



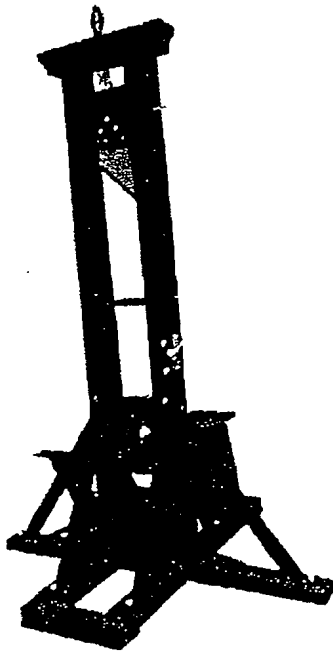
The Enlightenment, The French Revolution, and Napoleon

Chapter 6, Sections 2-3

Chapter 7, Sections 1-4

Mr. Mancini/Mr. Blake

Modern World History



the
Guillotine
Headquarters



Name _____

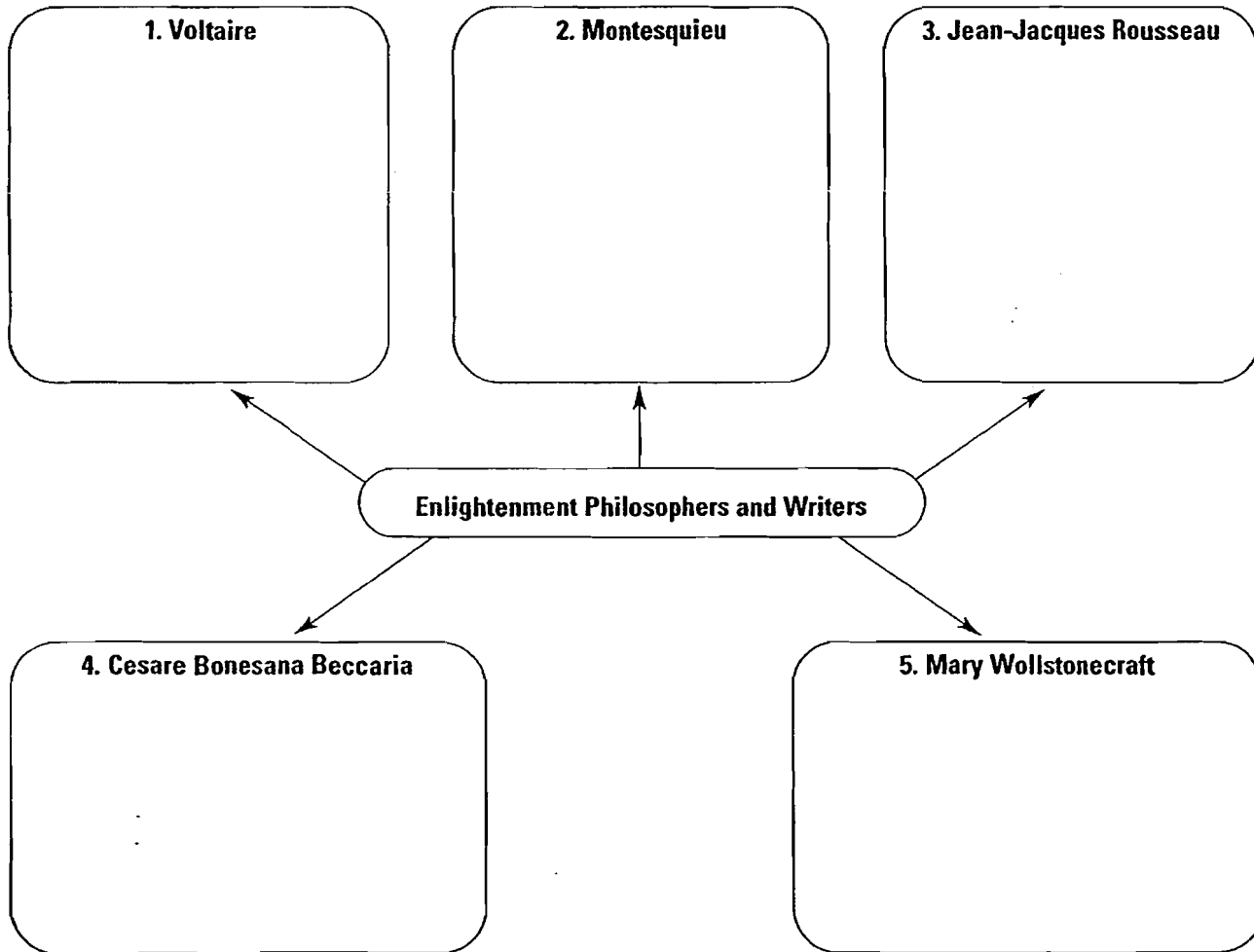
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CHAPTER
6

Section 2

GUIDED READING *The Enlightenment in Europe*

A. Recognizing Facts and Details As you read this section, fill in the diagram by describing the beliefs of Enlightenment thinkers and writers.



B. Drawing Conclusions How did Enlightenment thinkers and writers set the stage for revolutionary movements?

C. Perceiving Relationships On the back of this paper, write a paragraph contrasting Thomas Hobbes's social contract view of government with the political philosophy of John Locke.

THE SCIENTIFIC REVOLUTION AND ENLIGHTENMENT

Enlightenment Thinkers:

Analyzing a Quotation:

this is taken quotation from John Locke

"Tyranny is the exercise of power beyond right, which nobody can have a right to . . . whosoever in authority exceeds the power given him by the law and makes use of the force he has under his command . . . may be opposed."

Explain this quotation in your own words and then state whether you think the idea expressed by quotation still applies today.

Voltaire once said in response to the efforts of governments and Church authorities to censor books:

"I know many books which have bored their readers, but I know of none which has done real evil . . . Does a book displease you? Refute it? Does it bore you, do not read it"

Do you agree or disagree with Voltaire's assertion that a book can do no evil. Do you believe schools have the right to censor book put in the library? Should government be allowed to censor web sites?

Name _____
 Class _____
 Date _____

Critical Thinking Worksheet

Topic: Enlightenment Philosophers
 Skill: Making Inferences

During the Age of Enlightenment, writers expressed a concern for the welfare of society as a whole. They advocated liberty and reason as key to happiness and progress. These ideas were applied to many fields of endeavor including philosophy, politics, and economics. Study the following quotations from writers of the Enlightenment. Then make inferences to answer the questions that follow.

- (a) Liberty of thought is the life of the soul.
Voltaire
- (b) Liberty is obedience to the law which one has laid down for oneself.
Jean-Jacques Rousseau
- (c) If I knew of something that could serve my nation but would ruin another, I would not propose it to my prince, for I am first a man and only then a Frenchman . . . because I am necessarily a man, and only accidentally am I French.
Montesquieu
- (d) Wherever Law ends, Tyranny begins.
John Locke
- (e) All systems either of preference or of restraint . . . being thus completely taken away, the obvious and simple system of natural liberty establishes itself of its own accord. Every man, as long as he does not violate the laws of justice, is left perfectly free to pursue his own interest his own way. . .
Adam Smith
- (f) Liberty is the right to do whatever the laws permit.
Montesquieu

1. How do each of the following view the concept of liberty?

- (a) Voltaire _____
- (b) Smith _____
- (c) Montesquieu _____

2. How do each of the following view the concept of law?

- (a) Rousseau _____
- (b) Locke _____

3. What importance does Montesquieu give to nationalism? _____

4. What is the relationship between law and liberty according to

- (a) Rousseau? _____
- (b) Locke? _____
- (c) Montesquieu? _____

CHAPTER
6

PRIMARY SOURCE *from The Social Contract*
by Jean-Jacques Rousseau

Section 2

In The Social Contract, published in 1762, the philosophe—a writer during the 18th century French Enlightenment—Jean-Jacques Rousseau outlined his ideas about individual freedom and obedience to authority. As you read this excerpt, think about Rousseau's argument against the use of force as a means of governing the people.

Chapter I—Subject of the First Book

Man is born free; and everywhere he is in chains. One thinks himself the master of others, and still remains a greater slave than they. How did this change come about? I do not know. What can make it legitimate? That question I think I can answer.

If I took into account only force, and the effects derived from it, I should say: "As long as a people is compelled to obey, and obeys, it does well; as soon as it can shake off the yoke, and shakes it off, it does still better; for, regaining its liberty by the same right as took it away, either it is justified in resuming it or there was no justification for those who took it away." But the social order is a sacred right which is the basis of all rights. Nevertheless, this right does not come from nature, and must therefore be founded on conventions. Before coming to that, I have to prove what I have just asserted.

Chapter III—The Right of the Strongest

The strongest is never strong enough to be always the master, unless he transforms strength into right, and obedience into duty. Hence the right of the strongest, which, though to all seeming meant ironically, is really laid down as a fundamental principle. But are we never to have an explanation of this phrase? Force is a physical power, and I fail to see what moral effect it can have. To yield to force is an act of necessity, not of will—at the most, an act of prudence. In what sense can it be a duty?

Suppose for a moment that this so-called "right" exists. I maintain that the sole result is a mass of inexplicable nonsense. For, if force creates right, the effect changes with the cause: every force that is greater than the first succeeds to its right. As soon as it is possible to disobey with impunity, dis-

obedience is legitimate; and, the strongest being always in the right, the only thing that matters is to act so as to become the strongest. But what kind of right is that which perishes when force fails? If we must obey perforce, there is no need to obey because we ought, and if we are not forced to obey, we are under no obligation to do so. Clearly, the word "right" adds nothing to force: in this connection, it means absolutely nothing.

Obeys the powers that be. If this means yield to force, it is a good precept, but superfluous: I can answer for its never being violated. All power comes from God, I admit, but so does all sickness: does that mean that we are forbidden to call in the doctor? A brigand [bandit] surprises me at the edge of a wood: must I not merely surrender my purse on compulsion, but, even if I could withhold it, am I in conscience bound to give it up? For certainly the pistol he holds is also a power.

Let us then admit that force does not create right, and that we are obliged to obey only legitimate powers. In that case, my original question recurs.

from Jean-Jacques Rousseau, The Social Contract and Discourses and Other Essays, trans. by G.D.H. Cole (E.P. Dutton & Company, Inc., 1950). Reprinted in Peter Gay, ed., The Enlightenment: A Comprehensive Anthology (New York: Simon and Schuster, 1973), 322–325

Discussion Questions

Recognizing Facts and Details

1. Which did Rousseau believe was better—a government freely formed by the people or one imposed on a people by force?
2. Did Rousseau believe that it was the right of the strongest to rule?
3. **Making Inferences** How would you compare Locke's ideas about government with Rousseau's?

