CHAPTER 7

The French Revolution and Napoleon, 1789–1815

Previewing Main Ideas

ECONOMICS The gap between rich and poor in France was vast. The inequalities of the economy of France were a major cause of the French Revolution.

Geography *Why do you think the royal palace at Versailles became a focal point for the anger of the poor people of Paris during the Revolution?*

REVOLUTION Driven by the example of the American Revolution and such Enlightenment ideas as liberty, equality, and democracy, the French ousted the government of Louis XVI and established a new political order.

Geography *Why do you think some historians cite the "wind from America" as a cause of the French Revolution?*

POWER AND AUTHORITY After seizing power in 1799, Napoleon conquered a huge empire that included much of Western Europe. His attempt to conquer Russia, however, led to his downfall.

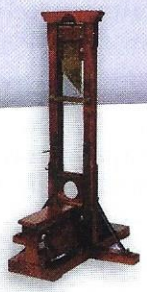
Geography *What challenges and hazards of invading Russia might be inferred from the map?*

INTEGRATED TECHNOLOGY

eEdition
- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources

INTERNET RESOURCES

Go to **classzone.com** for:
- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events



EUROPE

1789 Storming of the Bastille ignites the French Revolution.

1793 King Louis XVI is executed by guillotine; Reign of Terror begins.

1796 Directory appoints Napoleon commander of French forces in Italy.

1795 Great Britain seizes the Cape Colony in South Africa from the Dutch.

1789

WORLD

1789 George Washington is inaugurated as first U.S. president.



Napoleon's Empire, 1810



French Empire
Countries allied with Napoleon
Countries controlled by Napoleon
Countries at war with Napoleon

KINGDOM OF DENMARK AND NORWAY
KINGDOM OF SWEDEN
UNITED KINGDOM OF GREAT BRITAIN AND IRELAND
North Sea
Baltic Sea
REP OF DANZIG
PRUSSIA
RUSSIAN EMPIRE
London
Berlin
Warsaw
GRAND DUCHY OF WARSAW
Brussels
Amiens
CONFEDERATION OF THE RHINE
Paris
Versailles
Prague
ATLANTIC OCEAN
Loire River
Rhine River
Danube River
AUSTRIAN EMPIRE
Vienna
FRENCH EMPIRE
HELVETIC REPUBLIC
Milan
KINGDOM OF ITALY
Po River
Marseille
ILLYRIAN PROVINCES
OTTOMAN EMPIRE
Adriatic Sea
Black Sea
PORTUGAL
Madrid
Lisbon
SPAIN
Barcelona
CORSICA
Rome
MONTENEGRO
Naples
KINGDOM OF SARDINIA
KINGDOM OF NAPLES
Mediterranean Sea
KINGDOM OF SICILY
0 250 500 Miles
0 250 500 Kilometers
Conic Projection



1799
Napoleon overthrows the Directory through a coup d'état.

1804
Napoleon crowns himself emperor, begins to create a vast European empire. ▶

1815
Napoleon is defeated at the Battle of Waterloo.

1800

1800
Opium trade begins in China.

1804
Saint Domingue gains independence. (Toussaint L'Ouverture) ▶



1810
Padre Hidalgo calls for Mexican independence.

1814
War of 1812 between Great Britain and the United States ends.

1815

Interact *with* History

How would you change an unjust government?

You are living in France in the late 1700s. Your parents are merchants who earn a good living. However, after taxes they have hardly any money left. You know that other people, especially the peasants in the countryside, are even worse off than you. At the same time, the nobility lives in luxury and pays practically no taxes.

Many people in France are desperate for change. But they are uncertain how to bring about that change. Some think that representatives of the people should demand fair taxes and just laws. Others support violent revolution. In Paris, that revolution seems to have begun. An angry mob has attacked and taken over the Bastille, a royal prison. You wonder what will happen next.



1. One of the mob leaders triumphantly displays the keys to the Bastille.
2. Although they were in search of gunpowder and firearms, the conquerors of the Bastille took whatever they could find.
3. One man drags the royal standard behind him.

▲ The conquerors of the Bastille parade outside City Hall in Paris.

EXAMINING *the* ISSUES

- **How would you define an unjust government?**
- **What, if anything, would lead you to take part in a violent revolution?**

Discuss these questions with your classmates. In your discussion, remember what you've learned about the causes of revolutionary conflicts such as the American Revolution and the English Civil War. As you read about the French Revolution in this chapter, see what changes take place and how these changes came about.



1

The French Revolution Begins

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
ECONOMICS Economic and social inequalities in the Old Regime helped cause the French Revolution.	Throughout history, economic and social inequalities have at times led peoples to revolt against their governments.	• Old Regime • estate • Louis XVI • Marie Antoinette • Estates-General • National Assembly • Tennis Court Oath • Great Fear

SETTING THE STAGE In the 1700s, France was considered the most advanced country of Europe. It had a large population and a prosperous foreign trade. It was the center of the Enlightenment, and France's culture was widely praised and imitated by the rest of the world. However, the appearance of success was deceiving. There was great unrest in France, caused by bad harvests, high prices, high taxes, and disturbing questions raised by the Enlightenment ideas of Locke, Rousseau, and Voltaire.

The Old Order

In the 1770s, the social and political system of France—the **Old Regime**—remained in place. Under this system, the people of France were divided into three large social classes, or **estates**.

The Privileged Estates Two of the estates had privileges, including access to high offices and exemptions from paying taxes, that were not granted to the members of the third. The Roman Catholic Church, whose clergy formed the First Estate, owned 10 percent of the land in France. It provided education and relief services to the poor and contributed about 2 percent of its income to the government. The Second Estate was made up of rich nobles. Although they accounted for just 2 percent of the population, the nobles owned 20 percent of the land and paid almost no taxes. The majority of the clergy and the nobility scorned Enlightenment ideas as radical notions that threatened their status and power as privileged persons.

The Third Estate About 97 percent of the people belonged to the Third Estate. The three groups that made up this estate differed greatly in their economic conditions. The first group—the bourgeoisie (BUR•zhwah•ZEE), or middle class—were bankers, factory owners, merchants, professionals, and skilled artisans. Often, they were well educated and believed strongly in the Enlightenment ideals of liberty and equality. Although some of the bourgeoisie were as rich as nobles, they paid high taxes and, like the rest of the Third Estate, lacked privileges. Many felt that their wealth entitled them to a greater degree of social status and political power.

The workers of France's cities formed the second, and poorest, group within the Third Estate. These urban workers included tradespeople, apprentices, laborers, and domestic servants. Paid low wages and frequently out of work, they often

CALIFORNIA STANDARDS

10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

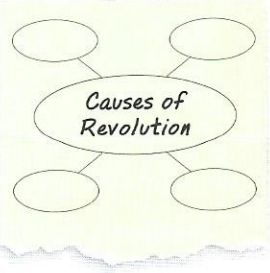
HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

HI 6 Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

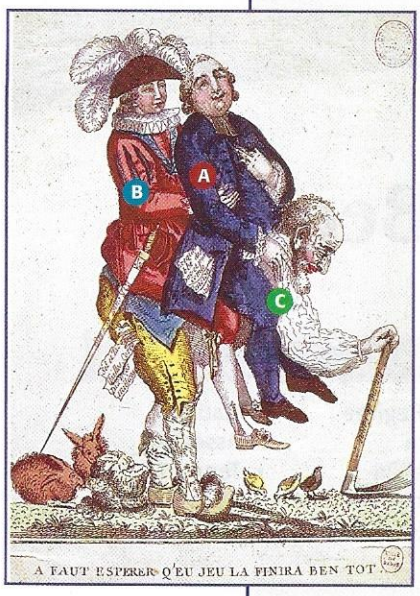
TAKING NOTES

Analyzing Causes

Use a web diagram to identify the causes of the French Revolution.



The Three Estates

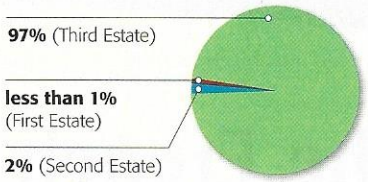


A First Estate
- made up of clergy of Roman Catholic Church
- scorned Enlightenment ideas

B Second Estate
- made up of rich nobles
- held highest offices in government
- disagreed about Enlightenment ideas

C Third Estate
- included bourgeoisie, urban lower class, and peasant farmers
- had no power to influence government
- embraced Enlightenment ideas
- resented the wealthy First and Second Estates.

Population of France, 1787



Percent of Income Paid in Taxes



SKILLBUILDER: Interpreting Charts and Political Cartoons

1. **Drawing Conclusions** *How do the chart and the graphs help explain the political cartoon?*
2. **Making Inferences** *Why might the First and Second Estates be opposed to change?*

went hungry. If the cost of bread rose, mobs of these workers might attack grain carts and bread shops to steal what they needed.

Peasants formed the largest group within the Third Estate, more than 80 percent of France's 26 million people. Peasants paid about half their income in dues to nobles, tithes to the Church, and taxes to the king's agents. They even paid taxes on such basic staples as salt. Peasants and the urban poor resented the clergy and the nobles for their privileges and special treatment. The heavily taxed and discontented Third Estate was eager for change.

Vocabulary
tithe: a church tax, normally about one-tenth of a family's income

The Forces of Change

In addition to the growing resentment among the lower classes, other factors contributed to the revolutionary mood in France. New ideas about government, serious economic problems, and weak and indecisive leadership all helped to generate a desire for change.

Enlightenment Ideas New views about power and authority in government were spreading among the Third Estate. Members of the Third Estate were inspired by the success of the American Revolution. They began questioning long-standing notions about the structure of society. Quoting Rousseau and Voltaire, they began to demand equality, liberty, and democracy. The Comte D'Antraigues, a friend of Rousseau, best summed up their ideas on what government should be:

PRIMARY SOURCE

The Third Estate is the People and the People is the foundation of the State; it is in fact the State itself; the . . . People is everything. Everything should be subordinated to it. . . . It is in the People that all national power resides and for the People that all states exist.

COMTE D'ANTRAIGUES, quoted in *Citizens: A Chronicle of the French Revolution*

Economic Troubles By the 1780s, France's once prosperous economy was in decline. This caused alarm, particularly among the merchants, factory owners, and

bankers of the Third Estate. On the surface, the economy appeared to be sound, because both production and trade were expanding rapidly. However, the heavy burden of taxes made it almost impossible to conduct business profitably within France. Further, the cost of living was rising sharply. In addition, bad weather in the 1780s caused widespread crop failures, resulting in a severe shortage of grain. The price of bread doubled in 1789, and many people faced starvation.

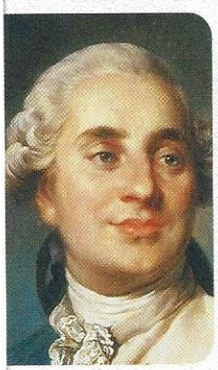
During the 1770s and 1780s, France's government sank deeply into debt. Part of the problem was the extravagant spending of **Louis XVI** and his queen, **Marie Antoinette**. Louis also inherited a considerable debt from previous kings. And he borrowed heavily in order to help the American revolutionaries in their war against Great Britain, France's chief rival. This nearly doubled the government's debt. In 1786, when bankers refused to lend the government any more money, Louis faced serious problems.

A Weak Leader Strong leadership might have solved these and other problems. Louis XVI, however, was indecisive and allowed matters to drift. He paid little attention to his government advisers, and had little patience for the details of governing. The queen only added to Louis's problems. She often interfered in the government, and frequently offered Louis poor advice. Further, since she was a member of the royal family of Austria, France's long-time enemy, Marie Antoinette had been unpopular from the moment she set foot in France. Her behavior only made the situation worse. As queen, she spent so much money on gowns, jewels, gambling, and gifts that she became known as "Madame Deficit."

Vocabulary
deficit: debt

Rather than cutting expenses, Louis put off dealing with the emergency until he practically had no money left. His solution was to impose taxes on the nobility. However, the Second Estate forced him to call a meeting of the **Estates-General**—an assembly of representatives from all three estates—to approve this new tax. The meeting, the first in 175 years, was held on May 5, 1789, at Versailles.

