

The French Revolution and Napoleon

1789–1815

ESSENTIAL QUESTIONS • *What causes revolution?*
• *How does revolution change society?*

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CHAPTER 9

Lesson 1

The French Revolution Begins

Lesson 2

Radical Revolution and Reaction

Lesson 3

The Rise of Napoleon and the Napoleonic Wars

Lesson 4

The Fall of Napoleon and the European Reaction

The Story Matters...

The French Revolution was a major turning point in Western history. At its most essential, it was a struggle for representational government, equality of opportunity, and a response to the near collapse of the French economy. As a child of the revolution, Napoleon Bonaparte created a legal code for France that realized some of the dreams of the revolutionaries: economic freedom, legal equality, and religious toleration, at least in part.

◀ This detail from *Portrait of Napoleon Bonaparte in the Garb of the King of Italy*, by Andrea Appiani, shows Napoleon wearing a laurel wreath, a classical symbol of triumph.

PHOTO: Scala/White Images / Art Resource, NY

Place and Time: France 1785–1815

The political, economic, and social conflicts that led to the French Revolution changed the role of citizens and the structure of political systems in France. However, it was not the only conflict of the latter eighteenth century. Countries around the world engaged in conflict over territories, resources, or independence. This resulted in sweeping social and cultural change.

Step Into the Place

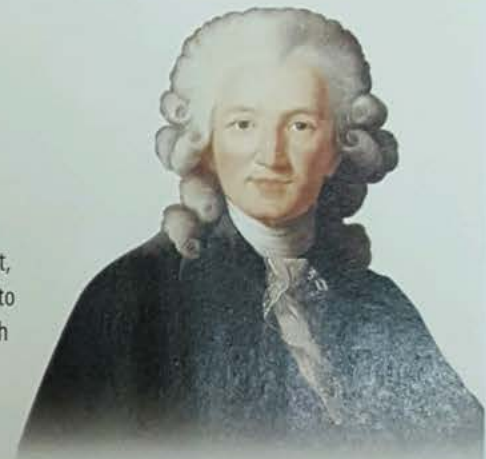
Read the quotes and look at the information presented on the map.

DBQ Analyzing Historical Documents How do the concerns addressed in the quotes correspond to the styles of governments in Europe on the eve of the revolution?

PRIMARY SOURCE

“[A country] where certain areas are totally freed from burdens of which others bear the full weight, where the richest class contributes least, where privileges destroy all balance, where it is impossible to have either a constant rule or a common will, is necessarily a very imperfect kingdom, brimming with abuses, and one that is impossible to govern well.”

— Charles Alexandre de Calonne, France’s finance minister, from a memorandum on reform to Louis XVI, 1786



PRIMARY SOURCE

“I conceive that there are two kinds of inequality among the human species; one, which I call natural or physical, because it is established by nature, and consists in a difference of age, health, bodily strength, and the qualities of the mind or of the soul: and another, which may be called moral or political inequality, because it depends on a kind of convention, and is established, or at least authorized by the consent of men. This latter consists of the different privileges, which some men enjoy to the prejudice of others; such as that of being more rich, more honoured, more powerful or even in a position to exact obedience.”

— Jean-Jacques Rousseau, from *A Dissertation on the Origin and Foundation of the Inequality of Mankind*, 1755

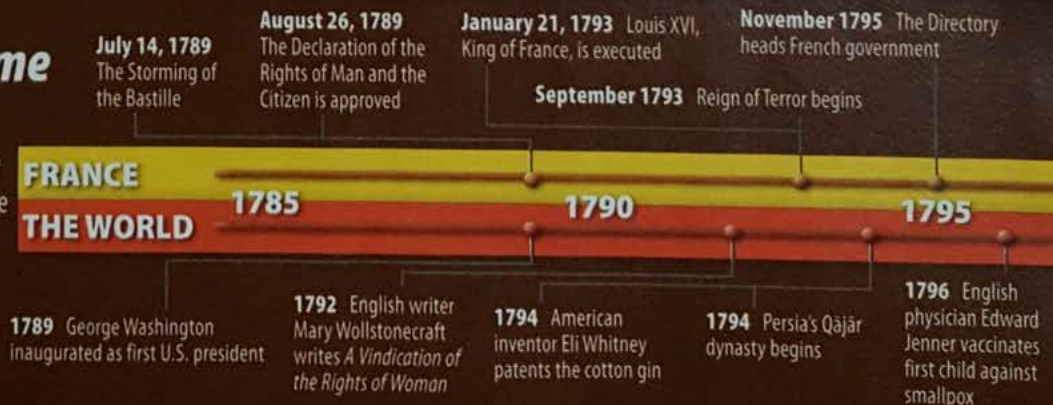


PHOTO: Stock Montage / Getty Images; Kean Collection / Getty Images

Step Into the Time

Integrating Information

Choose an event from the France portion of the time line and write a paragraph predicting the general social, political, or economic consequence that event might have on the world.