1. _____

2. _____

3. _____

(4)

Name _____

Date _____



HISTORYMAKERS

Baron de Montesquieu

Writing the Science of Government

Section 2

*"It is necessary by the arrangement of things, power checks power."—
Montesquieu, On the Spirit of Laws (1748)*

Charles-Louis de Secondat, the Baron de Montesquieu, studied politics throughout his life and wrote a huge and exhaustive study of government. One of his key views was that authority should be divided. This idea became popular in England's North American colonies.

In 1689, Montesquieu was born near Bordeaux, France. His family had long served in the military and had good social position. He married a wealthy woman who had a good head for business—so good that he often let her run the family estates. When his uncle died, he became Baron de Montesquieu at age 27 and began serving as a judge.

Montesquieu soon became famous as a writer. The *Persian Letters* appeared in 1721 without identifying him as the author. The book was supposedly written by two Persian travelers who visited France and wrote letters to describe what they saw. In this way, Montesquieu was free to criticize and poke fun at French society. The king, he wrote, was a trickster who "makes people kill one another even when they have no quarrel." The pope he called a "conjurer," or magician. Later, Montesquieu was revealed as the author.

Now well-known, Montesquieu moved to Paris and joined in the luxurious court life there. As a result, his fortune dwindled. The combination of financial need and boredom led him to sell his judgeship. He used the money to take a long tour of Europe. He explored art and science and met leading politicians and writers. He also stayed many months in England studying its government.

Upon returning to France, Montesquieu spent two years writing a book on the English constitution. Then he decided to write a detailed study of government. For years he worked diligently, using as many as six people at a time taking notes. In 1748, after 17 years of reading, writing, and revising, he published *On the Spirit of Laws*. It filled more than 1,000 pages and broke new ground.

Montesquieu attempted to make a science of government. His work reflected Enlightenment ideas that people, using their minds, could under-

stand the world around them. However, he was not a radical who urged rule by the people instead of by kings. He was deeply conservative and hoped to maintain the privileged position of the aristocracy. He believed that the king's power was dangerous but thought that a strong aristocracy could check that authority. He admired England because the strength of its nobles limited the control of the king.

Montesquieu also saw human nature as the same around the world. However, he thought that laws and government depended on many factors, including religion, geography, and climate. Good government requires shaping laws to suit local conditions. He thought it was easier for people to enjoy liberty in a mountainous country like Switzerland or an island like England. Islands protect people from attack by other countries. Harsh conditions in the mountains, he believed, lead people to have a spirit of individualism that promotes liberty.

Montesquieu wanted to make sure that no part of the government grew too strong. The best way to preserve freedom, he said, was to divide authority. The ability to make laws, to carry out laws, and to judge laws should rest in different branches of power.

This idea was adopted in the United States when the Constitution was written. Thus, his ideas took hold in a country with traits similar to those of England and Switzerland. Separated from Europe by a vast ocean, the United States was safe from attack. In their rugged landscape, the American people developed a strong sense of individualism.

Questions

1. **Recognizing Facts and Details** How did Montesquieu's circumstances allow him to spend his life writing?
2. **Drawing Conclusions** Why did Montesquieu think that it was a good idea to have different powers checking each other?
3. **Perceiving Relationships** How did Montesquieu differ from other writers of the Enlightenment?

1.

2.

3.

(4)

Name _____ Date _____



Section 3

 GUIDED READING *The Spread of Enlightenment Ideas*

A. Drawing Conclusions As you read about art, literature, and politics in the Age of Reason, explain how each of the following people reflected Enlightenment ideas.

The Arts	
1. Denis Diderot	
2. Franz Joseph Haydn	
3. Wolfgang Amadeus Mozart	
4. Ludwig van Beethoven	
5. Samuel Richardson	

Government	
6. Frederick the Great	
7. Joseph II	
8. Catherine the Great	

B. Using Context Clues On the back of this paper, define the following terms:

salon

baroque

neoclassical

enlightened despot

USING
HISTORICAL
SOURCES

17

Name _____ Date _____

Chapter A Vindication of the Rights of Women

The question of women's rights was raised in the reform environment of the Enlightenment. One of the most important early feminist documents is Mary Wollstonecraft's A Vindication of the Rights of Woman, completed in 1792. A brilliant and talented woman, Mary Wollstonecraft Godwin (1759–1797) posed questions that are still discussed today. Read the excerpt below and answer the questions that follow.

Men complain, and with reason, of the follies and caprices of our sex. . . . Behold, I should answer, the natural effect of ignorance! . . . Women are told from their infancy, and taught by the example of their mothers, that a little knowledge of human weakness, justly termed cunning, softness of temper, outward obedience, and . . . propriety, will obtain for them the protection of man; and should they be beautiful, everything else is needless, for, at least, twenty years of their lives. . . .

Though moralists have agreed that the tenor of life seems to prove that *man* is prepared by various circumstances for a future state, they constantly concur in advising *woman* only to provide for the present. Gentleness, docility, and a spaniel-like affection are, on this ground, consistently recommended as the cardinal virtues of the sex; and . . . one writer has declared that it is masculine for a woman to be melancholy. She was created to be the toy of man, his rattle, and it must jingle in his ears whenever . . . he chooses to be amused.

How many women thus waste life away . . . who might have practiced as physicians, regulated a farm, managed a shop, and stood erect, supported by their own industry, instead of hanging their heads. . . . How much more respectable is the

woman who earns her own bread by fulfilling her duty than the most accomplished beauty! Yet the few employments open to women are menial. . . .

Women have seldom sufficient serious employment to silence their feelings; a round of little cares, or vain pursuits frittering away all strength of mind and organs, they become naturally only objects of sense. In short, the whole tenor of female education (the education of society) tends to render the best disposed romantic and inconstant; and the remainder vain and mean. . . .

With respect to virtue, to use the word in a comprehensive sense, I have seen most in low life. Many poor women maintain their children by the sweat of their brow, and keep together families that the vices of the fathers would have scattered abroad; but gentlewomen are too indolent to be actively virtuous, and are softened rather than refined by civilization. Indeed, the good sense which I have met with among the poor women who have had few advantages of education, and yet have acted heroically, strongly confirmed me in the opinion that trifling employments have rendered woman a trifler.

Adapted from *A Vindication of the Rights of Woman* by Mary Wollstonecraft.

Vocabulary Use a dictionary to find the meanings of the following words:

vindication _____

caprice _____

propriety _____

concur _____

docility _____

melancholy _____

menial _____

fritter _____

indolent _____

Comprehension

1. According to Wollstonecraft, what are women told from their infancy? _____

2. While men are prepared for the future, what does the author say women are advised to provide for? _____

3. Why, according to Wollstonecraft, is it "masculine for a woman to be melancholy"? _____

4. What does she say keeps women from working at meaningful jobs? What results from this fact? _____

Critical Thinking

1. In the first paragraph, Wollstonecraft writes the "*outward* obedience" helps women to win the protection of men. What can you infer from her emphasis on *outward*? _____

2. What can you conclude about Wollstonecraft's attitude toward feminine beauty? _____

3. From your reading of previous chapters and Chapter 17, describe what influence the Enlightenment probably had on Wollstonecraft's views. _____

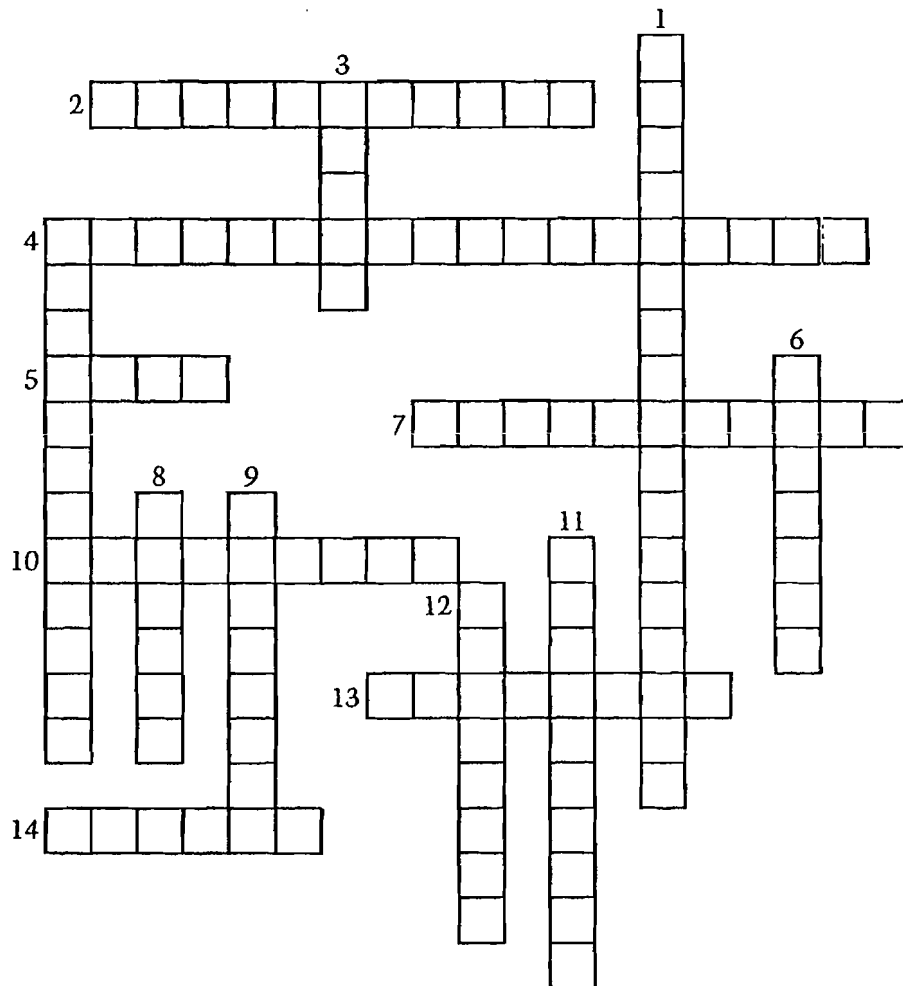
4. From her comments, especially in the last paragraph, what can you infer that Wollstonecraft thought were the effects on women of education and civilization? _____

5. In your opinion, which issues that Wollstonecraft raises are still important today? _____

Name _____
 Class _____
 Date _____

Independent Practice Worksheet 20.2

Writers advocated liberty and reason.