History Makers



Louis XVI
1754–1793

Louis XVI's tutors made little effort to prepare him for his role as king—and it showed. He was easily bored with affairs of state, and much preferred to spend his time in physical activities, particularly hunting. He also loved to work with his hands, and was skilled in several trades, including lock-making, metalworking, and bricklaying.

Despite these shortcomings, Louis was well intentioned and sincerely wanted to improve the lives of the common people. However, he lacked the ability to make decisions and the determination to see policies through. When he did take action, it often was based on poor advice from ill-informed members of his court. As one politician of the time noted, "His reign was a succession of feeble attempts at doing good, shows of weakness, and clear evidence of his inadequacy as a leader."



Marie Antoinette
1755–1793

Marie Antoinette was a pretty, lighthearted, charming woman. However, she was unpopular with the French because of her spending and her involvement in controversial court affairs. She referred to Louis as "the poor man" and sometimes set the clock forward an hour to be rid of his presence.

Marie Antoinette refused to wear the tight-fitting clothing styles of the day and introduced a loose cotton dress for women. The elderly, who viewed the dress as an undergarment, thought that her clothing was scandalous. The French silk industry was equally angry.

In constant need of entertainment, Marie Antoinette often spent hours playing cards. One year she lost the equivalent of $1.5 million by gambling in card games.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Louis XVI and Marie Antoinette, go to **classzone.com**

Dawn of the Revolution

The clergy and the nobles had dominated the Estates-General throughout the Middle Ages and expected to do so in the 1789 meeting. Under the assembly's medieval rules, each estate's delegates met in a separate hall to vote, and each estate had one vote. The two privileged estates could always outvote the Third Estate.

The National Assembly The Third Estate delegates, mostly members of the bourgeoisie whose views had been shaped by the Enlightenment, were eager to make changes in the government. They insisted that all three estates meet together and that each delegate have a vote. This would give the advantage to the Third Estate, which had as many delegates as the other two estates combined. (A)

MAIN IDEA

Analyzing Motives

(A) Why did the Third Estate propose a change in the Estates-General's voting rules?

Siding with the nobles, the king ordered the Estates-General to follow the medieval rules. The delegates of the Third Estate, however, became more and more determined to wield power. A leading spokesperson for their viewpoint was a clergyman sympathetic to their cause, Emmanuel-Joseph Sieyès (syay•YEHS). In a dramatic speech, Sieyès suggested that the Third Estate delegates name themselves the **National Assembly** and pass laws and reforms in the name of the French people.

After a long night of excited debate, the delegates of the Third Estate agreed to Sieyès's idea by an overwhelming majority. On June 17, 1789, they voted to establish the National Assembly, in effect proclaiming the end of absolute monarchy and the beginning of representative government. This vote was the first deliberate act of revolution.

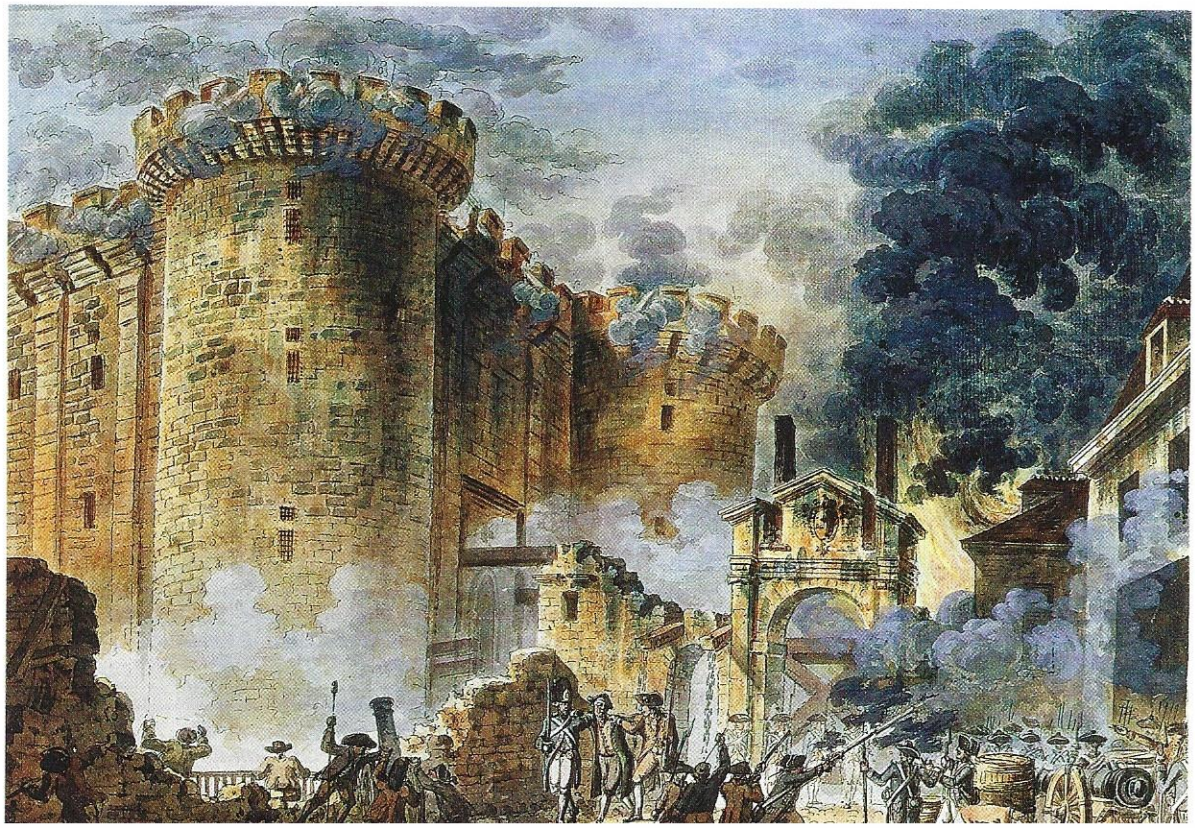
Three days later, the Third Estate delegates found themselves locked out of their meeting room. They broke down a door to an indoor tennis court, pledging to stay until they had drawn up a new constitution. This pledge became known as the **Tennis Court Oath**. Soon after, nobles and members of the clergy who favored reform joined the Third Estate delegates. In response to these events, Louis stationed his mercenary army of Swiss guards around Versailles.

Vocabulary

mercenary army: a group of soldiers who will work for any country or employer that will pay them

Storming the Bastille In Paris, rumors flew. Some people suggested that Louis was intent on using military force to dismiss the National Assembly. Others charged that the foreign troops were coming to Paris to massacre French citizens.

▼ The attack on the Bastille claimed the lives of about 100 people.



People began to gather weapons in order to defend the city against attack. On July 14, a mob searching for gunpowder and arms stormed the Bastille, a Paris prison. The mob overwhelmed the guard and seized control of the building. The angry attackers hacked the prison commander and several guards to death, and then paraded around the streets with the dead men's heads on pikes.

The fall of the Bastille became a great symbolic act of revolution to the French people. Ever since, July 14—Bastille Day—has been a French national holiday, similar to the Fourth of July in the United States.

A Great Fear Sweeps France

Before long, rebellion spread from Paris into the countryside. From one village to the next, wild rumors circulated that the nobles were hiring outlaws to terrorize the peasants. A wave of senseless panic called the **Great Fear** rolled through France. The peasants soon became outlaws themselves. Armed with pitchforks and other farm tools, they broke into nobles' manor houses and destroyed the old legal papers that bound them to pay feudal dues. In some cases, the peasants simply burned down the manor houses.

In October 1789, thousands of Parisian women rioted over the rising price of bread. Brandishing knives, axes, and other weapons, the women marched on Versailles. First, they demanded that the National Assembly take action to provide bread. Then they turned their anger on the king and queen. They broke into the palace, killing some of the guards. The women demanded that Louis and Marie Antoinette return to Paris. After some time, Louis agreed.

A few hours later the king, his family, and servants left Versailles, never again to see the magnificent palace. Their exit signaled the change of power and radical reforms about to overtake France. B

MAIN IDEA

Recognizing Effects

B How did the women's march mark a turning point in the relationship between the king and the people?

Social History

Bread

Bread was a staple of the diet of the common people of France. Most families consumed three or four 4-pound loaves a day. And the purchase of bread took about half of a worker's wages–when times were good. So, when the price of bread jumped dramatically, as it did in the fall of 1789, people faced a real threat of starvation.

On their march back from Versailles, the women of Paris happily sang that they were bringing "the baker, the baker's wife, and the baker's lad" with them. They expected the "baker"–Louis–to provide the cheap bread that they needed to live.

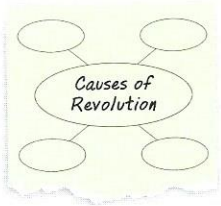
SECTION 1 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Old Regime • estates • Louis XVI • Marie Antoinette • Estates-General • National Assembly • Tennis Court Oath • Great Fear

USING YOUR NOTES

2. Select one of the causes you listed and explain how it contributed to the French Revolution. (10.2.1)



MAIN IDEAS

3. Why were members of the Third Estate dissatisfied with life under the Old Regime? (10.2.1)
4. How did Louis XVI's weak leadership contribute to the growing crisis in France? (10.2.1)
5. How did the purpose of the meeting of the Estates-General in 1789 change? (10.2.1)

CRITICAL THINKING & WRITING

6. **FORMING AND SUPPORTING OPINIONS** Were changes in the French government inevitable? Explain. (10.2.1)
7. **ANALYZING MOTIVES** Why do you think some members of the First and Second Estates joined the National Assembly and worked to reform the government? (10.2.1)
8. **COMPARING AND CONTRASTING** How were the storming of the Bastille and the women's march on Versailles similar? How were they different? (10.2.1)
9. **WRITING ACTIVITY** POWER AND AUTHORITY In the role of a Third Estate member, write a brief **speech** explaining why the French political system needs to change. (Writing 2.5.a)

CONNECT TO TODAY **CREATING A COLLAGE**

Conduct research on how Bastille Day is celebrated in France today. Use your findings to create an **annotated collage** titled "Celebrating the Revolution." (Writing 2.3.b)



2

Revolution Brings Reform and Terror

MAIN IDEA

REVOLUTION The revolutionary government of France made reforms but also used terror and violence to retain power.

WHY IT MATTERS NOW

Some governments that lack the support of a majority of their people still use fear to control their citizens.

TERMS & NAMES

- Legislative Assembly
- émigré
- sans-culotte
- Jacobin
- guillotine
- Maximilien Robespierre
- Reign of Terror

CALIFORNIA STANDARDS

10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

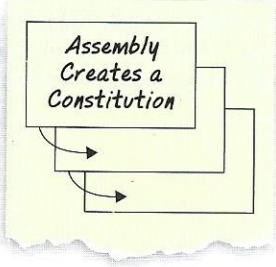
10.3.7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

REP 3 Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

TAKING NOTES

Recognizing Effects

Use a flow chart to identify the major events that followed the creation of the Constitution of 1791.



SETTING THE STAGE Peasants were not the only members of French society to feel the Great Fear. Nobles and officers of the Church were equally afraid. Throughout France, bands of angry peasants struck out against members of the upper classes, attacking and destroying many manor houses. In the summer of 1789, a few months before the women's march to Versailles, some nobles and members of clergy in the National Assembly responded to the uprisings in an emotional late-night meeting.

The Assembly Reforms France

Throughout the night of August 4, 1789, noblemen made grand speeches, declaring their love of liberty and equality. Motivated more by fear than by idealism, they joined other members of the National Assembly in sweeping away the feudal privileges of the First and Second Estates, thus making commoners equal to the nobles and the clergy. By morning, the Old Regime was dead.

The Rights of Man Three weeks later, the National Assembly adopted a statement of revolutionary ideals, the Declaration of the Rights of Man and of the Citizen. Reflecting the influence of the Declaration of Independence, the document stated that "men are born and remain free and equal in rights." These rights included "liberty, property, security, and resistance to oppression." The document also guaranteed citizens equal justice, freedom of speech, and freedom of religion.

In keeping with these principles, revolutionary leaders adopted the expression "Liberty, Equality, Fraternity" as their slogan. Such sentiments, however, did not apply to everyone. When writer Olympe de Gouges (aw•LIMP duh GOOZH) published a declaration of the rights of women, her ideas were rejected. Later, in 1793, she was declared an enemy of the Revolution and executed.

