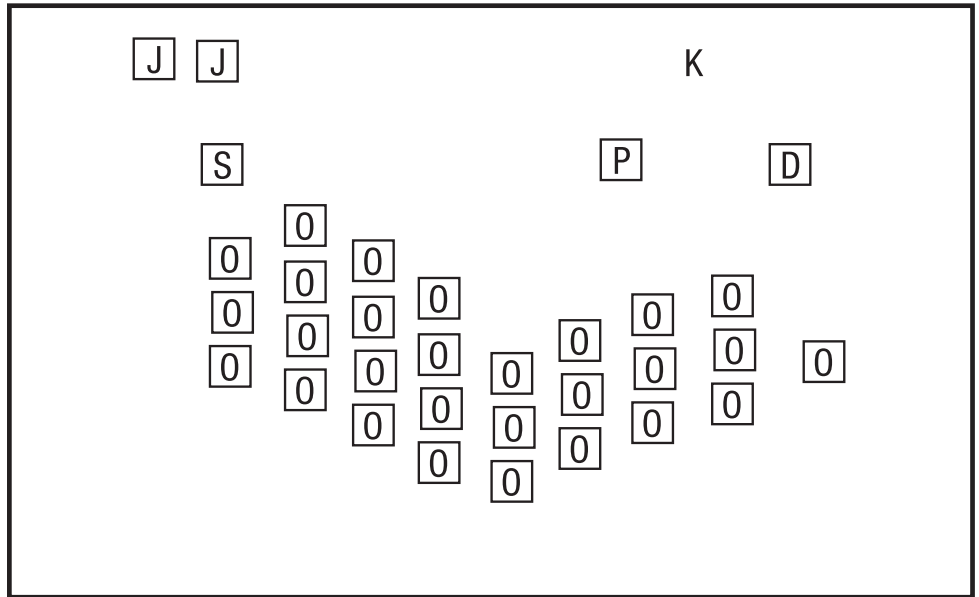
- **Phase II: Political Action** Estates-General: each Estate (nobles, clergy, bourgeoisie) sits together. Peasants are spectators.



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

## SETUP DIRECTIONS - 4

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



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

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

### Faction Folders

# SETUP DIRECTIONS - 5

## **First Estate—Clergy**

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

## **Second Estate—Nobles** (includes the King and Queen)

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

## **Third Estate—Bourgeoisie**

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

## **Peasants**

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

## **Banker**

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

## **Robespierre**

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

# BIBLIOGRAPHY - 1

Several publications on the French Revolution are available for in-depth research. Visit the libraries available to your students and set up a Reserve shelf: LIBERTÉ. The Bibliography provides a brief guide for selection:

## BACKGROUND READING

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- Parker, Noel, *Portrayals of Revolution*. New York: Harvester Wheatsheaf, 1990. Images, public debates on arts and literature and patterns of thought on the French Revolution.
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- Spencer, C., *Song in the Streets*. Behind the scenes in the revolution.
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- Vance, M., *Marie Antoinette*.
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### PAPERBACKS

- Brinton, C., *The Anatomy of a Revolution*, Vintage.
- de Toqueville, A., *The Old Regime and the French Revolution*, Anchor. A classic printed originally in 1831.
- Gershoy, L., *The Era of the French Revolution, 1789-99: Ten Years that Shook the World*, Anvil. Good documentation.
- Gintz, F., *The French and American Revolutions Compared*, Gateway.
- Greenlaw, B. W., ed., *The Economic Origins of the French Revolution: Poverty or Prosperity?*, Heath. Good source for the beginning phase of the simulation.
- Lefebvre, G., *The Coming of the French Revolution*, Vintage. Best brief account of background of the revolution, greater scope than the title would indicate.

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- Dawson, Philip, ed., *The French Revolution*, New Jersey: Prentice-Hall, Inc., 1967. Helpful as primary source material.
- Elliot, Sir John, *The Way of the Tumbrils*, New York: Reynal and Company, 1958. Good source for the middle and lower classes; a readable study of local history which, though not scholarly, does recapture some of the drama of the revolution.
- Feder, Bernard, "What Forces Guided the French Revolution?," *Viewpoints in World History*, New York: American Book Company, 1968. Student copies are available by chapters. Chronology, primary source material, and discussion questions are excellent.
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- Sole, Jacques, *Questions of the French Revolution*. New York: Pantheon Books, 1989. Raises good questions for class discussion: Was the revolution: a triumph of the enlightenment? a defeat of despotism? a victory for the bourgeoisie? a people's revolution? Was it avoidable or inevitable?
- Stewart, John Hall, *Documentary Survey of the French Revolution*, New York: The Macmillan Company, 1951. Best primary source materials for writing cahiers and preparing for the trial of Louis XVI.



# UNIT TIME CHART

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

# DAILY DIRECTIONS - 1

## PHASE I: ECONOMIC ACTIVITIES

### DAY 1

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

## DAILY DIRECTIONS - 2

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

### DAY 2

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

**T**eaching  
tip →

*Post timing on  
chalkboard.*

## DAILY DIRECTIONS - 3

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

### DAY 3

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

Answer Key for Overview Test:

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

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

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

## DAILY DIRECTIONS - 4

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

### DAY 4

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

### DAY 5

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

# DAILY DIRECTIONS - 5

## PHASE II: POLITICAL ACTION

### DAY 6

1. Allow time for oral presentations of personality description of the peasants. Complete all personality descriptions before beginning Phase II activities.
2. Begin political action by holding the first and only meeting of the Estates-General. For this activity, the room should be arranged for “Political Action,” as shown in Setup Directions. Suggested time sequence for this activity (alter as desired):
  - *10-15 min.* Caucus—students divide according to their opinion on statements on the Agenda for the National Assembly.
  - *20-25 min.* National Assembly—issues are presented, voted upon, and passed, defeated, or tabled. Members are free to change their place in the classroom as they change in opinion from conservative to liberal or vice versa.
3. Read or have read PRESSURE CARD # 4. Each student must decide whether or not to join the National Assembly.
4. The Third Estate is now in power. Delegates from the First Estate and Second Estate who choose to join the Third Estate, now the National Assembly, may move their desks to the area where the bourgeoisie are seated. Those who elect to not join the National Assembly remain in their original positions. The consequences of not joining will be evident in a few days. The National Assembly may admit propertied peasants, if it so chooses.

### DAY 7

1. Students decide which issues of the Agenda for the National Assembly are most important to them and join groups which meet in caucus to decide which students will prepare arguments for presentation on the floor of the National Assembly. Faction secretaries complete the Research for the National Assembly Statement Number section on the FACTION RESPONSIBILITIES sheet. Peasant groups will stay with their original noble faction for grading purposes, but they can meet in common caucus with others of similar opinion.
3. Students begin research on statements from the **Agenda for the National Assembly**.

## DAILY DIRECTIONS - 6

4. All who have joined the National Assembly have the power to vote and speak. Let the students decide which items will be discussed first. It may take time for them to realize which of the decisions is most important.
5. Read or have read PRESSURE CARDS #5 and #6. These cards will stimulate action if no decision can be reached. Everyone calculates the consequences.
6. Have no caucus meeting until Agenda item #1 is complete. Once a chairman, a secretary, and procedures are decided, the floor is open to discuss any item from #2 to #12. After the first meeting of the National Assembly, caucuses are held to prepare for successive meetings.
7. The FORMS FOR THE NATIONAL ASSEMBLY are used—one for each issue that comes to the floor.

### DAY 8

1. Continue political action.
2. Before each new session of the National Assembly, the decisions reached in the previous meeting must be carried out (e.g., taxing to pay for the National Guard or to pay part of the national debt).
3. TAX COLLECTING FORMS from the bourgeoisie faction folder are used and the banker continues to calculate and post results on the BANKER'S TAX COLLECTION CHART.
4. If anyone becomes "broke," he/she joins the peasants and loses his/her voice in the affairs of the National Assembly.
5. Caucuses, meetings of the National Assembly, and Pressure Cards continue until you decide that the complexity of decision-making and revolutionary pressures are realized.
6. Read or have read PRESSURE CARDS #7, #8, and #9. Have students calculate the consequences.

# DAILY DIRECTIONS - 7

## DAY 9

1. Continue political action.
2. Read or have read PRESSURE CARDS #10, #11, and #12. Have students calculate the consequences.
3. Have students read THE TRIAL OF LOUIS XVI background information in the Student Guides and review the **15 Statements for Trial**.
4. The National Assembly elects a secretary to preside over the trial proceedings. Give him/her the TRIAL ROLL CALL SHEET.
5. Have students volunteer to be the two judges and the two attorneys—one for defense and one for prosecution.
6. The remaining students sign up with the National Assembly Secretary to investigate one of the **15 Statements for Trial**. Students can double up and work together or work separately on the research, but each student must complete a TRIAL RESEARCH FORM to document his/her position on the selected indictment charge.
7. Answer any questions on the **Procedures for Trial**.

## DAY 10

1. Optional: Show motion pictures, give lectures, or hold discussions on other materials.
2. Continue political action.
3. Read PRESSURE CARDS #13, #14, and #15. Have students calculate the consequences.
4. Make final preparations for trial of Louis XVI.



