

Teacher Fellowship Programme 2018: Teaching the Age of Revolutions



HA Teacher Fellowship resource

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What did 'revolution' mean in the Age of Revolution?

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What did 'revolution' mean in the Age of Revolution?

Rationale

The resource began to form in my thinking when one of the historians on the Teacher Fellowship Programme came to sit with me on the bus to discuss a question I had asked. In all the subject sessions it increasingly struck me that 'revolution' was being used in all sorts of different ways, within very short spaces of time. This fluidity of the concept made me think about whether I really knew what was meant by revolution in these contexts. But then it struck me that this is just a label we have given the past – and, actually, was the problem that the people at the time would not have recognised this all-encompassing label, instead, focusing on what their motivations, actions, circumstances, etc. actually meant for them? This led me to ask whether they were even aware of the idea of revolution... and, actually, would they recognise themselves as revolutionaries? This is what the historian came to discuss with me. He said that the concept of the revolutionary was forged during this period, and that *Becoming a Revolutionary* argues that the term is a later concept than we might imagine. So while Washington and Jefferson were engaged in 'politic-building' (*A Very Short Introduction to the Founding Fathers*), they did not conceive of themselves as revolutionaries in the way that we understand it (e.g. Lenin, Che). However, the revolutions were not happening independently and players were watching each other, so that by the time of the Haitian Revolution, L'Ouverture actually starts to identify himself with a collection of habits and roles fulfilled by a 'revolutionary' – such as with the image and propaganda, soundbites and cause. Now my mind was racing: we could define 'revolution' and 'revolutionary' as something static, to give our pupils a bunk into the topic... but could we not aspire to something more? Often we need a static prototype (Hirsch) to allow pupils access to an idea (such as 'Enlightenment' in this scheme of work), but what if, within the curriculum, we found time and space to allow pupils to explore the fertility, fluidity and flexibility of a substantive concept within a short, highly volatile period of time?

From a curricular standpoint, it is very easy to argue for the inclusion of the Age of Revolution at Key Stage 3. It builds on themes drawn out in the Tudors and Stuarts of Reformation, colonial expansion and limits to kingship, so these can facilitate access and development of schema. It then lays the groundwork for so many relevant themes that come to dominate most Key Stage 3 modern history: the ending of the first phase of the British Empire, the creation of the USA, ideas of rights and liberty, contested views of slavery... it fits as a perfect segue to understanding the modern world.

The key to adapting this scheme of work is to hold the overall enquiry at the heart of what the teacher does. It is the enquiry question that allows pupils to draw upon different types of historical knowledge, to put events into a complex chronological framework, to draw patterns and assess typicality, and to recognise actors and anomalies. Thus some lesson topics might take longer than one hour, which is fine, and some content will almost certainly need to be cut (I decided to produce more than necessary rather than less, hoping that teachers would use professional discretion based on their curricular knowledge and context).

Before beginning, I would hope that teachers would read around the period first, and discuss with their department what opportunities there are to draw upon prior knowledge (e.g. why some Puritans from England departed in the early seventeenth century) and what concepts to place on a pedestal because they will appear later in the curriculum (e.g. the 3/5s agreement in the US Constitution for when slavery is studied, or, for when Empire is studied, Britain's realisation that they didn't want colonies that were run and governed in such a heavy-handed way from afar; rather, they wanted trading outposts often run by supportive locals. Or, indeed, why on earth the USA often doesn't appear in Key Stage 3 curricula until 1917 – where on earth did they come from?!)

What is key is that teachers feel free to adapt, but recognise that the overarching question, which requires a solid backbone of memorised, understood substantive knowledge, is the beating heart of this sequence.

Teacher notes

This sequence was planned with Year 8 or 9 in mind, being taught in 60-minute lessons. One very important point to note is that the information pages are heavy and dense, and will require you to make decisions about whether you wish to break it into smaller chunks, omit chosen parts or teach over extra lessons. The first time this was taught, little edits were made from class to class and within lessons. Please see this as something to use in a way that suits your curriculum aims and your pupils.

Lesson question	Objectives	Core content	Activities	Preparation/wider reading
<p>1. Would the founding fathers have considered themselves 'revolutionaries'?</p>	<p>To challenge modern conceptions of what a revolutionary looks like and to analyse the extent to which the Founding Fathers fit with our notions of a 'typical' revolutionary. In doing so, the idea is introduced that 'revolution' and 'revolutionary' are not static concepts.</p>	<p>Throughout this lesson, some knowledge is necessary in order to allow the pupils to think historically. When reading the information sheets, the following words are highlighted and teachers may wish to expand on them:</p> <ul style="list-style-type: none"> Mayflower Pilgrims Seven Years' War Puritanism Thirteen Colonies British Empire George III Taxes Slaves Plantations Stamp Act Tea Act Sons of Liberty Boston Tea Party Colonist British Parliament Benjamin Franklin Militia American Revolutionary Wars Continental Army Thomas Paine <i>Common Sense</i> Tyranny Continental Congress Committee of Five Founding Fathers Declaration of Independence Enlightenment 	<p><i>Note that, broadly speaking, the lessons follow a similar pattern: recall, introduce big question, substantial and supported explanation, application task(s) and return to big question. The following activities are just suggestions that align with the PowerPoint resources.</i></p> <p>10 minutes Identify perceptions of modern revolutionaries.</p> <p>20 minutes Group-read (with supporting explanations and questions) narrative of events between Seven Years' War and 1776.</p> <p>20 minutes Analyse revolutionary character cards. Structure these discussions by introducing different spectrums to judge the different Founding Fathers' contrasting stances.</p> <p>10 minutes Debate and reach argument answering the question.</p>	<p>Pupils to watch an overview of the whole American Revolution and to write ten new, interesting aspects. The purpose is to begin to familiarise them with historical words and a wider overview.</p>

<p>2. How far did the aims of the American Revolution change AS it was happening?</p>	<p>To describe and evaluate the changing contemporary understandings of what the American Revolution was aiming to achieve as the revolution happened.</p>	<p>Throughout this lesson, some knowledge is necessary in order to allow the pupils to think historically. When reading the information sheets, the following words are highlighted and teachers may wish to expand on them:</p> <p>George Washington Thomas Jefferson Alexander Hamilton Benjamin Franklin John Jay James Madison Battle of Yorktown Articles of Confederation Treaty of Paris Declaration of Independence Tyranny Congress Great Compromise Founding Fathers Constitution Ratify Anti-Federalists Federalist Papers Bill of Rights</p>	<p>10 minutes Retrieval quiz of dates and people on the blank timeline worksheet.</p> <p>20 minutes Group-read (with supporting explanations and questions) narrative of period 1776–1790 for context.</p> <p>20 minutes Analyse new Founding Father character cards. Structure these discussions by asking a series of questions that require the pupils to group the Founding Fathers together depending on the criteria.</p> <p>10 minutes Debate and reach argument answering the question.</p>	<p>Pupils to complete a timeline of events studied about the American Revolution, using the worksheet they began to complete in the lesson.</p>
<p>3. How similar was the French Revolution to the American Revolution?</p>	<p>To compare causes, aims, processes and outcomes of two revolutions, in order to draw themes and contrasts across the Age of Revolution.</p>	<p>Throughout this lesson, some knowledge is necessary in order to allow the pupils to think historically. When reading the information sheets, the following words are highlighted and teachers may wish to expand on them:</p> <p>Seven Years' War Thirteen Colonies Declaration of Independence Taxes Absolutism Louis XVI Ancien Regime Estates General Third Estate National Assembly Bastille Tennis Court Oath Constitution Lafayette National Guard Counter-revolutionaries <i>Declaration of the Rights of Man</i> Robespierre <i>Liberté, égalité, fraternité</i> Slavery Haitian Revolution Bastille Day Prussia War of the First Coalition Treason</p>	<p>5 minutes Retrieval quiz of the American Revolution that draws upon students' homework timeline. Teacher can choose the focus and format of these questions.</p> <p>25 minutes Reveal an empty timeline (for the French Revolution) going alongside the completed American Revolution one. Group-read (with supporting explanations and questions) an overview of the French Revolution, as pupils add to their new timeline. Discuss and question new ideas, concepts and revolutionaries.</p> <p>15 minutes Once parallel timelines are complete, pupils to identify similarities and differences between the revolutions. Categorise evidence into columns of similarity and difference. If time, teacher could lead a short discussion on how each of these themes changes/continues during the course of the French Revolution.</p>	<p>Teacher choice: may wish to take this opportunity to expand pupils' horizons by considering the role of non-political figures, such as women in the revolutions. These worksheets were set when we first taught this sequence: https://drive.google.com/drive/folders/1-istSJ_GBTvzxJEUaDDejtsiVHrWS90</p>