ACROSS

2. Wrote *On the Spirit of Laws*
4. Division of power into three branches (3 words)
5. The kind of trade Adam Smith favored
7. The kinds of power lawmakers hold
10. The kind of power a ruler and his or her advisors hold
13. Declared, "Man is born free, yet everywhere he is in chains"
14. It and demand determine price.

DOWN

1. Rousseau's best-known book on government (3 words)
3. Wrote *The Wealth of Nations*
4. What Adam Smith believed that people work for (2 words)
6. What a good society allows, according to the philosophes
8. It and quantity available determine price.
9. The kind of power judges hold
11. One who believes in laissez faire
12. According to Rousseau, it and liberty exist in the state of nature.

Chapter Graphic Organizer

France's Old Regime gives little power to majority (Third Estate).

1789: Third Estate votes to create National Assembly and end absolute monarchy.

1789: Parisian mob storms Bastille to obtain gunpowder.

1791: National Assembly creates new constitution.

1792: King is formally deposed; France declares war on Austria; National Assembly is replaced by National Convention.

1793–1794: National Convention turns radical; king is executed; Robespierre becomes virtual dictator and rules through terror.

1794–1795: Robespierre is executed as revolution turns to the right; directory is formed.

1795–1804: Napoleon conquers foreign enemies and then seizes power in France, becoming emperor.

1805–1812: Napoleon builds vast European empire.

1812–1815: Napoleon invades Russia, is defeated and exiled, returns to power, is defeated at Waterloo and exiled.

Name _____
 Class _____
 Date _____

Independent Practice Worksheet

The French monarchy faced a crisis.

I. Indicate the estate to which an individual who engaged in each of the following vocations would most likely have belonged.

A. First Estate B. Second Estate C. Third Estate

- | | |
|----------------------------------|-------------------------|
| _____ 1. Lawyer | _____ 11. Weaver |
| _____ 2. Abbot | _____ 12. Merchant |
| _____ 3. Government officeholder | _____ 13. Cook |
| _____ 4. Manufacturer | _____ 14. Archbishop |
| _____ 5. Servant | _____ 15. Doctor |
| _____ 6. General | _____ 16. Shopkeeper |
| _____ 7. Peasant | _____ 17. Bishop |
| _____ 8. Peddler | _____ 18. Brewer |
| _____ 9. Court officer | _____ 19. Parish priest |
| _____ 10. Tanner | _____ 20. Butcher |

II. Indicate the estate or estates to which the following statements refer by placing the correct letter or letters in the blank.

A. First Estate B. Second Estate C. Third Estate

- _____ 21. made up more than 95 percent of the population
- _____ 22. paid a household tax
- _____ 23. owned about 10 percent of the land
- _____ 24. adopted the ideas of Abbe Sieyes
- _____ 25. dominated the Estates General in the Middle Ages
- _____ 26. demanded that all three estates meet together in 1789
- _____ 27. demanded that individual votes of the members in the three estates count equally
- _____ 28. made up less than 2 percent of the population
- _____ 29. paid taxes to the king's agent
- _____ 30. expected to dominate the Estates General in 1789

CHAPTER
7
Section 1

GUIDED READING

*Revolution Threatens
the French King*

A. Perceiving Cause and Effect As you read about the dawn of revolution in France, write notes to answer questions about the causes of the French Revolution.

How did each of the following contribute to the revolutionary mood in France?	
1. The three estates	2. Enlightenment ideas
3. Economic crisis	4. Weak leadership

How did each of the following events lead to the French Revolution?	
5. Meeting of the Estates-General	6. Establishment of the National Assembly
7. Tennis Court Oath	8. Storming of the Bastille

B. Analyzing Information On the back of this paper, briefly explain why a Great Fear swept through France

Name _____
 Class _____

The French Revolution and Napoleon

Chapter

A SUMMER OF RIOTS

◆ Section 1 (pages 448–453)

In the late summer of 1789, bread was in such short supply that French women fought for it in bakeries. In one such incident, an angry mob killed a baker and a municipal officer. Outraged by the shortages and violence, revolutionary leader Jean Paul Marat wrote the following words to inspire the French people to revolution.

When public safety is in peril, the people must take power out of the hands of those to whom it is entrusted. . . . Put that Austrian woman . . . in prison. . . . Seize the ministers and their clerks and put them in irons. . . . Make sure of the mayor and his lieutenants; keep the general [Lafayette] in sight, and arrest his staff. . . . The heir to the throne has no right to a dinner while you want bread. Organize bodies of armed men.

March to the National Assembly and demand food at once. . . . Demand that the nation's poor have a future secured to them out of the national contribution. If you are refused, join the army, take the land, as well as the gold, which the rascals who want to force you to come to terms by hunger have burned, and share it among you. Off with the heads of the ministers and their underlings. Now is the time!

1. (a) Who is the Austrian woman to whom Marat refers? _____
 (b) Why do you suppose Marat refers to her in this way rather than by her title?

2. Identify three courses of action recommended by Marat.

3. (a) What is the "national contribution" to which Marat refers? _____
 (b) According to Marat, what should be done with the national contribution?

- (c) In reality, how was the national contribution being used?

4. In the summer of 1789, the French people were hungry and desperate. Given this mood, how might Marat's words have affected them?

THINKING
SKILL
WORKSHEET

46

Name _____ Date _____

**The Declaration of the Rights of Man:
Analyzing a Primary Source**

On August 26, 1789, the National Assembly adopted the Declaration of the Rights of Man. Read the excerpt from the declaration below and answer the questions that follow.

The representatives of the French people, organized as a national assembly, believing that the ignorance, neglect, or contempt of the rights of man are the sole causes of public misfortunes and the corruption of governments, have determined to set forth in a solemn declaration, the natural, inalienable and sacred rights of man. . . .

The aims of all political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression.

Liberty consists of being able to do everything which injures no one else. . . .

Law is expression of the general will. Every citizen has a right to participate personally or through his representative in its formation.

No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . . .

. . . all persons are held innocent until they shall have been declared guilty. . . .

The free communication of ideas and opinions is one of the most precious of the rights of man. Every citizen may, accordingly, speak, write, and print with freedom, being responsible, however, for such abuses of this freedom as shall be defined by law.

1. What does the declaration say is the cause of corruption of government? _____

2. What does the declaration say are the natural rights of man? _____

3. How does the declaration describe law? _____

4. What rights do people have, according to the declaration? _____

5. How does the declaration show the influence of the English Bill of Rights and the American Declaration of Independence? _____

Name _____

Class _____

Chapter

◆ Section

DECLARATION OF THE RIGHTS OF MAN AND CITIZEN (1789)

In August, 1789, the National Assembly of France adopted a revolutionary document known as the Declaration of the Rights of Man and Citizen. The following excerpts come from that document.

Article 1. Men are born and remain free and equal in rights. .

Article 2. The aim of every political association is the preservation of the natural . . . rights of man. These rights are liberty, property, security, and resistance to oppression.

Article 4. Liberty consists in the power to do anything that does not injure others.

Article 5. The law has the right to forbid only such actions as are injurious to society.

Article 6. The law is the expression of the general will. . . . It must be the same for all, whether it protects, or whether it punishes. All citizens, being equal in its eyes, are equally eligible to all public dignities, places, and employments, according to their capacities, and without other distinction than that of their virtues and their talents.

Article 7. No man can be accused, arrested, or detained except in the cases determined by law.

Article 8. The law ought to establish only penalties that are strictly and obviously necessary. . . .

Article 9. Every man is presumed to be innocent until he has been declared guilty; . . .

Article 10. No one ought to be disturbed because of his opinions, even religious, provided their manifestation does not disturb the public order established by law.

Article 11. The free communication of thought and opinions is one of the most precious rights of men: every citizen then can freely speak, write, and print, subject to responsibility for the abuse of this freedom in the cases determined by law.

Article 13. For the maintenance of the public force and for the expenses of administration, a general tax is indispensable, it ought to be distributed equally among all the citizens according to their means.

Article 16. Any society in which the guarantee of rights is not secured or the separation of powers is not determined has no constitution at all.

Article 17. Property being an inviolable and sacred right, no one can be deprived of it, unless legally established public necessity obviously demand it, . . .

1. What article guaranteed citizens each of the following rights? (a) liberty (b) equality before the law (c) religious freedom (d) freedom of speech (e) the right to maintain property

2. How does this document define liberty?

3. According to this document, what are the rights of an accused person?

4. The American Declaration of Independence states that the purpose of government is to secure certain inalienable rights—life, liberty, and pursuit of happiness—for the citizens of a country. What article from the French Declaration of the Rights of Man and Citizen adopted this concept?