# DAILY DIRECTIONS - 8

## PHASE III: TRIAL OF LOUIS XVI

### DAY 11

1. Following the **Procedures for Trial**, witnesses present their testimony, based upon their research of their selected Statement for Trial for the indictment of the king.
2. Collect TRIAL RESEARCH FORMS from witnesses as they finish their presentations in the trial and reward with RIPS.
3. It would be prudent to meet quietly at this time with Robespierre to ensure that the Reign of Terror will strike as soon as the trial of the king has concluded.

### DAY 12

1. Continue the trial proceedings.
2. Witnesses present their testimony, based upon their research of their selected Statement for Trial for the indictment of the king.
3. When all **15 Statements for Trial** have been presented, the judges call for a final verdict—a vote by the whole National Assembly to decide the innocence or guilt of Louis XVI. If guilty, the judges deliver a sentence.

### DAY 13

1. Robespierre begins the Reign of Terror. He must have prepared the accusations, convictions, and punishments for his selected victims.
2. Keep a small group immune from Robespierre's selection who, unknown to Robespierre, are preparing his trial. The evidence needed is gathered from his actions in class that day. With the (certain) conviction of Robespierre, the Reign of Terror ends.
3. Students bring their RIPS BALANCE SHEET up to date. Game points (RIPS) are calculated up to but not including the Reign of Terror.
4. Members of the faction that paid the greatest percentage of the national debt throughout the simulation receives 24 RIPS each.

## DAILY DIRECTIONS - 9

5. The “opinion group” which passed legislation divides 60 RIPS equally among the group.

### Day 14

1. Hand out the EVALUATION ESSAY.
2. Have students from each faction react to the revolution: how they felt about their position, the pressures, and relationships to situations in American society today.
3. Allow time for students to write an EVALUATION ESSAY. Since this is a difficult task, provide sufficient time for your students’ ability.
4. Hold class discussion comparing survey taken on Day 1 with EVALUATION ESSAY.
5. Because this is an extremely important part of the simulation, provide sufficient time and have discussions take place in groups as small as possible.
6. Summarize what students say they have learned about how revolutions happen as a result of participating in LIBERTÉ.
7. Give students their unit grades. Unit grades result from your previous decision about what you feel is a fair percentage balance between the simulation grade and the individual effort grade (see Unit Grade Rationale Day 1, #5). Explain to students where A to F fall on these two grade curves: simulation curve and individual effort curve. (The simulation grade is each student’s RIPS BALANCE SHEET total. The individual effort grade is found by totaling only the RIPS earned by the individual student as recorded on the RIPS BALANCE SHEET.)

# HOW REVOLUTIONS HAPPEN

**Survey: How Revolutions Happen** Your name: \_\_\_\_\_ Class period: \_\_\_\_\_

Many situations in the last two centuries have been called “revolutionary.” Circumstances causing a society to undergo sudden, violent change are complex. In the columns below name three current or historical revolutions. Indicate examples of CAUSES of these revolutions. In the final column indicate whether or not you feel the revolution was (is) “justified”?—that is, could change have been brought about without violence?

Revolution	Examples of causes ...			Was the revolution “justified”?
	Economic	Social	Political	

# PERSONALITY DESCRIPTION FORM (model)

**Directions:** Using your own 8 and 1/2 x 11 inch paper, follow the model below.

You may use direct quotations if you wish—any time in this activity. →

The (1:37) is your source of your information found on page 37 of source #1. →

Use correct bibliographical form: author, title, city of publication, publisher, date of publication →

Name: \_\_\_\_\_ Due date: \_\_\_\_\_

Your identity: \_\_\_\_\_

Describe your personal traits in the first person: \_\_\_\_\_

\_\_\_\_\_ (1:74)

State how you think you would have stood on issues before the revolution began : \_\_\_\_\_

... during the National Assembly: \_\_\_\_\_ (1:37)

... during Louis XVI's trial: \_\_\_\_\_ (3:90)

... during the Reign of Terror: \_\_\_\_\_ (2:16)

If you survived the revolution, how did you manage? \_\_\_\_\_

Sources: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_  
4. \_\_\_\_\_

# PRESSURE CARDS - 1

All RIPS gained or lost through Pressure Cards are paid through the bank.

1. Provinces throughout France have grown varieties of grapes for centuries. This has been a good year for the wine industry and as a property owner, your land increases in value.

*(Add 10% of the value of your property to your bank account.)*

2. The dry weather has permitted time for the roads to be repaired in several provinces. The cost of improvement is very little because of the CORVEE, a feudal obligation of ten days' road work done by the peasants without pay. This improves the value of your property.

*(Add 5% of the value of your property to your bank account.)*

3. Rain and hail have destroyed crops in many provinces. Hunger intensifies the impatience of the peasants. Many move to the cities where food is even more scarce. Warehouses and stores are destroyed in food riots.

*(All property owners lose 10% of value of their property which they must pay to the banker.)*

*(To be read after the first meeting of the Estates-General.)*

4. The Estates-General has met. No mention has been made of reforms. The only subject discussed for weeks has been taxes. The commoner must have a change. Coming to the meeting hall one day, the bourgeoisie discover they are locked out and royal guards are posted. It begins to rain. In anger and frustration the entire 600 move to a nearby indoor tennis court, shouting and protesting the whole day. By evening, order is restored. Everyone agrees to take an oath "not to separate until a constitution is written for France."

*(When the hall reopens, the Third Estate declares itself "The National Assembly." ALL POWER NOW RESTS IN THE ELECTED REPRESENTATIVES OF THE PEOPLE: The Third Estate. The First and Second Estates are invited to join the National Assembly.)*

*(Remaining Pressure Cards to be read after the first meeting of the National Assembly.) These may be given out as a single pressure card, in two's or in three's as needed to increase action. (This should go in the Daily Directions, not here.)*

5. The Declaration of the Rights of Man and Citizen declares "All men are born and remain free and equal in rights." All nobles' privileges and titles are hereby abolished.

*(Nobles may no longer collect taxes or assign work for the peasants, but they retain their ownership of property.)*

6. Popular clubs are organized all over France. The peasants in the countryside begin to panic. Rumors hint that the aristocratic nobles are bringing armies into France. In fear the peasants attack the landlords' chateaux. Many nobles are killed while others escape the country.

*(Nobles lose 1/2 their property and a desk, unless they choose to escape. In order to escape, all property is lost. Lost property is applied to the National Debt. Peasants gain 10 RIPS each.)*

## PRESSURE CARDS - 2

7. The Bastille, a 400 year old fortress, dominates the poor working section of Paris. To the lower classes it has become a symbol of aristocratic oppression. A scared and angry crowd, armed with stones, stolen guns, axes and spikes, besieges the old prison, hacking loose the drawbridge and invading the gloomy fortress. No guard is left alive. Later in the day, the prisoners are released. There are only seven: two are madmen; four are convicted forgers; one is a loose-living aristocrat put in prison by his own father. This day is remembered as the beginning of the French Revolution, July 14, 1789. In his diary the king recorded that on this day "nothing happened."

*(Peasants gain 25 RIPS apiece.)*

8. A mob of hungry women begins a march from Paris to the palace of the king at Versailles in search of bread. Several bring muskets, pitchforks, and knives. They pass through the rainy countryside gathering the curious and the angry. Drenched and mud-spattered and shouting loudly for "BREAD," the enormous crowd arrives and demands to see the king and queen. The monarch and his wife appear on a balcony above the angry mob. The women demand that "the baker, the baker's wife, and the baker's little boy" return with them to Paris.

*(If the National Assembly has not paid for the National Guard to keep order, everyone loses 20% of his total savings.)*

9. The Assembly asks the French people to make the government a voluntary gift of one fourth of their income to offset the expenses of the revolution. To refuse would be to encourage violence.

*(The Assembly may collect donations.)*

10. Tallyrand suggests that Church property might be sold to help pay off the National Debt.

*(All Church property is confiscated and its value is subtracted from the debt.)*

11. Rumors of war from England and Austria filter into France. The King of Prussia issues the Declaration of Pillnitz, August 27, 1791, affirming many people's fears of invasion.

*(If the National Assembly has not paid for the Army, all must give 20% of their total RIPS to avoid total war.)*

12. Lafayette, hoping to restore order to a mob in Paris, orders the National Guard to open fire. Thirteen people are killed. Although seven times that number died in the storming of the Bastille, this incident is called "a massacre" by radical pamphlets and newspapers. Paris remains under martial law for weeks.

*(Payments must be made for the National Guard or 100 RIPS added to the National Debt.)*

13. The value of money is decreasing rapidly. The good harvests in 1790 and 1791 have not helped relieve the shortage of food in the cities. Greedy farmers have kept grain off the market while selfish merchants have sold it to foreign countries. The government is forced to import wheat to feed the people. Food riots begin again.

*(The National Assembly must decide what to do.)*

14. The king seems to approve of the Constitution now finished by the National Assembly, though he seems visibly disturbed by the oath of loyalty forced on priests. Rumor says that Louis is conniving secretly with foreign monarchs to raise an army that would restore his former position of absolute ruler in France.

*(If the National Assembly has not voted to support the French Army, all must pay 30% of their total RIPS to the National Assembly.)*

15. While making a solemn oath before the people of Paris to remain loyal to the constitution, Louis is planning his escape from Paris. Harassed by crowds every time he steps into public, he has become more determined than ever to protect his wife and children by leaving the country. The escape route is plotted and the attempt is made. The royal family is recognized near the border and returned to Paris amid angry shouting of the Parisians.

