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Ap euro french revolution study guide

France was a nation of art, culture, and prosperity - until they encountered a fiscal/financial crisis due to their debts. The combination of Enlightenment thinking, disparities in the social structure, and an extreme shortage of bread all caused the break out of a flaming French Revolution. During the Age of Enlightenment, philosophical thinkers began to ask questions. The peasant class was no longer enamored by the rule of the monarchy. New ideas about liberty and equality took root. High society lived in grandeur off of the backs of the bourgeoisie, or middle class. Instead of viewing the nobility as pre-ordained by God to have wealth and power, peasants saw the inequity of the social system and were discontented by it. Louis XVI was a weak man and a weak king. He took the French throne in 1774 with his wife Marie Antoinette. Although Louis XVI wanted to please everyone, he ended up pleasing nobody due to his passive nature, lack of wisdom as a ruler, and his tendency to be manipulated by those around him. After the Seven Years' War, France was debt-ridden; yet, they couldn't see past the end of their own nose. When the American Revolution broke out, France increased their economic burden by aiding the Americans in a petty attempt to get back at the British. After the American colonies bested the British with France's help, they did not repay France the money that had been lent to them. Louis XVI was becoming increasingly unpopular along with his queen, Marie Antoinette. Marie Antoinette continued to waste limited French money to pay for her luxurious lifestyle and outrageous fashion. As King Louis XVI struggled to deal with France's financial ruin - caused by the Seven Years' War and made worse by France's part in the American Revolution - the only solution proposed by his advisors was to tax the poor. Taxation was inconsistent across the country and did not impact the rich - who had little taxes if any at all. If an economic crisis weren't enough to put the population on the verge of explosion, France was also hit by a series of inopportune crop seasons. Harsh summers and unforgiving winters decimated peasants' harvests. The shortage caused the price of bread to go through the roof exponentially - leaving the Third Estate poor, starving, and in a state of active revolt. France was composed of Three Estates. The First Estate was the Catholic clergy. The Second Estate was the nobility. Meanwhile, the Third Estate was made up of the peasants and middle class - roughly 98% of the entire French population. In an attempt to quell the violence, Louis XVI called members of the Three Estates together at the Estates-General - the closest thing France had to a government beyond the monarchy. A voting system was made for the Estates-General. One vote was given to each estate - despite the fact that the Third Estate made up 27 million people. This unfair system allowed the first two estates to gang up on the peasants. When it was proposed that taxes on the Third Estate be raised yet again, the single vote against it representing the entire middle class was overruled by the votes in favor by the clergy and nobility. After they realized they would continuously be outvoted by the upper estates, the Third Estate made their own meeting: the National Assembly. On June 20, 1789, they all took the Tennis Court Oath - a pledge to continue meeting until King Louis XVI made economic reforms and increased equality between the social classes. Fear and anger were stepping stones to radical revolution. On July 14, the National Assembly's Bourgeois Militia, also known as the National Guard, raided the Bastille for gunpowder and weapons. With Thomas Jefferson's help, the National Assembly created The Declaration of the Rights of Man and the Citizen - a constitution that would ensure equal rights for men. This document would further inspire the people to rise up. Women also took an active role in the French Revolution. On October 5, they led the March on Versailles (also known as the October March) where they demanded that they get bread for their families and that King Louis XVI return to Paris. Olympe de Gouges wrote The Declaration of the Rights of Women and the Citizen, which extended the liberties and equality to women. Although this document was not adopted and de Gouges was executed later during the French Revolution, it showed that women also had a voice and were determined to get rights of their own. The first phase of the French Revolution overall established constitutional monarchy, increased popular participation, nationalized the Catholic Church, and abolished hereditary privileges. With the Constitution of 1791, King Louis XVI was reduced to a mere figurehead. However, many were left unsatisfied that he had not been completely removed from power. A divide