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- ✓ **MAP** Explore the interactive version of this map on Networks.
- ✓ **TIME LINE** Explore the interactive version of the time line on Networks.



Europe 1789



November 9, 1799 Napoleon overthrows the French government

December 2, 1804 Napoleon crowns himself emperor

June–December 1812 Napoleon Bonaparte invades Russia and retreats in defeat

April 6, 1814 Napoleon abdicates as emperor

June 18, 1815 Allies defeat Napoleon at the Battle of Waterloo

1800

1805

1810

1815

1803 United States purchases Louisiana Territory from France

1804 Francois-Dominique Toussaint-Louverture's leadership leads to Haitian independence

1806 Abdication of Emperor Francis II ends the Holy Roman Empire

1810 Miguel Hidalgo leads Mexican independence movement

1814 Congress of Vienna in Austria

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There's More Online!

- ✓ BIOGRAPHY Louis XVI
- ✓ IMAGE Bread Riot in Paris
- ✓ IMAGE Declaration of the Rights of Man and of the Citizen
- ✓ IMAGE Storming the Bastille
- ✓ IMAGE The Three Estates
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ TIME LINE The French Revolution
- ✓ VIDEO The French Revolution Begins



LESSON 1

The French Revolution Begins

ESSENTIAL QUESTIONS • What causes revolution?
• How does revolution change society?

IT MATTERS BECAUSE

Two far-reaching events occurred in 1789: the beginning of a new United States of America and the beginning of the French Revolution. Compared with the American Revolution, the French Revolution was more complex and radical. It established a new political and social order.

Causes of the French Revolution

GUIDING QUESTIONS How did the structure of social classes in France lead to discontent?
How did the economic crises in France lead to the meeting of the Estates-General?

The French Revolution has often been seen as a major turning point in European history. The institutions of the Old Regime were destroyed. A new order emerged, based on individual rights, representative institutions, and a concept of loyalty to the nation rather than the monarch.

The long-range causes of the French Revolution are to be found in the condition of French society. Before the Revolution, French society was based on inequality. Since the Middle Ages, France's population was divided into three orders, or **estates**.

The First Estate, or clergy, numbered about 130,000 (out of a total population of 27 million) and owned about 10 percent of the land. The clergy were radically divided. The higher clergy—cardinals, bishops, and heads of monasteries—were from noble families and shared their outlook and interests. The parish priests were often poor and from the class of commoners.

The Second Estate, or nobility, numbered about 350,000 and owned about 25 to 30 percent of the land. They played a crucial role in society in the 1700s. They held leading positions in the government, in the military, in the law courts, and in the Roman Catholic Church. Despite controlling most of the wealth, neither the clergy nor the nobles had to pay the **taille** (TAH • yuh), France's chief tax.

Unlike the First and Second Estates, the Third Estate was divided by vast differences in occupation, level of education, and

Reading HELPDESK



Academic Vocabulary

- consumer
- exclusion

Content Vocabulary

- estate
- taille
- bourgeoisie
- sans-culottes

TAKING NOTES:

Key Ideas and Details

Differentiating Use a graphic organizer like the one below to identify long-range and immediate causes of the French Revolution.

The French Revolution	
Long-Range	Immediate

wealth. Peasants made up 75 to 80 percent of the Third Estate and owned about 35 to 40 percent of the land. Middle class members of the Third Estate owned the rest. At least half the peasants had little or no land to live on.

Peasants owed certain duties to the nobles, which were a holdover from medieval times when serfdom was widespread. For example, a peasant had to pay a fee to grind his flour or press his grapes because the local lord controlled the flour mill and wine press. When the harvest time came, the peasant had to work a certain number of days harvesting the noble's crop. Peasants fiercely resented these duties.

Another part of the Third Estate consisted of urban craftspeople, shopkeepers, and workers. These people too were struggling to survive. In the 1700s, the price of **consumer** goods increased much faster than wages, which left these urban groups with decreased buying power.

The **bourgeoisie** (burzh • wah • ZEE), or middle class, was another part of the Third Estate. This group included about 8 percent of the population, or more than 2 million people. They owned about 20 to 25 percent of the land. The bourgeoisie included merchants, bankers, and industrialists, as well as professional people—lawyers, holders of public offices, doctors, and writers.