*(The king and queen lose their property to the State to be used by the National Convention. The date is set for the trial of Louis XVI.)*

# RIPS BALANCE SHEET

Your name: \_\_\_\_\_ Faction: \_\_\_\_\_

Date	Transaction	—	+	Balance

Date	Transaction	—	+	Balance

-----

Fold on broken line above in order to form a pocket for your **RIPS** money.

FRENCH INDIES IMPORT COMPANY

**Sell:** perfume from the Orient

30 RIPS per shipment

**Profit:** 35%

**Buy:** champagne from France

LAISSEZ FAIRE EXPORT COMPANY

**Sell:** champagne from France

40 RIPS per shipment

**Profit:** 30%

**Buy:** mahogany from San Domingo

FRENCH INDIES IMPORT COMPANY

**Sell:** cork from Morocco

40 RIPS per shipment

**Profit:** 20%

**Buy:** French lace

LAISSEZ FAIRE EXPORT COMPANY

**Sell:** rope

25 RIPS per shipment

**Profit:** 40%

**Buy:** brassware from India

FRENCH INDIES IMPORT COMPANY

**Sell:** mahogany from San Domingo

40 RIPS per shipment

**Profit:** 30%

**Buy:** tapestries from France

LAISSEZ FAIRE EXPORT COMPANY

**Sell:** tapestries from France

40 RIPS per shipment

**Profit:** 30%

**Buy:** fur from America

FRENCH INDIES IMPORT COMPANY

**Sell:** brassware from India

25 RIPS per shipment

**Profit:** 40%

**Buy:** homemade glass

LAISSEZ FAIRE EXPORT COMPANY

**Sell:** homemade glassware

30 RIPS per shipment

**Profit:** 35%

**Buy:** perfume from the Orient

FRENCH INDIES IMPORT COMPANY

**Sell:** furs from North America

35 RIPS per shipment

**Profit:** 30%

**Buy:** rope

LAISSEZ FAIRE EXPORT COMPANY

**Sell:** French lace

35 RIPS per shipment

**Profit:** 20%

**Buy:** cork from Morocco



1. Which items are TRUE of the nobles in France before the Revolution?
- Impressed by the writings of Rousseau and Voltaire, the nobles worked for all men to be free.
  - The Second Estate demanded the opening of the Estates-General to have a share in the government of France.
  - The nobles, though fewer in number, used their feudal privileges to control millions of people.
  - As a finance minister of the king advised, they were willing to equalize the tax burden to reduce the national debt.
  - The Parlements afforded the nobles the power of veto of the King's tax measure.

**1. abcd**

**2. bce**

**3. bcde**

**4. cde**

**5. acd**

2. Which items are TRUE of the economic conditions in 1789?
- Necker published a financial report of the French government's bankruptcy.
  - The French government lost a considerable amount of money in supporting the American Revolution.
  - A majority of the clergy were poor and without privileges.
  - Because of feudal dues and tax burdens, the bourgeoisie lost most of their profits.
  - The financial situation was worsened by destruction of the harvest in 1788.
  - The taille, gabelle and corvee were still enforced in 1789.

**1. cde**

**2. bdef**

**3. acdf**

**4. abcef**

**5. bef**

3. What items are TRUE of a Divine Right Monarchy?
- Louis XIV, "the Sun King," once said, "I am the State."
  - Power to rule is given by the will of God, not by the will of the people.
  - The real leader of the people is God and the church.
  - A constitutional monarchy is considered enlightened.
  - Since the king has been chosen by God to rule, whatever he does is right and good.
  - Louis XVI was trained from childhood and well-fit to rule.

**1. abe**

**2. acdf**

**3. bcde**

**4. ae**

**5. abce**

4. Which items are TRUE of the writing of the Declaration of the Rights of Man and Citizen?
- As a consequence, all feudal privileges and titles were abolished.
  - In declaring that "all men are born and remain free," allegiance to the royalty was henceforth abolished.
  - Several European countries throughout the nineteenth century used the Declaration as a model in making statements of liberty and equality for their citizens.
  - The philosophies of Rousseau and Voltaire were influential.
  - The Declaration bears a strong resemblance to the Bill of Rights in American state constitutions.
  - It became the revolutionary gospel.

**1. bdf**

**2. ace**

**3. abcdef**

**4. bcdef**

**5. acdef**

5. Which statements about the National Assembly are TRUE?
- Though the Third Estate illegally assumed the responsibility to govern, the timid King relented.
  - It produced the Declaration of the Rights of Man and Citizen.
  - It produced France's first constitution.
  - It excluded the incompetent king and his heirs from ruling again in France.
  - While writing the constitution, the Assembly assumed the responsibility for meeting the government's immediate problems.
  - It planned to have an elected president as well as legislators.
  - It found the new government of a constitutional monarchy inadequate since the king had tried to escape from the country.

**1. bcdfg**

**2. abcfg**

**3. bcf**

**4. adfg**

**5. abceg**

6. Which statement is NOT true?
- a. The Second Estate had very little political power in a Divine Right Monarchy.
  - b. The peasants were illiterate and therefore, had not read the philosophies of Rousseau and Voltaire.
  - c. Rousseau's philosophy influenced both the nobles and the bourgeoisie to demand a share in governing France.
  - d. Emigres were guilty of counter-revolutionary activities.
  - e. Louis XVI encouraged the forming of the National Assembly.

7. The Reign of Terror was a result of all the following EXCEPT:
- a. Robespierre's desire to rid France of anyone disapproving of the Revolution
  - b. The work of the Committee of Public Safety
  - c. The death of Robespierre
  - d. The Jacobins' fears of invasion from foreign countries
  - e. A series of arbitrary judgments of anyone suspected of sympathizing with the counter-revolutionaries

8. Put the following in chronological order:
- a. trial of Louis XVI
  - b. Reign of Terror
  - c. opening of the Estates-General
  - d. Directory
  - e. Tennis Court Oath
  - f. Committee of Public Safety

**1. ceafbd**

**2. ecfadb**

**3. ecafdb**

**4. cefabd**

Match each faction's letter to statements 9 to 18:

- a. liberal
- b. conservative
- c. moderate
- d. radical
- e. reactionary

- 9. After escaping to England, I can work to restore the monarchy to France.
- 10. Let anyone who stands in the way of change be executed.
- 11. We shall not leave out meeting until we are promised a constitution (1789).
- 12. I believe in a constitutional monarchy (1790).
- 13. Let terror be the order of the day so that the revolution may accomplish its work.
- 14. Liberty, Equality, Fraternity.
- 15. As Emperor of Austria, I will invade France to bring the Bourbons back to the throne.
- 16. The revolution has not gone far enough yet.
- 17. Let us call the Estates-General.
- 18. I prefer to remain in the Center.

# OVERVIEW ANSWER SHEET

Your name: \_\_\_\_\_ Faction: \_\_\_\_\_

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	

## Directions:

1. Write your answers in pencil so that you may erase them and write in new answers if you fail the test the first time.
2. Your first score has earning power on your RIPS BALANCE SHEET.\*
3. On your second and following attempts, you may consult your factions members for help. Since 100% accuracy is required to pass the test, you may also consult books or other resource materials before taking the second time.

## \*Scoring on your first attempt:

# correct x 3 = \_\_\_\_\_ RIPS for your BALANCE SHEET

## Scoring on your later attempts:

# correct on second attempt (no points) \_\_\_\_\_

# correct on third attempt (no points) \_\_\_\_\_

# correct on fourth attempt (no points) \_\_\_\_\_

# correct on fifth attempt (no points) \_\_\_\_\_

**Directions:** Using your own 8 and 1/2 x 11 inch paper, follow the model below.

Use correct  
bibliographical form:  
author, title, city of publication,  
publisher, date of publication

Name: \_\_\_\_\_ Faction: \_\_\_\_\_

Sources: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

## Historical grievances:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (2:83)  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (1:79)  
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (3:139)

## Grievances during the simulation:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_


Write *dramatically* →  
by giving concrete examples of  
problems you faced.


# ARGUMENTS FOR NATIONAL ASSEMBLY FORM

**Directions:** Using your own 8 and 1/2 x 11 inch paper, follow the model below.

Taken from the  Agenda of the National Assembly

Supporting  arguments in the National Assembly

The (5:233) is your  source of your information found on page 233 of source #5.

Use correct  bibliographical form:  
author, title, city of publication,  
publisher, date of publication

Name: \_\_\_\_\_ Faction: \_\_\_\_\_

Your identity: \_\_\_\_\_

To defeat or to pass **Issue #** : \_\_\_\_\_

## Historical data:

1. \_\_\_\_\_ (2:122)

2. \_\_\_\_\_ (4:188)

3. \_\_\_\_\_ (5:233)

## Data from the simulation:

1. \_\_\_\_\_

2. \_\_\_\_\_

Sources: 1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

# TRIAL RESEARCH FORM (model)

**Directions:** Using your own 8 and 1/2 x 11 inch paper, follow the model below.

Put the statement  
into your own words. →

Clues for or  
against the king's guilt  
(French law does not presume  
the accused is innocent.) →

Collect more data. →

Use correct  
bibliographical form:  
author, title, city of publication,  
publisher, date of publication →

Name: \_\_\_\_\_ Faction: \_\_\_\_\_

**Statement #:** \_\_\_\_\_ from **THE INDICTMENT OF LOUIS XVI**

**Problem:** \_\_\_\_\_

• Data:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Hypothesis :** \_\_\_\_\_

• Testing the hypothesis:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Conclusion :** It appears from evidence presented that Louis XVI is (is not)  
guilty of **Statement #** \_\_\_\_\_ .