		Legislative Assembly Year One Citizens Execution September Massacres Committee of Public Safety Reign of Terror Guillotine Napoleon First Consul	10 minutes Discuss and reach argument answering the question.	
4. How far was the Haitian Revolution a completely different revolution?	To evaluate how far a similar concept (i.e. late eighteenth-century revolution), with similar outcomes (a constitution, independence, revolutionary figureheads, etc.), can be distinct from other examples.	Throughout this lesson, some knowledge is necessary in order to allow the pupils to think historically. When reading the information sheets, the following words are highlighted and teachers may wish to expand on them: Slave trade Colonies Plantations Saint-Domingue <i>Declaration of the Rights of Man</i> Toussaint Louverture Revolutionary Constitution Napoleon Bonaparte Liberté, fraternité, égalité Independence Massacre Louisiana Purchase	10 minutes Begin with the word 'revolution' on the board: what does it mean to pupils now? Pupils to explicitly draw upon homework. Together, draw out key ideas of typicality based on these two revolutions. 20 minutes Group-read (with supporting explanations and questions) about Haitian Revolution. 20 minutes Pupils produce a Venn diagram of mutually present factors across the three revolutions (some will be given to pupils but they can also make up their own). 10 minutes Discuss and reach argument answering the question.	Teacher choice: opportunity for pupils to read a short extract/overview about Napoleon for deeper understanding of consequences of French Revolution and British fears.
5. How did the British view revolution during the Age of Revolution?	To stand aside from the theatres of revolution to consider how an external body (Britain) perceived the revolutions based on their own stance and how each affected them.	Throughout this lesson, some knowledge is necessary in order to allow the pupils to think historically. When reading the information sheets, the following words are highlighted and teachers may wish to expand on them: American Revolution French Revolution Haitian Revolution Enlightenment Rights Irish Rebellion General elections Treason Trials Seditious Meetings Act Peterloo Massacre Thomas Paine <i>Rights of Man</i> Universal rights Industrial Revolution Colonel Despard Democracy Working classes Universal male suffrage	10 minutes Gap-fill based on how Britain perceived the other revolutions, requiring recall of other lessons. 20 minutes Group-read (with supporting explanations and questions) an overview of the impact of the revolutions on Britain and perspectives of the British. 20 minutes Character-context challenge to identify how different British people from the period will have viewed 'revolution' at certain points. This will require using the lesson knowledge alongside the topic recall knowledge. 10 minutes Finish with pupils writing: 'To the British, revolution meant...' and dare them to be complex.	Revise with sequence resources online and questions to structure the knowledge interaction.

		Great Reform Act Abolitionist William Wilberforce		
6. What did 'revolution' mean in the Age of Revolution?	To summarise the complexity, uncertainty, fertility and transiency of what a 'revolution' meant during this period.		<p>10 minutes Quick-fire recall quiz to bring core content to the forefront of students' thinking.</p> <p>10 minutes Give pupils the hand-out with the grid of the four boxes. Use the bullet points to guide their review (the criteria for each revolution comes from Dr Ben Marsh's work on the process of revolution). All resources are allowed.</p> <p>10 minutes Planning time, with books still open.</p> <p>Remainder of lesson In silence, pupils are given the chance to answer the big question. This is closed book, without a desired structure and without any constrictions. If teachers have pupils who simply don't know where to begin, then a simple sentence starter might help.</p>	

Would the Founding Fathers have considered themselves ‘revolutionaries’?

In the seventeenth century, Britain was ruled by the Stuarts, except for the period between 1649 and 1660, following the English Civil War and the execution of King Charles I. In 1607, an expedition was sent from Britain to set up a colony in North America. They settled on Jamestown, in the Virginia Colony, motivated largely by wealth and rivalry with other European countries. Once a British colony in North America had been established, other migrants started moving to North America. For instance, when British Puritans (radical Protestants) became annoyed at the monarchy’s sympathy towards Catholics, in 1620 some of them emigrated to the new continent on a ship called the **Mayflower**. These British migrants started to build houses and settlements, often working on farms, and quickly became wealthy, so more people emigrated to join them. Rather than form a new country, they formed 13 states (known as the **Thirteen Colonies**) that each had their own laws. Even though they had left Britain to escape, they still considered themselves British and part of the **British Empire**. As a result, they still had to pay **taxes** to the British monarchy. There were some clear similarities with the British, such as their Christian traditions, but also some big differences; for instance, many wealthy people in the Thirteen Colonies owned **slaves** who worked on their **plantations** (large farms that produce crops to sell, such as sugar, cotton and coffee).

Beginning of American resentment

Between 1756 and 1763, two significant things happened that changed the Americans’ feelings towards Britain:

- In 1761, **George III** became king of Britain. George became famous for erratic decision-making.
- Britain and France were involved in the **Seven Years’ War**, which took place on several continents. While many colonists gained from these wars (often at the expense of the original American settlers – known today as Native Americans), these campaigns were incredibly expensive. There were 10,000 British soldiers in colonies overseas and the British government decided that it wanted the colonies to pay for this themselves, without consulting the American people.

As a result, the British imposed several new taxes on their American colonies, without consulting the American States. The two that generated most opposition were:

1. 1765: **Stamp Act** – a tax on PAPER. This Act made people in the Thirteen Colonies very angry, as they did not see why they should pay taxes to fund a British army when they didn’t have a vote in the British Parliament. From this emerged a famous slogan: **no taxation without representation**. In August 1765, a group was founded in the city of Boston: the **Sons of Liberty**. The Sons of Liberty started calling for freedom from British rule and carried out violent acts like the use of tarring and feathering to punish people who represented the British government.
2. 1773: **Tea Act** – this was an attempt by the British to stop illegal smuggling of tea into North America, and led to a coalition of tea sellers and smugglers organising a lot of opposition.

The Boston Tea Party

As a result of the Tea Act, the most famous act of opposition to British rule took place. As ships full of tea were moored in Boston harbour, several **colonists** – some of whom were part of the Sons of Liberty – sneaked on to the ships and dumped all the tea they could find into the sea. The **British Parliament** was furious, seeing it as terrorism and an attack on private property. Parliament summoned **Benjamin Franklin**, an American living in London who was so famous that he was considered an informal ambassador, to explain American actions. Franklin was made to stand in front of Parliament in London for several hours while Members of Parliament humiliated him. Franklin had been proud to be a British subject before this, but it contributed to him starting to think about independence. Coincidentally, it was a cartoon drawn by Franklin in the 1750s that contained the most famous slogan of the protests against the British: **Join or Die**.



The Battle of Lexington and Concord

Would the Founding Fathers have considered themselves ‘revolutionaries’?

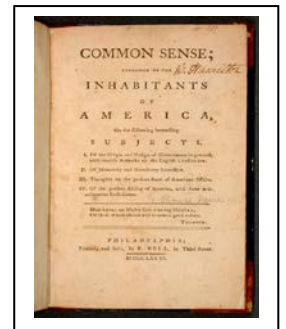
As the hostility towards the British intensified throughout the 1770s, increasingly small groups of armed Americans began to form what were known as **militias**. In 1775, a group of militiamen advanced on a bridge at Concord (in the state of Massachusetts), which was being defended by some British soldiers. The British fired on the militiamen, and when the Americans fired back this was considered to be the beginning of the **American Revolutionary Wars**. This gunshot by the Americans is known as the ‘shot heard around the world’. Fighting between Americans and the British would continue from 1775 to the Treaty of Paris in 1783. The American Revolution had begun.

War breaks out

By July 1775, George Washington, a soldier from Virginia, took command of the new American army (the **Continental Army**). At this stage, the Americans were split: were they fighting to make Britain change the laws or were they fighting for independence from the British? Ironically, given the ideals of freedom and liberty desired by many Americans, one key event that swung public opinion came in 1775, when slaves were promised their freedom by the British if they ran away from their masters to join the British. Slaves were seen by most Americans as personal property, and they consequently saw this act by the British as unacceptable.

Thomas Paine and Common Sense

In the early 1770s, Benjamin Franklin met an Englishman called **Thomas Paine**, whom he then helped to migrate to America. In 1775–1776, Paine released a pamphlet called **Common Sense**, which argued for America seeking a complete break with the British Empire and becoming independent. Paine criticised George III heavily, calling the British system of government a ‘**tyranny**’. In 1776, pretty much every person involved with the Revolutionary Wars had either read or listened to a reading of *Common Sense*. Historians claim that (proportionally) it is the most widely circulated book in American history.



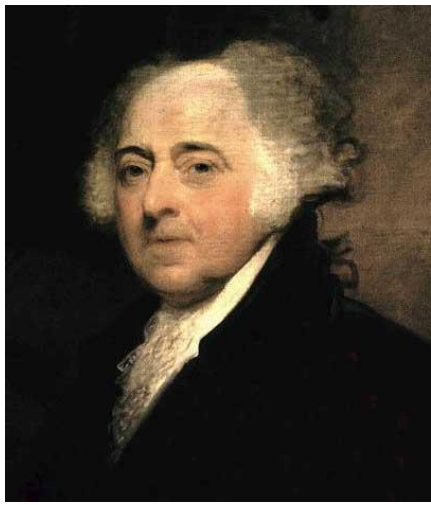
The Declaration of Independence

In 1775, representatives from all of the Thirteen Colonies met in Philadelphia at the **Continental Congress**, where they discussed what the Continental Army was trying to achieve from the war against the British. In 1776, a group of five men (known as the **Committee of Five**, argued by some to be the ‘**Founding Fathers**’ of the USA) were selected to put together a **Declaration of Independence**, which stated that the Thirteen Colonies, currently at war with Britain, no longer regarded themselves as under British rule. At no point did the Declaration refer to a ‘revolution’, nor did it establish clear ideas of what the future of the Thirteen Colonies would look like, but the influence of **Enlightenment** ideas and the anti-British spirit is summed up in the most famous line:



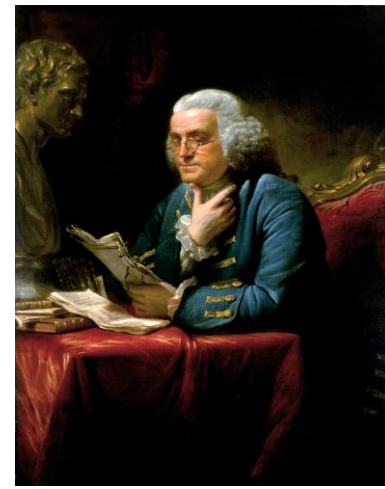
‘We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.’

