

# Chapter 18, Section 1

## The French Revolution Begins

(Pages 547–553)

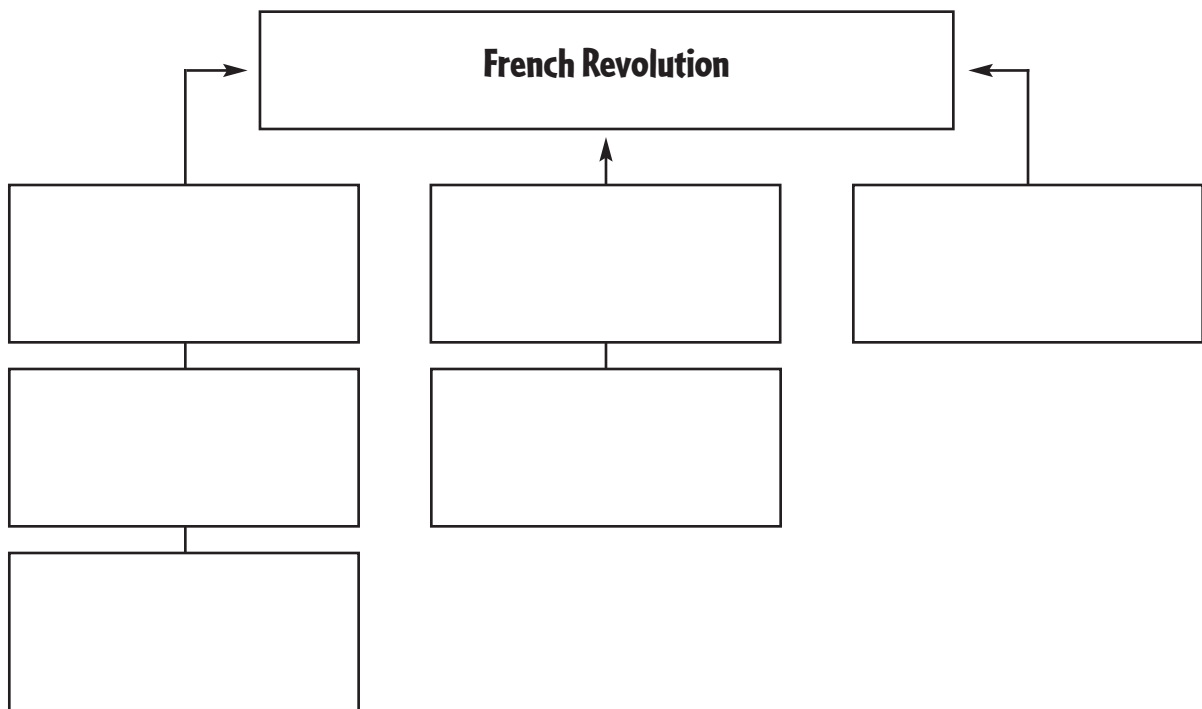
### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- What groups made up the three estates of France?
- How did the fall of the Bastille save the National Assembly?

### Main Idea

As you read pages 547–553 in your textbook, complete the graphic organizer below by listing the factors that contributed to the French Revolution.



### Sequencing Events

As you read, number the following events in the order in which they occurred.

- \_\_\_\_\_ National Assembly completes new constitution
- \_\_\_\_\_ National Assembly adopts Declaration of the Rights of Man
- \_\_\_\_\_ Bad harvests lead to food shortages
- \_\_\_\_\_ Estates-General meets at Versailles

**Background to the Revolution** (pages 547–549)

**Skimming**

*Skim this lesson before you begin reading it, looking at headings and words in color or boldface type. Write a sentence explaining what you expect to learn. After reading, revise your sentence if needed.*

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**Terms To Know**

*Define or describe the following key terms from this lesson.*

**estate**

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**relics of feudalism**

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**bourgeoisie**

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**Academic Vocabulary**

*Circle the letter of the word or phrase that is closest in meaning to the underlined word.*

**finances**

The French government lost almost all of its finances right before the French Revolution.

- a.** money                      **b.** resources                      **c.** businesses

**sums**

Even though the French government had economic problems, it still spent enormous sums of money.

- a.** average                      **b.** amounts                      **c.** extremely small

**Terms To Review**

Write the definition of each of the following terms that you studied earlier.

**crucial**  
(Chapter 9, Section 1)

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**proportions**  
(Chapter 14, Section 1)

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**From Estates-General to National Assembly** (pages 549–550)

**Evaluating**

As you read, think about whether the Third Estate was justified in its decision to call itself a National Assembly and draft a constitution. How else might the issue of voting among the three estates have been resolved?

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**Academic Vocabulary**

Define the following academic vocabulary words from this lesson.

**fees**

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**abandoned**

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**Terms To Review**

Use the following term, which you studied earlier, in a sentence that reflects the term's meaning.

**monarchy**  
(Chapter 2, Section 4)

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**The Destruction of the Old Regime** (pages 550–553)

**Outlining**

*As you read this lesson, fill in the outline below.*

**I. Declaration of the Rights of Man**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**II. The King Concedes**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**III. Church Reforms**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**IV. A New Constitution and New Fears**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**V. War with Austria**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**VI. Rise of the Paris Commune**

**A.** \_\_\_\_\_

**B.** \_\_\_\_\_

**C.** \_\_\_\_\_

**Terms To Know**

*Define or describe the following key term from this lesson.*

*sans-culottes*

\_\_\_\_\_  
\_\_\_\_\_

**Academic Vocabulary**

*Define the following academic vocabulary words from this lesson.*

**issue**

**radical**

**Terms To Review**

*Use each of the following terms, which you studied earlier, in a sentence.*

**functions**

(Chapter 12, Section 4)

**ensured**

(Chapter 9, Section 1)

**Section Wrap-up**

*Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.*

What groups made up the three estates of France?