**No conclusion :** No conclusion is possible because

- a. the evidence is insufficient
- b. the evidence is prejudiced
- c. the evidence is contradictory

Sources: 1. \_\_\_\_\_  
2. \_\_\_\_\_  
3. \_\_\_\_\_

# TRIAL ROLL CALL SHEET

Judges: \_\_\_\_\_

Attorneys: \_\_\_\_\_

Secretary: \_\_\_\_\_

State- ment #	Researchers (Witnesses)	Tally conclusion of witnesses		
		Guilty	Not Guilty	No Verdict
1				
2				
3				
4				
5				
6				
7				
8				

State- ment #	Researchers (Witnesses)	Tally conclusion of witnesses		
		Guilty	Not Guilty	No verdict
9				
10				
11				
12				
13				
14				
15				
Total of Tally				

 The verdict results from the vote of the **WITNESSES**.

- Louis XVI is **innocent** ( \_\_\_\_\_ votes).
- Louis XVI is **guilty** ( \_\_\_\_\_ votes).

## REVOLUTION

1. In your estimation how did the following pressures influence the French Revolution?
  - Financial imbalances
  - Social inequalities
  - Political ambitions
  - Intellectual influences
2. Analyze and explain which (if any) segments of contemporary American Society fill the following social positions:
  - Royalty
  - Nobles
  - Bourgeoisie
  - Peasants
3. Do you see possibilities of a revolution in the near future?
  - Where?
  - Why?
4. Do any of the factors identified in questions 1 and 2 above lead inevitably to violence?
5. Is a peaceful revolution possible?
6. Comment on the following quotation by President John F. Kennedy: “Those who make peaceful revolution impossible, make violent revolution inevitable.”

## SIMULATION ATTITUDES

7. How was LIBERTE like the real situation of the French Revolution?
8. Did you feel that the goals you were given in your faction prevented you from being able to understand other factions?
9. Which decisions were your most difficult ones? Why?
10. Were you asked to make decisions in the simulation that you expect to make in your own life?
11. What did you most like and dislike about LIBERTÉ?



# FACTION RESPONSIBILITIES

## PHASE 2

## PHASE 1

Identity	Minimum Knowledge	Economic Activity	Political Action	
			Prepare Cahier .	Complete research for a specific NATIONAL ASSEMBLY STATEMENT #.
The date that the PERSONALITY ASSIGNMENT is due is ... <b>Names of faction members</b> →				
(Secretary)				

# FACTION ACTIVITIES - 1

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

## CLERGY

### PHASE I

1. Use the TAX COLLECTING FORM for your tithing, which is 10% of everyone’s income. Divide the RIPS among yourselves and add to RIPS BALANCE SHEET.
2. Prepare papers of Excommunication if anyone refuses to “donate” his 10%. Excommunication literally means cut off from communication. In the simulation, the privilege of talking to anyone in class is taken away.
3. Buy or sell property to gain profits. Secure a DEED from the Banker. You may also buy titles of nobility.

### PHASE II

4. Prepare a list of grievances for the opening of the Estates-General: a CAHIER Form as explained above.
5. Decide whether or not you will join the National Assembly when it is formed.

## FACTION ACTIVITIES - 2

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### KING AND QUEEN

#### PHASE I

1. Prepare Lettres de Cachet which will send tax evaders or disobedient subjects to prison.
2. Help nobles to design coats of arms for the following titles: prince, duke, count, marquis, viscount, vidame, baron(ess), knight, and squire. Set the prices and attach privileges to some.
3. Organize with the nobles who will collect taxes and determine the kind of collection for each day. Below are several kinds of taxes with classroom equivalents:

#### **French Taxes**

- Taille - tax on land
- Capitation poll tax
- Vingtieme - tax on income
- Octroi - local tax on commerce

#### **Classroom Taxes**

- Each person who is allowed to have a desk must pay for it: 10% of the value of the property (ARS) he holds.
  - Everyone must pay for being born.
  - Everyone must pay 40% of his total RIPS daily. Each day may signify a year. Pay may be required for getting the OVERVIEW TEST.
  - Only the bourgeoisie trade. Before trading, each merchant must pay a given amount to the government.
4. Pay the nobles from the tax collection and use the rest for yourself or to make installments on the national debt. At the end of the simulation, you and the nobles may be rewarded with extra RIPS if you have had more success in reducing the National Debt.

#### PHASE II

5. Examine the Agenda for the Estates-General. Prepare a speech on the Values of Tradition exemplifying the blessings of absolute monarchies, etc.
6. Decide whether or not you will join the National Assembly as it forms.

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### NOBLES

#### PHASE I

1. Help design coats of arms with king. Consult a book on heraldry.
2. Use the TAX COLLECTING FORM to plan which taxes you will collect from whom. Give the collection to the king who will then pay you.
3. Put Peasants’ names in a hat and draw out three or four. Assign work for your peasants:

#### **French Feudal Duties**

- Corvee-unpaid labor on roads.
- Banalities - fee to use ovens, wine presses, or mill of the nobles.

#### **Classroom Work**

- Arrange desks, clean desks or the board, help the noble collect taxes, do the noble’s homework, carry his books.
  - Unless the peasant owns 5 ARS of land he may not have a desk; each noble may have two desks. RIPS must be paid to use a pen, sharpen a pencil, throw papers in the basket, or rent a desk for a day.
4. Buy and sell property for a profit by raising the prices. A DEED is secured from the Banker. You may also buy titles of nobility.

#### PHASE II

5. As a group, prepare CAHIER Forms for the opening of the Estates-General. A Cahier (ka-ya) is a list of grievances against existing abuses. In LIBERTÉ, the Cahier may be a combination of actual historical problems and simulation grievances.
6. Decide to join the National Assembly when it is formed.

## FACTION ACTIVITIES - 4

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### BOURGEOISIE

#### PHASE I

1. Pay taxes and tithes. If your income falls lower than 50 RIPS in a day, consider yourself a Peasant.
2. Bargain for titles and the privileges attached. You may wish to consider yourself a Noble.
3. You may buy and sell property. Real estate has a stable value whereas paper currency is frivolously manufactured during the revolution.
4. Trade by selecting TRADE CARDS with items to buy and sell. Some merchants export and others import. After selecting one card, declare to the other merchants what it is you have to sell and to buy. When everyone has announced his cargo, buyers and sellers meet in a common place to bargain.

#### **To sell:**

- Find a buyer.
- The price may be raised per shipment.
- When a price is agreed on, exchange RIPS for the card which represents the cargo sold.

#### **To buy:**

- Fill out a PURCHASE FORM.
- Give RIPS to the seller only after bargaining the price down.
- You may purchase more than one shipment.
- Only the buyer makes a profit, as noted in the % on the card you buy.
- To collect your profits, present the TRADE CARD and the PURCHASE FORM to your instructor.
- Since you are responsible for transporting the goods, there is a possibility of losing your shipment because of bad weather, pirates, or being lost.
- A coin is flipped or dice rolled to determine a safe voyage. (e.g., even numbers=shipment safe; odd numbers=shipment lost.) If shipment arrives safely, the per cent of profit is calculated into the student's bank account, signed by the instructor, and collected at the bank.

#### PHASE III

5. Prepare for the Estates-General by completing a CAHIER FORM.
6. The bourgeoisie will form the National Assembly. From the day of the first meeting of the Assembly, you must try to reduce the National Debt with greater success than the king.

## FACTION ACTIVITIES - 5

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### PEASANTS

#### PHASE I

1. You have been selected by a Noble and belong henceforth to a small faction of fellow-peasants.
2. Do the work assigned you by your Noble.
3. Pay tithing and taxes. If unable to pay, you may have to go to debtor’s prison.
4. If you have the RIPS, you may buy land (10 RIPS for each ARS).
5. You may communicate with anyone by MESSAGE FORMS put into the hands of your Nobles.

#### PHASE II

6. After the National Assembly is formed, you may give your messages to one of the peasants who acts as messenger. Up to four RIPS may be earned for notes or messages that cause action among other factions.

## FACTION ACTIVITIES - 6

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### BANKER (NECKER)

#### PHASE I

1. At the beginning of Economic Activities, distribute the paper money according to each bank account. Have the following ready: the DEEDS for the sale of property, ten small copies of the BANKER'S TAX COLLECTION CHART and one large poster-size copy of the BANKER'S TAX COLLECTION CHART.
2. Keep the PROPERTY RECORD up to date. Land may be sold for not less than 10 RIPS for each ARS. (Arpent was the French measure of land.) To sell or buy property, the DEED is the receipt. When property is confiscated during the revolution, transfer the value of the property into RIPS to be used as the National Assembly chooses.
3. Calculate the percentage of a day's total tax collection, which is paid by each faction using the BANKER'S TAX COLLECTING FORMS as a basis. Post results daily on the large BANKER'S TAX COLLECTION CHART (the small forms are kept for daily records).
4. Calculate the National Debt throughout the revolution until the trial of Louis XVI. The total debt at the beginning of the game is 5000 RIPS, which is posted on the large BANKER'S TAX COLLECTION CHART and changed daily. The debt collects a 20% interest per day, and the debt increases if revolutionary expenses are unpaid.
5. Guard the RIPS and pay merchants after safe arrival of cargo in trading. PURCHASE FORMS must be signed by the instructor and profit must be calculated by the merchant before he collects his RIPS.