By establishing that the rebellion had become a war for independence, the rebels had now agreed that their protests against the British had become a revolution – a revolution that was not yet over.



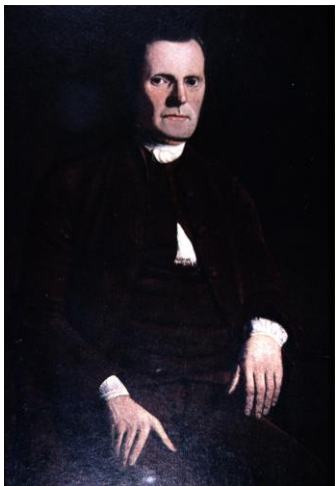
John Adams
1735–1862
One of the Committee of Five
Second President of the USA

John Adams was a lawyer from Boston. Adams came to prominence when protesting the **Stamp Act** – he said that it denied a fundamental right guaranteed to Englishmen: to be taxed only with people’s agreement. Adams was a cousin of Samuel Adams, who led anti-British protests in Boston and was part of the **Sons of Liberty**. However, John Adams defended the British soldiers during a trial for the killing of Americans in Boston in 1770 because he believed that everyone had the right to a fair trial. Adams supported the dropping of tea during the **Boston Tea Party**. Adams did not want violence against the British – instead, he wanted peaceful methods of protest. In 1775, Adams argued that the American loyalties were to the British king and not the British Parliament – and it was Parliament who were raising the taxes. Even after the **Battle of Lexington and Concord**, Adam still saw the benefits of staying in the British Empire, although he gradually came round to Benjamin Franklin’s view that independence was inevitable. In 1776, he was a delegate from Massachusetts to the **Continental Congress** and campaigned for Congress to declare independence.



Benjamin Franklin
1706–1790
One of the Committee of Five
The ‘First American’

Benjamin Franklin was the most famous and respected American for much of the eighteenth century. He was known as the ‘First American’ through his campaigning for **unity within the British Empire**. Franklin lived in London (near Trafalgar Square) between 1757 and 1775, becoming an unofficial ambassador. In 1762, he was given an honorary doctorate by the University of Oxford. Franklin was the most famous critic of the **Stamp Act** when living in London, which brought him greater popularity back in the Thirteen Colonies. In 1772, Franklin sent letters to America showing that the British were looking to clamp down on Americans living in Boston. The British began to stop trusting Franklin. Following the **Boston Tea Party**, the British Parliament summoned Franklin to justify the protests in Boston, but spent hours publicly humiliating him. After this, Franklin began thinking about independence. Franklin became friends with Thomas Paine and encouraged him to move to the USA, where Paine then published **Common Sense**. In 1775, Franklin informed his family of his decision to support a break with the British Empire, rather than improving American rights within the British Empire. ⁹



Roger Sherman
1721–1793
One of the Committee of Five

Roger Sherman was a lawyer, who was not a powerful public speaker and who did not keep a personal record of his thoughts during the **Constitutional Convention**.

Sherman arrived at the **Constitutional Convention** without the intention of creating a new constitution. Rather than lead a revolution, he wanted to improve the existing government by the British.

Sherman saw that the problem with the British rule was that they had not enforced the rules properly, rather than the rules themselves.

Sherman was annoyed at the **Tea Act** in 1773, declaring that laws were only binding if the people following them consented to the government making the laws. This meant that Americans needed **representation** in Parliament.

Sherman feared that the American public people (especially outside of his own state) lacked sufficient wisdom to govern themselves. He did not want a revolution where the public had an equal vote on their government.

Sherman worked tirelessly during the period of Revolution and became the only person to sign all four of the major American documents, including the **Declaration of Independence** and the Constitution.



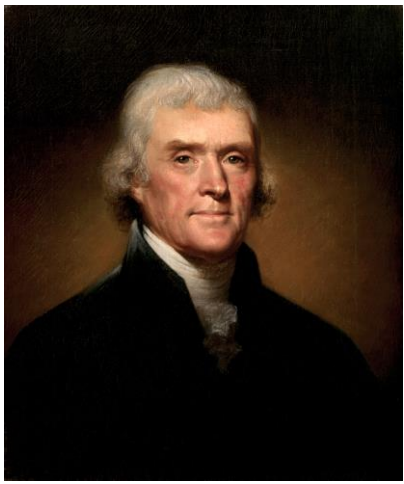
Robert Livingston
1746–1813
One of the Committee of Five

Robert Livingston was a lawyer and the representative from New York at the **Constitutional Convention**. Livingston was one of the richest landowners in New York.

Livingston became politically active in protest to the **Stamp Act** and is suspected to have been involved with the New York branch of the **Sons of Liberty**.

Livingston was one of the most important lawyers in New York, but by 1775 his desire for revolution made him unacceptable to the British authorities, so he lost his job.

However, while Livingston was committed to gaining **independence**, he thought that 1776 was the wrong time, and his state, New York, abstained from agreeing with the **Declaration of Independence** at first.



Thomas Jefferson
1743–1826
One of the Committee of Five
Third President of the USA

Jefferson was descended from English settlers and lived in the state of Virginia. His family owned lots of land and Jefferson owned hundreds of slaves.

Jefferson was a lawyer and plantation owner.

Throughout this period, Jefferson valued **individual rights** above a centralised government, and called for independence from the British Empire.

Jefferson was inspired by the ideas of the **Enlightenment** about the importance of the individual. He also campaigned for religious freedoms.

In 1773, Jefferson helped to found the Virginia Committee of Correspondence, who passionately argued for independence from the British.

As early as 1775, Jefferson had a clear idea of what he wanted the **Declaration of Independence** to contain.

In 1775, Jefferson was the commander of a **militia** group, who fought against the British soldiers.

Jefferson became close friends with John Adams, who insisted that Jefferson take the lead on writing the **Declaration of Independence**.

Jefferson was the most influential author of the Declaration of Independence.



George Washington
1743–1826
Commander-in-Chief during the
Revolutionary War
First President of the USA in 1789

Washington was a wealthy plantation owner from the state of Virginia. In 1752, he became a soldier, and fought on the side of the **British** against the French. He very quickly impressed people with his military skills.

In his youth, Washington even wanted to join the British army, although he was not successful.

Washington decided that he liked **strong national government** after struggling to control the different **militia** groups in America.

Washington traded tobacco with England and lived a life of luxury as a result. In 1767, Washington opposed the **Stamp Act**, as he was annoyed that it was the first direct tax he had to pay.

By 1769, he was calling for a boycott on English imports.

Washington became more anti-British whenever the British government tried to interfere in his finances. He called these 'acts of **tyranny**'.

In 1775, Washington was nominated Commander-in-Chief to lead the American military effort against the British. He even refused a salary.

Washington visited the **Continental Congress** in full military uniform to demonstrate his military importance.

Between 1775 and 1783, Washington was involved in fighting the British and other groups that resisted American independence.

1. Would the Founding Fathers have considered themselves revolutionary?

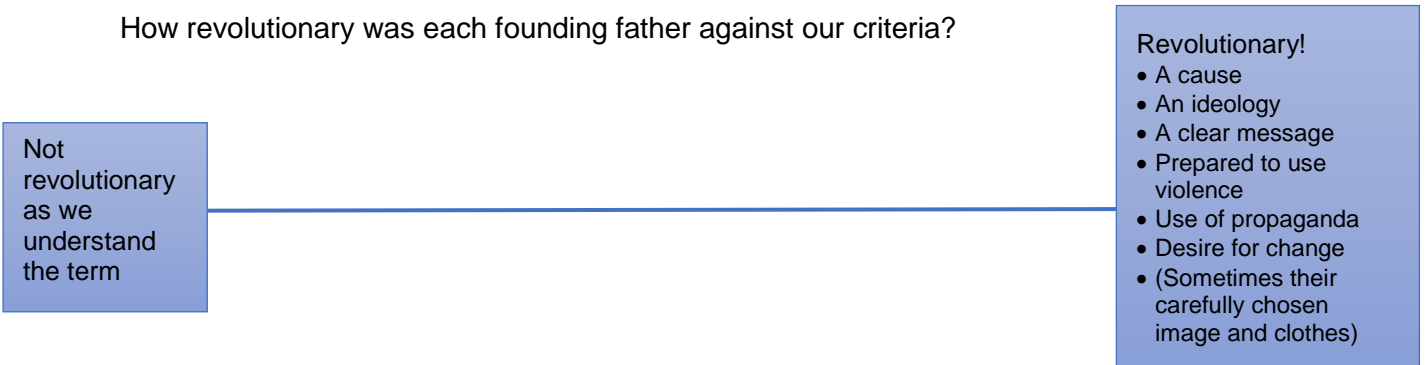
When did they decide this was a revolution for independence?



