

WORLD HISTORY

Chapter 18 Resources

The French Revolution and Napoleon, 1789–1815

VOCABULARY ACTIVITY 18		TIME LINE ACTIVITY 18	
The French Revolution and Napoleon, 1789–1815	180	The French Revolution and Napoleon	191
SKILLS REINFORCEMENT ACTIVITY 18		LINKING PAST AND PRESENT ACTIVITY 18	
Interpreting Graphs	181	Legacy of Colonialism: Class and Tribal Conflict	192
CRITICAL THINKING SKILLS ACTIVITY 18		PEOPLE IN WORLD HISTORY ACTIVITY 18	
Analyzing Information	182	Profile 1: Marie Antoinette (1755–1793)	193
HISTORY AND GEOGRAPHY ACTIVITY 18		Profile 2: Maximilien François Marie Isidore de Robespierre (1758–1794)	194
A Doomed March to Russia	183	PRIMARY SOURCE READING 18	
MAPPING HISTORY ACTIVITY 18		Declaration of the Rights of Man and of the Citizen	195
The French Revolution	185	RETEACHING ACTIVITY 18	
HISTORICAL SIGNIFICANCE ACTIVITY 18		The French Revolution and Napoleon	197
Three Ways Napoleon Changed the World	186	ENRICHMENT ACTIVITY 18	
COOPERATIVE LEARNING ACTIVITY 18		The <i>Levée en Masse</i>	198
Stages of Change in France	187	WORLD ART AND MUSIC ACTIVITY 18	
HISTORY SIMULATION ACTIVITY 18		Jacques-Louis David	199
Unrest in Blaai	189		

**Vocabulary Activity 18****The French Revolution and Napoleon, 1789–1815****DIRECTIONS:** Select and write the term that best completes each sentence.

1. Before the revolution, French society was divided into three _____ (estates/émigrés).
2. Members of the First and Second Estates were exempt from the _____ (tithe/*taille*), a tax on nonprivileged subjects and lands that tended to weigh most heavily on the peasants.
3. French peasants resented the _____ (relics of feudalism/coup d'état), or aristocratic privileges, that included the payment of fees for the use of village facilities as well as contributions to the clergy.
4. The _____ (bourgeoisie/émigrés), or French middle class, supported the revolution.
5. The Third Estate in France came together for a meeting to discuss their government reforms. Finding their assigned meeting hall locked, they moved to a nearby venue. It was here that the _____ (Tennis Court Oath/unicameral legislature), an agreement that they would remain assembled until a constitution had been written, was made.
6. The Constitution of 1791 set up a limited _____ (dictatorship/monarchy) where there was still a king, but a Legislative Assembly would make the laws.
7. During the French Revolution, many radical members of the Paris Commune wore long trousers instead of knee-length breeches and called themselves _____ (*sans-culottes*/reactionaries).
8. The 1793 execution of King Louis XVI pushed the French Revolution into a new stage called _____ (radicalism/liberalism), the political orientation of those who favor revolutionary change in government and society.
9. In order to meet both the domestic and foreign crisis, the National Convention in 1793 gave broad powers to a special committee known as the _____ (plebiscites/Committee of Public Safety), dominated at first by Georges Danton, then by Maximilien Robespierre.
10. The popular general Napoleon Bonaparte seized control of France in a _____ (bourgeoisie/coup d'état).
11. In 1799 Napoleon held absolute power in a new government called the _____ (consulate/unicameral legislature).
12. In other European countries, strong feelings of _____ (nationalism/liberalism), or the cultural identity of a people based on common language, religion, and national symbols, helped to stir revolts against Napoleon.



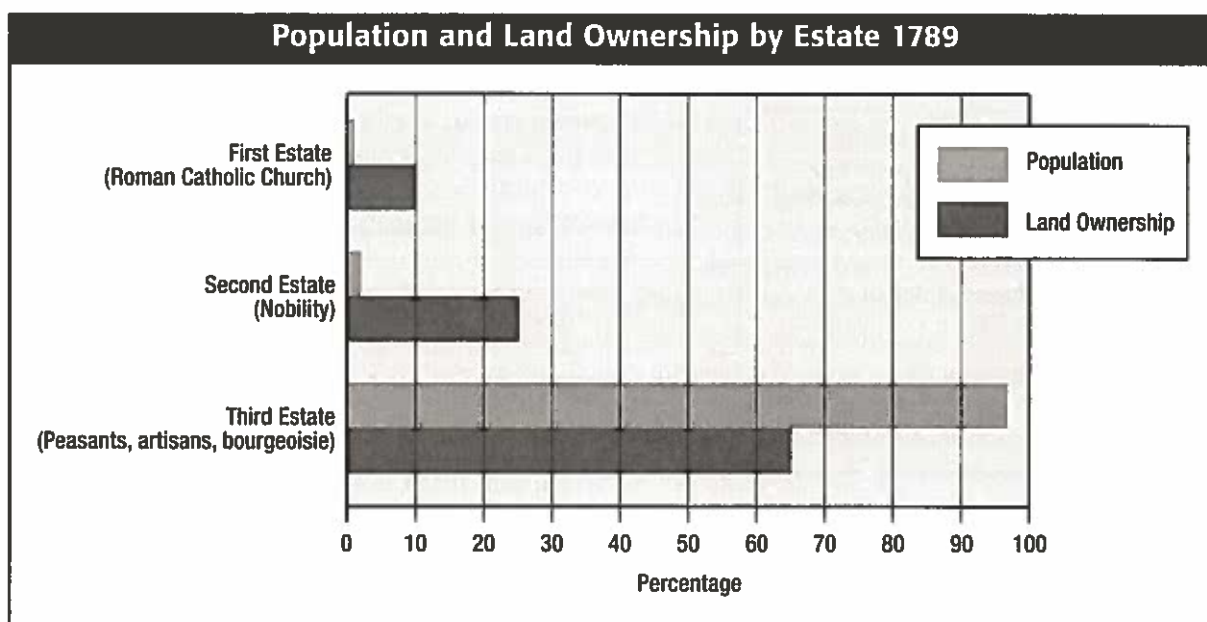
Skills Reinforcement Activity 18

Interpreting Graphs

Graphs can show a great deal of information in a single, easy-to-read format. To interpret a graph, follow these steps:

First, read the title. Then, read the captions and text. Finally, determine the relationships among all sections of the graph.

DIRECTIONS: The graph below illustrates an important aspect of the situation in France just prior to the revolution. Read the graph below. Then answer the questions on a separate sheet of paper.



1. What does the horizontal axis of the graph represent?
2.
 - a. What percentage of the French population comprised the First Estate?
 - b. What percentage of land did they own?
3.
 - a. What percentage of the French population comprised the Second Estate?
 - b. What percentage of land did they own?
4.
 - a. Calculate the percentage of the French population that comprised the Third Estate. Write the value on the graph.
 - b. Calculate the percentage of land owned by the Third Estate. Write the value on the graph.
5. Why was land a good measure of wealth at this time?
6. Which estate had the greatest land ownership in proportion to its population?
7.
 - a. How was the relationship between population and land ownership fundamentally different in the Third Estate?
 - b. How might this fact have helped lead to the revolution?