The middle class was unhappy with the privileges held by nobles. They did not want to abolish the nobility, however, but to better their own position. Some bourgeoisie had managed to become nobles by being appointed to public offices that conferred noble status. About 6,500 new nobles had been created by appointment during the 1700s.

The bourgeoisie also shared certain goals with the nobles. Both groups were increasingly upset with a monarchical system resting on privileges and on an old and rigid social order. Both were also drawn to the new political ideas of the Enlightenment.

Increased criticism of the old order of society had been part of the eighteenth-century Enlightenment. The philosophes did not advocate revolution. Their ideas, however, were widely spread among the

estate one of the three classes into which French society was divided before the revolution: the clergy (First Estate), the nobles (Second Estate), and the townspeople (Third Estate)

taille an annual direct tax, usually on land or property, that provided a regular source of income for the French monarchy

consumer one who consumes or uses economic goods

bourgeoisie the middle class, including merchants, industrialists, and professional people

THE THREE ESTATES



POLITICAL CARTOON

This French political cartoon depicts the Three Estates. The circular object that pushes down on the middle figure represents the monarchy, who is burdening the people with taxes. The armored figure on the left side of the cartoon represents the nobility, the Second Estate. The robed figure on the right side of the cartoon represents the clergy, the First Estate. The crouched figure in the middle of the cartoon represents the commoners in France, the Third Estate.

► CRITICAL THINKING

Analyzing Information How are each of the three estates depicted? What is the commentary being made?

literate middle class and noble elites of France. When the revolution began, revolutionary leaders often quoted Enlightenment writers, especially Rousseau.

Social conditions and Enlightenment ideas, then, formed an underlying background to the French Revolution. The immediate cause of the revolution was the near collapse of the French budget. Although the economy had been expanding for 50 years, there were periodic crises. Bad harvests in 1787 and 1788 and a slowdown in manufacturing led to food shortages, rising prices for food, and unemployment.

On the eve of the revolution, the French economy was in crisis. Despite these problems, the French king and his ministers continued to spend enormous sums of money on wars and court luxuries. The queen, Marie Antoinette, was especially known for her extravagance and this too caused popular resentment. When the government decided to spend huge sums to help the American colonists against Britain, the budget went into total crisis.

With France on the verge of financial collapse, Louis XVI was forced to call a meeting of the Estates-General. This was the French parliament, and it had not met since 1614.

READING PROGRESS CHECK

Identifying Cause and Effect How were economic problems a contributing cause of the French Revolution?

The National Assembly

GUIDING QUESTIONS *Why did the Third Estate declare itself to be the National Assembly? What were the French peasants reacting to in their rebellions of 1789?*

Louis XVI called a meeting of the Estates-General at Versailles on May 5, 1789. In the Estates-General, the First and Second Estates each had about 300 representatives. The Third Estate had almost 600 representatives. Most of the Third Estate wanted to set up a constitutional government that would make the clergy and nobility pay taxes, too.

From the start, there were arguments about voting. Traditionally, each estate had one vote—the First and Second Estates could outvote the Third Estate two to one. The Third Estate demanded instead that each deputy have one vote. Under this new system, with the help of a few nobles and clerics, the Third Estate would then have a majority vote. The king, however, stated that he favored the current system.

CRITICAL THINKING

Drawing Conclusions David was a member of the Third Estate. How might his painting convey a biased view of the oath?

▼ *The Oath of the Tennis Court June 20th 1789*, by Jacques-Louis David



Declaration of the Rights of Man and the Citizen

- “1. Men are born and remain free and equal in rights; social distinctions can be established only for the common benefit.
7. No man can be accused, arrested, or detained except in cases determined by the law, and according to the forms which it has prescribed...
10. No one may be disturbed because of his opinions, even religious, provided that their public demonstration does not disturb the public order established by law.”

—from the Declaration of the Rights of Man and the Citizen, 1789

DBQ **IDENTIFYING** How does this document reflect Enlightenment thought?

On June 17, 1789, the Third Estate boldly declared that it was the National Assembly and would draft a constitution. Three days later, on June 20, its deputies arrived at their meeting place, only to find the doors had been locked. They then moved to a nearby indoor tennis court and swore that they would continue meeting until they had a new constitution. The oath they swore is known as the Tennis Court Oath.