Name _____

Date _____

CHAPTER 7

GEOGRAPHY APPLICATION: HUMAN-ENVIRONMENT INTERACTION

The French Revolution Under Siege

Section 2

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

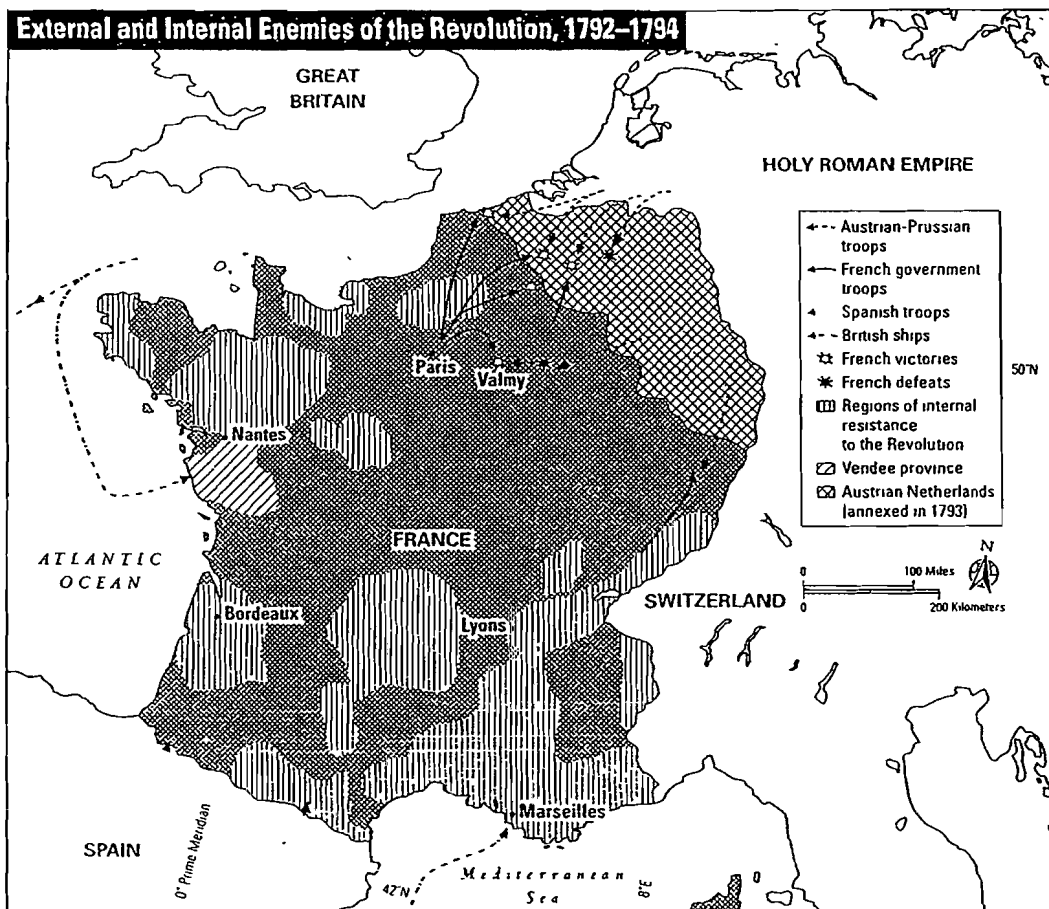
During the French Revolution, in early 1792, the new constitutional government was under attack by neighboring countries and by opponents within France itself.

Émigrés—former noblemen who had fled France—were plotting on foreign soil to destroy the revolution. They had warned monarchs of neighboring countries that the revolutionary ideas of France were a danger to their own reigns. As a result, Austria and Prussia wanted Louis XVI, the French king, restored. France reacted by declaring war on Austria, which quickly gained the support of Spain, Prussia, and Great Britain. At first, an invading army of Austrians and Prussians moved successfully toward Paris. However, at Valmy the French

government's troops defeated the outsiders, and the tide turned. After that, France invaded the Austrian Netherlands, where fighting was fierce through 1794

Internally, royalists—local supporters of the king—and conservative French peasants worked against the Revolution in several regions. In August of 1792, the French province of Vendée was the scene of violent uprisings, which spread to other regions. Great Britain even shipped émigré troops to the region to support the royalists and the peasants

Nevertheless, the government succeeded in crushing most revolts by 1793. The French revolutionary leaders were then able to raise the larger army needed for the external battles ahead.



Name _____

The French Revolution Under Siege *continued***Interpreting Text and Visuals**

1. What country or countries attacked revolutionary France on land from the south? _____
from the northeast? _____
2. In what part of France were most battles with foreign troops fought? _____
3. How many French defeats does the map show? _____
Describe the location of each. _____

4. Based on the map, what do the French cities of Nantes, Bordeaux, Lyons, and Marseilles have in common? _____

5. What was Britain's role in the French Revolution? _____

6. Describe the events leading up to the battle at Valmy, the outcome of the battle, and the battle's importance. _____

Name _____ Date _____



Section 2

GUIDED READING

Revolution Brings Reform and Terror

A. Recognizing Facts and Details As you read about the events of the French Revolution, answer the questions about the time line.

1789 Aug	National Assembly adopts Declaration of the Rights of Man.	→	1. What are some rights this document guarantees French citizens?
1790	National Assembly reforms status of church.	→	2. What caused the peasants to oppose many of these reforms?
1791 Sept	National Assembly hands power to Legislative Assembly.	→	3. What political factions made up the Legislative Assembly?
1792 April	Legislative Assembly declares war on Austria.	→	4. What did European monarchs fear from France?
Aug	Parisians invade Tuileries and imprison royal family.		
Sept	Parisian mobs massacre more than 1,000 prisoners.	→	5. What effects did the September Massacre have on the government?
1793 Jan	Ex-king Louis XVI is executed.		
July	Robespierre leads Committee of Public Safety; Reign of Terror begins.	→	6. What was the stated aim of Robespierre and his supporters?
1794 July	Robespierre is executed; Reign of Terror ends.	→	7. What were some consequences of the Reign of Terror?
1795	National Convention adopts new constitution.		

B. Using Context Clues On the back of this paper, identify each group below and its position during the French Revolution.

émigrés

sans-culottes

Jacobins

Name _____ Class _____ Date _____

Section 1**Guided Reading and Review****Setting a New France****A. Main Ideas**

As you read Section 1, draw a line through the term or name in each group that is not related to the others. Explain how the remaining terms or names are related.

- | | | | |
|-------------------------------------|----------------------|----------------------|-------------------------|
| 1. tricolor | Reign of Terror | Marquis de Lafayette | the National Guard |
| <hr/> | | | |
| 2. Declaration of the Rights of Man | feudalism | equality | Napoleon Bonaparte |
| <hr/> | | | |
| 3. Committee of Public Safety | Marie Antoinette | women of Paris | Tuileries |
| <hr/> | | | |
| 4. Civil Constitution of the Clergy | Constitution of 1791 | serfdom | Legislative Assembly |
| <hr/> | | | |
| 5. French plague | Edmund Burke | Continental System | Declaration of Pillnitz |
| <hr/> | | | |
| 6. economic problems | assignats | food shortages | Bastille |
| <hr/> | | | |

B. Reviewing Key Terms

Briefly define the following terms.

7. émigrés _____
8. sans-culottes _____

Name _____

Date _____ Class _____

CHAPTER**Enrichment****Working with Calendars**

Before the French Revolution, France used the Gregorian calendar, which we still use today. In 1793, the National Convention changed to a new calendar. In this new calendar, the days of the week were given rural names, such as spinach and plow, to get away from the religious associations of the old calendar. The months were given names as shown below. Use this calendar to complete the activity that follows.

<i>AUTUMN</i>		<i>SPRING</i>	
VENDEMAIRE (month of vintage)	22 Sept. — 21 Oct.	GERMINAL (month of budding)	21 Mar. — 19 April
BRUMAIRE (month of fog)	22 Oct. — 20 Nov.	FLOREAL (month of flowers)	20 April — 19 May
FRIMAIRE (month of frost)	21 Nov. — 20 Dec.	PRAIRIAL (month of meadows)	21 May — 18 June
<i>WINTER</i>		<i>SUMMER</i>	
NIVOSE (month of snow)	21 Dec. — 19 Jan.	MESSIDOR (month of harvest)	19 June — 18 July
PLUVIOSE (month of rain)	20 Jan. — 18 Feb.	THERMIDOR (month of heat)	19 July — 17 Aug.
VENTOSE (month of wind)	19 Feb. — 20 Mar.	FRUCTIDOR (month of fruit)	18 Aug. — 16 Sept.

Refer to a standard calendar to answer questions 1 - 3.

- _____ 1. The revolutionary leader Danton was executed on 16 Germinal. What day was that?
 - a. March 23
 - b. March 28
 - c. April 5
 - d. April 18
- _____ 2. A famous date in French history is 9 Thermidor, the day Robespierre was executed. What day was this?
 - a. June 19
 - b. July 12
 - c. July 20
 - d. July 27
- _____ 3. Napoleon seized power in a coup d'état that took place on 18 Brumaire. What day was that?
 - a. October 23
 - b. October 26
 - c. November 1
 - d. November 8
4. What is the date of your birthday on the French Revolutionary calendar? _____
5. On January 1, 1806, Napoleon restored the Gregorian calendar. Why do you think the Revolutionary calendar was discarded? _____



HISTORYMAKERS

Maximilien Robespierre

Master and Victim of the Terror

Section 2

"Liberty cannot be secured unless criminals lose their heads."—Maximilien Robespierre, 1794

For a brief time, Maximilien François Marie Isidore de Robespierre ruled France. A passionate believer in equality, he kept a copy of Rousseau's *The Social Contract* by his bedside. As a religious man, he hoped to create a republic made virtuous through citizens' devotion to God. But despite his belief in equality and morality, Robespierre plunged France into the bloody Reign of Terror.

Robespierre was born in the city of Arras in 1758. He studied the ideas of the Enlightenment and developed strong principles of social justice. He followed the family tradition by practicing law.

Robespierre was elected to the Estates-General in 1789 and thus became involved in the French Revolution. Soft-spoken, he was ignored at first. Eventually, though, his radical opinions won him attention. One leader said, "That man will go far. He believes what he says." The next year, Robespierre was elected president of the Jacobin Club, a radical group that favored the establishment of a republic. Robespierre lived simply and was clearly a man of deep morality. Supporters called him "the Incorruptible."

Robespierre's views on republican government found little support early in the Revolution. However, after 1792, the king was deposed and a National Convention was elected to draft a new constitution and to rule France during the process. Robespierre was elected as a representative of Paris. He became a spokesman for the radical Jacobin group and contributed to the bitter controversies that arose in the National Convention.

As the combination of foreign war and civil lawlessness brought matters to a crisis, the Committee of Public Safety was formed—with Robespierre one of its most dominant members. Under the rule of this powerful group, civil war was avoided and the French army began to win victories.

However, Robespierre and his allies on the committee still faced political opposition at home. In early 1794, he set out to eliminate the Hébertists. This group wanted strict economic policies and an anti-religious campaign that Robespierre could

not support. The leaders were executed. Next Robespierre attacked a moderate group called the Indulgents, who were led by Georges Danton, once a close friend of his. The Indulgents believed that the crisis was past and the Terror could end. They, too, were tried and executed. As Danton was taken to his death, he uttered a warning: "Robespierre is bound to follow me."

After the death of Danton, Robespierre and the Committee of Public Safety—now completely in control of the government—made new rules. They broadened the definition of public enemies and narrowed the penalty to one punishment only: death. The trial process was speeded up. Defense lawyers and witnesses were no longer needed. Because of these changes, 1,500 people were executed in June and July of 1794.

"Fear was on every side, in the creak of a door, an exclamation, a breath," wrote one observer. On July 26, Robespierre spoke before the Convention and said that more people would have to be executed as enemies of the Republic. He only named one man, Pierre Joseph Cambon, the Superintendent of Finance, who bravely took the floor in his own defense. "It is time to tell the whole truth," he declared. "One man alone is paralyzing the will of the National Convention. *And that man is Robespierre.*" Others, fearing that they would be accused next, joined to denounce Robespierre.