Critical Thinking Skills Activity 18

Analyzing Information

To the French people today, the Revolution of 1789 remains a lively topic of discussion and debate. No one disputes that it was a watershed in French—and human—history. In fact, historians generally agree that 1789 marks the beginning of the modern era. Yet the true meaning and legacy of the French Revolution continue

to be debated. To sort through the many opinions about the French Revolution, or any historical event, you need to analyze information. Analyzing information means studying it carefully in order to learn as much as possible about what is being presented.

DIRECTIONS: Below are three contemporary statements about the French Revolution. Answer the questions beside each statement to help you analyze it. Then answer the final two questions, which will guide you in analyzing the quotations as a group.

The revolution is a complex whole, like life itself, with the inspiring and the unacceptable, with hope and fear, violence and fraternity.

—François Mitterrand, former president of France, speaking at the Bicentennial Celebration of the French Revolution

The French have come to realize that the revolution was a magnificent event that turned out badly.

—François Furet, historian at Paris's Ecole des Hautes Etudes

One of my ancestors stormed the Bastille, and I feel both thrilled and proud to be French whenever I walk past the place where it once stood.

—Jacques Delmas, a lawyer from Reims

1. Mitterrand said the French Revolution included "the inspiring," "the unacceptable," "hope," "fear," "violence," and "fraternity." From your knowledge of the revolution, identify at least one historical fact that fits each category.
2. What might have motivated Mitterrand to emphasize both the positive and negative aspects of the revolution?
3. What do you think was "magnificent" about the French Revolution?
4. Why do you think Furet says it "turned out badly"?
5. What is the source of Jacques Delmas's pride?
6. Do you think he would agree with Furet's statement? Why or why not?

7. Which of the three statements is the most positive about the revolution? The most negative? Explain your choices.

8. Which one do you think best summarizes the revolution? Why?

★ HISTORY AND GEOGRAPHY ACTIVITY 18



A Doomed March to Russia

Napoleon gathered troops from all quarters of his European empire in his quest to conquer the Russian Empire. By June 1812 his Grand Army, numbering over 600,000 men, began to march east across the vast, level Russian plain. Yet six months later, these same troops were making a desperate escape from Russia—having lost more than 500,000 men. What caused this panicked retreat and massive loss of life?

Napoleon had underestimated the Russian troops and his most bitter rival, the fierce Russian winter. To resist Napoleon, the Russians used a new strategy. Instead of meeting the French in open battle, the Russian army retreated slowly, drawing the French army deeper and deeper into Russia.

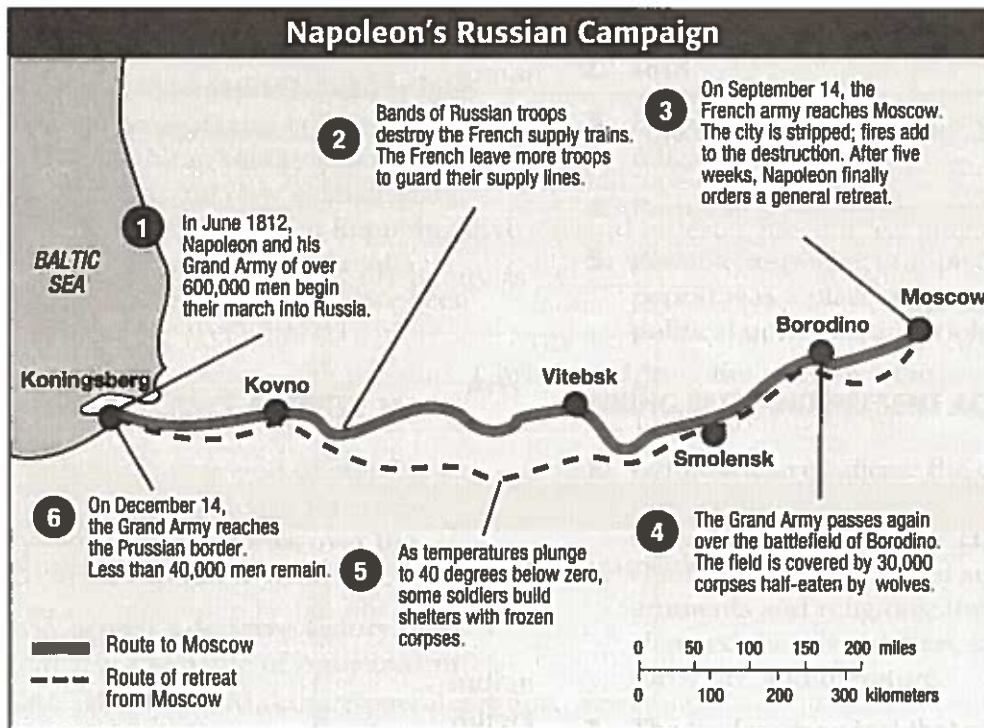
In September, Napoleon’s forces finally reached Moscow, which the Russians had evacuated. The day after the French entered

The Grand Army’s Retreat

The strongest threw into the river those who were weaker, and . . . trampled underfoot all the sick whom they found in their way. . . . Others, hoping to save themselves by swimming, were frozen in the middle of the river, or perished by placing themselves on pieces of ice, which sunk to the bottom. Thousands and thousands . . . were lost.

—French officer’s account

CHAPTER 18



With the help of the severe winter of their homeland, Russian forces wiped out 80 percent of the Grand Army by the time it returned to Poland.

HISTORY AND GEOGRAPHY ACTIVITY 18 (continued)

Moscow, a huge fire, probably started by Russian patriots, destroyed the city. With the Russian winter looming, Napoleon faced a difficult decision. He could either chase the Russian army farther to the east or turn back to the west.

Napoleon waited too long to make his decision to retreat. Bitter cold and driving snow plagued the Grand Army as it crossed the vast Russian plain once again. Temperatures plunged and Russians began attacking French forces without mercy.

Throughout history, people have moved from one location to another to fulfill specific needs. Sometimes the movement is economically motivated, such as the search for better jobs. Napoleon's march on Russia

had another motive—to conquer the Russian Empire.

Geographic barriers, such as the Russian winter that stood in the way of Napoleon's plans, have prevented people from moving from one location to another. Mountains, rivers, and deserts are other physical factors that have hindered movement.

Today, technological advances in communication and transportation allow people to overcome many of these physical barriers. Yet other barriers exist. Repressive governments often deny their citizens the freedom to move to other countries. In addition, immigration laws and regulations keep people around the world from freely moving to other nations.

APPLYING GEOGRAPHY TO HISTORY

DIRECTIONS: Answer the questions below in the space provided.

1. What are different kinds of barriers to movement?

2. How many troops did Napoleon lose between June and December 1812?

3. How has the nature of barriers to movement changed?

Critical Thinking

4. **Analyzing Information** How might geographical barriers to movement hinder a nation's development? How might they help it?