A State-Controlled Church Many of the National Assembly's early reforms focused on the Church. The assembly took over Church lands and declared that Church officials and priests were to be elected and paid as state officials. Thus, the Catholic Church lost both its lands and its political independence. The reasons for the assembly's actions were largely economic. Proceeds from the sale of Church lands helped pay off France's huge debt.

The assembly's actions alarmed millions of French peasants, who were devout Catholics. The effort to make the Church a part of the state offended them, even



◀ One of the people who stopped Louis from escaping said that he recognized the king from his portrait on a French bank note.

though it was in accord with Enlightenment philosophy. They believed that the pope should rule over a church independent of the state. From this time on, many peasants opposed the assembly's reforms.

Louis Tries to Escape As the National Assembly restructured the relationship between church and state, Louis XVI pondered his fate as a monarch. Some of his advisers warned him that he and his family were in danger. Many supporters of the monarchy thought France unsafe and left the country. Then, in June 1791, the royal family tried to escape from France to the Austrian Netherlands. As they neared the border, however, they were apprehended and returned to Paris under guard. Louis's attempted escape increased the influence of his radical enemies in the government and sealed his fate.

Divisions Develop

For two years, the National Assembly argued over a new constitution for France. By 1791, the delegates had made significant changes in France's government and society.

A Limited Monarchy In September 1791, the National Assembly completed the new constitution, which Louis reluctantly approved. The constitution created a limited constitutional monarchy. It stripped the king of much of his authority. It also created a new legislative body—the **Legislative Assembly**. This body had the power to create laws and to approve or reject declarations of war. However, the king still held the executive power to enforce laws.

Factions Split France Despite the new government, old problems, such as food shortages and government debt, remained. The question of how to handle these problems caused the Legislative Assembly to split into three general groups, each of which sat in a different part of the meeting hall. Radicals, who sat on the left side of the hall, opposed the idea of a monarchy and wanted sweeping changes in the way the government was run. Moderates sat in the center of the hall and wanted some changes in government, but not as many as the radicals. Conservatives sat on the right side of the hall. They upheld the idea of a limited monarchy and wanted few changes in government. (A)

MAIN IDEA

Recognizing Effects

(A) How did differences of opinion on how to handle such issues as food shortages and debt affect the Legislative Assembly?

Connect to Today

Left, Right, and Center

The terms we use today to describe where people stand politically derive from the factions that developed in the Legislative Assembly in 1791.

- People who want to radically change government are called left wing or are said to be on the left.
- People with moderate views often are called centrist or are said to be in the center.
- People who want few or no changes in government often are called right wing or are said to be on the right.

In addition, factions outside the Legislative Assembly wanted to influence the direction of the government too. **Émigrés** (EHM•ih•GRAYZ), nobles and others who had fled France, hoped to undo the Revolution and restore the Old Regime. In contrast, some Parisian workers and small shopkeepers wanted the Revolution to bring even greater changes to France. They were called **sans-culottes** (SANZ kyoo•LAHTS), or "those without knee breeches." Unlike the upper classes, who wore fancy knee-length pants, sans-culottes wore regular trousers. Although they did not have a role in the assembly, they soon discovered ways to exert their power on the streets of Paris.

War and Execution

Monarchs and nobles in many European countries watched the changes taking place in France with alarm. They feared that similar revolts might break out in their own countries. In fact, some radicals were keen to spread their revolutionary ideas across Europe. As a result, some countries took action. Austria and Prussia, for example, urged the French to restore Louis to his position as an absolute monarch. The Legislative Assembly responded by declaring war in April 1792.

France at War The war began badly for the French. By the summer of 1792, Prussian forces were advancing on Paris. The Prussian commander threatened to destroy Paris if the revolutionaries harmed any member of the royal family. This enraged the Parisians. On August 10, about 20,000 men and women invaded the Tuileries, the palace where the royal family was staying. The mob massacred the royal guards and imprisoned Louis, Marie Antoinette, and their children.

Shortly after, the French troops defending Paris were sent to reinforce the French army in the field. Rumors began to spread that supporters of the king held in Paris prisons planned to break out and seize control of the city. Angry and fearful citizens responded by taking the law into their own hands. For several days in early September, they raided the prisons and murdered over 1,000 prisoners. Many nobles, priests, and royalist sympathizers fell victim to the angry mobs in these September Massacres. (B)

MAIN IDEA

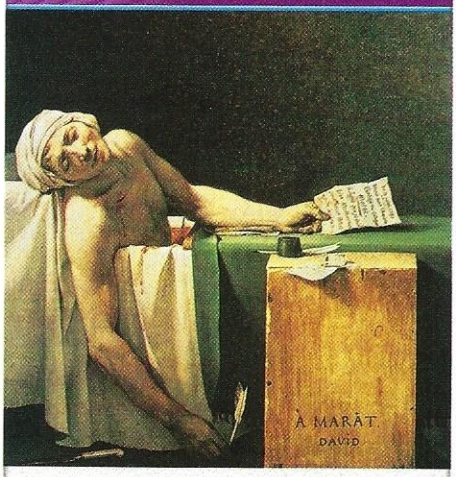
Analyzing Causes

(B) What did the September Massacres show about the mood of the people?

Under pressure from radicals in the streets and among its members, the Legislative Assembly set aside the Constitution of 1791. It declared the king deposed, dissolved the assembly, and called for the election of a new legislature. This new governing body, the National Convention, took office on September 21. It quickly abolished the monarchy and declared France a republic. Adult male citizens were granted the right to vote and hold office. Despite the important part they had already played in the Revolution, women were not given the vote.

Jacobins Take Control Most of the people involved in the governmental changes in September 1792 were members of a radical political organization, the Jacobin (JAK•uh•bihn) Club. One of the most prominent **Jacobins**, as club members were called, was Jean-Paul Marat (mah•RAH). During the Revolution, he edited a newspaper called *L'Ami du Peuple* (Friend of the People). In his fiery editorials, Marat called for

History Makers



Jean-Paul Marat
1743–1793

Marat was a thin, high-strung, sickly man whose revolutionary writings stirred up the violent mood in Paris. Because he suffered from a painful skin disease, he often found comfort by relaxing in a cold bath—even arranging things so that he could work in his bathtub!

During the summer of 1793, Charlotte Corday, a supporter of a rival faction whose members had been jailed, gained an audience with Marat by pretending to have information about traitors. Once inside Marat's private chambers, she fatally stabbed him as he bathed. For her crime, Corday went to the guillotine.

INTERACTIVE

The Guillotine

If you think the guillotine was a cruel form of capital punishment, think again. Dr. Joseph Ignace Guillotin proposed a machine that satisfied many needs—it was efficient, humane, and democratic. A physician and member of the National Assembly, Guillotin claimed that those executed with the device "wouldn't even feel the slightest pain."

Prior to the guillotine's introduction in 1792, many French criminals had suffered through horrible punishments in public places. Although public punishments continued to attract large crowds, not all spectators were pleased with the new machine. Some witnesses felt that death by the guillotine occurred much too quickly to be enjoyed by an audience.

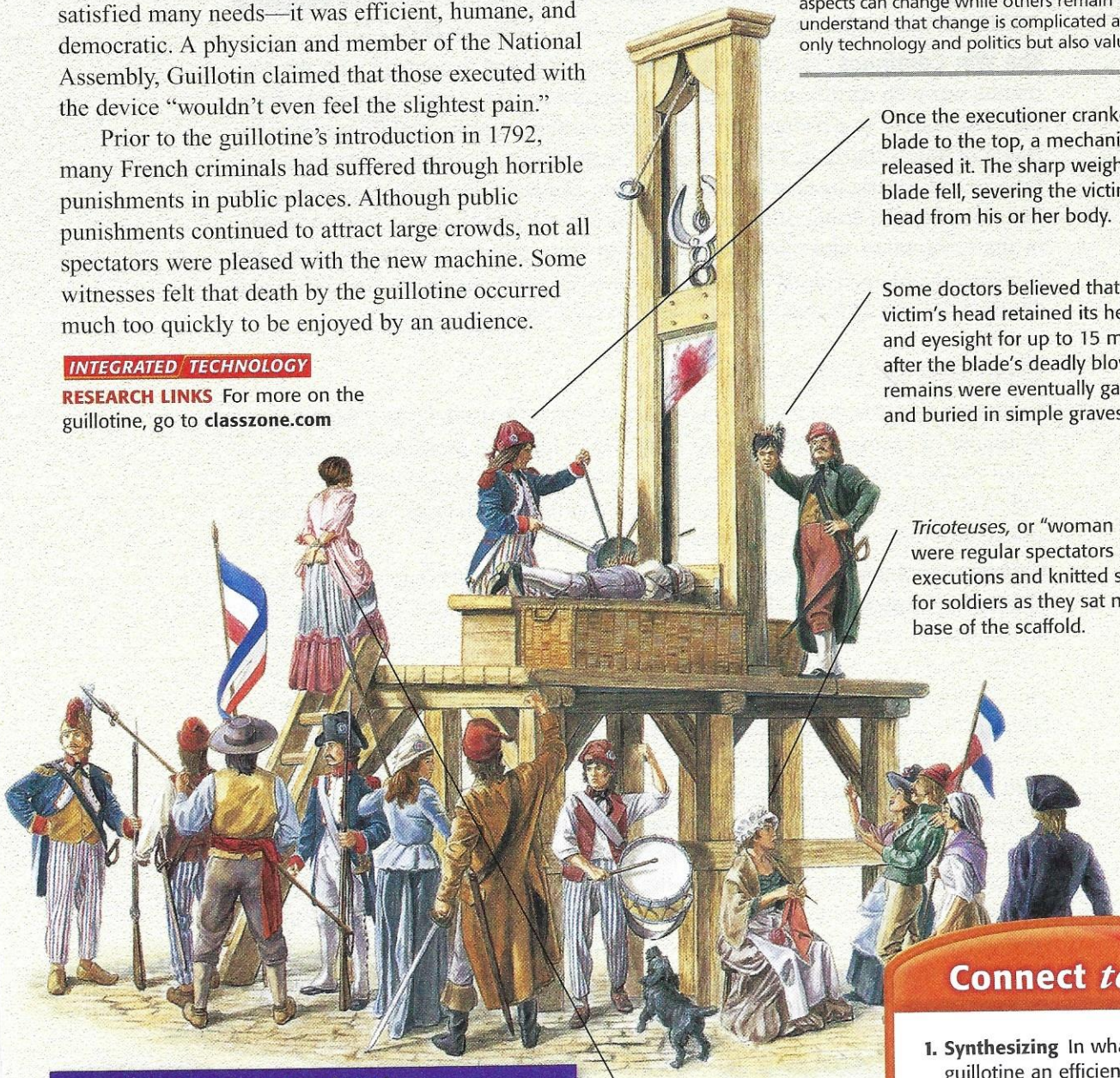
INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on the guillotine, go to **classzone.com**

CALIFORNIA STANDARDS

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.



Once the executioner cranked the blade to the top, a mechanism released it. The sharp weighted blade fell, severing the victim's head from his or her body.

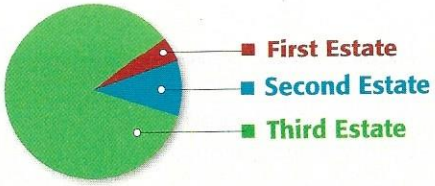
Some doctors believed that a victim's head retained its hearing and eyesight for up to 15 minutes after the blade's deadly blow. All remains were eventually gathered and buried in simple graves.

Tricoteuses, or "woman knitters," were regular spectators at executions and knitted stockings for soldiers as they sat near the base of the scaffold.

Before each execution, bound victims traveled from the prison to the scaffold in horse-drawn carts during a one and one-half hour procession through city streets.

Beheading by Class

More than 2,100 people were executed during the last 132 days of the Reign of Terror. The pie graph below displays the breakdown of beheadings by class.



Connect *to* Today

1. **Synthesizing** In what ways was the guillotine an efficient means of execution?

See Skillbuilder Handbook, page R21.

2. **Comparing** France continued to use the guillotine until 1977. Four years later, France abolished capital punishment. Conduct research to identify countries where capital punishment is still used. Use your findings to create a map titled "Countries Using Capital Punishment."

the death of all those who continued to support the king. Georges Danton (zhawrzh dahn•TAWN), a lawyer, was among the club's most talented and passionate speakers. He also was known for his devotion to the rights of Paris's poor people.