#### PHASE II

6. At the opening of the Estates-General, you will give a report on “The Financial Condition of the Government.”
7. At the end of the simulation, calculate which faction paid the most RIPS in reducing the National Debt. Give this data to “the gods” (your instructor).
8. You will earn 20 RIPS daily for all this work.

Each person must prepare a PERSONALITY DESCRIPTION Form. Find out as much as you can about your “real” identity in the 18th century and try to be consistent throughout the simulation with his or her attitudes and opinions.

### ROBESPIERRE (His EYES ONLY)

#### PHASE III

You are busy as a bourgeoisie lawyer until the trial of Louis XVI. After the reading of the verdict of the king and the sentence (if judged guilty), you surprise the National Convention by a series of trials which you have planned. To simulate this Reign of Terror, make little pretense of being just or fair. Historically, you tried groups of hundreds: some were innocent, others were political prisoners, and many were criminals. All were convicted in one swift moment without evidence, defense, or juries. Executions inevitably followed.

Secretly select your victims during the trial of Louis XVI. When Louis’ sentence is carried out, have your victims arrested by one of your friends and brought before a judge that you have selected. Have the accusations, verdicts, and punishments read to groups of four or five at once. Execution may be simulated by confiscation of all RIPS BALANCE SHEETS and a door slamming to indicate death by “The Lady Guillotine.”

Madame Defarge may be role-played by one girl who simulates knitting (or actually knits) as she counts the number of heads that roll that day.



# TAX COLLECTING FORM

*Faction*

Name of Collector

Period

### Check the kind of collection:

- |   |   |
|---|---|
| <input type="checkbox"/> TITHING (10% of income)            | <input type="checkbox"/> VINGTIEME (40% tax on income)      |
| <input type="checkbox"/> TAILLE (10% tax on land)           | <input type="checkbox"/> OCTROI (1%-10% local tax on trade) |
| <input type="checkbox"/> CAPITATION (5% tax for being born) | <input type="checkbox"/> NATIONAL ASSEMBLY (    % taxes)    |

Faction	Name	AMOUNTS COLLECTED							
Date ▶									
<b>AMOUNT OF DEPOSIT</b>									
C	Clergy								
N	Nobles								
B	Bourgeoisie								
P	Peasant								
	TOTAL								

## NATIONAL ASSEMBLY FORM

Chairperson: \_\_\_\_\_ King's decision: \_\_\_\_\_

### Votes

### Issues

**FOR** **AGAINST**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Establish a procedure for meeting.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Guarantee payment from the government for property confiscated.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Establish a commission to protect the rights of each citizen and abolish all feudal privileges.        |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Write a constitution with king, legislature, and guarantees for freedoms to speak, vote, and assemble. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Regulation of trade and collection of tax on commerce.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Organize a committee to begin collecting taxes for payment of Nat'l Debt. (Amt. now = _____ )          |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Maintain Nat'l Guard for law and order in Paris and to protect the king. (150 <b>RIPS</b> a day)       |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Main an army against the threat of foreign invasion. (150 <b>RIPS</b> a day)                           |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Make payment for prisons, public prosecutors, and executors. (50 <b>RIPS</b> a day)                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Establish a salary for elected legislators, the salary funds to be taken from the taxes.              |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Declaration of War.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Other decisions:  |

## NATIONAL ASSEMBLY FORM

Chairperson: \_\_\_\_\_ King's decision: \_\_\_\_\_

### Votes

### Issues

**FOR** **AGAINST**

- |                          |                          |   |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Establish a procedure for meeting.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Guarantee payment from the government for property confiscated.  |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Establish a commission to protect the rights of each citizen and abolish all feudal privileges.        |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Write a constitution with king, legislature, and guarantees for freedoms to speak, vote, and assemble. |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Regulation of trade and collection of tax on commerce.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Organize a committee to begin collecting taxes for payment of Nat'l Debt. (Amt. now = _____ )          |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Maintain Nat'l Guard for law and order in Paris and to protect the king. (150 <b>RIPS</b> a day)       |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Main an army against the threat of foreign invasion. (150 <b>RIPS</b> a day)                           |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Make payment for prisons, public prosecutors, and executors. (50 <b>RIPS</b> a day)                    |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Establish a salary for elected legislators, the salary funds to be taken from the taxes.              |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. Declaration of War.   |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. Other decisions:  |

# PURCHASE FORMS

## PURCHASE FORM

Date: \_\_\_\_\_

Name of buyer: \_\_\_\_\_

Merchandise: \_\_\_\_\_

Number of shipments \_\_\_\_\_ at \_\_\_\_\_ per shipment = amount paid to seller:

% of profit \_\_\_\_\_ x amount paid to seller = profit  
(in decimals)

Total gained  
**A + B**

Signature of seller: \_\_\_\_\_

Mark of “the gods” for safe arrival of cargo:

---

## PURCHASE FORM

Date: \_\_\_\_\_

Name of buyer: \_\_\_\_\_

Merchandise: \_\_\_\_\_

Number of shipments \_\_\_\_\_ at \_\_\_\_\_ per shipment = amount paid to seller:

% of profit \_\_\_\_\_ x amount paid to seller = profit  
(in decimals)

Total gained  
**A + B**

Signature of seller: \_\_\_\_\_

Mark of “the gods” for safe arrival of cargo:

Message Form

Number \_\_\_\_\_

Date \_\_\_\_\_

To \_\_\_\_\_

From \_\_\_\_\_

Message Form

Number \_\_\_\_\_

Date \_\_\_\_\_

To \_\_\_\_\_

From \_\_\_\_\_

Message Form

Number \_\_\_\_\_

Date \_\_\_\_\_

To \_\_\_\_\_

From \_\_\_\_\_

Message Form

Number \_\_\_\_\_

Date \_\_\_\_\_

To \_\_\_\_\_

From \_\_\_\_\_

## DEED FORM

Faction: \_\_\_\_\_ Identity: \_\_\_\_\_ Name: \_\_\_\_\_

Each **AR** of land is worth 10 **RIPS**.

I wish to sell \_\_\_\_\_ **ARs** for \_\_\_\_\_ **RIPS**.

I wish to sell these **ARs** to this identity \_\_\_\_\_ in this faction \_\_\_\_\_

My name is \_\_\_\_\_ .

The Banker's name is \_\_\_\_\_ .

The date is \_\_\_\_\_ .

## DEED FORM

Faction: \_\_\_\_\_ Identity: \_\_\_\_\_ Name: \_\_\_\_\_

Each **AR** of land is worth 10 **RIPS**.

I wish to sell \_\_\_\_\_ **ARs** for \_\_\_\_\_ **RIPS**.

I wish to sell these **ARs** to this identity \_\_\_\_\_ in this faction \_\_\_\_\_

My name is \_\_\_\_\_ .

The Banker's name is \_\_\_\_\_ .

The date is \_\_\_\_\_ .

PROPERTY RECORD

Name of Student	ARS	Transactions	Name of Student	ARS	Transactions
King			Peasants		
Queen					
Clergy					
Nobles					
Bourgeoisie					

# BANKER'S TAX COLLECTION CHARTS

## BANKER TAX COLLECTION CHART

National Debt:	Date:	
Faction	RIPS paid	% of total collection
Clergy		
Nobles		
Bourgeoisie		
Peasant		
Total collected		100%
<p>Amount of payment on National Debt _____</p> <p>Total of TITHING collected _____</p>		

## BANKER TAX COLLECTION CHART

National Debt:	Date:	
Faction	RIPS paid	% of total collection
Clergy		
Nobles		
Bourgeoisie		
Peasant		
Total collected		100%
<p>Amount of payment on National Debt _____</p> <p>Total of TITHING collected _____</p>		

Vingt

Dix

Vingt

Dix

Dix

Un

Un

Un





# Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

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***We enjoy receiving photos or videos of our units in action!  
Please use the release form on the following page.***

Your Name: \_\_\_\_\_

Address: \_\_\_\_\_

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E-mail: \_\_\_\_\_

Interact Unit: \_\_\_\_\_

Comments: \_\_\_\_\_

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\_\_\_\_\_

# Release Form for Photographic Images

## ***To Teachers:***

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

## ***To Parents:***

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: \_\_\_\_\_ (print)

Age of Student: \_\_\_\_\_ (print)

Parent or Guardian: \_\_\_\_\_ (print)

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Address:

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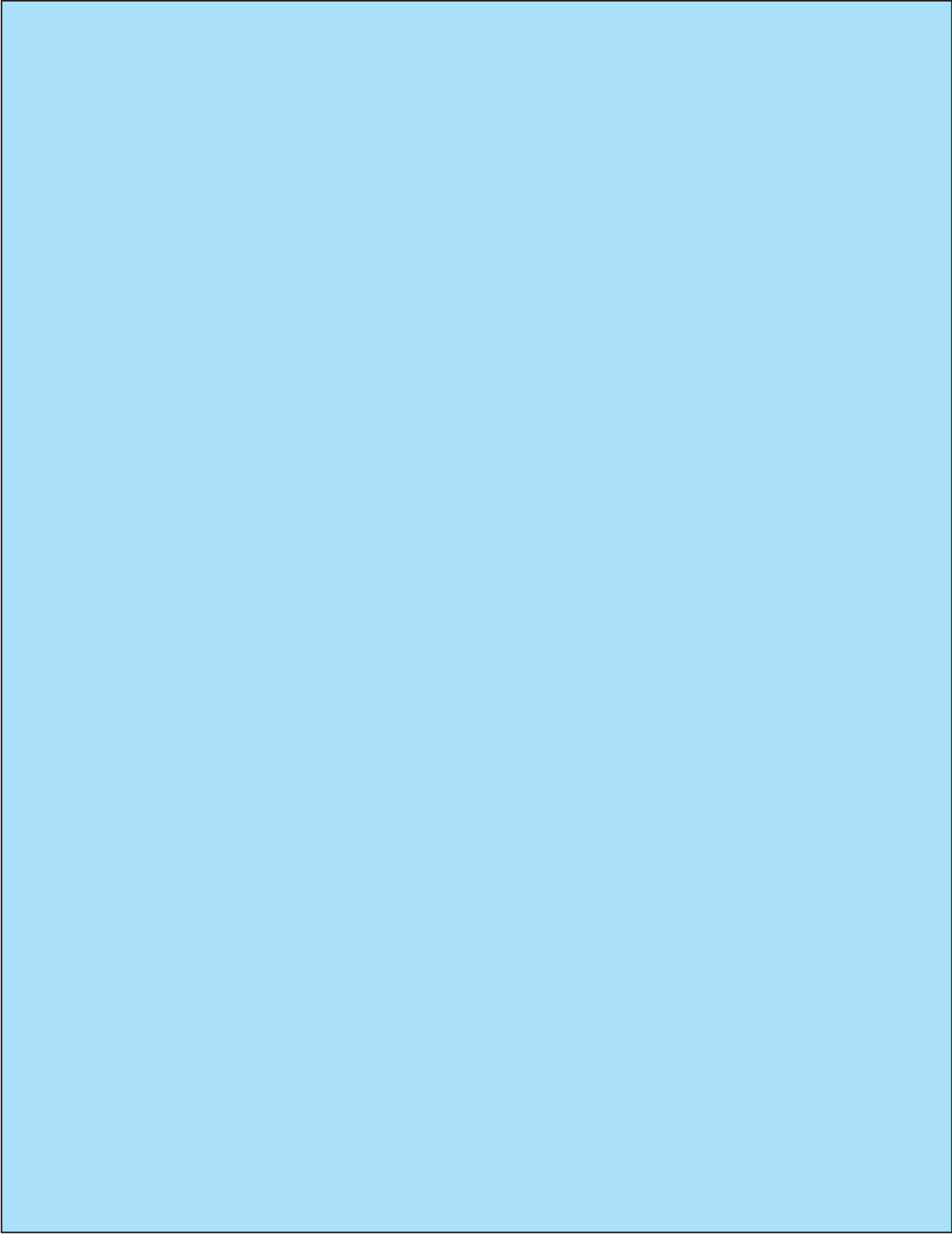
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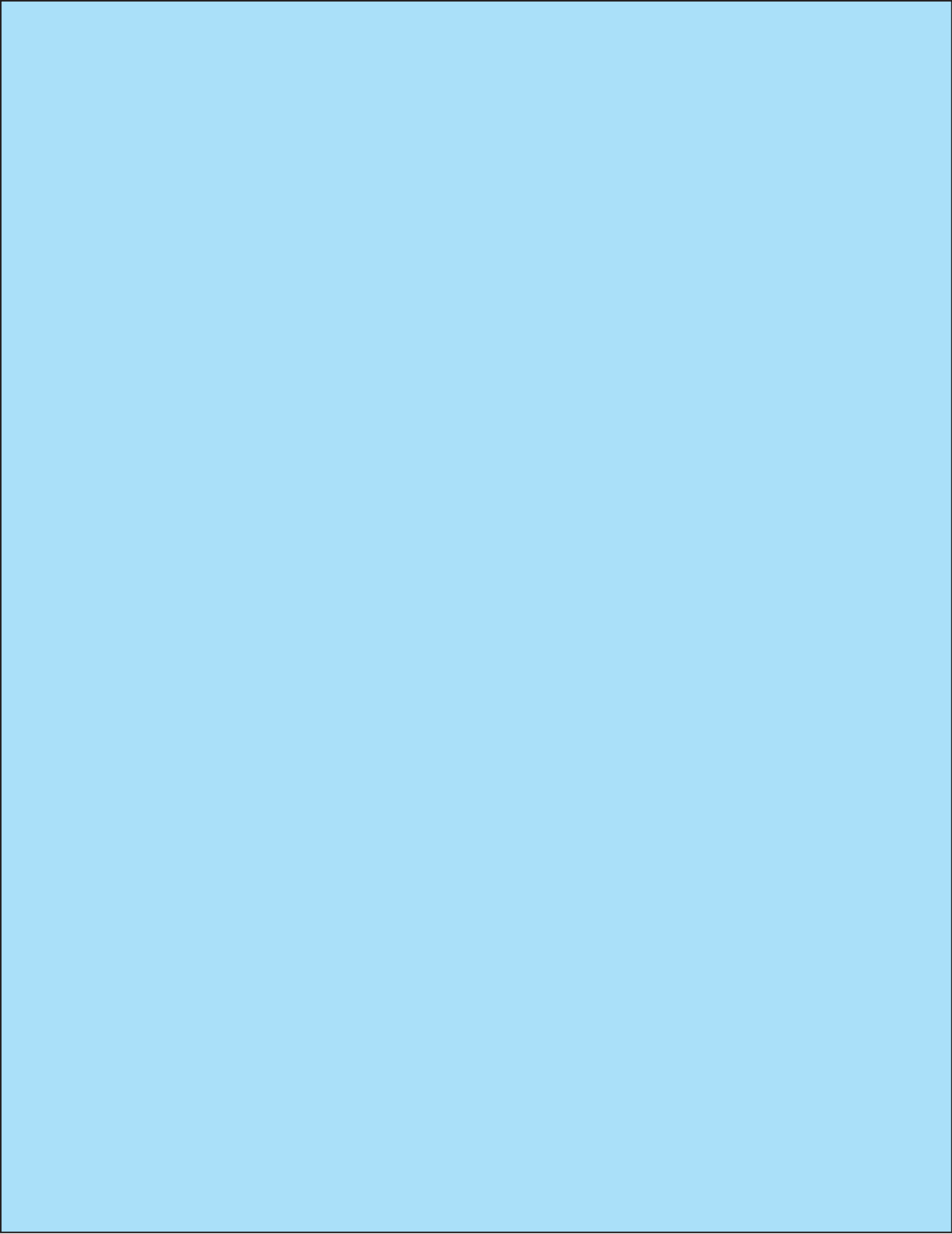
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Phone: \_\_\_\_\_

## **Interact**

10200 Jefferson Blvd.  
Culver City, CA 90232-0802  
310-839-2436







# LIBERTÉ

A simulation of the French Revolution

## INTRODUCTION

In LIBERTÉ your classroom becomes France in 1789, as social, financial, and political tensions explode into the French Revolution. You will join one of five social groups or factions: the royalty, the clergy, the nobles, the bourgeoisie, or the peasants. Politically some of you will have great power; others will be powerless. But when the Estates-General is called and the National Assembly is formed, your political situation will change. You will also decide the fate of Louis XVI, who will face trial for treason. While all of these struggles are going on, whose heads are going to roll?

Your grade in LIBERTÉ depends upon how many RIPS you earn. (RIPS are Revolutionary Influence Points, which are given as money.) Your grade also depends upon the ARS value of your property at the end of the simulation. (ARS represent Arpents, which was the French measure of land.)

Your grade will also be influenced by forces beyond your control. Political turmoil is simulated in LIBERTÉ with Pressure Cards. These historical bulletins cause you to gain or lose RIPS or ARS, directly affecting your income and your status. Some Pressure Cards may be used as evidence in the trial of Louis XVI!

You may increase your RIPS by both individual and group effort.

## Student Guide

### INDIVIDUAL EFFORT

- Achieving on tests and assignments
- Engaging in the financial activity appropriate to your faction (collecting taxes, tithing, trading, or meeting feudal obligations)
- Selling your property
- Investigating your role as a historical personage and assuming his or her attitude throughout LIBERTÉ
- Gathering data through research in order to effect decisions in the National Assembly
- Examining all evidence in support of or denial of various indictments made against your king

### GROUP EFFORT

- Working with your faction to collect money, make money, or provide services
- Sharing research responsibilities with your factions—joining an “opinion group” which investigates items on the National Assembly’s agenda in order to influence legislation
- Joining Robespierre as a Jacobin to organize the Reign of Terror

### ENTER THE LIBERTÉ PERIOD AND “LIVE” ITS PROBLEMS

- Social, political, philosophical, and economic conditions that fostered the French Revolution;
- Influence of group opinion upon legislation;
- Difficulty of reaching an historical conclusion when you only have contradictory or scanty evidence;
- Parallels between forces causing the French Revolution and contemporary forces pressuring for revolution both abroad and in America.