Activity

5. Research the settlement of the area in which you live. What factors encouraged settlement? What factors prohibited settlement? What affects the movement of people in and out of your area today?

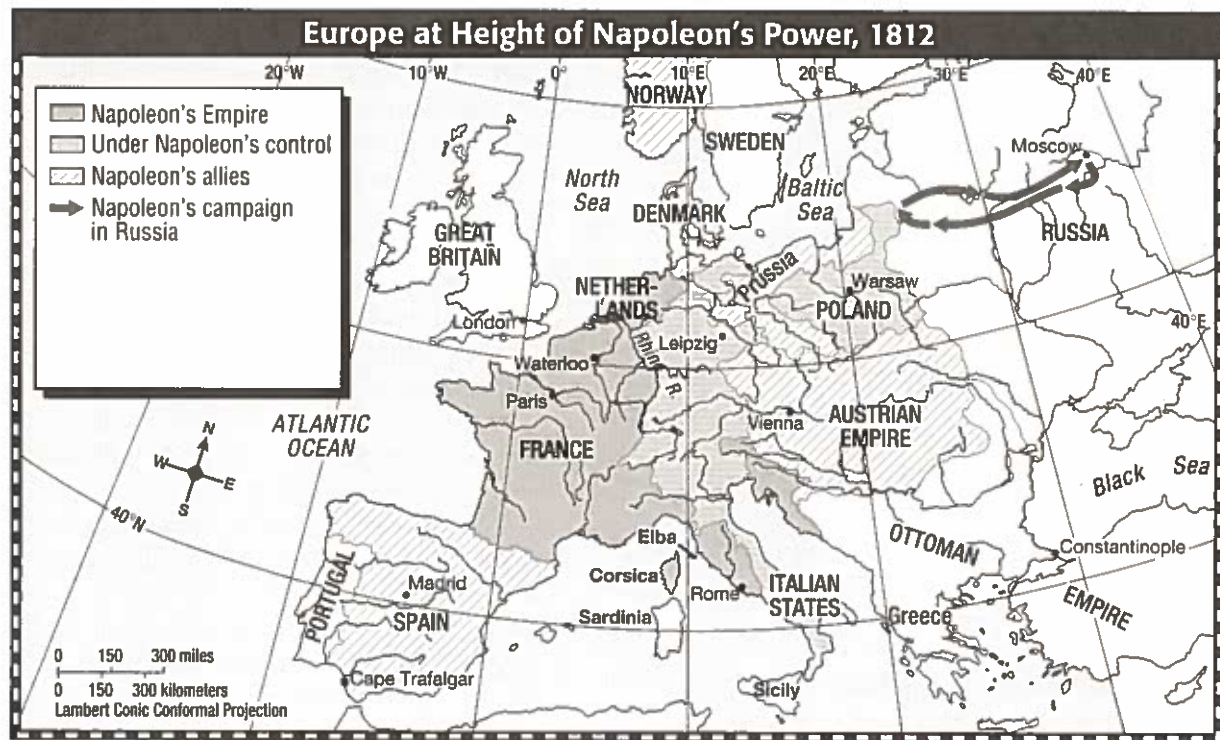
Mapping History Activity 18



The French Revolution

Napoleon so dominated Europe that the years 1800 to 1815 are often called “the Napoleonic Era.” At the height of his power, Napoleon controlled virtually the entire continent.

DIRECTIONS: The map below illustrates the remarkable extent of Napoleon’s influence. Use the map to answer the questions and complete the activity that follow. Use a separate sheet of paper.



CHAPTER 18

1.
 - a. When was Napoleon’s power at its height?
 - b. What nations did his empire comprise?
 - c. What nations did he make his allies?
2. Napoleon’s major battles are listed in the chart at right.
 - a. Add a symbol for battle to the map key.
 - b. Using the symbol, mark the location of each battle on the map. Write the date of each battle next to its symbol.

Battle	Date	Approximate Location
Marengo	1800	300 miles northwest of Rome
Trafalgar	1805	off the coast of Cape Trafalgar
Austerlitz	1805	250 miles southwest of Warsaw
Auerstedt	1806	just southwest of Leipzig
Jena	1806	just southeast of Auerstedt
Friedland	1807	extreme northern Poland, about 100 miles from the Baltic Sea
Peninsular War	1808–1814	throughout Spain
Wagram	1809	just north of Vienna
Aspern	1809	just northeast of Vienna
Borodino	1812	about 100 miles west of Moscow
Lützen	1813	about 100 miles west of Leipzig
Leipzig	1813	at Leipzig
Ligny	1815	about 100 miles southeast of Waterloo
Waterloo	1815	at Waterloo

Historical Significance Activity 18



Three Ways Napoleon Changed the World

Napoleon was one of the most influential people in all of history. The passages below discuss three ways that Napoleon changed the world.

1. The Napoleonic Code

"One of Napoleon's reforms . . . was destined to have an impact far beyond the borders of France. That was the creation of the French civil code, the [Napoleonic Code]. In many ways the code embodied the ideals of the French Revolution. For example, under the code there were no privileges of birth, and all men were equal under the law. At the same time, the code was sufficiently close to the older French laws and customs to be acceptable to the French public and the legal profession. On the whole, the code was moderate, well organized, and written with commendable brevity and outstanding lucidity. As a result, the code has not only endured in France . . . but has been adopted, with local modifications, in many other countries."

2. The Invasion of Spain

"Napoleon also had a large, though indirect, effect on the history of Latin America. His invasion of Spain so weakened the Spanish government that for a period of several years it lost effective control of its colonies in Latin America. It was during this period of *de facto* autonomy that the Latin American independence movements commenced."

3. The Louisiana Purchase

"Of all Napoleon's actions . . . the one that has perhaps had the most enduring and significant consequences was one that was almost irrelevant to his main plans. In 1803, Napoleon sold a vast tract of land to the United States. He realized that the French possessions in North America might be difficult to protect from British conquest, and besides he was short of cash. The Louisiana Purchase, perhaps the largest peaceful transfer of land in all of history, transformed the United States into a nation of near-continental size. It is difficult to say what the United States would have been like without the Louisiana Purchase; certainly it would have been a vastly different country than it is today. Indeed, it is doubtful whether the United States would have become a great power without the Louisiana Purchase.

"Napoleon, of course, was not solely responsible for the Louisiana Purchase. The American government clearly played a role as well. But the French offer was such a bargain that it seems likely that any American government would have accepted it, while the decision of the French government to sell the Louisiana territory came about through the arbitrary judgment of a single individual, Napoleon Bonaparte."

—From *The 100: A Ranking of the Most Influential Persons in History*
by Michael H. Hart

DIRECTIONS: Answer the following questions on a separate sheet of paper.

1. Which change has affected the most people? Explain your answer.
2. Which change was the most significant one for your ancestors? Explain your answer.
3. Which has had the most significant effect on your life? Explain your answer.
4. Which change do you think is the most significant overall? Why?