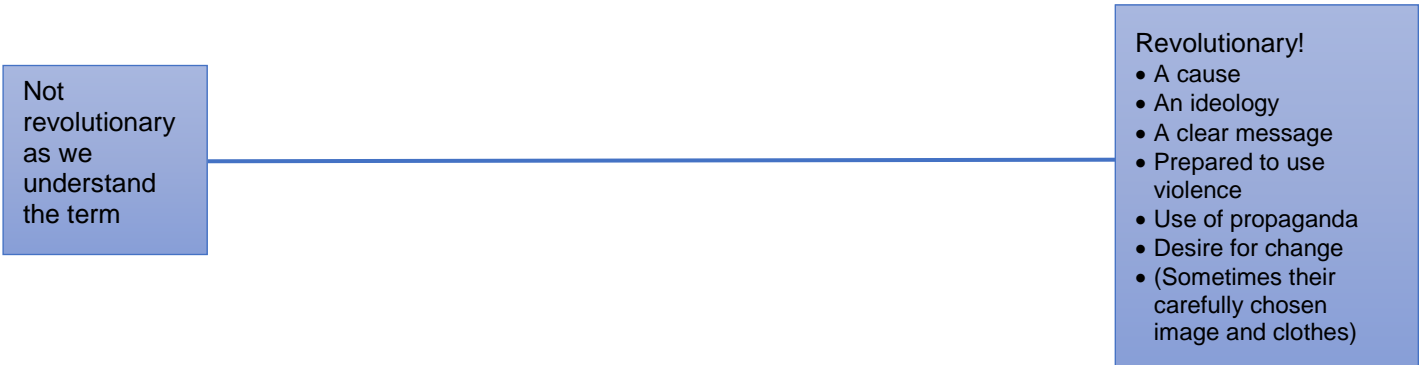
How loyal to Britain had each Founding Father been in the past?



How revolutionary was each founding father against our criteria?



Would the founding fathers have considered themselves revolutionary?



How far did the aims of the American Revolution change as it was happening?

It is important to recognise that the Declaration of Independence was only the end of the first stage of the American Revolution. The debate up to 1776 had been whether Americans wanted reform within the British Empire or to break free and create a new sovereign nation? The Declaration of Independence ended *this* debate, but now the newly independent Americans had to decide what the revolution aimed to achieve now that it was happening.

After the Thirteen Colonies declared independence, the war continued.

General **George Washington** continued to fight against the British for seven years after the Declaration of Independence. He was supported by a very intelligent officer called **Alexander Hamilton**. The American Continental Army won several major battles, including the famous 1780 **Battle of Yorktown**. Not everyone stayed loyal to the American side though; for instance, a top American soldier, Benedict Arnold, switched sides to fight for the British.



Articles of Confederation provided a weak central government.

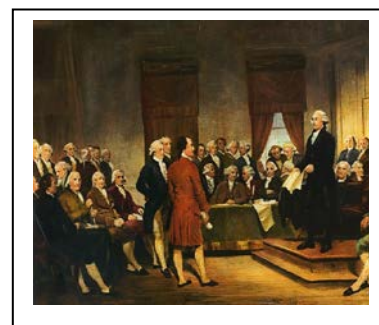
In the Declaration of Independence, there was no clear idea of how the new USA would be governed – would individual states have control over their laws and taxes, or would there be a strong central government, which could tell the states what to do? In 1777, following the Declaration of Independence, the **Articles of Confederation** established a weak central government, which suited some Americans, like the Governor of Virginia, **Thomas Jefferson**. This weak government could not raise enough taxation to support the army against the British. As a result, America had to rely on loans from the **Netherlands** and military support from the **French**. Many Americans decided that a strong central government was needed if the new country was to survive.

In 1783, Britain signed the Treaty of Paris, which recognised the USA as an independent country.

During the Revolutionary Wars, several very influential American men were sent to Europe as ambassadors for the new USA (for instance, **Benjamin Franklin** and **John Jay**). Following Washington's victories on the battlefield, in 1783 the **Treaty of Paris** was signed. The borders of the USA were established and, most importantly, Britain recognised that the USA was no longer a colony. Once the Treaty was signed, George Washington resigned and went home to Virginia, as he had achieved his aim of an independent nation.

In 1787, the Constitutional Convention drafted the US Constitution.

It became clear that a set of rules needed to be decided about how the USA was to be governed, in order to end the debates about what the revolution had been for. In May 1787, a group of men from across the Thirteen Colonies met in Philadelphia to draw up a **Constitution**. Two authors of the Constitution, **Alexander Hamilton** and **James Madison**, argued that they should not try to fix the weak system; instead, they should create a new government. **George Washington** was elected to preside over the Convention.



Some key extracts from the 1787 Constitution that are still upheld today:

The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four Years, and, together with the Vice President, chosen for the same Term, be elected...

For some Americans, the revolution had been about freedom from **tyranny** – namely, King George III. They worried that a president might be similar to a king.

How far did the aims of the American Revolution change as it was happening?

All legislative [making laws] Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives. The Congress shall have Power to... collect Taxes, Duties, Imposts and Excises, to pay the Debts and provide for the common Defence and general Welfare of the United States... to borrow Money on the credit of the United States... to regulate Commerce with foreign Nations.

For some Americans, the revolution had been about representation (having a vote). The new **Congress** was to have two elected houses that would stop the president becoming too powerful. One house (the Senate) was to have TWO representatives from each state; the other house (of Representatives) was to have representatives that varied in number depending on the size of each state (i.e. bigger states had more). This was known as the **Great Compromise**.

As the new Constitution shows, Congress also got lots of powers.

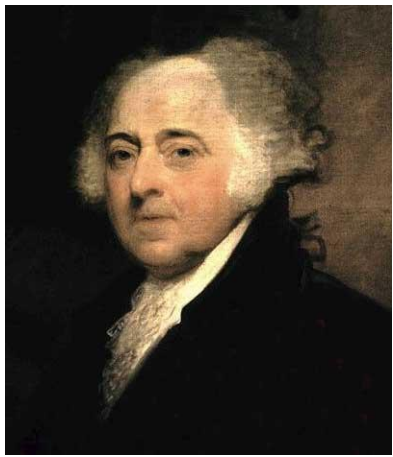
The Federalist Papers

The Constitution was produced in 1787, with seven men regarded as the most important in getting the USA to this point, and they later became known in history as '**Founding Fathers**'. The new Constitution was seen as a lot of compromises, and some didn't feel that it reflected the aims of the revolution. As a result, some Americans in all 13 states showed reservations about **ratifying** (accepting) the Constitution. These people often wanted the states to have more power, and were known as '**Anti-Federalists**'. In order to convince all 13 states to ratify the Constitution, three of the founding fathers (**Alexander Hamilton, James Madison** and **John Jay**) wrote the **Federalist Papers**, which consisted of 81 essays on why the Constitution was a valid outcome of the revolution. In 1790, Rhode Island became the final State to ratify the Constitution. After two decades of struggle, the United States of America had emerged from its revolution as an independent sovereign nation with its own Constitution. Even at this point, not everyone was happy. In 1789, James Madison began drafting ten amendments to the Constitution to reflect the fears of some anti-federalists that their individual rights were not protected, which became the **Bill of Rights**.

A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

The Second Amendment of the United States' Constitution. Can you see why this is one of the most controversial points today?

Between 1756 and 1788, Americans had carried out one of the most famous revolutions in history, overthrowing the British colonial rulers and establishing their own independent country, bound together by the Constitution, one of the most significant documents of all time. However, within 70 years, the USA was embroiled in a Civil War over slavery and what it meant to be 'born free'. One of the great ironies of the revolution was that slavery continued, especially in the southern states; historians such as Duncan MacLeod have shown that many African Americans and Native Americans fled to British North American territory (some of which is now called Canada) because they feared the treatment they would receive in the USA. Furthermore, as the last extract shows, parts of the Constitution still cause controversy today. Some might argue that the purpose and objectives of the American Revolution are still contested into the twenty-first century...



John Adams
1735–1862
Founding Father

John Adams was a lawyer from Boston.

Even after the **Battle of Lexington and Concord** in 1775, Adams still saw the benefits of staying in the British Empire, although he gradually came round to Benjamin Franklin's view that independence was inevitable. Adams was one of the Committee of Five who drafted the Declaration of Independence in 1776.

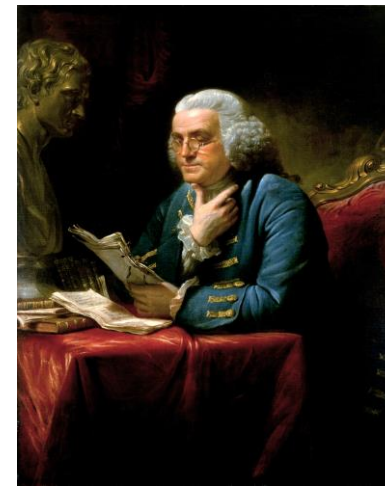
From 1776, Adams argued that **independence was necessary to improve trade** – initially with France.