The National Convention had reduced Louis XVI's role from that of a king to that of a common citizen and prisoner. Now, guided by radical Jacobins, it tried Louis for treason. The Convention found him guilty, and, by a very close vote, sentenced him to death. On January 21, 1793, the former king walked with calm dignity up the steps of the scaffold to be beheaded by a machine called the **guillotine** (GIHL•uh•TEEN). (See the Science & Technology feature on page 225.)

The War Continues The National Convention also had to contend with the continuing war with Austria and Prussia. At about the time the Convention took office, the French army won a stunning victory against the Austrians and Prussians at the Battle of Valmy. Early in 1793, however, Great Britain, Holland, and Spain joined Prussia and Austria against France. Forced to contend with so many enemies, the French suffered a string of defeats. To reinforce the French army, Jacobin leaders in the Convention took an extreme step. At their urging, in February 1793 the Convention ordered a draft of 300,000 French citizens between the ages of 18 and 40. By 1794, the army had grown to 800,000 and included women.

The Terror Grips France

Foreign armies were not the only enemies of the French republic. The Jacobins had thousands of enemies within France itself. These included peasants who were horrified by the king's execution, priests who would not accept government control, and rival leaders who were stirring up rebellion in the provinces. How to contain and control these enemies became a central issue.

Robespierre Assumes Control In the early months of 1793, one Jacobin leader, **Maximilien Robespierre** (ROHBZ•peer), slowly gained power. Robespierre and his supporters set out to build a "republic of virtue" by wiping out every trace of France's past. Firm believers in reason, they changed the calendar, dividing the year into 12 months of 30 days and renaming each month. This calendar had no Sundays because the radicals considered religion old-fashioned and dangerous. They even closed all churches in Paris, and cities and towns all over France soon did the same.

In July 1793, Robespierre became leader of the Committee of Public Safety. For the next year, Robespierre governed France virtually as a dictator, and the period of his rule became known as the **Reign of Terror**. The Committee of Public Safety's chief task was to protect the Revolution from its enemies. Under Robespierre's leadership, the committee often had these "enemies" tried in the morning and guillotined in the afternoon. Robespierre justified his use of terror by suggesting that it enabled French citizens to remain true to the ideals of the Revolution. He also saw a connection between virtue and terror:



PRIMARY SOURCE C

The first maxim of our politics ought to be to lead the people by means of reason and the enemies of the people by terror. If the basis of popular government in time of peace is virtue, the basis of popular government in time of revolution is both virtue and terror: virtue without which terror is murderous, terror without which virtue is powerless. Terror is nothing else than swift, severe, indomitable justice; it flows, then, from virtue.

MAXIMILIEN ROBESPIERRE, "On the Morals and Political Principles of Domestic Policy" (1794)

MAIN IDEA

Analyzing Primary Sources

C How did Robespierre justify the use of terror?

The "enemies of the Revolution" who troubled Robespierre the most were fellow radicals who challenged his leadership. In 1793 and 1794, many of those who had led the Revolution received death sentences. Their only crime was that they were

considered less radical than Robespierre. By early 1794, even Georges Danton found himself in danger. Danton's friends in the National Convention, afraid to defend him, joined in condemning him. On the scaffold, he told the executioner, "Don't forget to show my head to the people. It's well worth seeing."

The Terror claimed not only the famous, such as Danton and Marie Antoinette, the widowed queen. Thousands of unknown people also were sent to their deaths, often on the flimsiest of charges. For example, an 18-year-old youth was sentenced to die for cutting down a tree that had been planted as a symbol of liberty. Perhaps as many as 40,000 were executed during the Terror. About 85 percent were peasants or members of the urban poor or middle class—for whose benefit the Revolution had been launched.



▲ At his trial, Georges Danton defended himself so skillfully that the authorities eventually denied him the right to speak.

End of the Terror

In July 1794, fearing for their own safety, some members of the National Convention turned on Robespierre. They demanded his arrest and execution. The Reign of Terror, the radical phase of the French Revolution, ended on July 28, 1794, when Robespierre went to the guillotine.

French public opinion shifted dramatically after Robespierre's death. People of all classes had grown weary of the Terror. They were also tired of the skyrocketing prices for bread, salt, and other necessities of life. In 1795, moderate leaders in the National Convention drafted a new plan of government, the third since 1789. It placed power firmly in the hands of the upper middle class and called for a two-house legislature and an executive body of five men, known as the Directory. These five were moderates, not revolutionary idealists. Some of them were corrupt and made themselves rich at the country's expense. Even so, they gave their troubled country a period of order. They also found the right general to command France's armies—Napoleon Bonaparte.

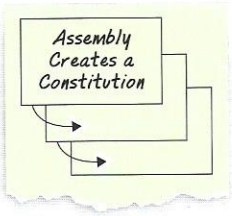
SECTION 2 ASSESSMENT

TERMS & NAMES **1.** For each term or name, write a sentence explaining its significance.

• Legislative Assembly • émigré • sans-culotte • Jacobin • guillotine • Maximilien Robespierre • Reign of Terror

USING YOUR NOTES

2. Do you think this chain of events could have been changed in any way? Explain. (10.2.4)



MAIN IDEAS

3. What major reforms did the National Assembly introduce? (10.2.4)

4. What did the divisions in the Legislative Assembly say about the differences in French society? (10.2.4)

5. How did the Reign of Terror come to an end? (10.2.4)

CRITICAL THINKING & WRITING

6. SYNTHESIZING How did the slogan "Liberty, Equality, Fraternity" sum up the goals of the Revolution? (10.2.2)

7. COMPARING AND CONTRASTING What similarities and differences do you see between the political factions in the Legislative Assembly and those in the U.S. government today? (10.2.4)

8. ANALYZING CAUSES What factors led to Robespierre becoming a dictator? (10.2.4)

9. WRITING ACTIVITY REVOLUTION Working in small teams, write short **biographies** of three revolutionary figures mentioned in this section. (Writing 2.1.e)

INTEGRATED TECHNOLOGY **INTERNET ACTIVITY**

Use the Internet to conduct research on governments that use terrorism against their own people. Prepare an **oral report** on the methods these countries use. (Writing 2.3.b)

INTERNET KEYWORD
human rights

INTERACTIVE

The French Revolution

Over time, people have expressed a wide variety of opinions about the causes and outcomes of the French Revolution. The following excerpts, dating from the 1790s to 1859, illustrate this diversity of opinion.

CALIFORNIA STANDARDS

10.2.3 Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

REP 2 Students identify bias and prejudice in historical interpretations.

A SECONDARY SOURCE

Charles Dickens

In 1859, the English writer Dickens wrote *A Tale of Two Cities,* a novel about the French Revolution for which he did much research. In the following scene, Charles Darnay—an aristocrat who gave up his title because he hated the injustices done to the people—has returned to France and been put on trial.

His judges sat upon the bench in feathered hats; but the rough red cap and tricolored cockade was the headdress otherwise prevailing. Looking at the jury and the turbulent audience, he might have thought that the usual order of things was reversed, and that the felons were trying the honest men. The lowest, cruelest, and worst populace of a city, never without its quantity of low, cruel, and bad, were the directing spirits of the scene. . . .

Charles Evrémonde, called Darnay, was accused by the public prosecutor as an emigrant, whose life was forfeit to the Republic, under the decree which banished all emigrants on pain of Death. It was nothing that the decree bore date since his return to France. There he was, and there was the decree; he had been taken in France, and his head was demanded.

"Take off his head!" cried the audience. "An enemy to the Republic!"

B PRIMARY SOURCE

Edmund Burke

Burke, a British politician, was one of the earliest and most severe critics of the French Revolution. In 1790, he expressed this opinion.

[The French have rebelled] against a mild and lawful monarch, with more fury, outrage, and insult, than ever any people has been known to rise against the most illegal usurper, or the most [bloodthirsty] tyrant. . . .

They have found their punishment in their success. Laws overturned; tribunals subverted; . . . the people impoverished; a church pillaged, and . . . civil and military anarchy made the constitution of the kingdom. . . .

Were all these dreadful things necessary?

C PRIMARY SOURCE

Thomas Paine

In 1790, Paine—a strong supporter of the American Revolution—defended the French Revolution against Burke and other critics.

It is no longer the paltry cause of kings or of this or of that individual, that calls France and her armies into action. It is the great cause of all. It is the establishment of a new era, that shall blot despotism from the earth, and fix, on the lasting principles of peace and citizenship, the great Republic of Man.

The scene that now opens itself to France extends far beyond the boundaries of her own dominions. Every nation is becoming her ally, and every court has become her enemy. It is now the cause of all nations, against the cause of all courts.



▶ In this illustration from *A Tale of Two Cities*, Sidney Carton goes to the guillotine in Darnay's place.

Document-Based QUESTIONS

1. In your own words, summarize the attitude toward the French Revolution expressed in each of these excerpts.
2. Why might Edmund Burke (Source B) be so against the French Revolution?
3. In Source C, what is the distinction Thomas Paine is making between nations and courts?



3

Napoleon Forges an Empire

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY Napoleon Bonaparte, a military genius, seized power in France and made himself emperor.	In times of political turmoil, military dictators often seize control of nations.	• Napoleon Bonaparte • coup d'état • plebiscite • lycée • concordat • Napoleonic Code • Battle of Trafalgar

SETTING THE STAGE Napoleon Bonaparte was quite a short man—just five feet three inches tall. However, he cast a long shadow over the history of modern times. He would come to be recognized as one of the world's greatest military geniuses, along with Alexander the Great of Macedonia, Hannibal of Carthage, and Julius Caesar of Rome. In only four years, from 1795 to 1799, Napoleon rose from a relatively obscure position as an officer in the French army to become master of France.

CALIFORNIA STANDARDS

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

Napoleon Seizes Power

Napoleon Bonaparte was born in 1769 on the Mediterranean island of Corsica. When he was nine years old, his parents sent him to a military school. In 1785, at the age of 16, he finished school and became a lieutenant in the artillery. When the Revolution broke out, Napoleon joined the army of the new government.

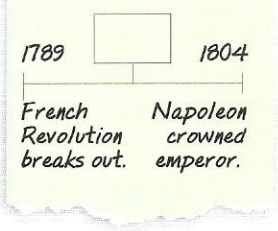
Hero of the Hour In October 1795, fate handed the young officer a chance for glory. When royalist rebels marched on the National Convention, a government official told Napoleon to defend the delegates. Napoleon and his gunners greeted the thousands of royalists with a cannonade. Within minutes, the attackers fled in panic and confusion. Napoleon Bonaparte became the hero of the hour and was hailed throughout Paris as the savior of the French republic.

In 1796, the Directory appointed Napoleon to lead a French army against the forces of Austria and the Kingdom of Sardinia. Crossing the Alps, the young general swept into Italy and won a series of remarkable victories. Next, in an attempt to protect French trade interests and to disrupt British trade with India, Napoleon led an expedition to Egypt. But he was unable to repeat the successes he had achieved in Europe. His army was pinned down in Egypt, and the British admiral Horatio Nelson defeated his naval forces. However, Napoleon managed to keep stories about his setbacks out of the newspapers and thereby remained a great hero to the people of France.

Coup d'État By 1799, the Directory had lost control of the political situation and the confidence of the French people. When Napoleon returned from Egypt, his friends urged him to seize political power. Napoleon took action in early November 1799. Troops under his command surrounded the national legislature and drove out most of its members. The lawmakers who remained then voted to

TAKING NOTES

Following Chronological Order On a time line, note the events that led to Napoleon's crowning as emperor of France.



History Makers



Napoleon Bonaparte
1769–1821

Because of his small stature and thick Corsican accent, Napoleon was mocked by his fellow students at military school. Haughty and proud, Napoleon refused to grace his tormentors' behavior with any kind of response. He simply ignored them, preferring to lose himself in his studies. He showed a particular passion for three subjects—classical history, geography, and mathematics.