★ Cooperative Learning Activity 18★



Stages of Change in France

BACKGROUND

The French Revolution did not simply replace one type of government with another, or replace a monarchy with a democracy. The remarkable events of the late eighteenth- and early nineteenth-centuries in France from the fall of the Bastille to the reign of Napoleon took place in stages. Through your research you will learn about the unusual twists and turns that the transformation took as the people of France struggled to define French government.

GROUP DIRECTIONS

1. Your group will prepare a two-column chart to show the various stages of the French Revolution and the rise of Napoleon to become first consul. In the left-hand column, list the stages of the events that took place, and in the right-hand column describe the stage, including a list of important associated leaders and documents.
2. Use Chapter 18 in your textbook and library or Internet resources to discover as much as possible about the stages of political changes.
3. Use what you learn to create a poster-sized two-column chart. You may add appropriate drawings or illustrations to add interest to the chart.
4. Think about the following events and any others you find in your research to include in your chart. Where would each fit in the stages of the revolution and its aftermath?

- | | |
|----------------------|----------------------------|
| the three estates | Committee of Public Safety |
| National Assembly | Reign of Terror |
| Reign of Louis XVI | Republic of Virtue |
| Constitution of 1791 | the Directory |
| National Convention | the Consulate |

ORGANIZING THE GROUP

1. **Decision Making** Form a group with three other students. Review the information from your textbook and decide what the group thinks are the major stages. Consider the old regime and the meeting of the Estates-General as the first two stages. Assign research on each stage to individuals. Decide on and assign tasks that will be needed to complete the chart.
2. **Individual Work** Do research to find out as much as possible about your assigned stages and the related events and significant people. Make notes as you gather your information, including sources.
3. **Group Work** Share your information with the group. Give one another suggestions for improving descriptions, grammar, and spelling. Revise your information into final form. Make sure that the beginning and ending times or events of your stages are as clear as possible or determine where stages might overlap.

Cooperative Learning Activity 18 (continued)

- 4. Additional Group Work** Together, organize your group's information into a chart as described previously.
- 5. Group Sharing** Display your chart on the classroom wall. As a group, present your chart to the class. All group members should point to and describe the information they provided to their group's chart.

GROUP PROCESS QUESTIONS

- What is the most important thing you learned about the events of the French Revolution and its aftermath?
- What part of the project did you enjoy most?
- What problems did you have?
- How did you solve the problems?
- How was a two-column chart useful and appropriate for conveying your information?

Quick CHECK

1. Was the goal of the assignment clear at all times?

2. Did you have problems working well together? If so, how did you solve them?

3. Were you satisfied with your work on this project? Why or why not?

HISTORY SIMULATION ACTIVITY 18

Unrest in Blaat

This activity will help students understand how conflicts can lead to revolution or civil unrest.

TEACHER MATERIAL

CHAPTER 18

Learning Objective To develop an understanding of conflicts within a society that can lead to revolution or civil war.

Activity In groups, students will assume the roles of people in the imaginary country of Blaat. The roles are the king, the head of the official state religion, a rival preacher, a member of Parliament, and two citizens.

Teacher Preparation Make six copies of the handout material on the next page.

Activity Guidelines

1. Introduce the activity by explaining its objective. Briefly review the concepts of conflict and revolution. Then give students the following background information:

Blaat is a country of about 10 million people. Its major industry is growing and exporting blueberries. Most of its citizens depend on the blueberry industry. King Borax of Blaat, who inherited the throne from his father, is an absolute monarch who believes he was given his power by God. One of his chief allies is Archbishop Ladleplate, head of the church. Both the king and the archbishop believe that in order for a country to be unified, there should be only one official religion.

The king is currently engaged in a very costly war with Bordovia and needs to raise money—an additional 100 million klaams. Although the king is an absolute monarch, there is a Parliament that meets at his request and authorizes new taxes and payments to the crown. Parliament often opposes the king's policies and, in the king's view, tries to interfere in government. Consequently, rather than call Parliament, King Borax instituted a tax

on growers, pickers, and merchants of blueberries without the consent of Parliament. When citizens in the port city of Faavabin refused to pay the tax, King Borax closed the port and refused to allow any ships to come or go. Tons of blueberries lay rotting on the docks, and the people were outraged.

When the opposition church leaders began preaching against these unfair measures and against the war, King Borax had them imprisoned. The archbishop's men searched every church in the land and expelled opposition church leaders.

However, when the country of Frangland entered the war and invaded the northern border of Blaat, King Borax was forced to call a session of Parliament to ask for money.

2. Organize the class into six groups. Assign one of the roles listed on the handout to each group. Explain to the groups that their job is to prepare a position statement from the role they have been assigned addressing the king's need to raise money.
3. Allow groups 30 minutes to reach a conclusion. Have each group appoint one member to write the position statement based on the group's stance.
4. Have a spokesperson from each group read the group's statement to the class.
5. Have students return to their groups to briefly consider and discuss the other groups' statements. Ask the groups to decide whether they should change their own stances based on the other groups' arguments and why.

HISTORY SIMULATION ACTIVITY 18

HANDOUT MATERIAL

Unrest in Blaat—Roles

CHAPTER 18

King Borax
You are God's lieutenant on Earth. Like your father before you, you have absolute power given to you by God to pass any law you wish, and the people owe you unquestioning allegiance.

Archbishop Ladlepate
You have been chosen by God to lead the one true church. As such, you are the second most powerful person in Blaat. You owe your allegiance to King Borax. If he falls, so will you.

Lady Bolingreen
Your family has owned the great Bolingreen blueberry plantation for generations, since the days of good Queen Gertrude. Your family has always been loyal to the monarch, as have most of the great lords, but this king offends your honor. However, he is your king, and perhaps he is no worse than those fanatic opposition preachers who might replace him.

Master Scarford
You are a blueberry merchant of means, respected by your fellows, and a member of Parliament. Your family has come a long way; just three generations ago, you were blueberry pickers on the Bolingreen plantation. But this king could drive you to bankruptcy with his taxes.