In order to protect the revolution, Adams spent time in **France (getting a military alliance)** and **the Netherlands (securing massive loans)**. The weak central government in the USA could not do this on their own.

Adams was important in negotiating a peace treaty with the British in 1783. This was confirmed in the **Treaty of Paris**, which saw the **USA get expanded land borders**.

As Alexander Hamilton became more influential, Adams often disagreed with him about the future direction of the USA.

In 1789, Adams became the first Vice-President of the USA.



Benjamin Franklin
1706–1790
Founding Father

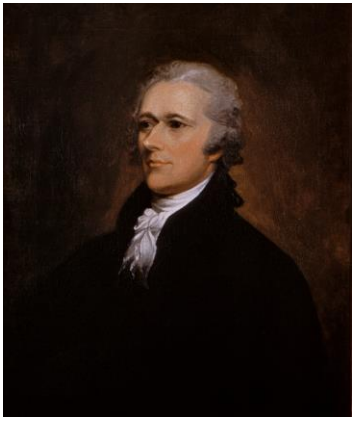
Benjamin Franklin was from Boston and became the most famous and respected American for much of the eighteenth century. In 1775, Franklin informed his family of his decision to support a break with the British Empire, rather than improving American rights within the British Empire. Franklin was one of the Committee of Five who drafted the Declaration of Independence in 1776.

Franklin was US Ambassador to France between 1776 and 1785, and was influential (along with John Adams) in securing the favourable **Treaty of Paris**.

After Franklin returned to the USA in 1785, he came a prominent abolitionist, which means that he wanted to **abolish slavery**.

Freedom of speech was crucial in Franklin's opinion, as shown in his autobiography: *'Without freedom of thought there can be no such thing as wisdom, and no such thing as public liberty without freedom of speech, which is the right of every man.'*

In 1787, Franklin was too old and weak to read his prepared speech but he did approve the new constitution **'with all its faults'**.



Alexander Hamilton
1755–1804
Founding Father

Hamilton was a lawyer from New York.

In 1777, Hamilton became a senior aide to George Washington, as he fought in the **Revolutionary War**. He served alongside Washington for four years.

Hamilton was one of the main critics of the weak central government put in place in the 1777 **Articles of Confederation**. He increasingly **criticised their inability to raise financial support** in times of crisis.

In 1784, Hamilton co-founded the Bank of New York, which showed his commitment to powerful financial institutions.

In the late 1780s, Hamilton insisted on a **Constitutional Convention**, to draw up a constitution that gave a **central government more power**.

After the Constitution was drawn up, Hamilton wrote 51 (of 85) essays arguing why the 13 states should all **ratify** the Constitution. These became known as the **Federalist Papers**.



John Jay
1745–1829
Founding Father

Jay was a lawyer from New York, and he resisted independence until it became clear in 1776 that reconciling with Britain was impossible.

Despite owning slaves, after 1777 Jay started to promote the **abolition of slavery**. By 1785, Jay was leading boycotts against businesses involved in the slave trade.

Jay supported a **strong central government**, which became increasingly important when he was an ambassador in Europe and he realised that the new USA needed a **strong foreign policy** to survive.

Along with Hamilton and Madison, Jay wrote five of the **Federalist Papers** to convince other states to accept the new Constitution.

Who was a plantation owner?

Madison, Jefferson, Washington

Who came from a big city?

Hamilton, Jay, Adams, Franklin

Who wanted strong central government?

Madison, Jay, Hamilton, Washington

What were the different arguments for why strong central government was needed?

Money and supplies in times of war, less need to borrow from other countries, allows a strong foreign policy.

Who wanted lots of individual liberties?

Jefferson (also Madison, when drawing up Bill of Rights)

Who argued for freedom to include slaves as well?

Franklin, Jay

Who wanted the states to have lots of power?

Jefferson

Who really wanted the other states to accept the Constitution?

Madison, Hamilton, Jay

Is there anyone who wouldn't have seen the Constitution as a bit of a compromise?

No

Why do you think Washington was chosen to preside over the Constitutional Convention?

He wanted change but also saw the views of the plantation owners.

Can you summarise each person's views on the revolution between 1776 and 1788?

Where can you find evidence of anyone's views changing on what the revolution was about after 1776?

- Washington – increasingly strong central because of war with British
- Jay – increasingly strong central because of war with British, increasingly abolitionist
- Hamilton – increasingly strong central because of war with British
- Franklin – increasingly abolitionist
- Jefferson – increasingly supportive of individual liberties

Back to the big question: How far did the aims of the American Revolution change as it was happening?

First 1776–1788?

Then stretch: 1763–1788?



James Madison
1751–1836
Founding Father

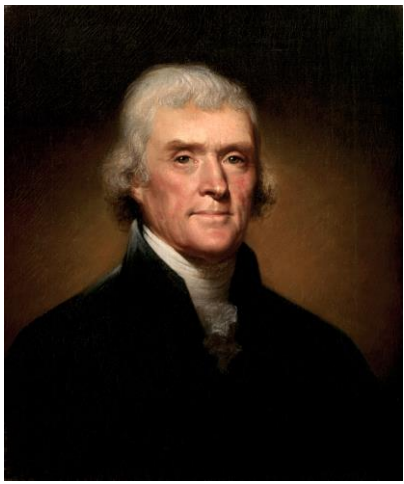
Like Jefferson and Washington, Madison came from Virginia, where he owned lots of land. Madison became an expert in political and economic matters and proposed that the USA raise **taxes on foreign goods**.

Madison agreed with Washington and Hamilton that the weak central government after the Declaration of Independence needed to be changed to one that favoured **stronger government**.

When the Constitution was being debated, Madison wanted every state to have their elected representatives based on their population size (known as the **Virginia Plan**). Smaller states feared that they would get less of a say, so the **Great Compromise** was reached: there would be two elected houses – one would have representatives based on state size, and one would get two representatives from every state, no matter what size.

After the **Constitution** was drawn up, people (anti-federalists) criticised it for creating a central government that was too strong. Madison worked with Alexander Hamilton and John Jay to produce the **Federalist Papers**, which were an attempt to persuade other states to agree with the Constitution.

In 1789, Madison produced a series of amendments to the Constitution to **protect liberties**. The first ten (e.g. the right to bear arms) became known as the **Bill of Rights**.



Thomas Jefferson
1743–1826
Founding Father

Jefferson was descended from English settlers and lived in the state of Virginia. His family owned lots of land and Jefferson owned **hundreds of slaves**.

Jefferson was a lawyer and plantation owner.

Jefferson was one of the Committee of Five and the most influential author of the Declaration of Independence.

After the Declaration of Independence, Jefferson returned to his home state of Virginia, where he became **State Governor** and passed laws increasing (white) **people's freedoms**.

Throughout the 1780s, Jefferson feared that the southern states would be taxed more because they owned slaves and he considered slaves to be 'property'. This view was influential in the final constitution, declaring that slaves constituted **3/5s** of a white male.

Jefferson supported the **weak form of government** introduced in the Articles of Confederation, but in 1784 this committee had to give up as they couldn't get anything done.

In 1790, Jefferson became the first Secretary of State, where he regularly clashed with Alexander Hamilton, as Jefferson wanted the individual states to have more power than the central government.



George Washington
1743–1826
Founding Father

Washington was a wealthy plantation owner from the state of Virginia, and was appointed Commander-in-Chief of the American military forces in 1775.

Washington believed that the USA needed a **strong federal government** that could hold the new nation together and provide money and soldiers easily in times of crisis.

At several major battles against the British, such as the Battle of Yorktown in 1780, Washington felt that **support had not been provided** quickly enough.

Washington was also critical of the **Articles of Confederation** in 1777, which only allowed for a weak central government.

Some Americans disagreed with Washington's vision for the USA after the revolution, as they feared that a strong central government would rule over the states, just as the British had done.

In 1783, after the British had recognised the USA in the **Treaty of Paris**, Washington resigned and left the army – he had won and no longer had an enemy.

In recognition of his achievements, he was made the first President of the USA in 1789.

2. How far did the aims of the American Revolution change AS it was happening?

Label key events above and below each relevant line. Make sure you use small, neat handwriting and carefully align the annotation with the date.

American Revolution

1763

1776

1787

1790



1763

1789

1799

French Revolution

2. How far did the aims of the American Revolution change AS it was happening?

1. Who was a plantation owner?
2. Who came from a big city?
3. Who wanted strong central government?
4. What were the different arguments for why strong central government was needed?
5. Who wanted lots of individual liberties?
6. Who argued for freedom to include slaves as well?
7. Who wanted the states to have lots of power?
8. Who really wanted the other states to accept the Constitution?
9. Is there anyone who wouldn't have seen the Constitution as a bit of a compromise?
10. Why do you think Washington was chosen to preside over the Constitutional Convention?
11. Can you summarise each person's views on the revolution between 1776 and 1788?
12. Where can you find evidence of anyone's views changing on what the revolution was about after 1776?

How similar was the French Revolution to the American Revolution?