In 1784, Napoleon was recommended for a career in the army and he transferred to the Ecole Militaire (the French equivalent of West Point) in Paris. There, he proved to be a fairly poor soldier, except when it came to artillery. His artillery instructor quickly noticed Napoleon's abilities: "He is most proud, ambitious, aspiring to everything. This young man merits our attention."

dissolve the Directory. In its place, they established a group of three consuls, one of whom was Napoleon. Napoleon quickly took the title of first consul and assumed the powers of a dictator. A sudden seizure of power like Napoleon's is known as a *coup*—from the French phrase **coup d'état** (KOO day•TAH), or "blow to the state." (A)

MAIN IDEA
Analyzing Causes
(A) How was Napoleon able to become a dictator?

At the time of Napoleon's coup, France was still at war. In 1799, Britain, Austria, and Russia joined forces with one goal in mind, to drive Napoleon from power. Once again, Napoleon rode from Paris at the head of his troops. Eventually, as a result of war and diplomacy, all three nations signed peace agreements with France. By 1802, Europe was at peace for the first time in ten years. Napoleon was free to focus his energies on restoring order in France.

Napoleon Rules France

At first, Napoleon pretended to be the constitutionally chosen leader of a free republic. In 1800, a **plebiscite** (PLEHB•ih•SYT), or vote of the people, was held to approve a new constitution. Desperate for strong leadership, the people voted overwhelmingly in favor of the constitution. This gave all real power to Napoleon as first consul.

Restoring Order at Home Napoleon did not try to return the nation to the days of Louis XVI. Rather, he kept many of the changes that had come with the Revolution. In general, he supported laws that would both strengthen the central government and achieve some of the goals of the Revolution.

His first task was to get the economy on a solid footing. Napoleon set up an efficient method of tax collection and established a national banking system. In addition to ensuring the government a steady supply of tax money, these actions promoted sound financial management and better control of the economy. Napoleon also took steps to end corruption and inefficiency in government. He dismissed corrupt officials and, in order to provide the government with trained officials, set up **lycées**, or government-run public schools. These lycées were open to male students of all backgrounds. Graduates were appointed to public office on the basis of merit rather than family connections.

One area where Napoleon disregarded changes introduced by the Revolution was religion. Both the clergy and many peasants wanted to restore the position of the Church in France. Responding to their wishes, Napoleon signed a **concordat**, or agreement, with Pope Pius VII. This established a new relationship between church and state. The government recognized the influence of the Church, but rejected Church control in national affairs. The concordat gained Napoleon the support of the organized Church as well as the majority of the French people.

Napoleon thought that his greatest work was his comprehensive system of laws, known as the **Napoleonic Code**. This gave the country a uniform set of laws and eliminated many injustices. However, it actually limited liberty and promoted order and authority over individual rights. For example, freedom of speech and of the press, established during the Revolution, were restricted under the code. The code also restored slavery in the French colonies of the Caribbean.

MAIN IDEA

Analyzing Motives

B Why do you think Napoleon crowned himself emperor?

Napoleon Crowned as Emperor In 1804, Napoleon decided to make himself emperor, and the French voters supported him. On December 2, 1804, dressed in a splendid robe of purple velvet, Napoleon walked down the long aisle of Notre Dame Cathedral in Paris. The pope waited for him with a glittering crown. As thousands watched, the new emperor took the crown from the pope and placed it on his own head. With this gesture, Napoleon signaled that he was more powerful than the Church, which had traditionally crowned the rulers of France. B

Napoleon Creates an Empire

Napoleon was not content simply to be master of France. He wanted to control the rest of Europe and to reassert French power in the Americas. He envisioned his western empire including Louisiana, Florida, French Guiana, and the French West Indies. He knew that the key to this area was the sugar-producing colony of Saint Domingue (now called Haiti) on the island of Hispaniola.

Loss of American Territories In 1789, when the ideas of the Revolution reached the planters in Saint Domingue, they demanded that the National Assembly give them the same privileges as the people of France. Eventually, enslaved Africans in the colony demanded their rights too—in other words, their freedom. A civil war erupted, and enslaved Africans under the leadership of Toussaint L'Ouverture seized control of the colony. In 1801, Napoleon decided to take back the colony and restore its productive sugar industry. However, the French forces were devastated by disease. And the rebels proved to be fierce fighters.

After the failure of the expedition to Saint Domingue, Napoleon decided to cut his losses in the Americas. He offered to sell all of the Louisiana Territory to the United States, and in 1803 President Jefferson's administration agreed to purchase the land for $15 million. Napoleon saw a twofold benefit to the sale. First, he would gain money to finance operations in Europe. Second, he would punish the British. "The sale assures forever the power of the United States," he observed, "and I have given England a rival who, sooner or later, will humble her pride." C

MAIN IDEA

Recognizing Effects

C What effects did Napoleon intend the sale of Louisiana to have on France? on the United States? on Britain?

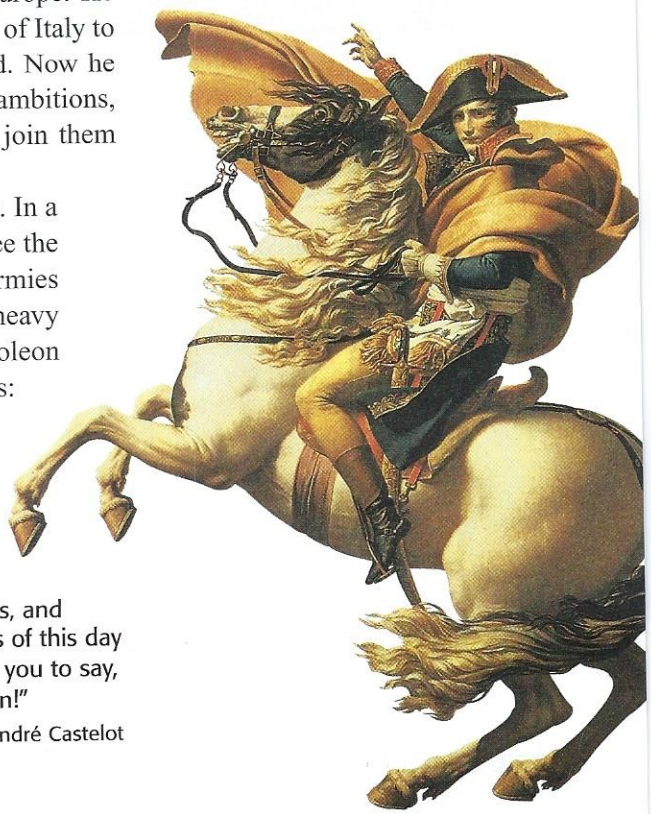
Conquering Europe Having abandoned his imperial ambitions in the New World, Napoleon turned his attention to Europe. He had already annexed the Austrian Netherlands and parts of Italy to France and set up a puppet government in Switzerland. Now he looked to expand his influence further. Fearful of his ambitions, the British persuaded Russia, Austria, and Sweden to join them against France.

Napoleon met this challenge with his usual boldness. In a series of brilliant battles, he crushed the opposition. (See the map on page 232.) The commanders of the enemy armies could never predict his next move and often took heavy losses. After the Battle of Austerlitz in 1805, Napoleon issued a proclamation expressing his pride in his troops:

PRIMARY SOURCE

Soldiers! I am pleased with you. On the day of Austerlitz, you justified everything that I was expecting of [you]. . . . In less than four hours, an army of 100,000 men, commanded by the emperors of Russia and Austria, was cut up and dispersed. . . . 120 pieces of artillery, 20 generals, and more than 30,000 men taken prisoner—such are the results of this day which will forever be famous. . . . And it will be enough for you to say, "I was at Austerlitz," to hear the reply: "There is a brave man!"

NAPOLEON, quoted in *Napoleon* by André Castelot



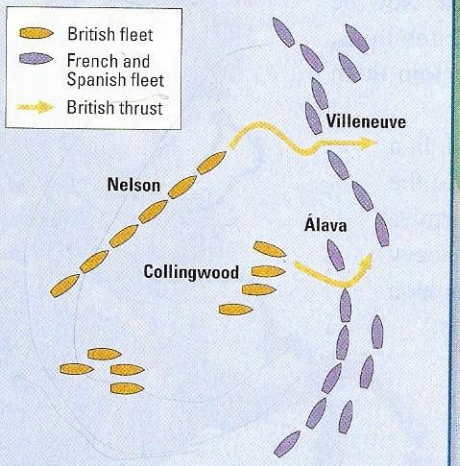
▼ This painting by Jacques Louis David shows Napoleon in a heroic pose.

War in Europe, 1805–1813

INTERACTIVE

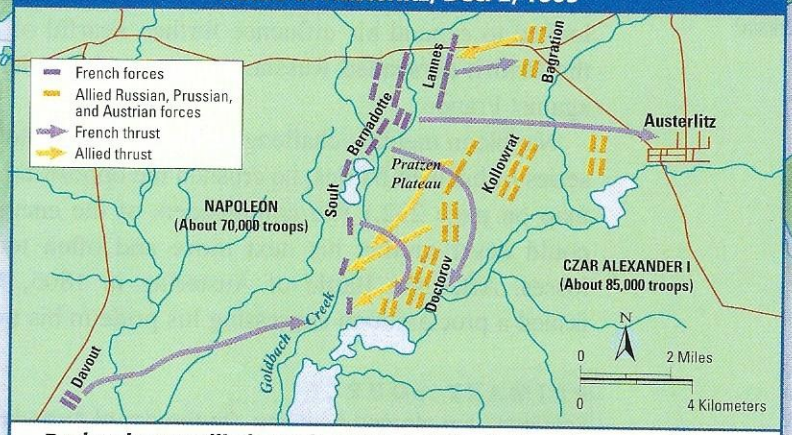


Battle of Trafalgar, Oct. 21, 1805



By dividing Villeneuve's formation, Admiral Nelson captured nearly two-thirds of the enemy fleet.

Battle of Austerlitz, Dec. 2, 1805



By drawing an Allied attack on his right flank, Napoleon was able to split the Allied line at its center.

GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** *What was the extent of the lands under Napoleon's control?*
2. **Location** *Where was the Battle of Trafalgar fought? What tactic did Nelson use in the battle, and why was it successful?*

In time, Napoleon's battlefield successes forced the rulers of Austria, Prussia, and Russia to sign peace treaties. These successes also enabled him to build the largest European empire since that of the Romans. France's only major enemy left undefeated was the great naval power, Britain.

The Battle of Trafalgar In his drive for a European empire, Napoleon lost only one major battle, the **Battle of Trafalgar** (truh•FAL•guhr). This naval defeat, however, was more important than all of his victories on land. The battle took place in 1805 off the southwest coast of Spain. The British commander, Horatio Nelson, was as brilliant in warfare at sea as Napoleon was in warfare on land. In a bold maneuver, he split the larger French fleet, capturing many ships. (See the map inset on the opposite page.)

The destruction of the French fleet had two major results. First, it ensured the supremacy of the British navy for the next 100 years. Second, it forced Napoleon to give up his plans of invading Britain. He had to look for another way to control his powerful enemy across the English Channel. Eventually, Napoleon's extravagant efforts to crush Britain would lead to his own undoing.

The French Empire During the first decade of the 1800s, Napoleon's victories had given him mastery over most of Europe. By 1812, the only areas of Europe free from Napoleon's control were Britain, Portugal, Sweden, and the Ottoman Empire. In addition to the lands of the French Empire, Napoleon also controlled numerous supposedly independent countries. (See the map on the opposite page.) These included Spain, the Grand Duchy of Warsaw, and a number of German kingdoms in Central Europe. The rulers of these countries were Napoleon's puppets; some, in fact, were members of his family. Furthermore, the powerful countries of Russia, Prussia, and Austria were loosely attached to Napoleon's empire through alliances. Although not totally under Napoleon's control, they were easily manipulated by threats of military action. D

MAIN IDEA

Drawing Conclusions

D By 1805, how successful had Napoleon been in his efforts to build an empire?

The French Empire was huge but unstable. Napoleon was able to maintain it at its greatest extent for only five years—from 1807 to 1812. Then it quickly fell to pieces. Its sudden collapse was caused in part by Napoleon's actions.