became evident between revolutionaries - moderates who were in favor of a figurehead king and radicals who wanted drastic change through deposal of the monarchy. Radicals like the Jacobin Club were out for blood - especially the blood of the royals. The second phase of the French Revolution was the culmination of violence that was brewed by the continual oppression of the Third Estate. This period is known as the infamous Reign of Terror, led by Maximilien Robespierre. The French Republic was declared in September of 1792 with the monarchy indefinitely suspended. Although they moved to become more democratic and equal, the French Republic was deeply suspicious and harshly attacked loyalists who supported the old French order. This paranoia heavily impacted the church. Priests who refused to comply and swear fealty to the revolutionary regime were swiftly deported. Moreover, a new atheistic religion was implemented by the state: the Cult of Reason. Catholic churches were converted to "Temples of Reason." The French Republic even went as far as replacing the Christian calendar. Enemies of the revolution were rounded up and imprisoned. During the September Massacre, mass members of the nobility and clergy were executed. Soon, Louis XVI and Marie Antoinette would face the guillotine as well. During the Reign of Terror, suspected counter-revolutionaries were executed. The Committee of Public Safety - led by Robespierre himself - was devoted to eliminating potential conspirators. Spies and secret police kept a close watch on French citizens. An estimated 40,000 people were executed for "suspected insurrection" in total; the height of the executions was even called the Great Terror. Robespierre eventually became too radical, even for his radical followers. He created the Cult of the Supreme Being and wanted to be worshipped. His terror tactics finally came to an end in July of 1794 when he himself was sent to the same guillotine fate he had sentenced countless others to. The Thermidorian Reaction restored moderate rule to the French Republic. Now it was the radicals who faced execution under the White Terror. The Thermidorian Directory was established to limit any one individual from taking power, but they were an ineffective government body. In 1799, the French Revolution came to an end. Was this guide helpful? Familiar with the defenestration of Prague? Know the causes of the French Revolution? The AP® European History exam tests topics and skills discussed in your Advanced Placement European History course. If you score high enough, your AP Euro score could earn you college credit! Check out our AP European History guide for the essential info you need about the exam: Exam Overview Sections and Question Types Scoring How to Prepare What's on the AP European History Exam? The course focuses on the following four key time periods in European History. The questions on the exam will address events from these time periods. Period 1: c. 1450 to c. 1648 Period 2: c. 1648 to c. 1815 Period 3: c. 1815 to c. 1914 Period 4: c. 1914 to present The College Board is very detailed in what they require your AP teacher to cover in his or her AP European History course. They explain that you should be familiar with the following themes: Interaction of Europe and the World; commercial and religious motivations to interact with the world; competition for trade; commercial rivalries; Christianity; social Darwinism; mercantilism; slave-labor system; expansion of slave trade; slave revolt and Haitian independence; national self-determination; extreme nationalist political parties; increased immigration into Europe, anti-immigrant policies; Woodrow Wilson's political/diplomatic idealism; causes of World War I; Columbian exchange; Marshall Plan; 1929 stock market crash; Cold War outside Europe; responses to imperialism; diplomacy and colonial wars Poverty and Prosperity; industrialization; Second Industrial Revolution; French Revolution; Russian reform and modernization; world monetary and trade systems; European economic and political integration; baby boom; the putting-out system; Agricultural Revolution and population growth; mechanization; the factory system; migration from rural to urban areas; critiques of capitalism; evolution of socialist ideology; Russian Revolution; Lenin's New Economic Policy; Stalin's economic modernization; fascism; the Great Depression; green parties; revolts of 1968; labor laws and reform programs Objective Knowledge and Subjective Visions: revival of classical texts; invention of the printing press; Renaissance art; scientific method; rational thought; theories of Locke and Rousseau; humanism; romanticism; fascist nationalism States and Other Institutions of Power: English Civil War; French Revolution; wars of Napoleon; Enlightenment principles; Congress of Vienna; social contract; post-1815 revolutions; nation-building; industrialization; Russian