The next day, in a chaotic scene, the deputies voted to arrest Robespierre and his closest allies. He and more than 20 of his supporters were taken to the Place de la Revolution and executed. A newspaper commented, "We are all throwing ourselves into each other's arms. The tyrant is dead."

Questions

1. **Making Inferences** What about Robespierre might have appealed to others?
2. **Drawing Conclusions** Why did Robespierre eliminate the Hébertists and the Indulgents?
3. **Perceiving Cause and Effect** How did Robespierre's methods turn against him?

1.

2.

3.

(4)

Chapter 2

Primary Source Activity

Chapter 2

MODERN ERA
EDITION

The only member of the French royal family to survive the Revolution was the young Marie-Therese Charlotte de France, called "Madame Royale," the daughter of Louis XVI and Marie Antoinette. Along with her parents and her younger brother the Dauphin (1785–1795), she was imprisoned in 1792. The excerpts below are from her memoirs.

◆ As you read, consider the many different ways of viewing the events of French Revolution. Then, on a separate sheet of paper, answer the questions that follow.

The Royal Family in Prison

[August 1792]

Because of my brother's health, we went for walks in the garden every day, and almost every time my father was insulted by the guards. Rocher [the doorkeeper] tried to molest my father in every way: he sang the "Carmagnole" [a street song] and other horrors, and in passing blew smoke into his face, knowing that my father was bothered by the smoke. My father suffered all this very gently.

One other day, they sounded alarm during dinner; one thought the foreigners [the Allied army] were coming; this awful Rocher seized his big sabre and told my father: If they come, I will kill you! . . . Simon [her brother's caretaker] abused my brother when he wept because of the separation from us; the child became disturbed and no longer dared to shed any tears. Simon put a red cap on his head and put a Jacobin's coat on him. . . Several soldiers. . . appeared and. . . insisted that my father should show himself at the window. . . When my father asked what was going on, one young officer told him: "Well, Monsieur, if you want to know, they want to show you the head of the Princess de Lamballe." My mother [Marie Antoinette] was petrified with horror.



On August 2 [1793] they woke us up at two in the morning to read a decree of the Convention to my mother . . . she was brought to the Conciergerie to be put on trial. . . . When she arrived, they put her in the dirtiest, dampest, unhealthiest room of the whole building. She was being watched constantly by a gendarme. . . . Her answer to all these shameful accusations was: "I appeal to all mothers."

The people were touched. The judges. . . hurried to send her to her death. My mother listened to the sentence with great composure.

. . . The young prince was left to the brutal treatment of that monster Simon, a former shoemaker and drunkard. . . . Simon asked him one day: "Capet, if those Vendéens free you, what will you do?" The young king replied: "I shall pardon you." During the winter, my brother suffered several attacks of fever; he was always close to the fire. . . . He grew weaker and weaker and died in agony. . . . I do not believe he was poisoned.

• Source: *Memoirs of the Captivity* (1892), in *The French Revolution and Napoleon: An Eyewitness History*, by Joe H. Kirchberger (Facts on File, 1989).

ILLUSTRATION/PHOTO CREDIT BETTMANN

Questions to Think About

1. In what ways were various members of the royal family harassed by the prison guards?
2. In what ways was the young Dauphin treated worse than the others?
3. **Identifying Bias** What picture does Marie-Therese try to give of her parents' and brother's behavior in prison?
4. **Activity** Write a short letter to the editor in which you defend or object to the treatment of the royal family in prison, on the basis of humanitarian views or of the need for revolution.

1.

2.

3.

(4)



Section 2

PRIMARY SOURCE *from The Execution of Louis XVI*
by Henry Essex Edgeworth de Firmont

Sentenced to death by the National Convention, Louis XVI was executed on January 21, 1793. As you read this eyewitness account of the king's final hours, note the different reactions of Louis XVI, the guards, and the French citizens.

The King finding himself seated in the carriage, where he could neither speak to me nor be spoken to without witness, kept a profound silence . . .

The procession lasted almost two hours; the streets were lined with citizens, all armed, some with pikes and some with guns, and the carriage was surrounded by a body of troops, formed of the most desperate people of Paris. As another precaution, they had placed before the horses a number of drums, intended to drown any noise or murmur in favour of the King; but how could they be heard? Nobody appeared either at the doors or windows, and in the street nothing was to be seen, but armed citizens—citizens, all rushing toward the commission of a crime, which perhaps they detested in their hearts

The carriage proceeded thus in silence to the Place de Louis XV and stopped in the middle of a large space that had been left round the scaffold. This space was surrounded with cannon, and beyond, an armed multitude extended as far as the eye could reach. As soon as the King perceived that the carriage stopped, he turned and whispered to me, 'We are arrived, if I mistake not.' My silence answered that we were. . . . As soon as the King had left the carriage, three guards surrounded him and would have taken off his clothes, but he repulsed them with haughtiness: he undressed himself, untied his neckcloth, opened his shirt, and arranged it himself. The guards, whom the determined countenance of the King had for a moment disconcerted, seemed to recover their audacity. They surrounded him again and would have seized his hands. 'What are you attempting?' said the King, drawing back his hands. 'To bind you,' answered the wretches. 'To bind me,' said the King, with an indignant air. 'No! I shall never consent to that. do what you have been ordered, but you shall never bind me. . . .'

The path leading to the scaffold was extremely rough and difficult to pass, the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail, but what was my astonishment,

when arrived at the last step, I felt that he suddenly let go my arm, and I saw him cross with a firm foot the breadth of the whole scaffold; silence, by his look alone, fifteen or twenty drums that were placed opposite to me; and in a voice so loud, that it must have been heard at the Pont Tournant, I heard him pronounce distinctly these memorable words. 'I die innocent of all the crimes laid to my charge; I pardon those who have occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France'

He was proceeding, when a man on horseback, in the national uniform, and with a ferocious cry, ordered the drums to beat. Many voices were at the same time heard encouraging the executioners. They seemed reanimated themselves, in seizing with violence the most virtuous of Kings, they dragged him under the axe of the guillotine, which with one stroke severed his head from his body. All this passed in a moment. The youngest of the guards, who seemed about eighteen, immediately seized the head, and showed it to the people as he walked round the scaffold, he accompanied this monstrous ceremony with the most atrocious and indecent gestures. At first an awful silence prevailed, at length some cries of 'Vive la République!' were heard. By degrees the voices multiplied, and in less than ten minutes this cry, a thousand times repeated, became the universal shout of the multitude, and every hat was in the air.

from J M Thompson, English Witnesses of the French Revolution, Blackwell, 1938 Reprinted in John Carey, ed., Eyewitness to History (New York: Avon, 1987), 250–252

Discussion Questions

Recognizing Facts and Details

1. How did Louis XVI respond as he faced execution?
2. How did the French citizens who witnessed the king's execution react?
3. **Making Inferences** Why do you think the soldier ordered the drums to beat as Louis XVI spoke from the scaffold?

1. _____

2. _____

3. _____

4) _____



HISTORYMAKERS Marie Antoinette

Tragic Queen

Section 1

"Monsieur, I beg your pardon. I did not do it on purpose."— Marie Antoinette's last words, apologizing to her executioner for stepping on his foot, 1793

In 1781, Marie Antoinette, queen of France, gave birth to a son. The king, Louis XVI, now had a male heir. The French people celebrated, as the line of succession to the throne was now secure. A group of poor working women—called market-women—came to the palace to congratulate the queen.

Eight years later, another group of market-women came to the palace. But on this 1789 visit, the crowd was larger and angrier. Instead of celebrating joyful news, it woke the queen with such shouted threats as "We'll wring her neck!" and "We'll tear her heart out!"

Actually, the 1781 visit marked one of the few times that Queen Marie Antoinette enjoyed any popularity in France. Born in 1755, she was the fifteenth child of Francis I and Maria Theresa, rulers of the Holy Roman Empire. The French and the Austrians ended their long hostility by agreeing to a marriage that united the two royal families. Marie married Louis, heir to the French throne, in 1770. She was only 14 years old, and he only 15 years old. Just four years later, the young couple became king and queen of France.

It wasn't long before Marie Antoinette became the focus of nasty gossip and rumors. People saw her as a spendthrift who meddled in politics. Pamphlets portrayed a queen who lived a life of immorality and luxury.

At the same time, the queen was having difficulty adjusting to her new home. Although she and Louis grew to love each other, their early years included many strains. In addition, the queen found French customs confusing. The court had elaborate rules of etiquette for everything from dressing to eating. She had little patience for these formalities, which won her few friends at court.

Marie Antoinette's spending habits didn't earn her much admiration, either. She bought three or four new dresses every week. However, even when she did not spend, she was criticized. In a complicated plot, some members of the court pretended to buy a diamond necklace worth a fortune. When the scandal erupted, the queen—who was entirely innocent—was nevertheless blamed for it.

The people's anger at the queen boiled over during the French Revolution. The crowd often focused its rage on her. In 1789, when the market-women marched on the palace crying for bread, they were calm at first. The next morning, though, they stormed the queen's bedroom, shouting their bloody threats. Later that day Marie Antoinette faced the mob. She stood on a balcony before the crowd, with muskets aimed at her. She bravely remained still until the muskets were lowered. Then she entered the palace.

After the royal family was taken to Paris, the king and queen feared for their safety. Austria and Spain refused to do anything to help. Marie Antoinette urged that the family try to escape. On June 20, 1791, the family attempted to leave but were captured and returned to Paris. An eyewitness wrote that in the city, the queen "was greeted with violent expressions of disapproval."

The next year, the monarchy was formally overthrown and the king and queen were put in prison. A year later, Marie Antoinette's children were taken from her, and she was placed in a separate cell. She was moved again in September 1793 to a small room lit only by a lantern outside.

The queen was taken to trial the following month. She was accused of conspiring to aid her brother—now the Holy Roman Emperor—to defeat France. She was also accused of immorality. She gave a brief, forceful defense that won sympathy. But the officer presiding over the trial warned the crowd to be quiet and then quickly led the panel to declare her guilty. On October 16, 1793, Marie Antoinette was beheaded.

Questions

1. **Recognizing Facts and Details** What factors cost the queen support?
2. **Drawing Conclusions** Do you think the attacks on the queen contributed to the Revolution? Explain.
3. **Making Judgments** Would you say that the queen was a strong or a weak person? Explain.