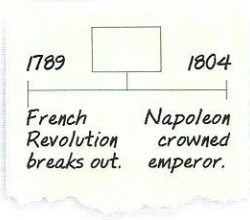
SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• Napoleon Bonaparte • coup d'état • plebiscite • lycée • concordat • Napoleonic Code • Battle of Trafalgar

USING YOUR NOTES

2. Which of these events do you think had the greatest impact on Napoleon's rise to power? (10.2.4)



MAIN IDEAS

3. How did Napoleon become a hero in France? (10.2.4)
4. What did Napoleon consider his greatest triumph in domestic policy? (10.2.4)
5. How was Napoleon able to control the countries neighboring the French Empire? (10.2.4)

CRITICAL THINKING & WRITING

6. **FORMING OPINIONS** In your opinion, was Napoleon the creator or the creation of his times? (10.2.5)
7. **ANALYZING ISSUES** Napoleon had to deal with forces both inside and outside the French Empire. Which area do you think was more important to control? (10.2.5)
8. **MAKING INFERENCES** If you had been a member of the bourgeoisie, would you have been satisfied with the results of Napoleon's actions? Explain. (10.2.4)
9. **WRITING ACTIVITY** POWER AND AUTHORITY Look at the painting on page 231. Write a **paragraph** discussing why the painter portrayed Napoleon in this way. (Writing 2.2.b)

CONNECT TO TODAY **CREATING A VENN DIAGRAM**

Identify and conduct research on a present-day world leader who has used dictatorial powers to rule his or her country. Use your findings to create a **Venn diagram** comparing this leader's use of power to Napoleon's use of power. (Writing 2.3.d)



4

Napoleon's Empire Collapses

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY Napoleon's conquests aroused nationalistic feelings across Europe and contributed to his downfall.	In the 1990s, nationalistic feelings contributed to the breakup of nations such as Yugoslavia.	• blockade • Continental System • guerrilla • Peninsular War • scorched-earth policy • Waterloo • Hundred Days

CALIFORNIA STANDARDS

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

CST 4 Students relate current events to the physical and human characteristics of places and regions.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

TAKING NOTES

Recognizing Effects Use a chart to identify Napoleon's three mistakes and the impact they had on the French Empire.

Napoleon's Mistakes	Effect on Empire

SETTING THE STAGE Napoleon worried about what would happen to his vast empire after his death. He feared it would fall apart unless he had an undisputed heir. His wife, Josephine, had failed to bear him a child. He, therefore, divorced her and formed an alliance with the Austrian royal family by marrying Marie Louise, the grandniece of Marie Antoinette. In 1811, Marie Louise gave birth to a son, Napoleon II, whom Napoleon named king of Rome.

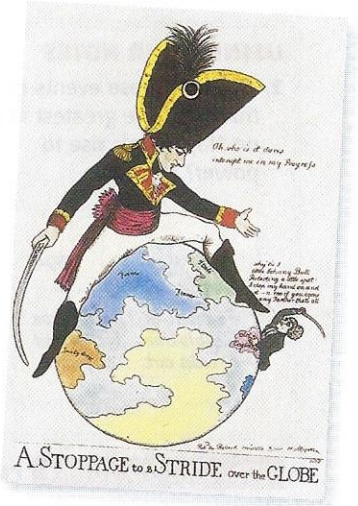
Napoleon's Costly Mistakes

Napoleon's own personality proved to be the greatest danger to the future of his empire. His desire for power had raised him to great heights, and the same love of power led him to his doom. In his efforts to extend the French Empire and crush Great Britain, Napoleon made three disastrous mistakes.

The Continental System In November 1806, Napoleon set up a **blockade**—a forcible closing of ports—to prevent all trade and communication between Great Britain and other European nations. Napoleon called this policy the **Continental System** as it would make continental Europe more self-sufficient. He also intended it to destroy Great Britain's commercial and industrial economy.

Napoleon's blockade, however, was not nearly tight enough. Aided by the British, smugglers managed to bring cargo from Britain into Europe. At times, Napoleon's allies also disregarded the blockade. Even members of his family defied the policy, including his brother, Louis, whom he had made king of Holland. While the blockade weakened British trade, it did not destroy it. In addition, Britain responded with its own blockade. The stronger British navy was better able to make their blockade work.

To enforce the blockade, the British navy stopped neutral ships bound for the continent and forced them to sail to a British port to be searched and taxed. American ships were among those stopped by the British navy. Angered, the U.S.



▲ "Little Johnny Bull"—Great Britain—waves a sword at Napoleon as the emperor straddles the globe.

Congress declared war on Britain in 1812. Even though the War of 1812 lasted two years, it was only a minor inconvenience to Britain in its struggle with Napoleon.

The Peninsular War In 1808, Napoleon made a second costly mistake. In an effort to get Portugal to accept the Continental System, he sent an invasion force through Spain. The Spanish people protested this action. In response, Napoleon removed the Spanish king and put his own brother, Joseph, on the throne. This outraged the Spanish people and inflamed their nationalistic feelings. The Spanish, who were devoutly Catholic, also worried that Napoleon would attack the Church. They had seen how the French Revolution had weakened the Catholic Church in France, and they feared that the same thing would happen to the Church in Spain.

For six years, bands of Spanish peasant fighters, known as **guerrillas**, struck at French armies in Spain. The guerrillas were not an army that Napoleon could defeat in open battle. Rather, they worked in small groups that ambushed French troops and then fled into hiding. The British added to the French troubles by sending troops to aid the Spanish. Napoleon lost about 300,000 men during this **Peninsular War**—so called because Spain lies on the Iberian Peninsula. These losses weakened the French Empire.

MAIN IDEA

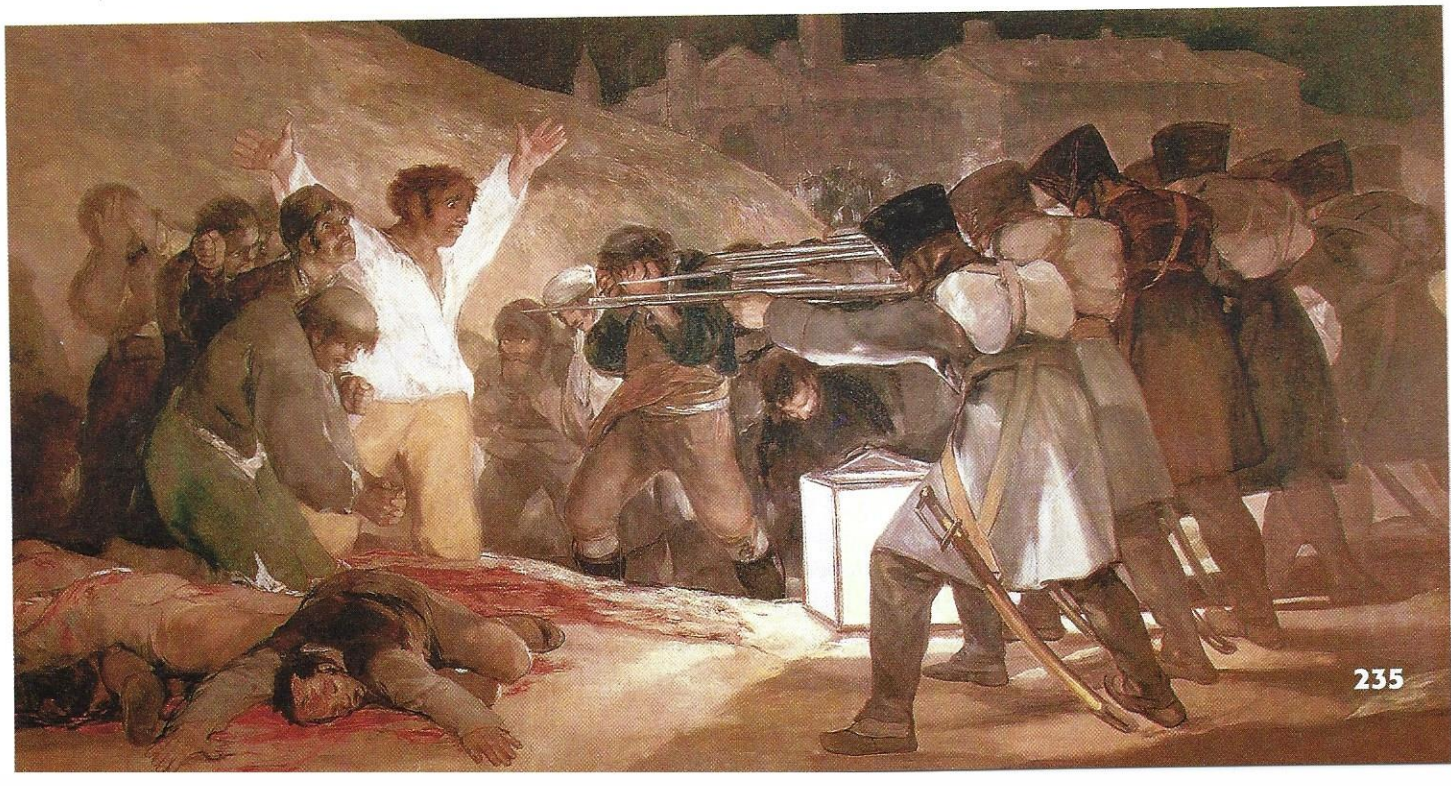
Recognizing Effects

A How could the growing feelings of nationalism in European countries hurt Napoleon?

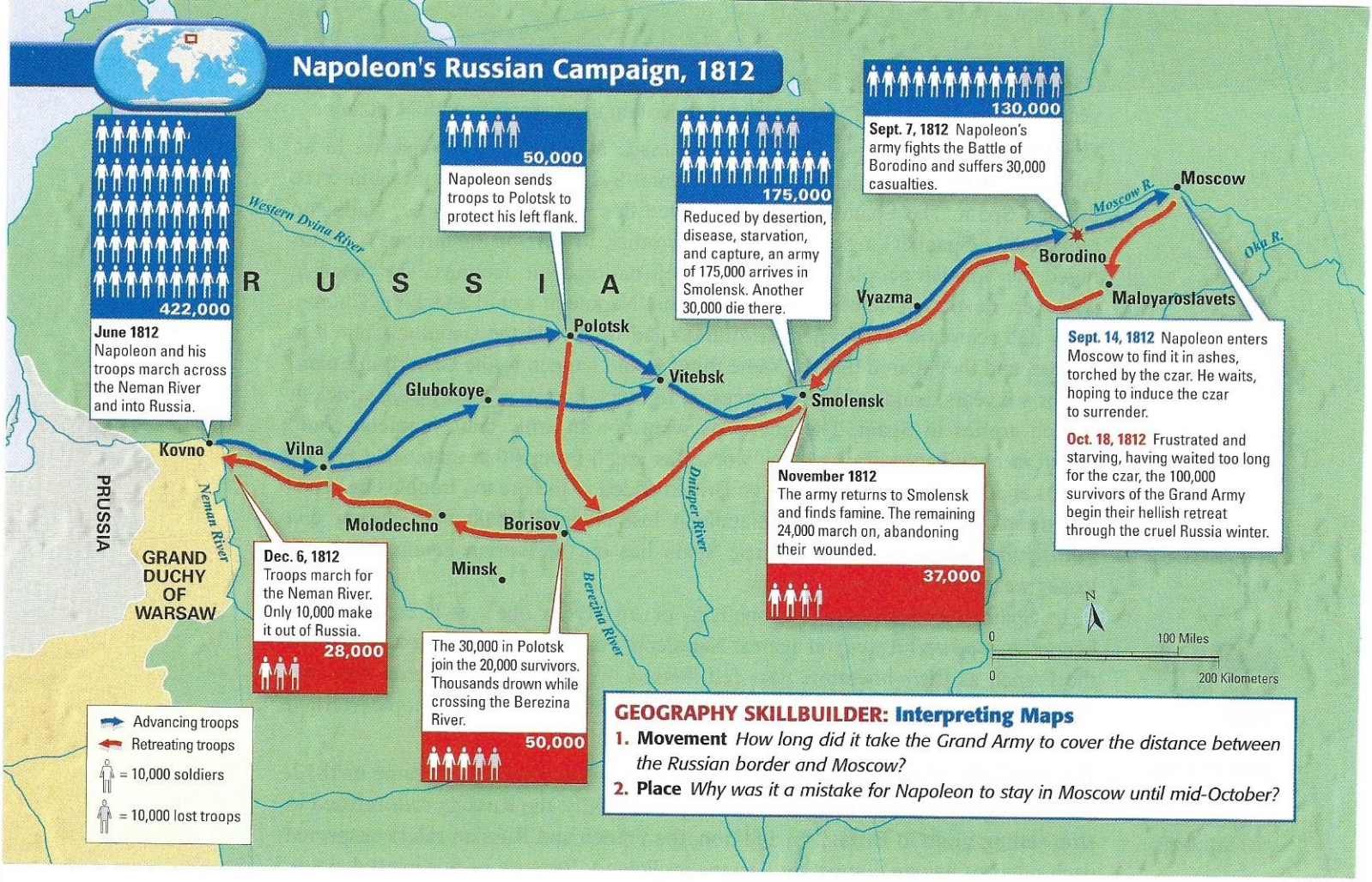
In Spain and elsewhere, nationalism, or loyalty to one's own country, was becoming a powerful weapon against Napoleon. People who had at first welcomed the French as their liberators now felt abused by a foreign conqueror. Like the Spanish guerrillas, Germans and Italians and other conquered peoples turned against the French. A

The Invasion of Russia Napoleon's most disastrous mistake of all came in 1812. Even though Alexander I had become Napoleon's ally, the Russian czar refused to stop selling grain to Britain. In addition, the French and Russian rulers suspected each other of having competing designs on Poland. Because of this breakdown in their alliance, Napoleon decided to invade Russia.