***Good luck in the perilous days ahead!***

v1.0

978-1-56004-405-5



Liberte

# FACTION DESCRIPTIONS

## ROYALTY

### ***Louis XVI, By Grace of God, King of France and Navarre***

Although you are the absolute ruler of France, along with power your monarchy has inherited an enormous debt. Your ancestor, Louis XIV, the Sun King, built the elegant palace at Versailles, lived sumptuously, and engaged in several foreign wars. Your grandfather, Louis XV, in addition to supporting his own luxurious living, also donated men and money to the cause of the American Revolution. Neither he nor you has reversed your monarchy's increasing slide toward bankruptcy. And then your wife hasn't helped. She too spends heavily, investing in the finest palaces, parties, clothes, and jewelry. With a reputation for a love of gambling, she has become known as Madame Deficit.

The National debt is yours to pay off through taxation. Reduce it as much as you can before the opening of the Estates-General. You may sell titles with the help of your nobles and grant privileges for payment. Your finance ministers are urging you to tax the nobles who are unwilling to part with their privileges, for at the present time the full burden of taxation rests on the bourgeoisie and the peasants. You have appealed to the parlement (high court of the nobles) for a loan and possible tax increase, but they have refused your appeal—until you sanction the calling of the Estates-General.

Again and again your finance ministers warn you of approaching economic disaster. You are considering insuring payment by using Lettres de Cachet (letters with your signature sending persons to the Bastille). If you issue such Lettres, you need only write in the name of the person who is to be imprisoned in the Bastille.

### ***Marie Antoinette, Queen of France***

As the daughter of Marie Terese of Austria you were married to the Dauphin, Louis of France, as a political alliance that pleased your ambitious mother. Your loneliness at leaving your home and your country so young is forgotten only during the magnificent and expensive parties you secretly attend in Paris. Frequent masqued balls, elegant displays of fireworks, extravagant wardrobes, and a private palace in the country soon earn for you the scorn of the French people. Your interest in money is unquestionable. It is to your advantage to help the king reduce the National Debt.



*Queen Marie Antoinette*

## BOURGEOISIE

You are a member of the middle class of two million (seven times the number of nobles and clergy in France). Some of you are businessmen in commerce, foreign and domestic trade; others of you own vast tracts of land, while many of you work in the cities as bankers, lawyers, doctors and scholars. You are unquestionably the educated majority. It is not enough for you to gain wealth; you also desire a share in the government. Encouraged by the success of the American Revolution, you have challenged men's minds through political pamphlets reflecting revolutionary theories of men like Rousseau, who wrote that the king rules "not by the will of God but by the will of the people," and "Men are born free, and are everywhere in chains."

Along with the peasants you are required to pay high taxes on your income, land, crops, and such necessary items as salt, tobacco, and wine. You need the freedom to operate competitively without being hampered by medieval tradition. It is time for a change!



*Middle Class*



With the announcement of the Estates-General, you are encouraged by a royal decree to elect twice as many representatives as the First and Second Estates. However, the king fails to mention that the one-vote-per-estate still remains in effect, meaning that on all important issues, the commoner will be outvoted two to one. Nothing can be accomplished until the vote is individual.



## PEASANT

Along with 24 million other persons, you form the largest segment of France's population. A few of you are landowners. More of you are tenant farmers with a trade in the nearby town. The greatest number are sharecroppers who rent and work on portions of land for a share of the crop at harvest time. Several of you peasants are landless, wandering laborers. Half of your meager income is absorbed in taxes on your produce and on your land, if you happen to own property. Whatever money remains to live on is absorbed by fees paid to the noble for using his oven for baking your bread and his mill for grinding your grain. (By law you are forbidden to build your own oven or mill.) Wild game that runs through your fields may not be shot for food, since rabbits, deer, and geese also belong to the Lord. Even your time is not your own since you must "donate" ten days of free labor, at the time of year that the noble chooses, to repair his roads. Six years' military service is required of your sons as they reach manhood, though you may need them on your farm. You must even pay a tax for being born! Thus, your first responsibility is to your noble as has been customary since the Middle Ages. Your time, income, person and property are under his protection (and his taxation).

By 1788 a series of bad harvests has plagued France. In the summer before the opening of the Estates-General, rain and hail have destroyed many crops. As many of you move to the city in search of food and shelter, the shortage of food becomes more acute. With the election of the delegates to the Third Estate, you have some hope of reform and your fate then rests in the hands of the educated bourgeoisie.



*Clergy*

## CLERGY

For centuries, leaders of the church have been favored by the ruling class in France. Although priests number 130,000, only a few of you belong to the privileged upper class that influences the court, educates the children of the aristocrats preparing to be the future leaders of France, and ministers to the spiritual needs of the king and his court. Often you are as ambitious as the nobles, as powerful as the king himself, and as enterprising as the bourgeoisie. You have the privilege of living free of taxes, and your vast estates are protected by ancient feudal laws.

The cure or country priests, however, are often poor and uneducated, enjoying none of the privileges of the upper clergy. Some middle class clergymen, however, are elected as representatives to the Estates-General to protest the injustices done to the poor. The majority of the upper clergy, with the rare exception of men like Abbe Sieves, hope to keep their privileges as members of the First Estate and retain control of the Estates-General with the nobles.

As a clergyman, you are responsible for collecting a tithing, 10% of everyone's income, from the king to the poorest peasant. Refusal to pay may result in excommunication, a condition of being cut off from communicating with fellow-Frenchmen. Try to keep your privilege of immunity from taxes.

## NOBLES

As members of the Second Estate (numbering about 200,000, only 2% of whom are eligible for residing at Versailles), you are appointed to the highest offices of France, all of which are great honors. You live well: eating better than most, dressing in the latest fashions of velvets, lace and silk, and spending a good deal of time in court gossiping and gambling. You compete with other nobles of high rank for the privileges of being closest to the king in court ceremonials that often last for several days. You are privileged to pay no taxes, except on property. You aid in collecting taxes from the bourgeoisie and the peasants, but receive your income only from the king.

Regardless of all your honors and privileges you have very little actual power. You have become increasingly desirous of sharing in governing France. Since some of you belong to the parlement or high court, you have the power at least to veto the king's latest request for another loan or more taxes. Respecting the person of the King while opposing the autocracy of the Divine Right Monarchy, you hope to acquire a share in the management of France. You demand the opening of the Estates-General, which has not met for 175 years!



*Abbé*



# ESTATES-GENERAL: PROCEDURE

In preparation for the Estates-General, each estate must write a Cahier. (Consult the CAHIER FORM.) Clergy are the First Estate; Nobles, the Second Estate; and Bourgeoisie, the Third Estate. Half the members of each estate research “historical” grievances and half catalogue “simulation” grievances (i.e., injustice between factions, inequalities in taxes, privileges and political power, etc.). The Peasants will write only the “simulation” grievances. Since the Cahiers had the effect of stimulating critical thinking but had no legal force, they will provide background for decisions and reactions in the Estates-General and the National Assembly. They will have no “legal” power in the simulation.

The king prepares an address on “The Tradition of a Divine Right Monarchy.” Necker, the banker, speaks on “The Financial Condition of the Government.” The king may invite nobles or clergy to help him plan a ceremonious opening and closing with music, costumes, etc., since the opening of the Estates-General was accompanied with much splendor. The places of honor were given, of course, to the royalty, nobles and clergy. The Third Estate, ordered to wear traditional black clothes in contrast to the brilliant silks and embroidery of the upper classes, were last in line to enter the meeting. Crowds lining the streets withheld their cheers and enthusiasm for the appearance of “their” representatives.



*Clergy—First Estate*



*Nobles—Second Estate*



*Bourgeoisie—Third Estate*

# ESTATES-GENERAL: AGENDA

1. Opening ceremony and welcome by his majesty, Louis XVI, by the grace of God, King of France and Navarre
2. Presentation of the Cahiers
3. Speech by Necker
4. Proposal by the king for a loan of (80 million livre) 5,000 RIPS
5. Vote by estate (not as individuals)
6. Meeting ceremoniously closed

(Throughout the legislative proceedings the peasant is free to write messages to representatives: only one peasant can be the messenger.)



# NATIONAL ASSEMBLY: PROCEDURE

Using the Agenda for the National Assembly, discuss which issues you feel must be passed first and prepare statements to support your position as shown in ARGUMENTS FOR NATIONAL ASSEMBLY.

A Caucus or opinion group is formed as individuals (retaining their historical identities) choose to join the conservatives, the liberals or the moderates:

## Group 1

Those who believe that events are moving too quickly and that traditions must be kept to insure order are the conservatives.

## Group 2

Those who believe that the revolution has not changed society nearly enough or quickly enough are the liberals.

## Group 3

Those who favor a moderate policy sharing the feelings of groups 1 and 2 are the moderates.

In meetings of the National Assembly, Group 1 sits to the right of the Chair (speaker), Group 2 to the left, and Group 3 in the center. If opinions change on a particular issue, the seating is also changed.



The peasant has a voice in the Caucus and can prepare position statements, but has no voice in the National Assembly. If a peasant owns 5 ARS of land, he/she may be admitted to the Assembly. As each "Opinion Group" passes or defeats legislation, the group receives 60 RIPS to be divided equally among the group (but only to the individuals who have retained their historical identity on that issue).