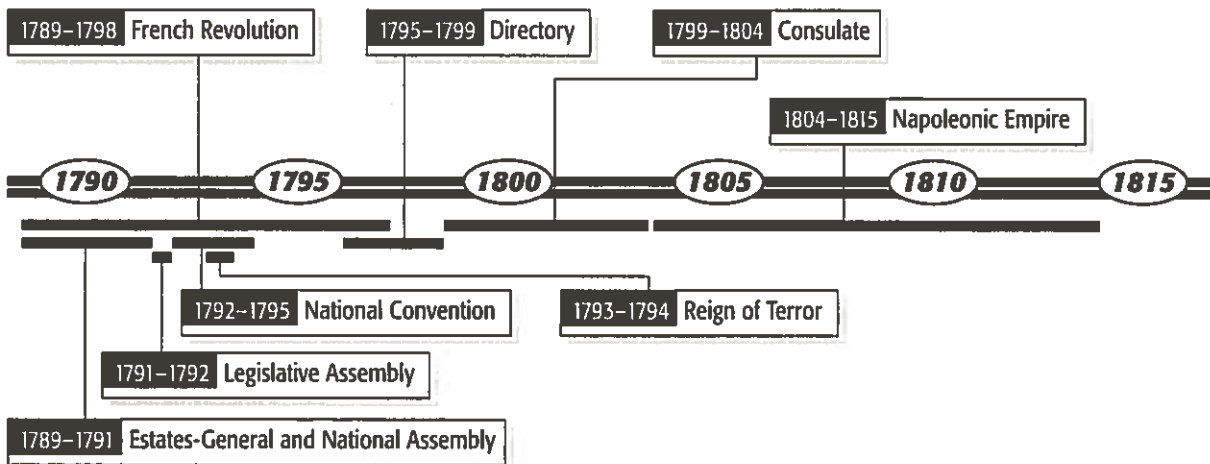
Preacher Baker
You are a preacher in the small opposition church in your county, and deeply committed to your religion. The archbishop and his men have tried to silence your preaching, even imprisoning you once, but you are determined to purify the Church of Blaat and establish the kingdom of God on Earth.

Tamara Chattworth
You are a blueberry picker on the plantation of Lady Bolingreen, who is completely loyal to the king. You are a member of the opposition church. You have seven children to care for, and already the burden of taxes leaves you barely able to feed them.

Time Line Activity 18

The French Revolution and Napoleon

DIRECTIONS: In France, the years from 1789 to 1815 were turbulent. You can trace the changes that took place during this time in French history on a time line. Read the time line below. Then answer the questions that follow, adding information to the time line as directed.



CHAPTER 18

1. **a.** What event marked the beginning of the French Revolution? Add this point to the time line.

- b.** How long did the French Revolution last? _____
2. **a.** What event marked the beginning of Napoleon’s rule? Add this point to the time line.

- b.** What event marked the end of Napoleon’s rule? Add this point to the time line.

3. Napoleon ruled from 1799 to 1815. The Consulate accounts for the years 1799 to 1804. The remaining years are called the Napoleonic Empire. What 1804 event caused the change? Write your answer below, then mark this point on your time line.

4. A French historian once said that the French Revolution “turned out badly.” How does your time line illustrate this concept?

Linking Past and Present Activity 18

Legacy of Colonialism: Class and Tribal Conflict

THEN Like society in pre-Revolutionary France, Latin American society was rigidly stratified. Spanish and Portuguese colonists helped to set this class system in place.

In colonial times, *peninsulares*—people born on the Iberian Peninsula where Spain and Portugal are located—were at the top of the social hierarchy. As governors of the colonies, *peninsulares* made sure that much of Latin America’s wealth went to Spain and Portugal.

The Creoles were born in Latin America but had Spanish or Portuguese parents. Creoles controlled the profitable export-import businesses and mining industries. They believed that their “pure European blood” entitled them, as it did the *peninsulares*, to govern Latin America and to enjoy its wealth.

The mestizo people were part Spanish and part Native American. Most of them were shopkeepers or mine and plantation supervisors. In spite of their skills and the importance of their work, mestizos were poorly paid and had little political power. They were, however, better off than the Native Americans and blacks—many blacks were enslaved, while the Native Americans lived in abject poverty.

Latin Americans won their independence from Spain and Portugal when the focus of these countries shifted to thwarting Napoleon’s attempt to conquer Europe. Independence somewhat improved social conditions. Most Latin American countries abolished slavery; and blacks and Native Americans who had fought in the revolution were often rewarded with land and political offices. Nonetheless, class structure remained a dominant characteristic of Latin American society.

CRITICAL THINKING

Directions: Answer the following questions on a separate sheet of paper.

- 1. Drawing conclusions:** What was one reason that the *peninsulares* and the Creoles believed that they were entitled to rule and exploit Latin America?
- 2. Making inferences:** How does neocolonialism contribute to the class hierarchy in Latin America?

NOW Tradition and neocolonialism have kept Latin America’s divisive class structure alive. Neocolonialism developed when foreign corporations began to invest in Latin American plantations and mines. Like the countries of Europe that originally controlled the Latin American colonies, neocolonial investors have drained Latin America of much of its wealth.

Extremes of poverty and wealth have led to political instability and violence in Latin America. Some political figures have attempted to establish socialist governments in their countries in hopes of dividing the sources of wealth more evenly. Foreign states with economic interests in Latin American countries have often backed brutal military regimes in order to preserve the status quo. The conflict between socialists and the leaders of military regimes has been bloody and devastating. Several democratic governments in Latin America are now trying to heal the damage caused by centuries of social injustice.

European colonial policies in nineteenth- and twentieth-century Africa have left a legacy of violence on that continent as well. Colonial administrators created countries by imposing artificial boundaries. The countries created by the administrators usually contained several tribal groups, often traditionally hostile to one another. Administrators ignored such realities as they drew the borders of new African nations.

Today, in the twenty-first century, warring tribes within one country often compete for political or military control or for resources such as diamond mines. Civil wars and conflicts within countries such as Nigeria, Rwanda, and Kenya have become commonplace, due in large part to the existence of old tribal conflicts.

- 3. Synthesizing information:** How did race divide Latin American society? Do research in the library and on the Internet to learn about how Latin American racial attitudes originated in Spain with the Spanish Inquisition. Write a brief report of your findings.

People in World History Activity **18**

Profile 1

Marie Antoinette (1755–1793)

Courage! I have shown it for years; think you I shall lose it at the moment when my sufferings are to end?

Marie Antoinette on the way to the guillotine, 1793

From childhood, Marie had been told that she would someday be a queen. At the age of 15, she was married to the French *dauphin*, or crown prince. In only four years, he became King Louis XVI, and Marie Antoinette—at the age when people today graduate from high school—became the queen of France.

Like many royal marriages of the day, the one between Marie and Louis was based not on love, but on politics. The marriage was arranged to strengthen France’s ties to Marie’s native Austria. Unhappy in her marriage, Marie sought comfort in elaborate balls at Versailles, horse races, expensive parties, and lavish theater productions. In her extravagance, Marie became an important symbol of royal excess and indifference. As such, her influence on the French Revolution was incalculable.

Marie’s reputation was under attack for much of her reign, although not always justifiably. The quotation most commonly associated with Marie is “Let them eat cake.” This was supposedly her unthinking reply to a courtier’s remark that the peasants were rioting outside her palace because they had no bread. She never said these words, but the fact that people were willing to believe

otherwise says much about the way the public perceived her. Many French citizens viewed Marie as simply frivolous. Others thought she was dangerous, an untrustworthy foreigner who would plot against France. Indeed, Marie tried constantly to influence French foreign policy to benefit her native Austria. When France went to war with Austria in 1792, Marie, who hoped for the defeat of the French revolutionaries, passed information to the enemy. Her treason gave the Republicans their reason to try and convict the queen. She was guillotined on October 16, 1793.