1. _____

2. _____

3. _____

4) _____

Name _____
 Class _____
 Date _____

Critical Thinking Worksheet

Topic: The French Revolution

Skill: Making Generalizations

Revolutions have occurred in many different countries and civilizations. Historians have sought to identify some common patterns that revolutions follow. In a *Preface to History*, Carl Gustavson develops generalizations about revolutions and applies them to the French Revolution. Study the generalizations below. Then write two facts about the French Revolution to support each generalization and answer the final question.

1. *Stage 1* The first indication of rising discontent is the activity of writers who denounce existing conditions and satirize common practices. The writers provide new goals and ideas.

(a) _____

(b) _____

2. *Stage 2* Public dissatisfaction culminates in riots, assassinations, and other acts of violence.

(a) _____

(b) _____

3. *Stage 3* The ruling group is intimidated into making repeated concessions until power is transferred.

(a) _____

(b) _____

4. *Stage 4* The reformers carry out their ideas.

(a) _____

(b) _____

5. *Stage 5* The new reforms divide the nation into rival groups.

(a) _____

(b) _____

6. *Stage 6* Radicals seize power and attempt to impose their views on the nation.

(a) _____

(b) _____

7. *Stage 7* The public tires of the radicals, thus allowing moderates to regain power and restore order.

(a) _____

(b) _____

8. From the above phases, can you discern an overall pattern in the development of the French Revolution?

32 Europe in 1812

1. Have students use their text or a reference map to locate each area described below. Then have them label it with its name and the letter of the description.

- A. nation under French control that was nearest Africa
- B. satellite nation of France at the tip of the Italian peninsula
- C. French Empire
- D. nation located in both Europe and Asia
- E. nation that bordered both the Baltic and North seas
- F. nation that bordered both the Atlantic Ocean and the North Sea
- G. nation that reached from the Baltic Sea to the Black Sea
- H. nation surrounded by Russia, Prussia, and the Austrian Empire

2. Have students locate and label the following:

Moscow	Paris
Austerlitz	Berlin
Waterloo	Vienna

3. Ask students to use different colors or different patterns to shade in the areas of the French Empire, the states under French control, and the states allied with France.

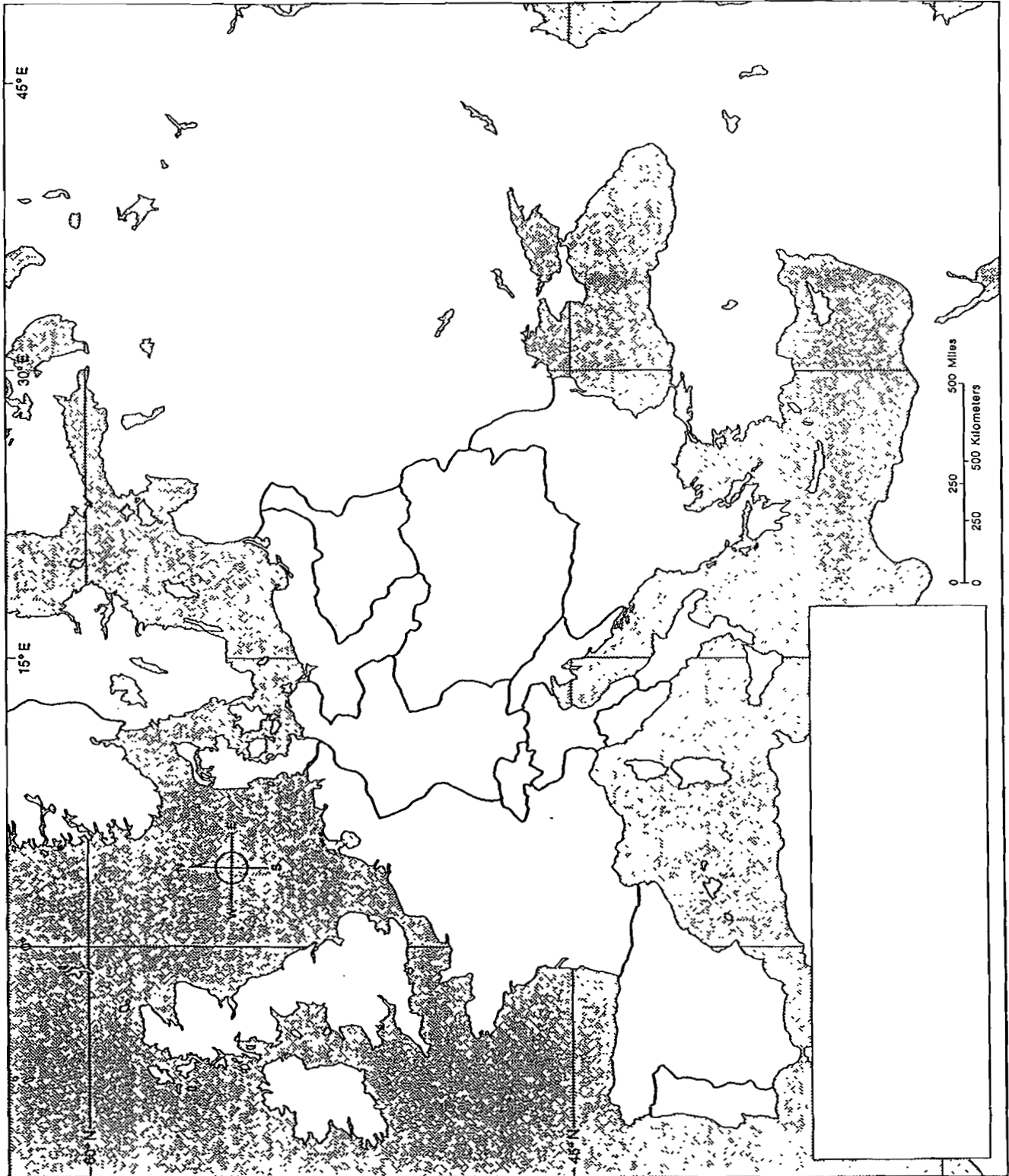
4. Have students create a key in the blank box.

5. Ask: (a) Which two nations bordering the French Empire were allies of France rather than being directly under French control? (b) Which of the cities on the map were sites of important battles?

6. **Critical Thinking** Defend or refute the following statement: By 1812, Napoleon controlled Europe.

Name _____ Date _____

32 Europe in 1812



Name _____ Date _____

CHAPTER
7
Section 4

SKILLBUILDER PRACTICE*Interpreting Maps*

By 1812, Napoleon controlled a vast empire. The map on page 208 of your textbook shows the extent of the French Empire and the lands controlled by Napoleon. To learn as much as you can from this map, study the legend, the compass rose, and the scale. Then answer the questions below. (See Skillbuilder Handbook.)

1. Name at least three countries Napoleon controlled. _____

2. What was the extent from east to west, in miles or kilometers, of the lands that Napoleon governed or controlled? _____

3. What direction would you travel to go from Paris to London? _____
4. What part of the lands controlled by Napoleon was the farthest south? _____

5. In 1810, Napoleon had signed alliances with Prussia, the Austrian Empire, and the Russian Empire. What countries shown on the map were NOT allied with Napoleon or controlled by him? _____

6. How does the area of the lands controlled by Napoleon compare to the combined area of European countries that were not allied with Napoleon or controlled by him? _____

7. What is the approximate distance between Paris and Moscow? _____

8. What were the sites of three major battles the French Army fought between 1805 and 1809? _____



GUIDED READING *Napoleon Forges an Empire*

Section 3

A. Perceiving Cause and Effect As you read about Napoleon, note the goals and results of some of his actions.

Actions	Goal(s)	Result(s)
1. Establishment of national bank and efficient tax-collection system		
2. Enacting Napoleonic Code of law		
3. Sending troops to Saint Domingue		
4. Selling Louisiana Territory to the United States		
5. Waging Battle of Trafalgar		

B. Using Context Clues On the back of this paper, write a brief explanation of how Napoleon gained power in France. Use the terms *coup d'état* and *plebiscite*.

Name _____
 Class _____

Chapter

NAPOLEON ADDRESSING HIS ARMY

Part of Napoleon's success came from the devotion and loyalty that he inspired both in his army and in those he conquered. Napoleon gave the following speech during his Italian campaign.

Soldiers:

You have in a fortnight won six victories, taken twenty-one standards, fifty-five pieces of artillery, and conquered the richest part of Piedmont. . . . Without any resources you have supplied all that was necessary. You have won battles without cannon, passed rivers without bridges, made forced marches without shoes, camped without brandy and often without bread. . . .

But, soldiers, you have done nothing as yet compared with what there still remains to do. . . . Is there anyone among you whose courage is lacking? Is there anyone who would prefer to return across the summits of the Apennines and the Alps and bear patiently the disgrace of a slavish soldier? No, . . . All of you are burning to extend the glory of the French people.

Friends, I am promising you this conquest, but there is one condition which you must swear to

fulfill. That is to respect the peoples whom you deliver, and repress the horrible pillage which certain scoundrels, incited by our enemies, commit. Otherwise you will not be the deliverers of the people but their scourges. . . . Your victories, your bravery, your success, the blood of your brothers who have died in battle—all will be lost, even honor and glory. As for me and the generals who have your confidence, we should blush to command an army without discipline and restraint. . . . Anyone who engages in pillage will be shot without mercy.

Peoples of Italy, the French army comes to break your chains; the French people is the friend of all peoples. You may receive them with confidence. Your property, your religion, and your customs will be respected. . . . We have no grudge except against the tyrants who oppress you.

Napoleon and his army



Name _____
Class _____

Chapter

1. Which paragraph of the speech makes this point? "Soldiers, look what you *have* done!"

2. Which paragraph of the speech makes this point? "Soldiers, look what you *can* do!"

3. In the third paragraph, what condition of conquest does Napoleon set before his army?

4. What reason does he give for this condition?

5. To whom does Napoleon appeal in the last paragraph?

6. Does he make this appeal as a conqueror or a deliverer?

7. As a member of Napoleon's army, how might this speech make you feel?

8. As a citizen of Italy, how might you react to this speech?

Name _____

Date _____



PRIMARY SOURCE

Napoleon's Proclamation at Austerlitz

Section 3

Napoleon Bonaparte, emperor of France, conducted a brilliant military campaign to expand the French empire. After French troops crushed a Third Coalition army of Austrians and Russians in the Battle of Austerlitz, Napoleon issued this victory proclamation on December 3, 1805. How do you think a French soldier might have responded to this proclamation?