For centuries before 1789, people in France were split into three groups:

- First Estate – all the clergy (who were all Catholic in France at this time).
- Second Estate – all the nobles and aristocracy.
- Third Estate – the commoners (which basically meant everyone else).

The first two Estates had nearly all the power in France and are known as the **Ancien Regime**. These three groups were represented in a national assembly called the **Estates General**, where they were supposed to discuss issues with the monarch. However, they had not met since 1614.

The American Revolution 1765–1790

Between 1756 and 1763, France was involved in the **Seven Years' War** against the British, which cost huge amounts of money. The British paid for the war effort by raising taxes on the Americans living in the **Thirteen Colonies**, which was one of the reasons that the Colonies signed the **Declaration of Independence** in 1776. In 1778, the French agreed to support the Americans in their fight against the British. The French were supporting a new country who advocated **freedom from tyranny and democratic government**. By the time the Treaty of Paris was signed in 1783, ending the American wars of independence, not only had the American Revolution cost the French a lot of money, which needed to be raised in **taxes**, but it had also inspired some French people with ideas about liberty.

Protests against King Louis and the unfair system of government

Since 1774, **Louis XVI** had been king of France. In the first part of his reign, Louis tried to reform France to make it more equal and more tolerant of different religions. However, after committing France to supporting the American revolutionaries, and after several bad harvests, many French people were poor and hungry. Increasingly, people began to blame the **Ancien Regime**, including Louis, for the problems they faced.

Things came to a head in 1788, when French people in the city of Grenoble revolted, calling for reforms to the unfair system of government. In response to the crisis, in May 1789, the **Estates General** met for the first time since 1614 to discuss the grievances of the **Third Estate**. They quickly rebranded themselves the **National Assembly**. Louis consistently handled every crisis badly throughout this period. In June 1789, he dismissed the Third Estate from the National Assembly, which showed how he was unwilling to listen to the people's problems. As a result, the Third Estate swore an oath (called the **Tennis Court Oath**) that they would not be disbanded until they had drafted a new **Constitution** that changed the power of government and improved the rights of the people. Again, Louis mishandled the situation by flatly rejecting all suggestions from the National Assembly, and by July

1789 people were taking to the streets of Paris in increasingly violent ways. The most famous act was on 14 July 1789, when a mob broke into the **Bastille** Prison in the heart of Paris, to loot weapons and release political prisoners. This event was used in the future as the marking of the beginning of the revolution (even if the people involved were protesting at the actions of the King, rather than calling for a revolution!).



The Tennis Court Oath

How similar was the French Revolution to the American Revolution?

After the Storming of the Bastille

On the same day as the Storming of the Bastille, **Lafayette** (who had also fought in the American War of Independence) was appointed as leader of the **National Guard** – an elected police force, supposed to stop **counter-revolutionaries**. Over the next few months, the National Assembly passed several significant decrees that gave people more freedoms, and in August 1789 they approved the text of the **Declaration of the Rights of Man**.

This document was co-written by Lafayette and Thomas Jefferson, the American Founding Father, and laid out a number of 'natural rights' that everyone should have. It was a revolutionary idea to say that there were some rights that everyone had, rights that were not based on wealth or titles. In early 1790, the National Assembly introduced a series of religious freedoms; for instance, Jews could no longer be discriminated against by the State. There were lots of legal changes during this period, giving people their 'natural rights', in part inspired by a famous speech by **Maximilien Robespierre**, which included the motto: '**liberté, égalité, fraternité**'.

For instance, in May 1791, Black inhabitants of French colonies who were born to free parents were given equal rights to those of white French people. In September 1791, **slavery** was abolished in France, and then in 1794, in response to the **Haitian Revolution**, slavery was abolished throughout the French Empire.



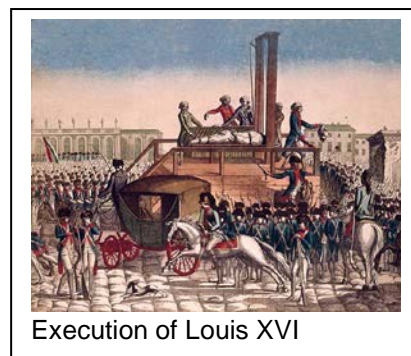
Declaration of the Rights of Man

Survival of the revolution

The actions of the National Assembly terrified many people in France, as the initial protests had become a full **revolution**, where every aspect of society was being changed. As a result, a number of counter-revolutionary groups appeared. The struggle for the survival of the 1789 revolution could be seen on 14 July 1790, when it was decided that there should be a public celebration of the anniversary of the revolution. The first ever '**Bastille Day**' became a public show of remembrance for the revolution, while the French were still arguing about what the revolution should be about, or even whether it should be allowed to survive!

Louis' mistakes

King Louis was caught up in events for the next two years, continually making misjudgements, which eventually resulted in his execution. In the summer of 1791, Louis tried to flee Paris but was forced to return and grudgingly accept the new **Constitution**, which limited his powers. For a year, other European powers (who were led by monarchs) had supported the claims of Louis XIV and his nobles in France. As a result, in April 1792, the National Assembly declared war on **Austria**, and later **Prussia** (a big region in modern-day Germany), in what became known as the **War of the First Coalition**. By the summer of 1792, Prussia was invading parts of France and the King made a fatal mistake: Louis requested that foreign armies put him back in control of France. Many French people saw this as siding with the enemy, which is an act of **treason**. In September 1792, members of the **Legislative Assembly** (the new name for the National Assembly) unanimously voted to abolish the monarchy, calling this **Year One of the First Republic**. A month later, the official term for people living in France was changed so that they were no longer 'subjects', which suggested that the monarch was above them; instead, they were '**citizens**', which meant that they had a stake in society. In January 1793, Louis' actions meant he was found guilty of treason. Just like the English in 1649,



Execution of Louis XVI

How similar was the French Revolution to the American Revolution?

the **French executed the King**. The initial protests had become a revolution of enormous change. The French people now had to decide: what would they do next?

Chaos and terror

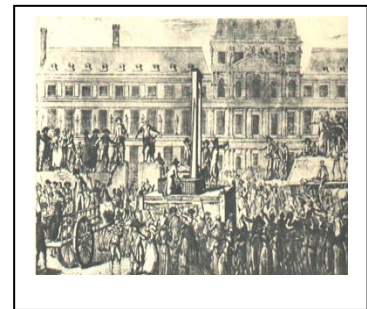
The power vacuum left by the execution of Louis added to the confusion among the French people about what direction the revolution should now take. As early as September 1792, the **September Massacres** saw 1,200 people killed on the streets of Paris, including 100 priests, who were seen as symbols for counter-revolutionaries. The problem with the attacks on counter-revolutionaries (beyond their barbarism) was the fact that there was still no consensus of what the revolution – or indeed a revolutionary – was! The situation was not helped by the ongoing war, which widened as **Britain** and the **Netherlands** joined France's enemies in 1793. Back in Paris, food riots in February 1793 and ongoing violence caused the introduction of the infamous **Committee of Public Safety**: a group with brutal powers to stamp out any counter-revolutionary behaviour. The turmoil could be seen from June 1793, when the Girondin group was suppressed – they had been prominent throughout the revolution, arguing for the removal of the monarchy, but then getting worried about the spiralling chaos and violence. The mass execution of the Girondins is considered to have started the most chilling stage of the French Revolution: the **Reign of Terror**.

Reign of Terror

The Reign of Terror lasted from June 1793 until July 1794, during which time nearly 17,000 people were sentenced to be executed by the **guillotine**. The people initiating the Terror argued that they were keeping the streets safe and ensuring that the revolution would survive. **Robespierre**, a revolutionary in his thirties, argued that:

Terror is nothing more than speedy, severe, inflexible justice.

Across France, lots of people still wanted different things from the revolution. The greatest example of how confusing the arguments were came in July 1794, when some argued that the Committee of Public Safety needed more powers, while others argued that they had gone far too far already; the upshot was that **Robespierre himself was executed!**



Napoleon

While the Reign of Terror continued, in June 1794 France won the Battle of Fleurus, which began a period of French military successes. At this time, a soldier called **Napoleon Bonaparte** came to prominence, so much so that in 1796 he was given command of the French army in Italy. Following a series of victories against major European countries, Napoleon was able to overthrow the revolutionary government and, in 1799, declared himself the **First Consul of France**. Thus France had an all-powerful leader once more, and Napoleon declared that the revolution was over.



Even though the revolution was over and Napoleon was essentially a dictator, it had achieved several things that meant that France and the world would never be the same again. It had enshrined the idea of 'natural rights' in a European constitution, established equality of all citizens and, while the French themselves had not known exactly what the revolution was trying to achieve, their actions **inspired or terrified** people all over the world.

How far was the Haitian Revolution a completely different revolution?

Life in Africa

In order to understand the Haitian Revolution, it is important to know about the background of the European **slave trade**. Before the fifteenth century, there had been several important African empires – for instance, the **Ancient Egyptians** and the **Ghanaian kingdom**, which traded in gold and salt, and ruled over land the size of Western Europe. Across Africa, there were different cultures and ways of life. After 1500, however, many African states became involved in the European slave trade. This is where European countries (such as Portugal, Britain and France) would trade their goods with African countries in exchange for people, who had often been captured in war or were already lower class people in their community. The European countries would then take them to their **colonies** in the Caribbean and America. These people would work on **plantations** (big farms) as slaves – a slave is someone with no freedoms and no rights; they are someone else's property.