Louis XVI prepared to use force against the Third Estate. On July 14, 1789, about 900 Parisians gathered in the courtyard of the Bastille (ba • STEEL)—an old fortress used as a prison and armory. They stormed the Bastille, and after four hours of fighting, the prison warden surrendered. The rebels cut off the warden’s head and demolished the Bastille brick by brick. Paris was abandoned to the rebels.

When King Louis XVI returned to his palace at Versailles after a day of hunting, the duc de la Rochefoucauld-Liancourt told him about the fall of the Bastille. Louis is said to have exclaimed, “Why, this is a revolt.” “No, Sire,” replied the duke. “It is a revolution.”

Louis XVI was informed that he could no longer trust royal troops to shoot at the mob. The king’s authority had collapsed in Paris. Meanwhile, all over France, revolts were breaking out. Popular hatred of the entire landholding system, with its fees and obligations, had finally spilled over into action.

Peasant rebellions became part of the vast panic known as the Great Fear. Rumors spread from village to village that foreign troops were on the way to put down the revolution. The peasants reacted by breaking into the houses of the lords to destroy the records of their obligations.

READING PROGRESS CHECK

Making Connections What was the connection between the actions of the representatives of the Third Estate and the Estates-General and those of the peasants during the Great Fear?

End of the Old Regime

GUIDING QUESTION *How did the French Revolution enter a new phase after the storming of the Bastille?*

The National Assembly reacted to news of peasant rebellions and rumors of a possible foreign invasion. On August 4, 1789, the National Assembly voted to abolish all legal privileges of the nobles and clergy.

Declaration of the Rights of Man

On August 26, the National Assembly adopted the Declaration of the Rights of Man and the Citizen. Inspired by the English Bill of Rights of 1689 and by the American Declaration of Independence and Constitution, this charter of basic liberties began with “the natural and imprescriptible rights of man” to “liberty, property, security, and resistance to oppression.”

Reflecting Enlightenment thought, the declaration proclaimed that all men were free and equal before the law, that appointment to public office should be based on talent, and that no group should be exempt from taxation. Freedom of speech and of the press were affirmed. The declaration raised an important issue. Should equal rights include women? Many deputies agreed, provided that, as one man said, “women do not [hope] to exercise political rights and functions.” One writer, Olympe de Gouges, refused to accept this **exclusion** of women. Echoing the words of the official declaration, she wrote:

exclusion the act of excluding

PRIMARY SOURCE

“Believing that ignorance, omission, or scorn for the rights of woman are the only causes of public misfortunes and of the corruption of governments, the women have resolved to set forth in a solemn declaration the natural, inalienable, and sacred rights of woman in order that this declaration, constantly exposed before all the members of the society, will ceaselessly remind them of their rights and duties.”

—from Declaration of the Rights of Woman and the Female Citizen, 1791

The King Concedes

In the meantime, Louis XVI remained quiet at Versailles. He refused to accept the National Assembly’s decrees. On October 5, thousands of Parisian women armed with broomsticks, pitchforks, pistols, and other weapons marched to Versailles. Some of the women then met with the king. They told him that their children were starving because there was no bread. These women forced Louis to accept the new decrees.

The crowd insisted that the royal family return to Paris. On October 6, they did so. As a goodwill gesture, they carried wagonloads of flour from the palace storehouse. They were escorted by women who chanted: “We are bringing back the baker, the baker’s wife, and the baker’s boy.” The king, the queen, and their son were now virtual prisoners in Paris.

Church Reforms

Under the old regime, the Catholic Church had been an important pillar of the old order. The revolutionaries felt they had to reform it, too. The new revolutionary government had another serious motivation, however: the need for money. By seizing and selling off Church lands, the National Assembly was able to increase the state’s revenues.

Finally, the Church was formally brought under the control of the state. A new Civil Constitution of the Clergy said that bishops and priests were to be elected by the people, not appointed by the pope and the Church hierarchy. The state would also pay the salaries of the bishops and priests. Because of these changes, many Catholics became enemies of the revolution.

New Constitution and New Fears

The new Constitution of 1791 set up a limited monarchy. There was still a king, but a Legislative Assembly would make the laws. The Legislative Assembly was to consist of 745 representatives chosen in such a way that only the more affluent members of society would be elected.

By 1791, the old order had been destroyed, but the new government did not have universal support. Political radicals wanted more reform. The king detested the new order and his loss of absolute power. In June 1791, the royal family attempted to flee France in disguise. They almost succeeded but were recognized, captured, and brought back to Paris. In this unsettled situation, the new Legislative Assembly first met in October 1791. France’s relations with the rest of Europe soon led to the king’s downfall.