Soldiers, I am satisfied with you. In the battle of Austerlitz you have justified what I expected from your intrepidity [unflinching courage]. You have covered yourselves with eternal glory. An army of one hundred thousand men which was commanded by the emperors of Russia and Austria has been in less than four hours either cut off or dispersed. Those that escaped your swords have thrown themselves into the lakes. Forty stands of colors, the stands of the Russian imperial guard, one hundred and twenty pieces of cannon, twenty generals, and above thirty thousand prisoners are the fruits of this ever-memorable battle. Their infantry, so celebrated and so superior to you in numbers, has proved unable to resist your charge, and henceforth you have no rivals to fear

Thus in less than two months the third coalition is conquered and dissolved. Peace cannot be far off; but, as I promised my people before crossing the Rhine, I will conclude it only upon terms consistent with my pledge, which shall secure not only the indemnification [compensation for loss], but the reward, of my allies.

Soldiers, when the French people placed the imperial crown upon my head I trusted to you to enable me to maintain it in that splendor of glory which could alone give it value in my estimation. But at that moment our enemies entertained the

design of tarnishing and degrading it; and the iron crown, which was gained by the blood of so many Frenchmen, they would have compelled me to place on the head of my bitterest foe—an extravagant and foolish proposal, which you have brought to naught on the anniversary of your emperor's coronation. You have taught them that it is easier for them to defy and to threaten than to subdue us.

Soldiers, when everything necessary to the security, the happiness, and the prosperity of our country has been achieved, I will return you my thanks in France. Then will you be the objects of my tenderest care. My people will receive you with rapture and joy. To say to me, "I was in the battle of Austerlitz," will be enough to authorize the reply, "That is a brave man."

from Milton Viorst, The Great Documents of Western Civilization (New York: Bantam, 1965), 201–202

Discussion Questions

1. **Recognizing Facts and Details** According to this proclamation, what happened to the Third Coalition army in the Battle of Austerlitz?
2. **Making Generalizations** What did French troops achieve as a result of this battle?
3. **Making Inferences** How would you characterize Napoleon's attitude toward the French soldiers?

①

②

③

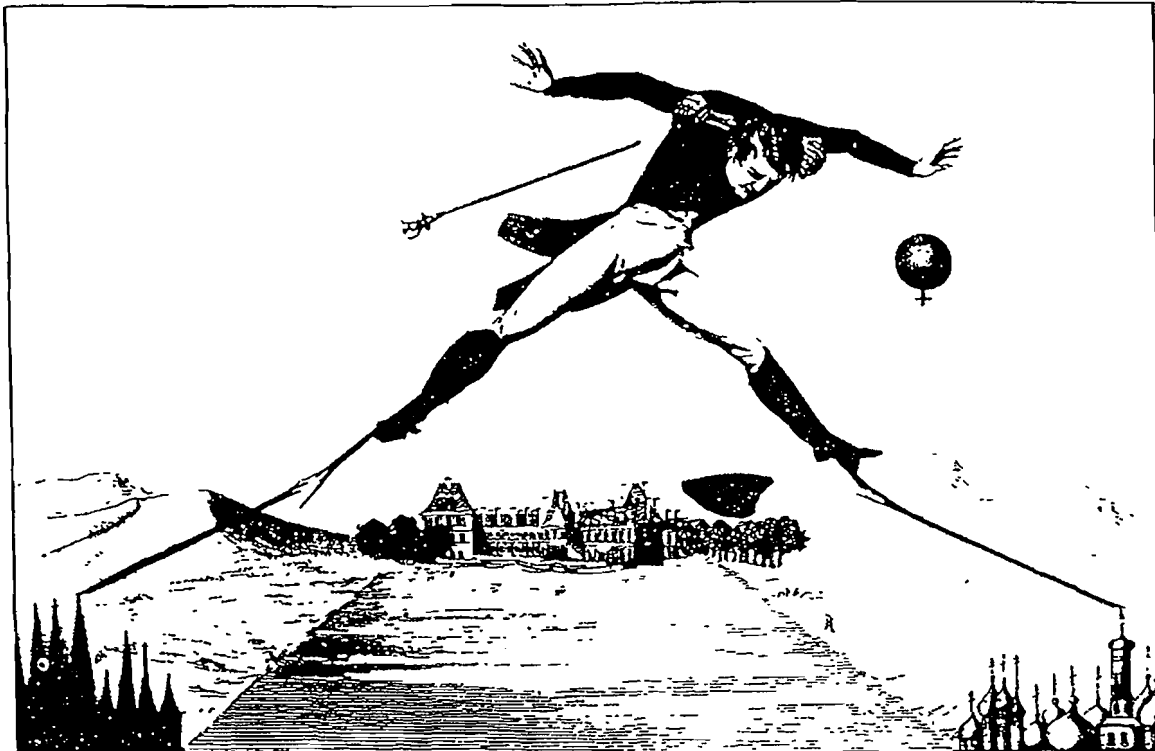
THINKING
SKILL
WORKSHEET

47

Name _____ Date _____

A View of Napoleon: Analyzing Cartoons

Political cartoons can express many different points of view about a person, issue, or event. The cartoon reproduced here was first published in France in 1814. Study the cartoon and answer the questions that follow.



George G. Harrap and Company Limited

1. What appears to be happening to Napoleon? _____
2. The scepter or staff falling from Napoleon's right hand and the globe with the cross falling from his left hand were symbols of royal power. (a) Why did the cartoonist show Napoleon losing these items in 1814? _____
(b) Would the cartoonist have shown Napoleon losing those items in May 1812? Explain. _____
3. The buildings in the lower left hand corner are German, while those in the lower right hand corner are Russian. Why did the cartoonist include the buildings in the cartoon? _____
4. Do you think the cartoonist was a supporter or a critic of Napoleon? Explain. _____

Name _____ Date _____



Section 4

GUIDED READING *Napoleon's Empire Collapses*

A. Perceiving Cause and Effect As you read about Napoleon's downfall, write notes in the chart to explain how each action contributed to his final defeat.

1. Ordered a blockade to prevent trade and communication between Great Britain and other European nations	→	
2. Sent an army to invade Portugal and began the Peninsular War	→	
3. In June 1812, invaded Russia with his Grand Army	→	
4. Entered Moscow on September 14, 1812, and stayed in the ruined city for five weeks	→	
5. Raised another army and fought the Battle of Leipzig	→	
6. Escaped Elba, reclaimed title of emperor, and fought Battle of Waterloo	→	

B. Recognizing Main Ideas On the back of this paper, briefly describe the final defeat of Napoleon using the terms **Hundred Days** and **Waterloo**.

Name _____
 Class _____

Chapter

THE BURNING OF MOSCOW

The Russian people were shocked at the burning of their beloved Moscow—as was Napoleon himself. He wrote the following to Czar Alexander.

The proud and beautiful city of Moscow is no more. Rostopchin has had it burned. Four hundred incendiaries were arrested in the very act; they all declared that they set fire to the place by order of the Governor, the Director of the Police. They have been shot. Three houses out of every four have been burned down. . . . Such a deed is as useless as it is atrocious. Was it intended to deprive us of provisions? These were in cellars that the fire could not reach. Besides, what a trifling object for which to destroy the work of centuries, and one of the most lovely cities in the world! I cannot possibly believe that, with your principles, your feelings, and your ideas of what is right, you can have authorized excesses so unworthy of a just sovereign and a great nation.

I made war on your Majesty without any hostile feelings. A single letter from you, before or after the last battle, would have stopped any advance, and I would willingly have surrendered the advantage of occupying Moscow. If your Majesty still retains some part of your old feelings for me, you will take this letter in good part.

1. (a) In this letter, Napoleon claims that the work of centuries was destroyed for a "trifling object." What is the trifling object to which he refers?

(b) Do you think the object was a trifling one to the Russians?

2. In the second paragraph, Napoleon reassures the czar that he made war on Russia "without hostile feelings." By this, he probably meant that he did not invade Russia because he hated the Russian people or the czar. What were Napoleon's motives for invading the country (page 463)?
- _____
- _____

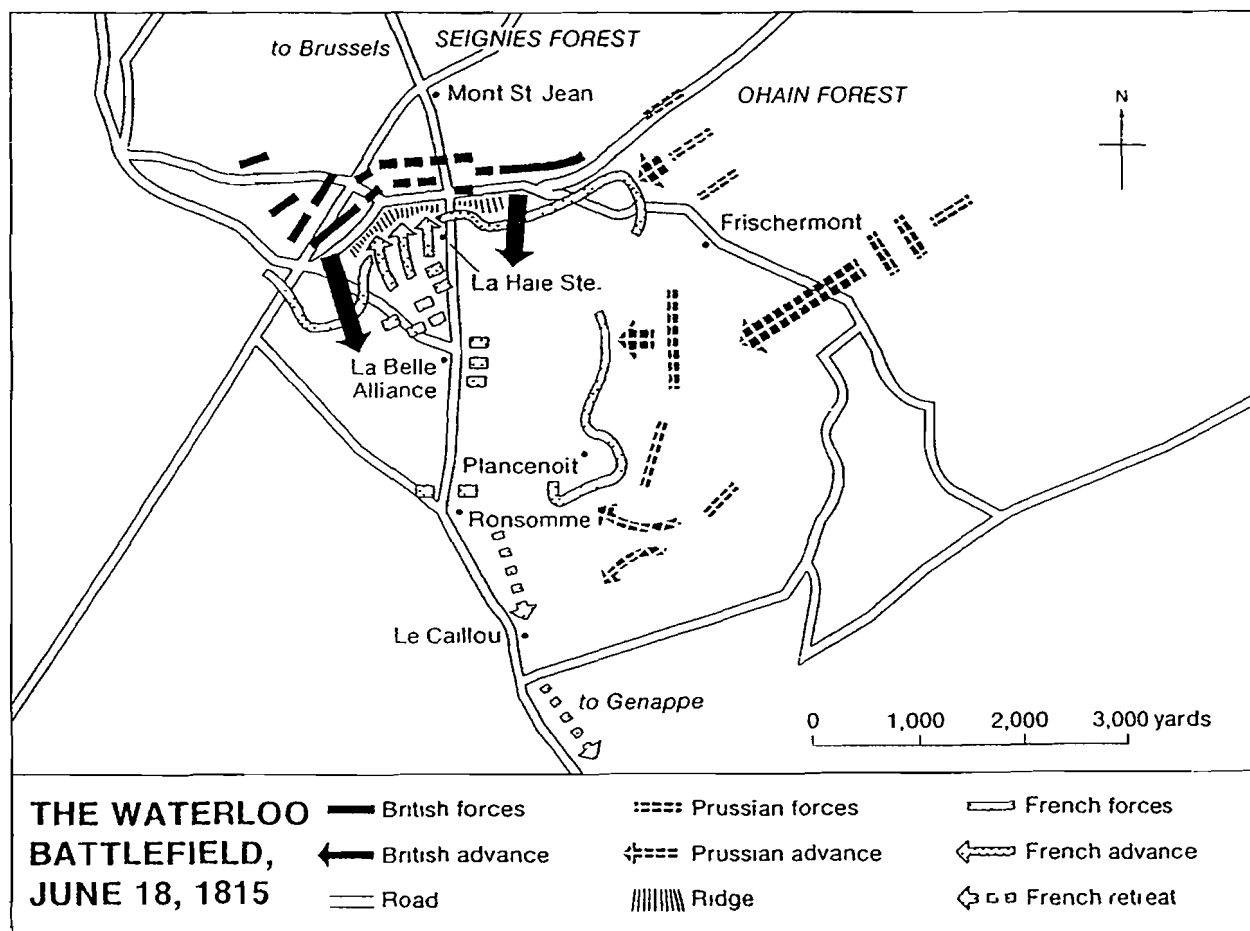
3. In the long run, do you think Napoleon's personal feelings toward the Russians would matter to them?
- _____
- _____

Name _____ Date _____

CHAPTER WORKSHEET

The Battle of Waterloo

A decisive event in European history was the defeat of Napoleon at the Battle of Waterloo on June 18, 1815 (textbook page 455). The map below shows the final phase of this battle. Use it to answer the questions that follow.