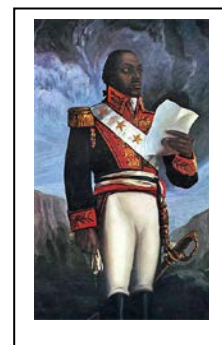


The French Revolution and causes of unrest

Throughout the eighteenth century, the French took hundreds of thousands of Africans to their colony of **Saint-Domingue** (which we will refer to as **Haiti**) to work on plantations. Haiti produced **sugar and coffee**, both of which helped the French economy grow. On the island, there were some **white Haitians**, some **free black people** and lots of **enslaved black people** (who numbered about 85% of the population). By 1791, people from all groups were annoyed with the French Empire. The white Haitians were angry that the French only allowed them to trade with France and imposed high taxes. In 1789, when the French government accepted the **Declaration of the Rights of Man**, these white Haitians were inspired by the principles of equality and liberty. The enslaved Africans had experienced very brutal treatment at the hands of the white Haitians so, while they also wanted a change in how Haiti was run, they did not want to break free from French rule; they wanted the white Haitians to apply the principles of the French Revolution in Haiti.

The Haitian Revolution and Toussaint Louverture

On the night of 21 August 1791, two years after the beginning of the French Revolution, a number of slaves attended a secret Voodoo meeting (part of the Africans' culture), when a huge lightning storm broke out. The slaves saw this as a sign to rise up and began a period during which slaves burned plantations and killed white Haitians. By 1792, the slaves had captured one third of the country and over 100,000 slaves had joined their fight. The slaves were led by the charismatic **Toussaint Louverture**, who was one of the first people to start to see themselves as a **'revolutionary'**. Despite the French sending more soldiers to stop the slaves, the uprising was successful. At this point, however, Toussaint and the rebels were still not seeking independence, like many Americans had in the American Revolution or the white Haitians had in 1789.



British involvement

As we know from our study of the French Revolution, by 1793 France was at **war with Austria, Prussia, the Netherlands and Great Britain**. Britain also had colonies with high slave populations in the Caribbean (such as **Jamaica**), so the successful Haiti slave uprising scared them. Now they were at war with the French, the British saw this as an opportunity to seize the

How far was the Haitian Revolution a completely different revolution?

prosperous country of Haiti for their own Empire. Some slaves had been supportive of the British at first, as they were pleased that the French were being pushed out; however, it soon became clear that the British wanted to restore slavery in Haiti. Things were further complicated by the **Spanish**, who also had colonies in the Caribbean fighting against the French to restore order in the region. In spite of the British sending their largest ever fleet across the Atlantic and spending millions of pounds, the slaves held out and, by 1798, the British were forced to concede defeat.

Napoleon and the USA

By 1800, Haiti was essentially an **independent** country within the French Empire, and Toussaint published a new **Constitution**, which declared that he would govern Haiti for the rest of his life. As we know, in 1799, **Napoleon Bonaparte** became First Consul of France, and he decided that this slave success was unacceptable and sent 50,000 soldiers across the Atlantic to crush the former slaves. Just like the American Revolution, which did not abolish slavery, this showed enormous hypocrisy from the French: they proclaimed the principles of '**liberté, fraternité, égalité**' at home, but were prepared to fight to the death to stop the Haitians having them. During the next few years, former slaves sang songs from the French Revolution, which demoralised the French soldiers as they realised how peculiar this was. In spite of the French capturing Toussaint, they could not defeat the former slaves. By 1804, the French had retreated and **Haitian independence was declared**. Despite the revolution beginning as a protest against inequality, by 1804, the new leader of Haiti gave a speech where he cried 'liberty or death!'



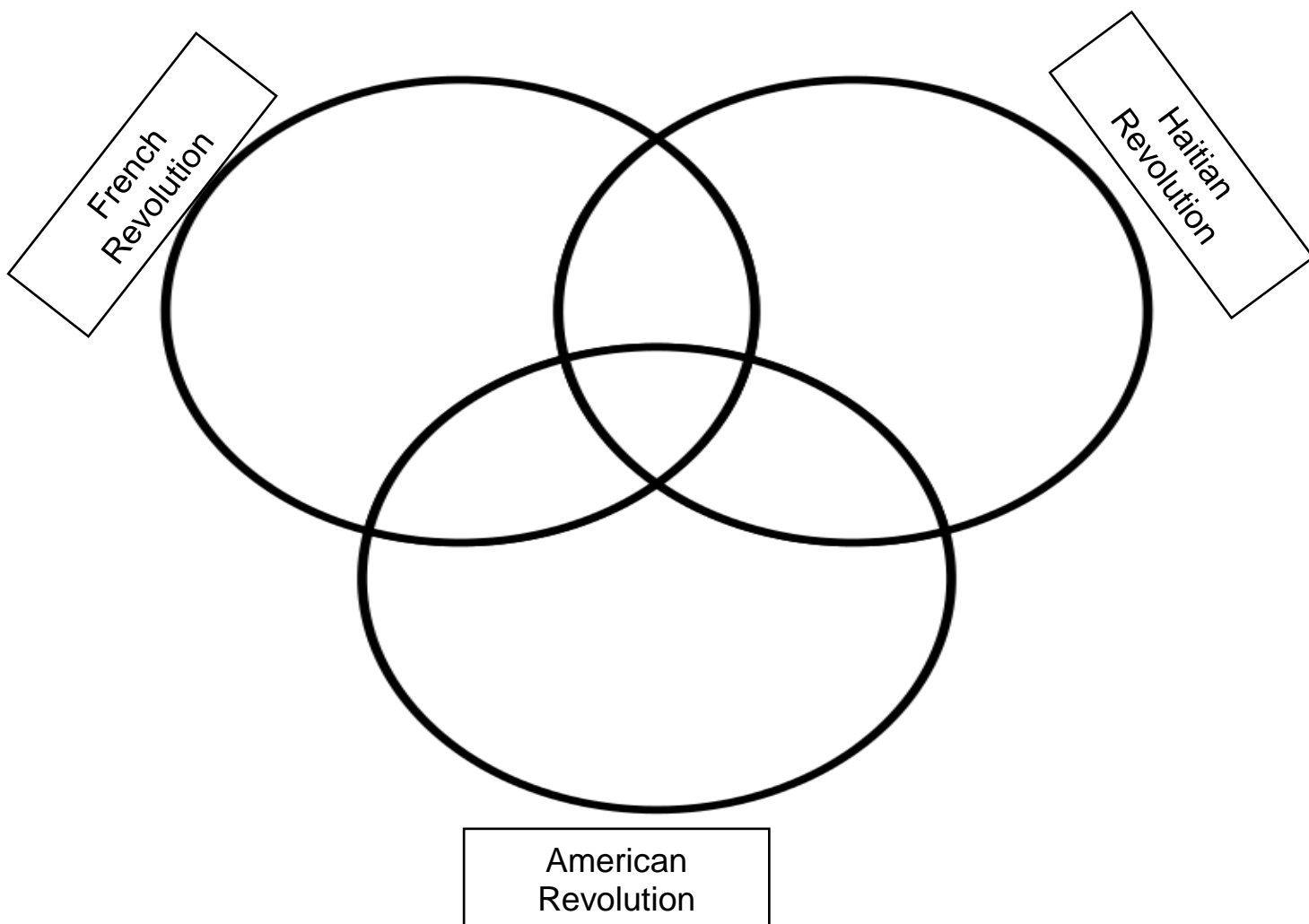
The end of the Haitian Revolution and its legacy

Following their triumph against the French Empire and the oppressive white Haitians, the new government launched a **massacre of the remaining white people** in Haiti. Furthermore, Napoleon was so disheartened by the Haitian victory that France withdrew from the Americas, which led to one of the most significant moments in the history of the newly independent USA: the French sold their territory in North America to the American government. The '**Louisiana Purchase**' doubled the size of the USA overnight and inspired the expansion west that ultimately enabled the USA to become a twentieth-century superpower.

The Haitian Revolution remains the only successful slave uprising ever. It provides a fascinating contrast of a revolution in the Age of Revolution. Despite this, it is clearly part of the same series of revolutionary movements: it was led by an unrepresented majority, the rebels often had contrasting motivations and objectives, it was fiercely brutal both during and after the revolution itself, and it left a lasting legacy as the rulers and laws of the country were changed forever.

4. How far was the Haitian Revolution a completely different revolution?

1. The initial rebellion was led by an unrepresented majority
2. The rebellion was led by slaves
3. There were racial divides within the country
4. A new constitution was introduced
5. The aims of the rebels changed as the 'revolution' developed
6. The revolution was led by someone who would consider themselves a 'revolutionary'
7. At times the fighting was brutal and indiscriminate
8. There were many deaths *after* the revolution had finished
9. Independence was declared
10. A monarchy was overthrown and the monarch executed
11. The British were heavily involved
12. The Spanish were involved
13. The rebels were inspired by Enlightenment ideas
14. The rebels showed hypocrisy about slavery within their revolution
15. The revolution was heavily inspired by another revolution
16. At some point a foreign power sent troops to *help* the rebels
17. There were massive disputes about the direction of the revolution among the rebels
18. The rebels had initially been angry about taxes (to either increase the king's finances or pay off the Seven Years' War)
19. At some point a ruler with dictatorial powers was put in place
20. There is a lasting legacy to this day
21. The leaders of the revolution that we have studied were mainly men
22. There was no real template for what a 'revolutionary' was



How did the British view revolution in the Age of Revolution?