War With Austria

Over time, some European leaders began to fear that revolution would spread to their countries. The kings of Austria and Prussia even threatened to use force to restore Louis XVI to full power. Insulted by this threat and fearing attack, the Legislative

► CRITICAL THINKING

Identifying Central Ideas Why did the royal family attempt to leave France?

▼ The arrest of Louis XVI and his family at Varennes, July 1791



Assembly decided to strike first, declaring war on Austria in the spring of 1792. The French fared badly in the initial fighting. A frantic search for scapegoats began. One observer in France noted:

PRIMARY SOURCE

“Everywhere you hear the cry that the king is betraying us, the generals are betraying us, that nobody is to be trusted; . . . that Paris will be taken in six weeks by the Austrians. . . . We are on a volcano ready to spout flames.”

— quoted in *The Oxford History of the French Revolution*

Rise of the Paris Commune

In the spring of 1792, angry citizens demonstrated to protest food shortages and defeats in the war. In August, Paris radicals again decided the fate of the revolution. They declared themselves a commune—a popularly run city council—and attacked the royal palace and Legislative Assembly.

The French Revolution was entering a more radical and violent stage. Members of the new Paris Commune took the king captive. They forced the Legislative Assembly to suspend the monarchy and to call for a National Convention. This time they wanted a more radical change. All the representatives who would decide the nation’s future would be elected through universal male suffrage, in which all adult males had the right to vote. This would broaden the group of voters to include men who did not meet the initial standards for citizenship established by the Assembly.

Many members of the Paris Commune proudly called themselves **sans-culottes**, meaning “without breeches.” Wearing long trousers, not the knee-length breeches of the nobles, they identified themselves as ordinary patriots. Often, sans-culottes are depicted as poor workers, but many were merchants or artisans—the elite of their neighborhoods.

sans-culottes “without breeches”; members of the Paris Commune who considered themselves ordinary patriots (in other words, they wore long trousers instead of the fine knee-length breeches of the nobles)

READING PROGRESS CHECK

Analyzing In what ways did the end of the old order move the revolution toward a more radical phase?

LESSON 1 REVIEW



Reviewing Vocabulary

1. Describing Write a paragraph describing all the types of people who made up the French bourgeoisie. Be sure to explain how people within this class might have different points of view about the French government.

Using Your Notes

2. Comparing and Contrasting Use your notes on the long-range and immediate causes of the French Revolution to compare and contrast one long-range and one immediate cause of the French Revolution.

Answering the Guiding Questions

3. Evaluating How did the structure of social classes in France lead to discontent?

4. Identifying Central Issues How did the economic crises in France lead to the meeting of the Estates-General?

5. Drawing Conclusions Why did the Third Estate declare itself to be the National Assembly?

6. Making Connections What were the French peasants reacting to in their rebellions of 1789?

7. Theorizing How did the French Revolution enter a new phase after the storming of the Bastille?

Writing Activity

8. INFORMATIVE/EXPLANATORY Write an essay exploring the influences on the Declaration of the Rights of Man and the Citizen. Be sure to include a discussion of influential documents from other countries. Also discuss influences specific to France, identifying cultural, political, and economic concerns the authors wanted to address.

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There's More Online!

- ✓ BIOGRAPHY Georges Danton
- ✓ BIOGRAPHY Jean Paul Marat
- ✓ BIOGRAPHY Marie Antoinette
- ✓ CHART/GRAPH Government Bodies of Revolutionary France
- ✓ CHART/GRAPH Political Groups of the French Revolution
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP The Counterrevolution
- ✓ TIME LINE The Reign of Terror
- ✓ VIDEO Radical Revolution and Reaction



LESSON 2

Radical Revolution and Reaction

ESSENTIAL QUESTIONS • *What causes revolution?*

• *How does revolution change society?*

IT MATTERS BECAUSE

The French Revolution could be chaotic. The government repeatedly changed hands, foreign powers threatened to intervene, and economic conditions in France showed little improvement. This instability led to calls for new measures to be taken to secure the future of the revolution and to improve the living conditions of the people in France.

The Move to Radicalism

GUIDING QUESTION *Why did the French Revolution become more radical?*

In September 1792, the newly elected National Convention began meeting. The Convention had been called to draft a new constitution, but it also served as the ruling body of France. It was dominated by lawyers, professionals, and property owners. Two-thirds of its deputies were under the age of 45, but most had some political experience as a result of the revolution. Almost all distrusted the king. It was therefore no surprise that the National Convention's first major step on September 21 was to abolish the monarchy and to establish a republic.