The last years of Marie’s life were full of heartache. She spent four years as a virtual prisoner of the revolutionaries. In her final months, her husband was executed and her surviving son was taken from her. Surprisingly, the superficial queen demonstrated remarkable character during these tragedies. Accounts of the time portray her as courageous, steadfast, and above all else, dignified as she approached the guillotine. Her noble death, in such contrast to her frivolous life, is one reason why Marie Antoinette has intrigued people for generations.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. How did Marie Antoinette become queen of France?
2. Why was she so unpopular with the French people?
3. **Critical Thinking Drawing Conclusions.** Does it surprise you that Marie Antoinette, famous for her frivolity, demonstrated such character toward the end of her life? Explain.

People in World History Activity **18**

Profile 2

Maximilien François Marie Isidore de Robespierre (1758–1794)

Any law which violates the inalienable rights of man is essentially unjust and tyrannical; it is not a law at all.

Maximilien Robespierre, (1793)

A bloody tyrant? An impractical dreamer? A valiant revolutionary? Even historians who do not admire Robespierre admit that he was the founder of French democracy and the French Revolution's greatest leader.

Maximilien Robespierre was born in Arras, France and raised by his maternal grandparents. When he was 11 years old, Robespierre won a scholarship to a university in Paris. He proved to be a brilliant student, especially in law and Greek and Roman literature. In 1781, Robespierre returned to Arras to set up a law office.

A talented lawyer, Robespierre was soon appointed a judge. The combined incomes from his two jobs allowed him to live comfortably in the house he had set up with his sister Charlotte. He was fast becoming well known for representing poor people and helping those in need. He was most critical of royal absolutism and arbitrary justice.

In 1788, Robespierre wrote his first political paper, which voiced his opposition to the *ancien régime*, the royal rulers. Robespierre's political career began in 1789, when he was elected to represent Arras when the Estates-

General met at Versailles in May.

Robespierre made the most of his opportunity to help the common people. He spoke at debates and won a reputa-

tion as a strong supporter of democracy. In September 1792, he was elected to the National Convention and demanded that Louis XVI be executed as a traitor. The Convention agreed, and on January 21, 1793, the king was beheaded. By early June, Robespierre controlled the Convention.

For a year, Robespierre was one of the Jacobin leaders who halted inflation, instituted the Reign of Terror to eliminate the republic's enemies, and prepared for war. In June 1794, the Convention elected Robespierre their president.

After this quick rise to power, Robespierre's fall was even more sudden. His support began to crumble as people feared they would become the next victims of the Terror. On July 28, just a little over a month after being elected president of the Convention, Robespierre was arrested. He was guillotined the same day before a cheering mob.

**REVIEWING THE PROFILE**

Directions: Answer the following questions on a separate sheet of paper.

1. When did Robespierre enter politics?
2. What did Robespierre do while he was a Jacobin leader?
3. **Critical Thinking** Recognizing Ideologies. Why did Robespierre help lead the revolution against the king?
4. **Critical Thinking** Drawing Conclusions. Why do you think Robespierre was able to rise so quickly in the rebel ranks?



PRIMARY SOURCE READING 18

Declaration of the Rights of Man and of the Citizen

Although the French Revolution later turned to violence and terror, the first bold public statement of the revolutionary National Assembly echoes the high ideals of John Locke, the Enlightenment, and the American Declaration of Independence. The Declaration of the Rights of Man and of the Citizen was issued in August 1789.

Guided Reading *In this selection, read to learn what problems and rights the Declaration addresses.*

The representatives of the French people, constituted in National Assembly, considering that ignorance, forgetfulness, or contempt of the rights of man are the sole causes of public misfortunes and the corruption of governments, have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of man so that this declaration, being constantly before all members of the social body, may unceasingly recall to them their rights and their duties; so that the acts of the legislative power and those of the executive power may always be compared with the true aim of political organization and thus may be more respected; and so that the demands of the citizens, founded henceforth upon simple and incontestable principles, may always be aimed at maintaining the constitution and the happiness of all.

In consequence, the National Assembly recognizes and declares, in the presence and under the auspices of the Supreme Being, the following rights of man and citizen.

1. Men are born and remain free and equal in rights. Social distinctions can be based only upon the common good.
2. The aim of every political association is the preservation of the natural and imprescriptible rights of man. These rights are liberty, property, security, and resistance to oppression.
3. The source of all sovereignty is essentially in the nation [that is, the people]; no body, no individual can exercise authority that does not emanate from it expressly.
4. Liberty consists in the power to do anything that does not injure others; accordingly, the exercise of the natural rights of each man

has no limits except those that assure to the other members of society the enjoyment of these same rights. These limits can be determined only by law.

5. The law can forbid only such actions as are injurious to society. Nothing can be forbidden that is not forbidden by the law, and no one can be constrained to do that which it does not decree.
6. Law is the expression of the general will. All citizens have the right to take part personally, or by their representatives, in its enactment. It must be the same for all, whether it protects or 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 merits and their talents.
7. No man can be accused, arrested, or detained, except in the cases determined by the law and according to the forms which it has prescribed. Those who call for, expedite, execute, or cause to be executed arbitrary orders should be punished; but every citizen summoned or seized by virtue of the law ought to obey instantly; he makes himself culpable by resistance.
8. The law ought to establish only punishments that are strictly and obviously necessary, and no one should be punished except by virtue of a law established and promulgated prior to the offence and legally applied.
9. Every man being presumed innocent until he has been declared guilty, if it is judged indispensable to arrest him, all severity that



PRIMARY SOURCE READING 18

may not be necessary to secure his person ought to be severely suppressed by law.

10. No one should be disturbed on account of his opinions, even religious, provided their manifestation does not trouble the public order as established by law.
11. The free communication of thoughts and opinions is one of the most precious of the rights of man; every citizen can then speak, write, and print freely, save for the responsibility for the abuse of this liberty in the cases determined by law.
12. The guarantee of the rights of man and citizen necessitates a public force [that is, law-enforcement officers]; this force is then instituted for the advantage of all and not for the particular use of those to whom it is entrusted.
13. For the maintenance of the public force and for the expenses of administration a general

tax is indispensable; it should be equally apportioned among all the citizens according to their means.

14. All citizens have the right to ascertain, by themselves or through their representatives, the necessary amount of public taxation, to consent to it freely, to follow the use of it, and to determine the quota, the assessment, the collection, and the duration of it.
15. Society has the right to call for an account by every public agent of his administration.
16. Any society in which the guarantee of the rights is not assured, or the separation of powers not determined, has no constitution.
17. Property being a sacred and inviolable right, no one can be deprived of it, unless a legally established public necessity evidently requires it, under the condition of a just and prior indemnity.

INTERPRETING THE READING

Directions Use information from the reading to answer the following questions. If necessary, use a separate sheet of paper.

1. What does the Declaration blame for the social problems and government corruption in France?

2. According to the Declaration, what natural rights do people possess? How is this list different from that in the American Declaration of Independence?