On the surface, the British experienced no major constitutional changes between 1763 and 1832. However, the Age of Revolution actually had a profound effect on the British people and they, like everyone else, often had different views on the different revolutions.

To summarise and recap, here are the British perspectives on the revolutions we have studied:

The American Revolution... was **humiliating** for the British. That was fairly simple. The British had fought in the Revolutionary Wars between 1775 and 1783, and had ultimately lost a major colony against their will.



The French Revolution... was **chaotic, terrifying, inspiring**... in fact it can't be made simple. The French Revolution had profound effects on British society.



The Haitian Revolution... like the French, was a whole bundle of things: an opportunity, concern, embarrassment, inspiration. It was a **concern** as Britain feared that their colonies (e.g. Jamaica) might rebel, then an **opportunity** as Britain tried to seize the colony for themselves, then **embarrassing** as they were defeated, and then an **inspiration** for those wanting to end slavery.



Even before the Age of Revolution, the **Enlightenment** had affected British thinking about their '**rights**' and how they should be governed in the new industrial age; for instance, Thomas Paine was English after all. The impact of the Age of Revolution did not just affect the way in which the British interacted with the other revolutions; British society was affected too. There were two main consequences on British behaviour during the Age of Revolution: some people were **terrified** and some people were **inspired**.

Those who were terrified:

It was the French Revolution that most scared the establishment in Britain. The historian Jeremy Black has even argued that: 'there was a comparable movement to the French in Britain'. The British government had seen how the French had argued over the revolution, to the extent that the Reign of Terror had led to mass executions. Furthermore, as we have studied, Britain joined the war against France in 1793 and, in part thanks to Napoleon's successes, the war went badly at first, with some people being genuinely concerned about a French invasion. On top of this, in 1798 there was an **Irish Rebellion** against English rule (very much inspired by the American and French revolutions). As a result of these things all happening at the same time, the British government introduced a series of measures to prevent revolution happening in Britain.



- The Revolutionary Wars against the French were used as an excuse to **limit general elections** (two in 18 years), so that the government did not have to worry about new, radical ideas.
- The **Treason Trials** (1794) were held in order to deter people from radical work.
- New laws were introduced that reduced the rights of British people to discuss politics. For instance, the **Seditious Meetings Act** (1795) was a law to prevent large groups of people meeting.

How did the British view revolution in the Age of Revolution?

- Working class people were handled in a brutal way, with the most famous example coming at the **Peterloo Massacre** in 1819.

Those who were inspired:

It was no coincidence that the Age of Revolution took place during the **Enlightenment**, as people across Europe and North America started challenging accepted ideas. **Thomas Paine** had already influenced the American Revolution by arguing that monarchies should be abolished in *Common Sense*, but he influenced British thinking far more with his next book: *The Rights of Man*. Paine told people that there was such a thing as 'universal rights'. In Britain, it had always been accepted that a person's rights depended on wealth, property or status. The idea that everyone is born with the same rights appealed to a lot of British radicals.

The working-class radicals were starting to have more opportunities to collect together because of the **Industrial Revolution**, which meant that more people were working together in close proximity in factories. There was also discontent from soldiers who went to fight in the wars against France but started to question why they were fighting for Britain when the British government wouldn't let them have a vote.

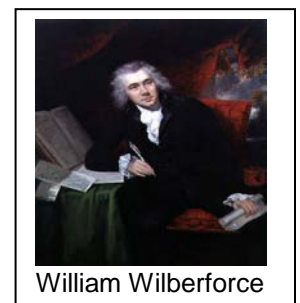
As a result, the Age of Revolution inspired several people and political groups:

- The most radical was **Colonel Despard**, who was executed in 1803, after being found guilty of leading a revolutionary movement that tried to kill King George III.
- **Working-class** people across Britain, both men and women, tried to campaign for **universal male suffrage** (all men having the vote). In order to help achieve this, people organised themselves into unions, where people shared similar ideas. As mentioned above, the most famous gathering of these people came in 1819, when 50,000 people met on Peterloo field in Manchester.



Change did not happen quickly, but in 1832 the British government introduced the **Great Reform Act**, which started the process of allowing more people to vote.

The people inspired were not just people who were concerned about their own rights. The Haitian Revolution led to an increase in the **Abolitionist** movement in Britain. They had seen slaves overthrow a major European power, thus removing one of the main arguments for slavery: that Britain's rivals would have an advantage if the British abolished slavery. The most prominent abolitionist in Britain was **William Wilberforce**, who argued for the abolition of slavery in Parliament. In 1807, the slave trade was abolished in the British Empire.



The British were actively involved in the revolutions abroad during the Age of Revolution, while also being deeply affected by their ideas and politics. It can be seen as a radical, inspiring time in British history, or actually a deeply repressive, conservative period in British history. The concept of 'revolution' meant something different to the British depending on who you asked, when you asked it and whose revolution you were referring to.

5. How did the British view revolution during the Age of Revolution?

<p><u>King George III in 1793</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>Member of Parliament who had been inspired by the Enlightenment in 1792</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>A working-class person who had recently moved to a city to work in a factory in 1789</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>
<p><u>A British soldier who had volunteered to fight in the Revolutionary Wars in 1798</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>William Wilberforce in 1801</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>A radical factory worker in 1794</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>
<p><u>William Pitt the Younger, British Prime Minister, in 1803</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>King George III in 1776</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>	<p><u>A middle-class person reading about the failure of the British army in Haiti in 1799</u> Most pressing concern from around the world:</p> <p>At this moment, to them 'revolution' was:</p>

Student information

This assessment requires deep thinking and historical recall.

You have ten minutes with your books open to recall as many specific features of the revolutions as possible.

The American Revolution You might consider: <ul style="list-style-type: none">• causes of the revolution• events during the revolution, consequences of the revolution, reactions against the revolution• legacy of the revolution	The French Revolution You might consider: <ul style="list-style-type: none">• causes of the revolution• events during the revolution, consequences of the revolution, reactions against the revolution• legacy of the revolution
What did 'revolution' mean in the Age of Revolution?	
The Haitian Revolution You might consider: <ul style="list-style-type: none">• causes of the revolution• events during the revolution, consequences of the revolution, reactions against the revolution• legacy of the revolution	British responses to the other revolutions

You then have ten minutes with your books open to plan possible big themes about 'revolution' during the Age of Revolution.

What did 'revolution' mean during the Age of Revolution?

You have 30 minutes to write an answer to this question. You must now close your books and put away any notes. We want to give you intellectual freedom to structure it in a way that makes sense to you. We strongly suggest that you briefly plan your answer.

Can you identify some big themes about what 'revolution' meant during the Age of Revolution?

- Consider America, France, Haiti and Great Britain when planning your answer.
- Consider *who* you are talking about and *at what point* during each revolution.
- Try to choose different context-specific evidence to support your work.

You will be credited for:

- Bringing in precise contextual knowledge to support your claims.
- Being complex and nuanced when explaining what 'revolution' meant.
- Focusing on the question: *what did 'revolution' mean?*

What did 'revolution' mean in the Age of Revolution? (inspired by Kate Hammond)

0–2	The student fails to tackle the question in any meaningful way, simply listing factors or describing vague aspects of a 'revolution'. The meaning is largely divorced from the historical context. There is a strong sense that the student does not understand that the different meanings of 'revolution' were situated in a particular time and place.
3–4	The student attempts to answer the question using knowledge that is pertinent to the topic, but fails to demonstrate a grasp of its relation to other events, ideas and characteristics of the period. Judgements on the meaning of 'revolution' seem to be made without an appreciation of the bigger picture within which these factors were situated, and tend to be weak as a result.
5–6	The student demonstrates some understanding of the broader characteristics of the period in which these revolutions are situated. He/she draws on this knowledge intermittently when trying to make judgements about the role or importance of various factors, with occasional success, or might draw on inaccurate wider knowledge to flavour his/her claims without realising its inaccuracy, leading to weaker conclusions.
7–8	The student has a fairly secure understanding of the characteristics of the concept of revolution and the historical context in which these revolutions are situated, although some errors or gaps in understanding may be indicated. Although some claims about the meaning of revolution may be made without apparent appreciation of the wider context, carrying less weight, there is a genuine sense that the student understands the need to make use of wider substantive historical knowledge to shape his/her conclusions and is attempting to do so.
9–10	<p>There is a strong sense that the student understands the characteristics of the concept of revolution and the historical context in which these revolutions are situated. He/she is able to use that knowledge (although this knowledge may be revealed implicitly) to make perceptive and accurate (sometimes complex) claims about context-specific meanings and how they can alter depending on differing factors.</p> <p><i>Teacher note throughout: try to credit background knowledge that is revealed implicitly through language and precision.</i></p>