In June 1812, Napoleon and his Grand Army of more than 420,000 soldiers marched into Russia. As Napoleon advanced, Alexander pulled back his troops, refusing to be lured into an unequal battle. On this retreat, the Russians practiced a **scorched-earth policy**. This involved burning grain fields and slaughtering livestock so as to leave nothing for the enemy to eat.



▼ Francisco Goya's painting *The Third of May, 1808* shows a French firing squad executing Spanish peasants suspected of being guerrillas.



On September 7, 1812, the two armies finally clashed in the Battle of Borodino. (See the map on this page.) After several hours of indecisive fighting, the Russians fell back, allowing Napoleon to move on Moscow. When Napoleon entered Moscow seven days later, the city was in flames. Rather than surrender Russia's "holy city" to the French, Alexander had destroyed it. Napoleon stayed in the ruined city until the middle of October, when he decided to turn back toward France.

As the snows—and the temperature—began to fall in early November, Russian raiders mercilessly attacked Napoleon's ragged, retreating army. Many soldiers were killed in these clashes or died of their wounds. Still more dropped in their tracks from exhaustion, hunger, and cold. Finally, in the middle of December, the last survivors straggled out of Russia. The retreat from Moscow had devastated the Grand Army—only 10,000 soldiers were left to fight.

Napoleon's Downfall

Napoleon's enemies were quick to take advantage of his weakness. Britain, Russia, Prussia, and Sweden joined forces against him. Austria also declared war on Napoleon, despite his marriage to Marie Louise. All of the main powers of Europe were now at war with France.

Napoleon Suffers Defeat In only a few months, Napoleon managed to raise another army. However, most of his troops were untrained and ill prepared for battle. He faced the allied armies of the European powers outside the German city of Leipzig (LYP•sihg) in October 1813. The allied forces easily defeated his inexperienced army and French resistance crumbled quickly. By January of 1814, the allied armies were pushing steadily toward Paris. Some two months later, King

Frederick William III of Prussia and Czar Alexander I of Russia led their troops in a triumphant parade through the French capital.

Napoleon wanted to fight on, but his generals refused. In April 1814, he accepted the terms of surrender and gave up his throne. The victors gave Napoleon a small pension and exiled, or banished, him to Elba, a tiny island off the Italian coast. The allies expected no further trouble from Napoleon, but they were wrong.

The Hundred Days Louis XVI's brother assumed the throne as Louis XVIII. (The executed king's son, Louis XVII, had died in prison in 1795.) However, the new king quickly became unpopular among his subjects, especially the peasants. They suspected him of wanting to undo the Revolution's land reforms.

MAIN IDEA

Analyzing Motives

B Why do you think the French people welcomed back Napoleon so eagerly?

The news of Louis's troubles was all the incentive Napoleon needed to try to regain power. He escaped from Elba and, on March 1, 1815, landed in France. Joyous crowds welcomed him on the march to Paris. And thousands of volunteers swelled the ranks of his army. Within days, Napoleon was again emperor of France. B

In response, the European allies quickly marshaled their armies. The British army, led by the Duke of Wellington, prepared for battle near the village of **Waterloo** in Belgium. On June 18, 1815, Napoleon attacked. The British army defended its ground all day. Late in the afternoon, the Prussian army arrived. Together, the British and the Prussian forces attacked the French. Two days later, Napoleon's exhausted troops gave way, and the British and Prussian forces chased them from the field.

This defeat ended Napoleon's last bid for power, called the **Hundred Days**. Taking no chances this time, the British shipped Napoleon to St. Helena, a remote island in the South Atlantic. There, he lived in lonely exile for six years, writing his memoirs. He died in 1821 of a stomach ailment, perhaps cancer.

Without doubt, Napoleon was a military genius and a brilliant administrator. Yet all his victories and other achievements must be measured against the millions of lives that were lost in his wars. The French writer Alexis de Tocqueville summed up Napoleon's character by saying, "He was as great as a man can be without virtue." Napoleon's defeat opened the door for the freed European countries to establish a new order.



▲ British soldiers who fought at the battle of Waterloo received this medal.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

• blockade • Continental System • guerrilla • Peninsular War • scorched-earth policy • Waterloo • Hundred Days

USING YOUR NOTES

2. Which of Napoleon's mistakes was the most serious? Why? (10.2.4)

Napoleon's Mistakes	Effect on Empire

MAIN IDEAS

3. How did Great Britain combat Napoleon's naval blockade? (10.2.4)
4. Why did Napoleon have trouble fighting the enemy forces in the Peninsular War? (10.2.4)
5. Why was Napoleon's delay of the retreat from Moscow such a great blunder? (10.2.4)

CRITICAL THINKING & WRITING

6. **ANALYZING MOTIVES** Why did some people resist Napoleon's efforts to build an empire? (10.2.4)
7. **EVALUATING COURSES OF ACTION** Napoleon had no choice but to invade Russia. Do you agree with this statement? Why or why not? (10.2.4)
8. **FORMING AND SUPPORTING OPINIONS** Do you think that Napoleon was a great leader? Explain. (10.2.4)
9. **WRITING ACTIVITY** POWER AND AUTHORITY In the role of a volunteer in Napoleon's army during the Hundred Days, write a **letter** to a friend explaining why you are willing to fight for the emperor. (Writing 2.4.d)

CONNECT TO TODAY **CREATING A MAP**

Conduct research on how nationalist feelings affect world affairs today. Create a **map** showing the areas of the world where nationalist movements are active. Annotate the map with explanations of the situation in each area. (CST 3)



5

The Congress of Vienna

MAIN IDEA

POWER AND AUTHORITY After exiling Napoleon, European leaders at the Congress of Vienna tried to restore order and reestablish peace.

WHY IT MATTERS NOW

International bodies such as the United Nations play an active role in trying to maintain world peace and stability today.

TERMS & NAMES

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

CALIFORNIA STANDARDS

10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.9.8 Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of American States.

CST 1 Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

CST 3 Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

TAKING NOTES

Recognizing Effects Use a chart to show how the three goals of Metternich's plan at the Congress of Vienna solved a political problem.

Metternich's Plan	
Problem	Solution

SETTING THE STAGE European heads of government were looking to establish long-lasting peace and stability on the continent after the defeat of Napoleon. They had a goal of the new European order—one of collective security and stability for the entire continent. A series of meetings in Vienna, known as the **Congress of Vienna**, were called to set up policies to achieve this goal. Originally, the Congress of Vienna was scheduled to last for four weeks. Instead, it went on for eight months.

Metternich's Plan for Europe

Most of the decisions made in Vienna during the winter of 1814–1815 were made in secret among representatives of the five "great powers"—Russia, Prussia, Austria, Great Britain, and France. By far the most influential of these representatives was the foreign minister of Austria, Prince **Klemens von Metternich** (MEHT•uhr•nihk).

Metternich distrusted the democratic ideals of the French Revolution. Like most other European aristocrats, he felt that Napoleon's behavior had been a natural outcome of experiments with democracy. Metternich wanted to keep things as they were and remarked, "The first and greatest concern for the immense majority of every nation is the stability of laws—never their change." Metternich had three goals at the Congress of Vienna. First, he wanted to prevent future French aggression by surrounding France with strong countries. Second, he wanted to restore a **balance of power**, so that no country would be a threat to others. Third, he wanted to restore Europe's royal families to the thrones they had held before Napoleon's conquests.

The Containment of France The Congress took the following steps to make the weak countries around France stronger:

- The former Austrian Netherlands and Dutch Republic were united to form the Kingdom of the Netherlands.
- A group of 39 German states were loosely joined as the newly created German Confederation, dominated by Austria.
- Switzerland was recognized as an independent nation.
- The Kingdom of Sardinia in Italy was strengthened by the addition of Genoa.



▲ Delegates at the Congress of Vienna study a map of Europe.

These changes enabled the countries of Europe to contain France and prevent it from overpowering weaker nations. (See the map on page 240.)

Balance of Power Although the leaders of Europe wanted to weaken France, they did not want to leave it powerless. If they severely punished France, they might encourage the French to take revenge. If they broke up France, then another country might become so strong that it would threaten them all. Thus, the victorious powers did not exact a great price from the defeated nation. As a result, France remained a major but diminished European power. Also, no country in Europe could easily overpower another.

Legitimacy The great powers affirmed the principle of **legitimacy**—agreeing that as many as possible of the rulers whom Napoleon had driven from their thrones be restored to power. The ruling families of France, Spain, and several states in Italy and Central Europe regained their thrones. The participants in the Congress of Vienna believed that the return of the former monarchs would stabilize political relations among the nations.

The Congress of Vienna was a political triumph in many ways. For the first time, the nations of an entire continent had cooperated to control political affairs. The settlements they agreed upon were fair enough that no country was left bearing a grudge. Therefore, the Congress did not sow the seeds of future wars. In that sense, it was more successful than many other peace meetings in history.

MAIN IDEA

Drawing Conclusions

A In what ways was the Congress of Vienna a success?

By agreeing to come to one another's aid in case of threats to peace, the European nations had temporarily ensured that there would be a balance of power on the continent. The Congress of Vienna, then, created a time of peace in Europe. It was a lasting peace. None of the five great powers waged war on one another for nearly 40 years, when Britain and France fought Russia in the Crimean War. A

Political Changes Beyond Vienna

The Congress of Vienna was a victory for conservatives. Kings and princes resumed power in country after country, in keeping with Metternich's goals. Nevertheless, there were important differences from one country to another. Britain and France now had constitutional monarchies. Generally speaking, however, the governments in Eastern and Central Europe were more conservative. The rulers of Russia, Prussia, and Austria were absolute monarchs.





GEOGRAPHY SKILLBUILDER: Interpreting Maps

1. **Region** *What parts of Napoleon's French Empire did France lose as a result of the Congress of Vienna?*
2. **Region** *In what sense did the territorial changes of 1815 reflect a restoration of order and balance?*

Conservative Europe The rulers of Europe were very nervous about the legacy of the French Revolution. They worried that the ideals of liberty, equality, and fraternity might encourage revolutions elsewhere. Late in 1815, Czar Alexander I, Emperor Francis I of Austria, and King Frederick William III of Prussia signed an agreement called the **Holy Alliance**. In it, they pledged to base their relations with other nations on Christian principles in order to combat the forces of revolution. Finally, a series of alliances devised by Metternich, called the **Concert of Europe**, ensured that nations would help one another if any revolutions broke out.

Across Europe, conservatives held firm control of the governments, but they could not contain the ideas that had emerged during the French Revolution. France after 1815 was deeply divided politically. Conservatives were happy with the monarchy of Louis XVIII and were determined to make it last. Liberals, however, wanted the king to share more power with the legislature. And many people in the lower classes remained committed to the ideals of liberty, equality, and fraternity. Similarly, in other countries there was an explosive mixture of ideas and factions that would contribute directly to revolutions in 1830 and 1848. B

MAIN IDEA

Making Inferences

B What seeds of democracy had been sown by the French Revolution?