3. If the Declaration had been put into effect, who would have been able to vote?

Critical Thinking

4. **Making Inferences** In what ways does the Declaration reflect France's specific problems and crises?



Reteaching Activity 18

The French Revolution and Napoleon

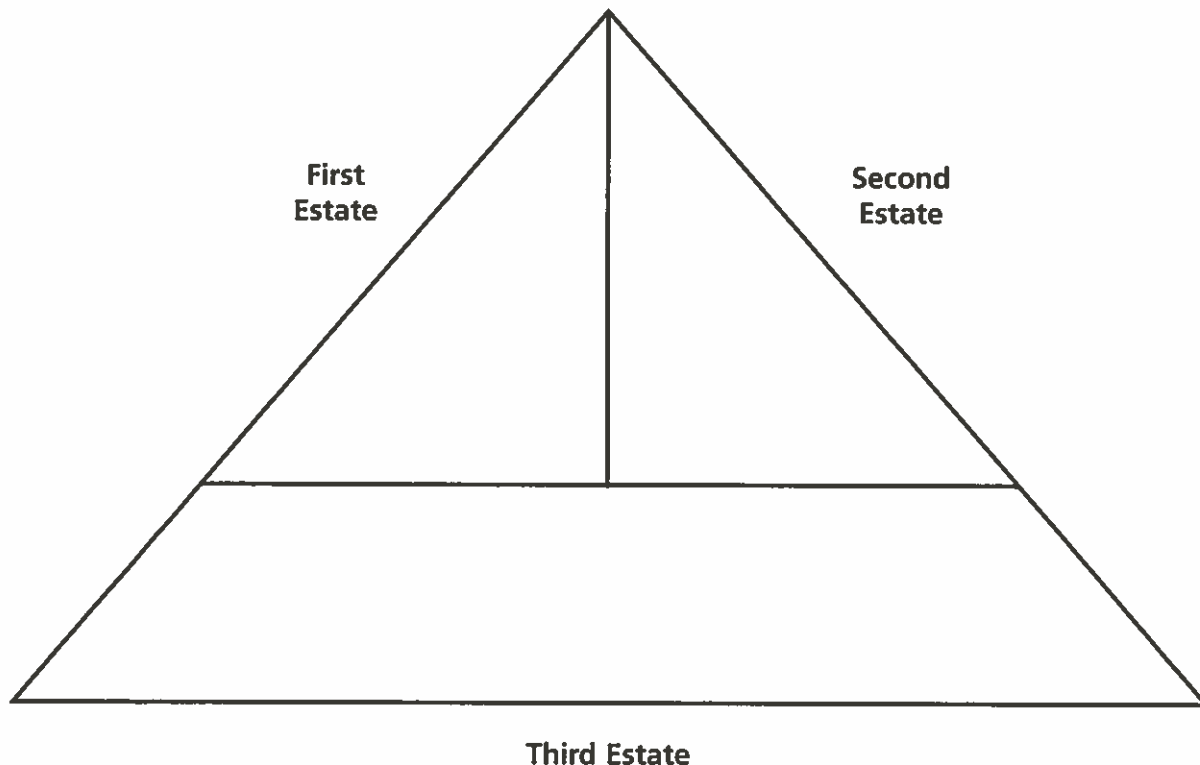
The increasingly bitter division of French society in the late 1700s was a fundamental cause of the French Revolution. Understanding these divisions, then, is essential to your understanding of this turning point in history.

DIRECTIONS: Answer the question below. Then complete the pyramid by copying each phrase into the appropriate space below.

1. What were the estates? _____

2. Description of estates:

- | | |
|--|---|
| • comprised about .5 percent of the population | • made up of peasants and the bourgeoisie |
| • comprised about 1.5 percent of the population | • most were very poor |
| • comprised about 98 percent of the population | • owned 10 percent of French land |
| • held high posts in government and the military | • owned 25 percent of French land |
| • made up of higher and lower clergy | • owned 65 percent of French land |
| • made up of nobility | |



★ Enrichment Activity 18



The *Levée en Masse*

Four months after the French revolutionaries proclaimed the first day of the "Year 1 of Liberty," they faced fierce attacks from European monarchies that feared the

spread of the revolution. Desperate, the leaders of the revolution made a decision that would change the face of warfare forever.

Almost all of the monarchies of Europe launched their armies against France to stamp out the sacrilegious revolutionaries, and when what was left of the old royal army, aided by volunteers, proved unable to stem the attacks, the National Convention decided on conscription: the *levée en masse*.

... the convention issued the call for a *levée en masse* in August [1793]. By New Year's Day, 1794, the French armies numbered about 777,000 men, and the wars of mass armies that ensued ravaged Europe for the next two decades.

Conscription was not an entirely new idea ... but it had never really amounted to more than compulsory selection of an unfortunate minority, nor had it lasted long or been extended to an entire country. But the French Revolution, with its principles of liberty and equality, first stimulated and then exploited a fervent nationalism which made conscription acceptable. It also made French troops behave differently.

The "nation in arms" produced poorly trained soldiers ... who had no time to master the intricate drill of close-order formations, but their enthusiasm and numbers made up for it: attacking in clouds of skirmishers and disorderly columns, they often simply overwhelmed their better-trained adversaries. ... Battles rarely ended in draws any more—Carnot of the Committee of Public Safety instructed the French armies in 1794 "to act in mass formations and take the offensive. ... Give battle on a large scale and pursue the enemy until he is utterly destroyed."

The basic principle underlying all this was that whereas the prerevolutionary regular soldiers had been scarce and expensive, the lives of conscripts were plentiful and cheap. The disdain for casualties grew even greater once Napoleon had seized control of France in 1799. "You cannot stop me," he boasted to Count Metternich, the Austrian diplomat. "I spend thirty thousand men a month." It was not an idle boast: the losses of France in 1793–1814 amounted to 1.7 million dead—almost all soldiers—out of a population of 29 million.

—From *War* by Gwynne Dyer, copyright © 1985 by Media Resources.

DIRECTIONS: Answer the questions below in the space provided.

1. Why did French revolutionary leaders institute the *levée en masse*? _____
2. How did the *levée en masse* change the French armies? _____

3. What "basic principle" does the author refer to? _____

4. France's enemies were reluctant to introduce conscription. Why do you think this was so? _____

5. What do you think about Napoleon's statement? How do you think this reflects on him? _____

World Art and Music Activity 18



Jacques-Louis David

In the painting below, Jacques-Louis David [da • VEED] depicts one of the turning points in the history of Europe and of the world. Interestingly, the painting itself carries a historic importance all its own. Explore the painting's many details. Pay particular attention to its formal style and the faces of the individuals in the scene.

DIRECTIONS: Read the accompanying article about David. Then answer the questions in the space provided.



The Consecration of Emperor Napoleon I and the Coronation of the Empress Josephine (detail)

The painting you are looking at was one of Napoleon's favorites. When he first saw it, he exclaimed "How great! What relief! How true! This is not a painting; one can walk around in this picture; life is everywhere!"