After 1789, citizens had formed political clubs of varying social and political views. Many deputies belonged to these clubs. The Girondins (juh • RAHN • duhns) tended to represent areas outside Paris. They feared the radical mobs of Paris. The Mountain represented the interests of radicals in Paris, and many belonged to the Jacobin (JA • kuh • buhn) club. Increasingly they felt the king needed to be executed to ensure he was not a rallying point for opponents of the republic.

In early 1793, the Mountain convinced the Convention to pass a decree condemning Louis XVI to death. On January 21, the king was beheaded on the guillotine. Revolutionaries had adopted this machine because it killed quickly and, they thought, humanely. The king's execution created new enemies for the revolution, both at home and abroad. A new crisis was at hand.

Reading HELPDESK



Academic Vocabulary

• **domestic** • **percent**

Content Vocabulary

• **electors** • **coup d'état**

TAKING NOTES:

Key Ideas and Details

Differentiating Use a graphic organizer like the one below to list actions taken by the National Convention.

Actions Taken by the National Convention
1.
2.
3.
4.

The execution of King Louis XVI reinforced the trend toward a new radical phase. The local government in Paris—the Commune—had a number of working-class leaders who wanted radical change. Led by Georges Danton, it put constant pressure on the National Convention to adopt more radical measures. Moreover, the National Convention itself still did not rule all France. Peasants in western France, as well as many people in France's major cities, refused to accept the authority of the Convention.

A foreign crisis also loomed large. After Louis XVI was executed, a coalition of Austria, Prussia, Spain, Portugal, Britain, and the Dutch Republic took up arms against France. The French armies began to fall back. By late spring 1793, the coalition was poised to invade. It seemed possible that the revolution would be destroyed and the old regime reestablished.

✓ READING PROGRESS CHECK

Identifying What radical steps did the National Convention take?



▲ This print by Faucher-Gudin depicts Louis XVI's execution on January 21, 1793.

► CRITICAL THINKING

Drawing Inferences Why might the method of the king's execution be significant?

domestic relating to or originating within one's country

The Reign of Terror

GUIDING QUESTION How did the new French government deal with crises?

To meet these crises, the National Convention gave broad powers to a special committee of 12 known as the Committee of Public Safety. It came to be dominated by the radical Jacobin Maximilien Robespierre. For approximately a year during 1793 and 1794, the Committee of Public Safety took control of the government. To defend France from **domestic** threats, the Committee adopted policies that became known as the Reign of Terror.

As a temporary measure, revolutionary courts were set up to prosecute counterrevolutionaries and traitors. Almost 40,000 people were killed during the French Reign of Terror. Of those, 16,000 people, including Marie Antoinette and Olympe de Gouges, died by the guillotine. Most executions occurred in towns that had openly rebelled against the Convention.

Revolutionary armies were set up to bring rebellious cities under the control of the Convention. The Committee of Public Safety decided to make an example of Lyon, a city that rebelled during a time when the Republic was in peril, and 1,880 citizens of Lyon were executed. When guillotining proved too slow, the condemned were shot with grapeshot (a cluster of small iron balls) into open graves. A foreign witness wrote:

PRIMARY SOURCE

“Whole ranges of houses, always the most handsome, burnt. The churches, convents, and all the dwellings of the former patricians were in ruins. When I came to the guillotine, the blood of those who had been executed a few hours beforehand was still running in the street . . . I said to a group of sans-culottes. . . that it would be decent to clear away all this human blood.— Why should it be cleared? one of them said to me. It's the blood of aristocrats and rebels. The dogs should lick it up.”

—quoted in *The Oxford History of the French Revolution*

In western France, too, revolutionary armies were brutal and merciless in defeating rebels. Perhaps the most notorious violence occurred in the city

percent a part of a whole divided into 100 parts

of Nantes, where victims were executed by being loaded onto and then sunk in barges in the Loire River.

People from all classes were killed during the Terror. Clergy and nobles made up about 15 **percent** of the victims, while the rest were from the Third Estate. The Committee of Public Safety held that all this bloodletting was only temporary. When the war and domestic crisis were over, the true “Republic of Virtue” would follow, and the Declaration of the Rights of Man and the Citizen would be realized.

In addition to the Terror, the Committee of Public Safety took other steps to control and shape a French society. Robespierre called this new order the Republic of Virtue—a democratic republic composed of good citizens. As outward signs of support for the republic, the titles “citizen” and “citizeness” were to replace “mister” and “madame.” Women wore long dresses inspired by the clothing worn in the ancient Roman Republic.