1. What nationality were the troops that fought with the British against Napoleon? _____
2. From which direction did the British allies attack the French? _____
3. In which direction did the French retreat? _____
4. Napoleon's headquarters were at Le Caillou. The British commander, Wellington, had his base at Mont St. Jean. How far apart were they, by road? _____
5. (a) What land feature probably helped British troops facing a French advance? _____
 (b) What advantage would this feature have given the British? _____
6. (a) What was the name of the country in which the battle was fought? (Refer to the map on textbook page 455.) _____
 (b) What modern country is this region part of? (See textbook map, page 725.) _____

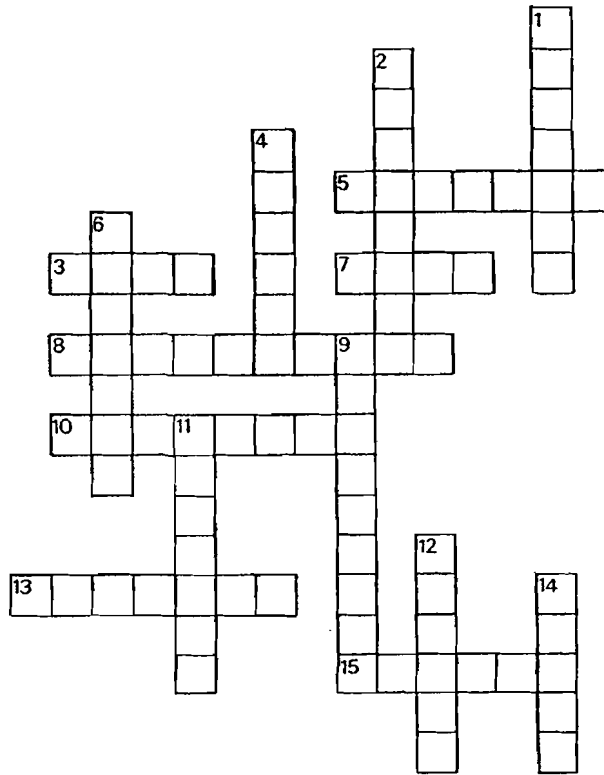
Name _____ Date _____

WORKSHEET 39

CHAPTER _____

Identifying Important Developments: The Reign of Napoleon

Follow the clues to fill in the puzzle. Each term can be found in Chapter 10 of your textbook.

**Across**

3. The body of French law as organized under Napoleon was the Napoleonic _____.
5. The German site of the "Battle of the Nations" in which Napoleon was defeated.
7. The small island on which Napoleon was first exiled.
8. British leader who defeated Napoleon in June, 1815.
10. The remote island on which Napoleon was exiled for the last six years of his life.
13. The "_____ Days" is the period between Napoleon's two exiles.
15. Napoleon's army retreated from this nation in 1812.

Down

1. Napoleon's birthplace.
2. Name of the battle where Napoleon was finally defeated.
4. The leader of the British fleet.
6. The important stone found in Egypt by Napoleon's soldiers.
9. The sea battle in which Britain defeated France.
11. Napoleon took this title in 1804.
12. In 1802, Napoleon became France's First _____.
14. The French army that invaded Russia was called the _____ Army.

CHAPTER READING

Napoleon As Others Saw Him

Below are two personal views of Napoleon, the French general who conquered most of Europe (textbook pages _____). Selection A is taken from the writings of Madame de Rémusat (REH-mu-sah), a close friend and lady-in-waiting to Napoleon's first wife, Josephine. Selection B was written by Prince Metternich (MET-ur-nik), the Austrian ambassador to Napoleon's court from 1806 to 1809. Read both passages. On a separate sheet of paper, answer the questions that follow.

(A) To describe Bonaparte, it is necessary to separate his soul, his heart, and his mind, for no one of these ever blended completely with the others. No man ever had a meaner soul. I have never known him to appreciate a kind action. He regarded every sign of good feeling with suspicion. He did not value honesty, and he said that he judged a man by his skill in the art of lying.

I speak next of Bonaparte's heart. But, if a being could exist without that part of the body that makes one desire to love and to be loved, I should say that in Napoleon's case the heart was left out. Perhaps, however, he had just suppressed it completely. He was always too concerned with himself to have any love for others. He hated women and considered them inferior. He felt restricted in their company, which annoyed him, so he was awkward in their presence and never knew how to talk to them.

The mind of Bonaparte was most remarkable. It would be hard to find a more powerful mind among men. He had no education. He read little—and that in a hurry—but he quickly seized upon the little he had learned, and with his imagination developed it so greatly that he might easily have passed for a well-educated man.

(B) In private life, without being overly friendly, he was good-natured, and [even indulged his favorites] to the point of weakness. . . . His sisters, in particular, got everything from him that they wanted.

Neither of his wives [ever had] anything to complain of from Napoleon's personal manners. [The Empress Marie Louise, Napoleon's second wife, said to me some time after her marriage], "I am sure that they think a great deal about me in Vienna [the Austrian capital and her home], and that the general opinion is that I live a life of daily suffering. [In truth,] I have no fear of Napoleon, but I begin to think that he is afraid of me [and will do whatever I ask]."

Simple and even [easygoing] as he was in private life, he showed himself [poorly] in the great world. . . . The pains which he took to correct the faults of his nature and [lack of] education only served to make his deficiencies more evident. . . . [He never spoke easily] to a woman, although the effort to make one was often expressed on his face and in the sound of his voice.

Selection A adapted from Memoirs of Madame de Rémusat, 1802-1808, Vol. 1, translated by Mrs. Cashel Hoey and John Lillie, 1880. Selection B from Memoirs of Prince Lothar Wenzel Metternich, 1773-1815, edited by Prince Richard Metternich, translated by Mrs. Alexander Napier (Richard Bentley & Son, 1880).

COMPREHENSION

1. (a) According to Rémusat, how did Napoleon react to kindness? (b) What ability did she say Napoleon judged others by?
2. According to Rémusat, why did Napoleon have no love for others?
3. (a) What aspect of Napoleon's personality did Rémusat admire? (b) What made Napoleon seem well educated?
4. According to Metternich, how did Napoleon treat his sisters and his wives?

CRITICAL THINKING

5. *Comparing sources.* (a) How did the two writers agree in their opinions of Napoleon's behavior toward women? (b) What did each writer say caused Napoleon to behave as he did?
6. *Identifying a viewpoint.* Which writer probably thought more highly of Napoleon? Explain your answer.

1. _____

2. _____

3. _____

④

Chapter

Viewpoint Activity

Chapter 2

MODERN ERA
EDITION

Napoleon was a hero to many people in France, but others saw him as a tyrant. One writer who bitterly opposed him—and was exiled from France—was Madame Germaine Necker de Staël (1766–1817). Napoleon's soldiers, on the other hand, admired him, as the speech made by one of his officers on his return to Paris in 1815 shows.

♦ As you read, think about what may have motivated each writer. Then, on a separate sheet of paper, answer the questions that follow.

Two Views of Napoleon

Madame de Staël What particularly characterizes Bonaparte's government is his profound contempt for all the intellectual riches of human nature: virtue, dignity, religion, enthusiasm; in his eyes they are "the eternal enemies of the continent," to use his favorite expression. He would like to persuade men by force and by cunning, and he considers all else to be stupidity or folly. . . .

I do not believe that when Bonaparte became head of the government he had yet formulated the plan for a universal monarchy,

I do believe what he himself said to one of my friends, a few days after the 18 Brumaire [the date Napoleon overthrew the Directory]. "It is necessary," he said, "to do something new every three months, in order to captivate the imagination of the French nation, with whom anyone who stands still is lost." His system was to encroach [intrude] daily upon France's liberty and Europe's independence. . . . By alternating between cunning and force he has subjugated [conquered] Europe.



Marshal Michel Ney Officers, sub-officers, soldiers! The cause of the Bourbons is lost forever. The legitimate dynasty France has adopted is about to remount the throne.

To the emperor Napoleon, our sovereign, belongs alone the right to rule over our beautiful country. Whether the Bourbon nobility choose to return to exile or consent to live among us, what does it matter to us? The times are gone when the people were governed by suppressing their rights. Liberty triumphs in the end, and Napoleon, our august emperor, comes to confirm it. Soldiers, I have often led you to victory. Now I would escort you to join this immortal legion which the Emperor Napoleon conducts to Paris, and which in a few days will reach the capital.

Sources: (1) *Ten Years of Exile*, by Madame de Staël, trans. Doris Beik (Saturday Review Press, 1972); (2) *The French Revolution and Napoleon: An Eyewitness History*, by Joe H. Kirchberger (Facts on File, 1985).

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Questions to Discuss

1. What does Madame de Staël say are Napoleon's only methods of persuasion?
2. What does Marshal Ney say about Napoleon's right to rule as opposed to that of the Bourbon kings?
3. Making Comparisons Both these writers speak about Napoleon and people's liberty. How do their views compare?

1.

2.

3.

(4)