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How did the fall of the Bastille save the National Assembly?

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# Chapter 18, Section 2

## Radical Revolution and Reaction

(Pages 555–561)

### Reason To Read

**Setting a Purpose for Reading** Think about these questions as you read:

- Why did a coalition of European countries take up arms against France?
- Why did the Reign of Terror occur?

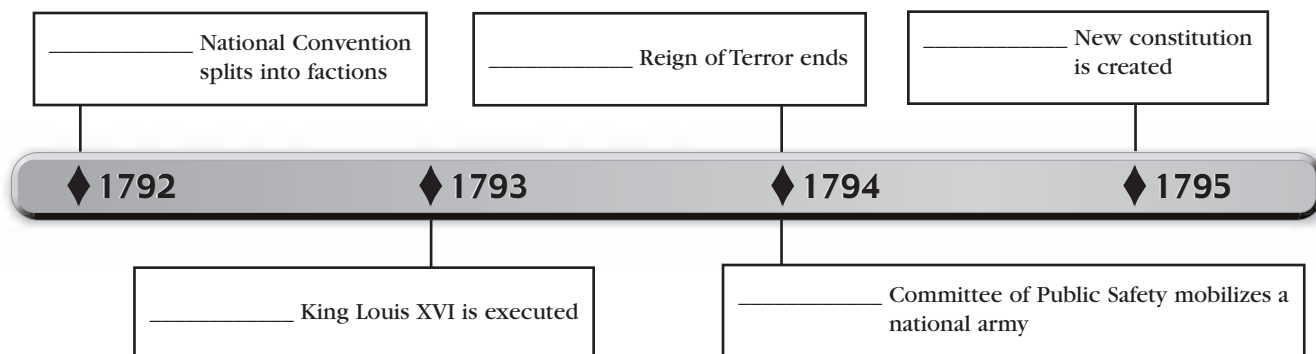
### Main Idea

As you read pages 555–561 in your textbook, complete the chart below by listing the actions taken by the National Convention.

Actions Taken by the National Convention
1.
2.
3.
4.

### Sequencing Events

As you read, write the correct date next to each event on the time line below.



**The Move to Radicalism** (pages 555–557)

**Analyzing**

*As you read, think about the move to radicalism in France. Then write a paragraph describing the two major aspects of the domestic crisis after the National Convention was established.*

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**Terms To Know**

*Define or describe the following key term from this lesson.*

**faction**

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**Academic Vocabulary**

*Define the following academic vocabulary word from this lesson.*

**aspect**

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**Terms To Review**

*Use each of the following terms, which you studied earlier, in a sentence that reflects the term's meaning.*

**regime**

(Chapter 3, Section 4)

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**convinced**

(Chapter 6, Section 1)

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**The Reign of Terror** (pages 557–560)

**Monitoring Comprehension**

*As you read, write down one question for each subhead for a partner to answer. Exchange questions and see if you can answer your partner's questions.*

**Crushing Rebellion**

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**The Republic of Virtue**

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**Academic Vocabulary**

*Circle the letter of the word or phrase that is closest in meaning to the underlined word.*

**temporary**

The Committee of Public Safety claimed the massive executions were temporary.

- a.** lasting only for a time    **b.** lasting permanently    **c.** ending

**enforce**

One of the failures of the Committee of Public Safety was its inability to enforce the controls it set up.

- a.** undo                                    **b.** explain                                    **c.** put in force

**Terms To Review**

*Define each of the following terms that you studied earlier.*

**participate**

(Chapter 4, Section 2)

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**military**

(Chapter 2, Section 4)

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**founded**

(Chapter 5, Section 1)

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**A Nation in Arms** (page 560)

**Drawing Conclusions**

*As you read, write down three details about the French revolutionary army. Then write a conclusion based on these details.*

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**Academic Vocabulary**

*Define the following academic vocabulary words from this lesson.*

**external**

**nonetheless**

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**The Directory** (pages 560–561)

**Summarizing**

*As you read, complete the following sentences to help you summarize the lesson.*

1. As a reaction to the Reign of Terror, the Constitution of 1795 divided power between a legislative assembly with a lower house called the \_\_\_\_\_ and an upper house called the \_\_\_\_\_.
2. Five directors made up the executive committee known as the \_\_\_\_\_, which ruled with the legislature to restore stability after the Reign of Terror.

**Terms To Know**

*Define or describe the following key terms from this lesson.*

**electors**

**coup d'état**

**Academic Vocabulary**

*Write the letter of the correct definition next to each of these academic vocabulary words from this lesson.*

\_\_\_ 1. initiated

**a.** set in motion

\_\_\_ 2. rejected

**b.** halted

**c.** refused

**Section Wrap-up**

*Now that you have read the section, answer these questions from Setting a Purpose for Reading at the beginning of the section.*

Why did a coalition of European countries take up arms against France?

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Why did the Reign of Terror occur?

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