



## Enquiry Question Option 1:

### How typical is Gillray's 'Promis'd Horrors of the French Invasion' of the British reaction to the French Revolution?

#### Lesson 1:

#### What can we learn about the British reaction to the French Revolution from Gillray's satirical cartoon?

Begin with Gillray's cartoon 'Promis'd Horrors of the French Invasion' (Figure 1) and encourage curiosity, excitement and a strong element of confusion – albeit confusion that the pupils know will be resolved. The cartoon is very complex but can be read on a variety of different levels, allowing for natural differentiation. Present pupils with the cartoon but without the title and ask them to propose a title on the basis of a class discussion about what is going on in the picture. Split pupils into smaller groups and give them information about different aspects of the cartoon which they should then explain to the class. Reveal the title of the cartoon and then discuss the problems of trusting a single response to an event and what we therefore needed to do in future lessons. End the lesson by revealing the enquiry question.

#### Lesson 2:

#### How did the British respond to the events of July 1789?

Begin with a quick overview of Gillray's reaction and then move on to evaluating other reactions, specifically to the events of July 1789. Begin to evaluate the typicality of Gillray's response. Split the class again into smaller groups and give seven sources to each with a differing reaction on it. Ask pupils to categorise different responses to the revolution, and then to explain their choices to the rest of the class. In the discussion that follows these new reactions can then be compared to that of Gillray. Pupils should now

Figure 2: Un petit soupèr a la Parisiènne:  
or – A Family of Sans Culotts refreshing after the fatigues of the day



write two paragraphs for homework that would contribute to an essay on the subject.

#### Lesson 3:

#### What can we learn about the British reaction to the French Revolution from other sources?

In the final lesson focus on the response to the revolution over the next ten years in Britain and introduce a 'scale of support' for and against the revolution so that pupils can, in a more formal sense, judge reactions against the cartoon. Spend ten minutes placing Gillray's cartoon and the seven sources on this scale to show the divergence of opinion in Britain regarding the revolution. As a class lead the pupils through six more reactions from the years after the revolution which can then be placed on the 'scale of support'. Use this task to address the typicality of Gillray's response. Round off the sequence by getting Pupils to complete the essay answering the enquiry question.

## Enquiry Question Option 2:

### “Gross and Merciless”: What can Gillray’s cartoons tell us about late 18th century politics?

#### Lesson 1:

##### What do we mean by political parties?

Give a brief introduction to Gillray and discuss the cartoon depicting *sans culottes* as cannibals (Figure 2). Pupils use their previous knowledge of the events of the French Revolution to explain what Gillray is showing. Move to a discussion of the modern political system. Pupils look at pictures of the leaders of the three main political parties in the UK and in groups annotate what they know about the political parties. Give pupils recent cartoons by Steve Bell and Martin Rowlinson showing the different leaders and commenting on Thatcher’s funeral. Pupils use these images to construct a definition of satire.

#### Lesson 2:

##### Who were the Whigs and the Tories?

Place images on the board of all the monarchs from Charles II to George III and recap prior work on period. Discuss the rise of ‘party’ and the Whigs and Tories. Pupils go through a checklist of what each party stood for and who they represented. Pupils then produce a graph of which party had control from 1688 to 1760.

#### Lesson 3:

##### What were the political leaders like in the 18th century?

Give pupils the ‘Walpole’s Bottom’ cartoon which they annotate. Explain Walpole’s background, his rise and fall and the concept of him as Britain’s first prime minister. Pupils then add further annotations to cartoon. Follow with an introduction to Pitt and Fox, their background, different policies, rivalry and fall from power. Pupils then do a card sort focusing on the relationship between the monarchs and their ministers, arrange into headings (such as monarch in control, ministers in control) before discussing changes in the relationship across the period.

#### Lesson 4:

##### Print culture: the rise of the press and cartoonists

Begin with discussion of modern newspapers. Pupils then read about the growth of print culture over the 18th century and discuss how this affected politics, including politicians’ control of some papers and growth of opposition papers. As an outcome pupils devise a headline for one paper opposing and one paper supporting Pitt.

#### Lesson 5:

##### Was the French Revolution terrifying for the English?

Start with images of the storming of the Bastille, the Declaration of Rights of Man, the execution of Louis XVI, the Terror, the War, and Napoleon. Pupils produce a spider diagram using the images as stimulus to recap the key aspects of the Revolution (previously studied). Class discuss how the English might react to the Revolution. Pupils fill in speech bubble sheet on the reaction of Fox, Pitt, Paine and Burke. Draw a spectrum on the board ranging from ‘exciting’ to ‘terrifying’ and pupils place the four main characters on the scale. Pupils examine the British side of Rowlandson’s cartoon ‘The Contrast’ and they have to predict or draw what will be on the French side.

#### Lesson 6:

##### How did Gillray portray late 18th-century politics?

Pupils design an exhibition of Gillray cartoons with captions for each one. The exhibition has to guide visitors through different stages of analysis, beginning with comprehension, then analysis and finally an evaluation of what each source tells us about late 18<sup>th</sup>-century politics.

Josh Carter is Head of History at Merchant Taylors’ School for Boys (11-18 independent), Liverpool.

Kerry Wood is history co-ordinator at King’s College (3-18 independent) Alicante, Spain.

#### REFERENCES

- 1 Mori, J., (2000) *Britain in the Age of the French Revolution 1785-1820*, London: Pearson, p. vii.