# NATIONAL ASSEMBLY: AGENDA

1. Establish a procedure for meeting: a chairman, secretary, voting rules, speaking rules, king's power of veto, etc.
2. Guarantee payment from the government for property confiscated.
3. Establish a commission to protect the rights of each citizen and abolish all feudal privileges.
4. Write a constitution with a king, legislature and guarantees of freedoms of speech, voting, and assembling.
5. Regulation of trade and collection of tax on commerce.
6. Organize a committee to begin collecting taxes for payment of the National Debt.  
Amount to date: \_\_\_\_\_
7. Maintain the National Guard for law and order in the city of Paris and for the protection of the king. (100 RIPS a day)
8. Maintain an Army against the threat of foreign invasion. (150 RIPS a day)
9. Make payment for prisons, public prosecutors, and executors. (50 RIPS a day)
10. Establish a salary for elected legislators agreed to be Add taken from the taxes.
11. Declaration of war on foreign countries engaged in counter-revolutionary activities.
12. Other decisions: \_\_\_\_\_

## RESEARCH

After the constitution is completed by the National Assembly, elections are held and the body elected becomes known as the National Convention. Louis XVI, unwilling to be less than an absolute monarch, is accused by the National Convention of treason. Since historians feel this trial was pressured by revolutionary circumstances and therefore unfair, it provides an excellent opportunity to learn how to evaluate evidence.

First you will have a problem. Next you will carefully gather clues and test your hunches. Further investigation may disprove your original hypotheses. Finally, you will draw conclusions only from the evidence you respect.

Here is how you should specifically proceed. On the TRIAL ROLL CALL SHEET two or more of you will sign up to research the 15 Statements for Trial. Your conclusions will become part of the presentation for or against Louis XVI in his simulated trial. Next you complete a TRIAL RESEARCH FORM:

### Directions:

Using your own 8 and 1/2 x 11 inch paper, follow the model below.

	Name: _____ Faction: _____
<b>A</b> →	<b>Statement #:</b> _____ from <b>THE INDICTMENT OF LOUIS XVI</b>
	<b>Problem:</b> _____
	• Data:
<b>B</b> →	1. _____
	2. _____
	3. _____
	<b>Hypothesis :</b> _____
	• Testing the hypothesis:
<b>C</b> →	1. _____
	2. _____
	3. _____
	<b>Conclusion :</b> It appears from evidence presented that Louis XVI is (is not) guilty of <b>Statement #</b> _____ .
	<b>No conclusion :</b> No conclusion is possible because
	a. the evidence is insufficient
	b. the evidence is prejudiced
	c. the evidence is contradictory
<b>D</b> →	<b>Sources:</b> 1. _____
	2. _____
	3. _____

**A.** Put the statement into your own words.

**B.** Clues for or against the king's guilt (French law does not presume the accused is innocent.)

**C.** Collect more data.

**D.** Use correct bibliographical form: author, title, city of publication, publisher, date of publication

## PROCEDURE

1. Elect a secretary who will record which of the 15 Statements for Trial you will investigate. Peasants do research as do other factions. During the trial, the secretary tallies the conclusions of the individual lawyers and at the end of the trial, records the final vote of Louis' guilt or innocence.
2. Volunteers for judges, be aware that in French courts one judge is impartial while the other chooses to prosecute or defend the accused. Prepare to deliver a sentence if Louis XVI is convicted by the National Convention.
3. The prosecuting attorney must offer proof that this court, the National Convention, has the jurisdiction (the right) to try the king. The defense attorney offers arguments in favor of the king, stressing that most of the evidence is circumstantial. The remaining students are "witnesses" who do research as teams of two or three investigating the 15 Statements for Trial.
4. To begin the trial, the judges are seated. After jurisdiction is established the first statement is read by either a judge or the prosecuting attorney. The witnesses may be cross-examined by the prosecuting or defense attorneys on the validity of evidence (i.e., How reliable is the source of information? Does the evidence seem prejudiced or fabricated? etc.). The judges may sustain (agree with any objection) or overrule (disregard any objection). Proceed with all 15 Statements for Trial.
5. All members of the National Convention will take notes on each statement and draw their own conclusions. This account will be given to "the gods" after the trial and RIPS will be given on the basis of accuracy of conclusions drawn from evidence recorded. From these notes, each student may decide the fate of the King at the end of the simulation.
6. For a final verdict, read the TRIAL ROLL CALL SHEET giving each individual a chance to vote on Louis' conviction. If the convention decides that the king is guilty, a sentence of imprisonment, exile, or execution is given by the judges.



# 15 STATEMENTS FOR TRIAL: THE NATIONAL CONVENTION'S INDICTMENT OF LOUIS XVI

Louis, the French people accuse you of treason and many other crimes. You have established your tyranny by destroying the liberty of the people.

1. You have prevented representatives of the people to meet by driving them by violence from the place of meeting. Proof exists in the oath of the Tennis Court taken by members of the Constituent Assembly.
2. It is recorded in the minutes of the Assembly that you opposed the formation of the National Assembly, surrounding it with troops. You were therefore subverting liberty by ordering them to separate.
3. You caused an army to march against the citizens of Paris on Bastille Day (July 14, 1789). The massacre of innocent victims at the Tuilleries is evidence against you (July 12, 1789).
4. For a long time you refused to acknowledge the Declaration of the Rights of Man. In parties, before your very eyes, you permitted the national cockade to be trampled under foot and the royal white flag to be raised, and then you pretended to accept the counsels of the Assembly.
5. You planned with Mirabeau counter-revolutionary activities in the provinces.
6. For a long time you planned to escape. After freely accepting the Constitution you turned around and sent letters to agents in foreign countries. On June 21 you made your escape with a false passport. These facts are written in your own handwriting along with a 983,000 livre payment offered to troops who were to be your escort.
7. On July 17, 1790, the blood of citizens was shed at Champ de Mars. A letter in your handwriting written to Lafayette proved you planned it, and Lafayette agreed.
8. You paid for pamphlets and newspapers to pervert public opinion upholding the cause of the emigres (nobles who escaped to foreign lands).
9. On September 28, 1791, you apparently accepted the constitution. Your speeches announced a desire to maintain it while you worked to overthrow it before it was even finished.
10. An agreement was made at Pillnitz on July 24 between Leopold of Austria and Frederick William of Brandenburg, who pledged themselves to restore to France the throne of absolute monarchy.
11. Your brothers, enemies of the state, have gathered emigres under their colors, raised regiments, and contracted alliances in your name. Your understanding with them is proven by a letter in your handwriting signed by your brothers.
12. You refused to reinforce your own French army so that your own country could not be adequately defended.
13. You destroyed our Navy, encouraging the officers and crewmen to join the enemy.
14. In Paris you had special companies charged with carrying on activities useful to your counter-revolutionary plans. Proof exists on the government payroll. You tried to bribe with considerable sums, several members of the Assembly. Letters from representatives prove this.
15. You caused the blood of Frenchmen to flow.

# MINIMUM KNOWLEDGE

Revolutions may occur when a society experiences social, economic, political and/or intellectual unrest.

- A. The SOCIAL conditions of eighteenth century France grew from a medieval structure.
1. Why were two classes privileged and two classes without privilege?
  2. How did the middle-class bourgeoisie become wealthier than the privileged noble?
  3. How was the peasant locked into a social structure?
- B. In 1789, the French ECONOMY was burdened with a bankrupt government, a tax structure unfair to many people, and a series of bad harvests that caused a depression.
4. Why was the peasant so heavily taxed?
  5. What were the taille, corvee, gabelle, feudal duties, and lettres de cachet?
  6. By 1789 France was the wealthiest commercial power in Europe. Why was the government bankrupt?
- C. The French POLITICAL structure since the reign of Louis XIV remained a Divine Right Monarchy.
7. Explain-the difference between a divine right monarch and an enlightened despot.
  8. Why had the Estates-General not met for 175 years?
  9. What were the parlements?
  10. Why did the nobles, the bourgeoisie, and the peasants each want the Estates-General called?
  11. How did the behavior and personal qualities of Louis XVI affect the constitutional monarchy?
  12. How and why did the National Assembly form? What were some of its accomplishments?
- D. The INTELLECTUAL movement preceding the revolution was called the Enlightenment or the Age of Reason.
13. What were the ideas of John Locke, Voltaire, Rousseau, Diderot? How did their ideas encourage a change from the Old Regime?
  14. What effect did the American and English Revolutions have on the people of France?
  15. What was the Declaration of the Rights of Man and Citizen?
- E. As the revolution gained strength, many of the nobles were active in a COUNTER-REVOLUTION.
16. Why did France declare war on Austria, Holland, England?
  17. Was the king involved in counter-revolutionary activities?
  18. How did the Reign of Terror “happen?”
  19. What ended the Reign of Terror?
- F. Show your understanding of the French Revolution by correctly identifying the following concepts and events.
20. What is the meaning of: Radical, Liberal, Moderate, Conservative, Reactionary
  21. Put the following events in chronological order:
    - Calling of the Estates-General
    - National Convention
    - Declaration of the Rights of Man
    - Committee of Public Safety
    - Reign of Terror
    - Tennis Court Oath
    - September Massacres
    - Constitution of 1791
    - Civil Constitution of the Clergy
    - National Assembly
    - Bastille Day
    - Constitution of the Year III
    - Directory