It was not surprising that Napoleon, a ruler with a large ego, was thrilled by something that celebrated himself. Nevertheless, the painting is a remarkable piece. The actual canvas is huge—about 20 feet (6 meters) by 30 feet (9 meters). It was completed in

1807 after two years of painstaking work by the great French painter Jacques-Louis David.

Just as Napoleon dominated France politically and militarily, Jacques-Louis David dominated the country artistically. His influence was so great that he has been called "the virtual art dictator of France for a generation." Few other artists have ever had as much artistic influence during their own lifetimes.

Born in Paris in 1748, David demonstrated his talent at an early age. As a young man, he studied in

(continued)

World Art and Music Activity 18



Rome and became profoundly impressed with the art of that ancient civilization. David would soon become the leading proponent of neoclassicism in French art.

Neoclassicism was an artistic movement that celebrated the formal art of Greece and Rome. Neoclassical paintings are noted for their balance, detail, and realism. Sometimes they use subjects from ancient history in the context of modern events. David soon mastered and set the standard in neoclassical painting. His style and subjects became so well received by the French nobility that in 1785 he became the painter to the court of Louis XVI. Ironically, he would later vote for the king's death. David was an ardent republican and was elected to the Convention. He served as director of artistic affairs during the revolution and was associated with such revolutionary figures as Marat and Robespierre.

Even before the revolution, however, David met and was impressed by a young Napoleon Bonaparte. Napoleon epitomized many of the classical ideals that the painter so respected. "My friends," he said of Napoleon, "what a beautiful head he has! It is simple, great, beautiful, like a head from antiquity!" Upon becoming emperor, Napoleon made David "first

painter." In that role, David painted pictures in a heroic, neoclassical style that celebrated Napoleon and his accomplishments.

The Consecration of Napoleon is one of these works. Many people are struck by the sheer number of individuals depicted. Each face is painted with an intensity and attention to detail that make each one almost a portrait itself. Indeed, one art critic called this painting "the most extraordinary series of portraits painted in one picture." There are about 100 likenesses of actual people in the painting. Napoleon and Josephine, of course, take center stage. Pope Pius VII is seated to the right. The woman seated in the center left background is Napoleon's mother. In truth, not all of the people in the painting were actually at the event and many who were, including David himself, are not pictured.

True to the neoclassical style, the painting is a formalized, heroic depiction. Its purpose is more to celebrate what happened than simply to record the event. The many individuals, although realistically pictured, are glorified. The painting is a fitting tribute to Napoleon, ruler of much of Europe, and to Jacques-Louis David, ruler of the art world.

Reviewing the Selection

1. Why was Jacques-Louis David called "the virtual art dictator of France for a generation"?

2. What are the characteristics of neoclassical painting?

Critical Thinking

3. **Analyzing Information** Reread the first paragraph of the article, which records Napoleon's reaction to the painting. Explain why you agree or disagree with Napoleon's appraisal of the work.

4. **Synthesizing Information** Jacques-Louis David created art that celebrated three very different governments: the monarchy, the republic, and the French Empire. Do you think David must have violated his principles in order to support all three regimes? Was he an opportunist or was he following some higher artistic principle? On a separate sheet of paper, write a brief paragraph in which you justify or criticize David's support for these different regimes.

Glencoe

WORLD HISTORY



Chapter 18 Section Resources

GUIDED READING ACTIVITY 18-1	202
GUIDED READING ACTIVITY 18-2	203
GUIDED READING ACTIVITY 18-3	204

SECTIONS



Guided Reading Activity 18-1

The French Revolution Begins

DIRECTIONS: Answer the following questions as you read Section 1.

1. What two far-reaching events took place in 1789?

2. How did the French Revolution compare to the American Revolution?

3. Describe the Three Estates of French society before the revolution.

4. Give a definition of the term *bourgeoisie*.

5. State the immediate cause of the French Revolution.

6. How did most members of the Third Estate want to fix France's financial problems?

7. What dramatic event took place on July 14, 1789, which saved the Third Estate from the King's forces?

8. What did the National Assembly do in response to peasant revolts and fear of foreign troops?

9. What name did the National Assembly give to its charter of basic liberties?

10. Why did Olympia de Gouges write a Declaration of the Rights of Woman and the Female Citizen?

11. The National Assembly took what action to control the Catholic Church?

 **Guided Reading Activity 18-2**

Radical Revolution and Reaction

DIRECTIONS: As you are reading the section, decide if a statement is true or false. Write **T** if the statement is true or **F** if the statement is false. For all false statements write a corrected statement.

- _____ 1. The National Convention's first major step on September 21, 1792, was to reestablish the authority of King Louis XVI.

- _____ 2. The political faction known as the Mountain convinced the National Convention to pass a decree condemning Louis XVI to death.

- _____ 3. During the Reign of Terror, revolutionary courts were established to settle property disputes between the church and state.

- _____ 4. In the new French Republic, the titles "citizen" and "citizeness" replaced "mister" and "madame."

- _____ 5. In the dechristianization of France, the National Convention held a public ceremony dedicated to the worship of the monarchy.

- _____ 6. Another change in French society was to no longer number years from the birth of Christ, but instead to number them from the birth of Muhammad.

- _____ 7. After the death of Robespierre, revolutionary fervor began to cool.

- _____ 8. In 1799, a coup d'etat led by Napoleon Bonaparte, toppled the Directory and Napoleon seized power.

SECTION 18-2

**Guided Reading Activity 18-3****The Age of Napoleon****DIRECTIONS:** Fill in the blanks below as you read Section 3.

Napoleon Bonaparte dominated (1) _____ and (2) _____ history from 1799 to 1815. Napoleon once said, (3) “_____.” He was born in 1769 on the island of (4) _____ in the Mediterranean Sea. His education in French military schools led to his commission in 1785 as a (5) _____ in the French army. At the age of only 24, Napoleon was made a brigadier general by the (6) _____. In 1796, he was made commander of the French armies in (7) _____ where he won a series of victories.

Although theoretically the new government of 1799 was a republic, Napoleon held (8) _____ power. In 1802, Napoleon was made (9) _____ for life and two years later he had himself crowned (10) _____ Napoleon I.

Napoleon was a believer in reason who regarded religion to be at most a (11) _____. But in Egypt he called himself a (12) _____; in France, a (13) _____. In an agreement made with the Pope, (14) _____ was recognized as the religion of a majority of the French people. Napoleon’s most famous domestic achievement was his (15) _____ of the laws. The most important of the codes was the (16) _____, or Napoleonic Code. This code preserved most of the (17) _____ of the revolution. However, Napoleon also destroyed some revolutionary ideals through (18) _____. He shut down 60 of 73 French (19) _____.

Two major reasons help to explain the rapid decline of Napoleon’s Grand Empire: the (20) _____ of Great Britain and the force of (21) _____. The beginning of Napoleon’s downfall came in 1812 with his disastrous invasion of (22) _____.