Good citizens would be formed by good education. A law aimed at primary education for all was passed but not widely implemented. Another law abolished slavery in French colonies.

Because people were alarmed about high inflation, the Committee tried to control the prices of essential goods such as food, fuel, and clothing. The controls did not work well because the government had no way to enforce them.

From the beginning, women had been active participants in the revolution, although they had no official power. During the radical stage of the revolution, women observed sessions of the National Convention and were not shy about making their demands.

In 1793, two women founded the Society for Revolutionary Republican Women in Paris. Most members were working-class women who asserted that they were ready to defend the republic. Most men, however, believed that women should not participate in either politics or the military.

The Convention also pursued a policy of de-Christianization. Its members believed that the religion encouraged superstition, rather than the use of reason. The word *saint* was removed from street names, churches were looted and closed by revolutionary armies, and priests were encouraged to marry. In Paris, the cathedral of Notre Dame, the center of the Catholic religion in France, was designated a “temple of reason.” In November 1793, a public ceremony dedicated to the worship of reason was held in the former cathedral. Patriotic young girls dressed in white dresses paraded before a temple of reason where the high altar had once stood.

► CRITICAL THINKING

Interpreting Significance Why, by 1793, would some Parisians hold a parade mocking the Church?

▼ Parade in Paris ridiculing Christianity and the Church, 1793



Another example of de-Christianization was the adoption of a new calendar. Years would no longer be numbered from the birth of Jesus but from September 22, 1792—the first day of the French Republic. The calendar contained 12 months. Each month consisted of three 10-day weeks, with the tenth day of each week a day of rest.

These changes in the calendar had a significant effect on religion in France, eliminating Sundays, Sunday worship services, and church holidays. Robespierre came to realize, however, that most French people would not accept these efforts at de-Christianization. France was still overwhelmingly Catholic.

READING PROGRESS CHECK

Questioning Why did the French government use force against its own people?

A Nation in Arms

GUIDING QUESTION *How did the new French government deal with crises?*

As foreign troops gathered on its borders, the revolution seemed to be in danger. To save the republic, the Committee of Public Safety issued a decree to raise an army:

PRIMARY SOURCE

“Young men will fight, young men are called to conquer. Married men will forge arms, transport military baggage and guns and will prepare food supplies. Women, who at long last are to take their rightful place in the revolution and follow their true destiny, will forget their futile tasks: their delicate hands will work at making clothes for soldiers; they will make tents and they will extend their tender care to shelters where the defenders of the *Patrie* [homeland] will receive the help that their wounds require. Children will make lint of old cloth. It is for them that we are fighting: children, those beings destined to gather all the fruits of the revolution, will raise their pure hands toward the skies. And old men, performing their missions again, as of yore, will be guided to the public squares of the cities where they will kindle the courage of young warriors and preach the doctrines of hate for kings and the unity of the Republic.”

—from the mobilization decree, August 23, 1793

In less than a year, the new French government had raised a huge army—by September 1794, it had more than a million soldiers. It was the largest army ever seen in Europe, and it pushed the invaders back across the Rhine. It even conquered the Austrian Netherlands. In earlier times, wars were the business of rulers who fought rivals with professional soldiers. The new French army was created by a people’s government. Its wars were now people’s wars.

By the summer of 1794, the French had largely defeated their foreign foes. There was less need for the Reign of Terror, but it continued nonetheless. Robespierre was obsessed with ridding France of all the corrupt elements. Many in the National Convention who feared Robespierre decided to act, lest they be the next victims. They gathered enough votes to condemn him, and Robespierre was guillotined on July 28, 1794.

READING PROGRESS CHECK

Summarizing How did the French army become the people’s army?



▲ The Battle of Valmy was a victory for the French over the Austrians.

CRITICAL THINKING

Identifying Central Ideas What was the cause of the foreign crisis in the spring of 1793?



▲ Execution of Robespierre on July 28, 1794

The Directory

GUIDING QUESTION How did the constant transition within the French government influence its effectiveness?

After the death of Robespierre, a reaction set in as more moderate middle-class leaders took control. The Reign of Terror came to a halt. The National Convention reduced the power of the Committee of Public Safety. Churches were allowed to reopen. Finally, a new constitution was created.

The Constitution of 1795 set up two legislative houses. A lower house, the Council of 500, drafted laws. An upper house of 250, the Council of Elders, accepted or rejected proposed laws. Members of both houses were chosen by **electors**, or qualified voters. Only those who owned or rented property worth a certain amount could be electors— only 30,000 people in the whole nation qualified. This was a significant change from the universal male suffrage the Paris Commune had demanded.