Despite their efforts to undo the French Revolution, the leaders at the Congress of Vienna could not turn back the clock. The Revolution had given Europe its first experiment in democratic government. Although the experiment had failed, it had set new political ideas in motion. The major political upheavals of the early 1800s had their roots in the French Revolution.

Revolution in Latin America The actions of the Congress of Vienna had consequences far beyond events in Europe. When Napoleon deposed the king of Spain during the Peninsular War, liberal Creoles (colonists born in Spanish America)

seized control of many colonies in the Americas. When the Congress of Vienna restored the king to the Spanish throne, royalist *peninsulares* (colonists born in Spain) tried to regain control of these colonial governments. The Creoles, however, attempted to retain and expand their power. In response, the Spanish king took steps to tighten control over the American colonies.

This action angered the Mexicans, who rose in revolt and successfully threw off Spain's control. Other Spanish colonies in Latin America also claimed independence. At about the same time, Brazil declared independence from Portugal. (See Chapter 8.)

Long-Term Legacy The Congress of Vienna left a legacy that would influence world politics for the next 100 years. The continent-wide efforts to establish and maintain a balance of power diminished the size and the power of France. At the same time, the power of Britain and Prussia increased.

Nationalism began to spread in Italy, Germany, Greece, and to other areas that the Congress had put under foreign control. Eventually, the nationalistic feelings would explode into revolutions, and new nations would be formed. European colonies also responded to the power shift. Spanish colonies took advantage of the events in Europe to declare their independence and break away from Spain.

At the same time, ideas about the basis of power and authority had changed permanently as a result of the French Revolution. More and more, people saw democracy as the best way to ensure equality and justice for all. The French Revolution, then, changed the social attitudes and assumptions that had dominated Europe for centuries. A new era had begun. C

MAIN IDEA

Recognizing Effects

C How did the French Revolution affect not only Europe but also other areas of the world?

Connect to Today

Congress of Vienna and the United Nations

The Congress of Vienna and the Concert of Europe tried to keep the world safe from war. The modern equivalent of these agreements is the United Nations (UN), an international organization established in 1945 and continuing today, whose purpose is to promote world peace.

Like the Congress of Vienna, the United Nations was formed by major powers after a war—World War II. These powers agreed to cooperate to reduce tensions and bring greater harmony to international relations. Throughout its history, the United Nations has used diplomacy as its chief method of keeping the peace.

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create a graphic organizer to show the major agencies and functions of the United Nations. Go to **classzone.com** for your research.

SECTION 5 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.

- Congress of Vienna
- Klemens von Metternich
- balance of power
- legitimacy
- Holy Alliance
- Concert of Europe

USING YOUR NOTES

2. What was the overall effect of Metternich's plan on France? (10.2.5)

Metternich's Plan	
Problem	Solution

MAIN IDEAS

3. What were the three points of Metternich's plan for Europe? (10.2.5)
4. Why was the Congress of Vienna considered a success? (10.2.5)
5. What was the long-term legacy of the Congress of Vienna? (10.2.5)

CRITICAL THINKING & WRITING

6. **DRAWING CONCLUSIONS** From France's point of view, were Congress of Vienna's decisions fair? (10.2.5)
7. **ANALYZING ISSUES** Why did liberals and conservatives differ over who should have power? (10.2.5)
8. **MAKING INFERENCES** What do you think is meant by the statement that the French Revolution let the "genie out of the bottle"? (10.2.5)
9. **WRITING ACTIVITY** POWER AND AUTHORITY In the role of a newspaper editor in the early 1800s, write an **editorial**—pro or con—on the Congress of Vienna and its impact on politics in Europe. (Writing 2.6.b)

CONNECT TO TODAY **CREATING A SCRAPBOOK**

Work in pairs to locate recent articles in newspapers and magazines on the peacekeeping efforts of the UN. Photocopy or clip the articles and use them to create a **scrapbook** titled "The UN as Peacekeeper." (10.9.8)

Chapter 7 Assessment

VISUAL SUMMARY

The French Revolution and Napoleon

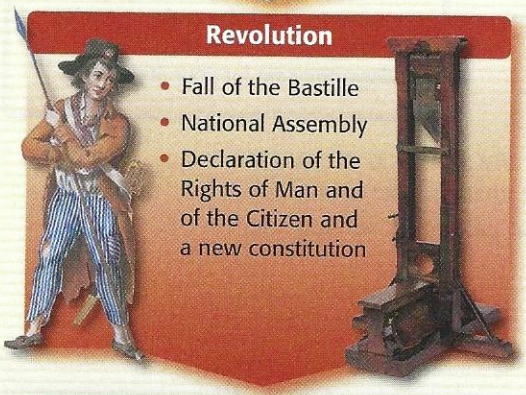
Long-Term Causes

- Social and economic injustices of the Old Regime
- Enlightenment ideas—liberty and equality
- Example furnished by the American Revolution

Immediate Causes

- Economic crisis—famine and government debt
- Weak leadership
- Discontent of the Third Estate

Revolution



- Fall of the Bastille
- National Assembly
- Declaration of the Rights of Man and of the Citizen and a new constitution

Immediate Effects

- End of the Old Regime
- Execution of monarch
- War with other European nations
- Reign of Terror
- Rise of Napoleon

Long-Term Effects

- Conservative reaction
- Decline in French power
- Spread of Enlightenment ideas
- Growth of nationalism
- Revolutions in Latin America

TERMS & NAMES

For each term or name below, briefly explain its connection to the French Revolution or the rise and fall of Napoleon.

1. estate
2. Great Fear
3. guillotine
4. Maximilien Robespierre
5. coup d'état
6. Napoleonic Code
7. Waterloo
8. Congress of Vienna

MAIN IDEAS

The French Revolution Begins Section 1 (pages 217–221)

9. Why were the members of the Third Estate dissatisfied with their way of life under the Old Regime? (10.2.4)
10. Why was the fall of the Bastille important to the French people? (10.2.4)

Revolution Brings Reform and Terror Section 2 (pages 222–228)

11. What political reforms resulted from the French Revolution? (10.2.4)
12. What was the Reign of Terror, and how did it end? (10.2.4)

Napoleon Forges an Empire Section 3 (pages 229–233)

13. What reforms did Napoleon introduce? (10.2.5)
14. What steps did Napoleon take to create an empire in Europe? (10.2.4)

Napoleon's Empire Collapses Section 4 (pages 234–237)

15. What factors led to Napoleon's defeat in Russia? (10.2.4)
16. Why were the European allies able to defeat Napoleon in 1814 and again in 1815? (10.2.4)

The Congress of Vienna Section 5 (pages 238–241)

17. What were Metternich's three goals at the Congress of Vienna? (10.2.5)
18. How did the Congress of Vienna ensure peace in Europe? (10.2.5)

CRITICAL THINKING

1. USING YOUR NOTES

Copy the chart of dates and events in Napoleon's career into your notebook. For each event, draw an arrow up or down to show whether Napoleon gained or lost power because of the event. (10.2.5)

Defense of National Convention	Coup	Emperor	Winning battles	Trafalgar	Large empire	Russia	Elba	Waterloo
1795	1799	1804	1805	1805	1810	1812	1814	1815

2. COMPARING AND CONTRASTING

ECONOMICS How were the economic conditions in France and the American colonies before their revolutions similar? How were they different? (10.2.4)

3. ANALYZING ISSUES

REVOLUTION There is a saying: "Revolutions devour their own children." What evidence from this chapter supports that statement? (10.2.4)

4. RECOGNIZING EFFECTS

POWER AND AUTHORITY How did the Congress of Vienna affect power and authority in European countries after Napoleon's defeat? Consider who held power in the countries and the power of the countries themselves. (10.2.5)

STANDARDS-BASED ASSESSMENT

Use the excerpt—from the South American liberator Simón Bolívar, whose country considered giving refuge to Napoleon after Waterloo—and your knowledge of world history to answer questions 1 and 2.
Additional Test Practice, pp. S1–S33

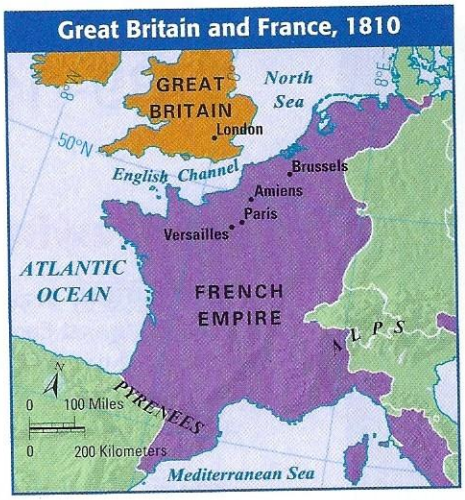
PRIMARY SOURCE

If South America is struck by the thunderbolt of Bonaparte's arrival, misfortune will ever be ours if our country accords him a friendly reception. His thirst for conquest is insatiable [cannot be satisfied]; he has mowed down the flower of European youth . . . in order to carry out his ambitious projects. The same designs will bring him to the New World.

SIMÓN BOLÍVAR

1. In Bolívar's opinion, if his country gave Napoleon a friendly reception, it would (10.2.4)
   - **A.** be beset by misfortune.
   - **B.** become a great power in South America.
   - **C.** become a part of the French Empire.
   - **D.** be attacked by the United States.
2. Which of the following gives Bolívar's view of Napoleon? (10.2.4)
   - **A.** His desire for power cannot be satisfied.
   - **B.** He is not ambitious.
   - **C.** He cares for the lives of others.
   - **D.** He does not want to come to the New World.

Use the map, which shows Great Britain and the French Empire in 1810, and your knowledge of world history to answer question 3.



3. What geographical barrier helped to protect Britain from an invasion by Napoleon? (10.2.4)
   - **A.** Mediterranean Sea
   - **B.** English Channel
   - **C.** Alps
   - **D.** Pyrenees

INTEGRATED TECHNOLOGY

TEST PRACTICE Go to **classzone.com**

- Diagnostic tests
- Tutorials
- Strategies
- Additional practice

ALTERNATIVE ASSESSMENT

1. Interact *with* History (10.2.4)

On page 216, you considered how to bring about change in the French government in the late 1700s. Now that you have read the chapter, reevaluate your thoughts on how to change an unjust government. Was violent revolution justified? effective? Would you have advised different actions? Discuss your opinions with a small group.

2. WRITING ABOUT HISTORY (Writing 2.1.c)

Imagine that you lived in Paris throughout the French Revolution. Write **journal entries** on several of the major events of the Revolution. Include the following events:

- the storming of the Bastille
- the women's march on Versailles
- the trial of Louis XVI
- the Reign of Terror
- the rise of Napoleon

INTEGRATED TECHNOLOGY

NetExplorations: The French Revolution (Writing 2.6.b)

Go to *NetExplorations* at **classzone.com** to learn more about the French Revolution. Then plan a virtual field trip to sites in France related to the revolution. Be sure to include sites outside Paris. Begin your research by exploring the Web sites recommended at *NetExplorations*. Include the following in your field trip plan:

- a one-paragraph description of each site and the events that happened there
- specific buildings, statues, or other items to view at each site
- documents and other readings to help visitors prepare for each stop on the field trip
- topics to discuss at each site
- a list of Web sites used to create your virtual field trip

CHAPTER 8

Nationalist Revolutions Sweep the West, 1789–1900

Previewing Main Ideas

REVOLUTION Inspired by Enlightenment ideas, the people of Latin America rebelled against European rule in the early 19th century. Rebels in Europe responded to nationalistic calls for independence.

Geography *Study the time line. What were the first two countries in Latin America and the Caribbean to work toward independence?*

POWER AND AUTHORITY Challenges by nationalist groups created unrest in Europe. Strong leaders united Italian lands and German-speaking lands.

Geography *Based on the map, in which area of Europe did the greatest number of revolts occur?*

CULTURAL INTERACTION Artists and intellectuals created new schools of thought. Romanticism and realism changed the way the world was viewed.

Geography *Which event shown on the time line involves a realistic way to view the world?*

INTEGRATED TECHNOLOGY

eEdition
- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources

VIDEO *Patterns of Interaction: Revolutions in Latin America and South Africa*

INTERNET RESOURCES

Go to **classzone.com** for:
- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