Revolution; constitutionalism; rise of the Nazis; mass media and propaganda; total war; post-1945 nationalist/separatist movements; genocide; imperialism; colonial independence movements; League of Nations; collapse of communism Individual and Society: gender roles and marriage patterns; hierarchy and social status; urban expansion; rise of commercial and professional groups; family economy; Napoleon and meritocracy; industrialization and class; destructive effects of technology; religious minorities; social Darwinism National and European Identity: new class identities; ethnic cleansing; national self-determination; transnational identities; European integration; conflict between religious groups; continued influence of local identities; separatist movements; decolonization; radical political thought; rise of Zionism; mass politics; worker movements Technological and Scientific Innovation: Golden Age of Dutch advances (telescope, microscope, etc.); 1st Industrial Revolution (spinning jenny, steam engine, steamboat); 2nd Industrial Revolution (electric motors, railways, telegraph, automobile, medical technology); 20th century (Einstein and theory of relativity, color photography, warfare technology, radio and television, medical innovations) AP Euro Sections and Question Types The AP European History exam is 3 hours and 15 minutes long. It is composed of two sections: a multiple choice/short answer section and a free response section. There are two parts (Part A and Part B) to each section. Timing Number of Questions Percent of Exam Score Section I: Part A 55 minutes 55 multiple choice questions 40% Section I, Part B 40 minutes 3 short answer questions 20% Section II, Part A 60 minutes 1 document-based 25% Section II, Part B 40 minutes 1 long essay 15% Note: The College Board has not yet announced if the 2021 digital version of the AP European History exam will be in place for future exam years. For updates on the digital test and its format, please visit the AP Euro page on the College Board's website. AP European History Multiple-Choice Multiple-choice questions are grouped into sets of typically three or four questions and based on a primary or secondary source, including excerpts from historical documents or writings, images, graphs, maps, and so on. This section will test your ability to analyze and engage with the source materials while recalling what you already know about European History. AP European History Short Answer The short answer questions will ask you to write answers to questions in your test booklet. Some questions include texts, images, graphs, or maps. Questions 1 and 2 are required and focus on historical developments or processes from 1600–2001. You can choose between Question 3, which focuses on periods 1450–1648 and/or 1648–1815, and Question 4, which focuses on periods 1815–1914 and/or 1914–present. AP European History Document-Based Question (DBQ) DBQ questions will present you with a variety of historical documents that are intended to show various perspectives on a historical development or process. You will need to develop a thesis that responds to the question prompt and to support that thesis with evidence from both the documents and your knowledge of European history. The topic of the DBQ will include historical developments or processes between the years 1600 and 2001. AP European History Long Essay You're given a choice from three long essay prompts to complete. You must develop a thesis and use historical evidence to support your thesis, but there won't be any documents on which you must base your response. Instead you'll need to draw upon your own knowledge of topics you learned in your AP European History class. Each question focuses on a different time period (1450–1700, 1648–1914, or 1815–2001). Learn More: Review for the exam with our AP European History Crash Courses What's a Good AP European History Score? AP scores are reported from 1 to 5. Colleges are generally looking for a 4 or 5 on the AP Euro exam, but some may grant credit for a 3. Here's how students scored on the AP European History exam in May 2020: AP Euro Score Meaning Percentage of Test Takers 5 Extremely qualified 13.7% 4 Well qualified 20.1% 3 Qualified 25.5% 2 Possibly qualified 29.2% 1 No recommendation 11.5% Source: College Board How can I prepare? AP classes are great, but for many students they're not enough! For a thorough review of AP European History content and strategy, pick the AP prep option that works best for your goals and learning style. For more than 35 years, students and families have trusted The Princeton Review to help them get into their dream schools. We help students succeed in high school and beyond by giving them resources for better grades, better test scores, and stronger college applications. Follow us on Twitter: @ThePrincetonRev.

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