Under the new constitution, the executive was a committee of five called the Directory, chosen by the Council of Elders. The Directory, which lasted from 1795 to 1799, became known mainly for corruption. People reacted against the sufferings and sacrifices that had been demanded in the Reign of Terror. Some people made fortunes from government contracts or by loaning the government money at very high interest rates. They took advantage of the government's severe money problems during these difficult times.

At the same time, the government of the Directory faced political enemies from both conservatives and radicals. Some people wanted to bring back the monarchy, while others plotted to create a more radical regime like Robespierre's. Likewise, economic problems continued with no solution in sight. Finally, France was still conducting expensive wars against foreign enemies.

To stay in power, the Directory began to rely on the military, but one military leader turned on the government. In 1799 the successful and popular general Napoleon Bonaparte toppled the Directory in a **coup d'état** (koo day • TAH), a sudden overthrow of the government. Napoleon then seized power.

✓ READING PROGRESS CHECK

Evaluating Did the transition from the Committee of Public Safety to the Directory help respond to the French people's needs?

elector an individual qualified to vote in an election

coup d'état a sudden overthrow of the government

PHOTO: GRIETMAN/CORBIS

LESSON 2 REVIEW

Reviewing Vocabulary

- Examining** Explain how the coup d'état in which Napoleon took part differed from other transitions in the revolutionary French government.

Using Your Notes

- Applying** Use your notes to write a paragraph describing the actions taken by the National Convention and some of the consequences of these actions.

Answering the Guiding Questions

- Theorizing** Why did the French Revolution become more radical?

- Identifying** How did the new French government deal with crises?

- Analyzing** How did the constant transition within the French government influence its effectiveness?

Writing Activity

- INFORMATIVE/EXPLANATORY** Write an essay tracing the changes in the French government between the Constitution of 1791 and the Constitution of 1795. Include defining characteristics of each new form of government and how it led to the next change in leadership.

networks

There's More Online!

- ✓ CHART/GRAPH Napoleon's Civil Law Code and Louisiana Civil Law
- ✓ CHART/GRAPH Napoleon's Domestic Policies
- ✓ IMAGE Napoleon's Civil Code
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP Napoleonic Europe
- ✓ PRIMARY SOURCE The Concordat of 1801
- ✓ VIDEO The Rise of Napoleon and the Napoleonic Wars



LESSON 3

The Rise of Napoleon and the Napoleonic Wars

ESSENTIAL QUESTIONS • *What causes revolution?*
• *How does revolution change society?*

IT MATTERS BECAUSE

Napoleon Bonaparte dominated French and European history from 1799 to 1815. During his reign, Napoleon built and lost an empire and also spread ideas about nationalism throughout much of Europe.

Reading HELPDESK



Academic Vocabulary

- capable • liberal

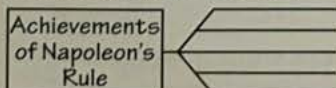
Content Vocabulary

- consulate • nationalism

TAKING NOTES:

Key Ideas and Details

Differentiating As you read, create a diagram like the one below to list achievements of Napoleon's rule.



The Rise of Napoleon

GUIDING QUESTION How did instability in the French government create an opportunity for Napoleon to take power?

Napoleon Bonaparte's role in the French Revolution is complex. In one sense, he brought it to an end when he came to power in 1799. Yet he was a child of the revolution as well. Without it, he would never have risen to power, and he himself never failed to remind the French that he had preserved the best parts of the revolution during his reign as emperor.

Early Life

Napoleon was born in 1769 in Corsica, an island in the Mediterranean, only a few months after France had annexed the island. His father came from minor nobility in Italy, but the family was not rich. Napoleon was talented, however, and won a scholarship to a famous military school.

When he completed his studies, Napoleon was commissioned as a lieutenant in the French army. Although he became one of the world's greatest generals and a man beloved by his soldiers, there were few signs of his future success at this stage. He spoke with an Italian accent and was not popular with his fellow officers.

Napoleon devoted himself to his goals. He read what French philosophers had to say about reason, and he studied famous military campaigns. When revolution and war with Europe came about, there were many opportunities for Napoleon to use his knowledge and skills.



▲ *The Coronation of the Emperor Napoleon I* by Jacques-Louis David

► **CRITICAL THINKING**

Making Generalizations How does David portray Napoleon in this painting?

consulate government established in France after the overthrow of the Directory in 1799, with Napoleon as first consul in control of the entire government

Military Successes

Napoleon rose quickly through the ranks. In 1792 he became a captain. Two years later, at age 24, the Committee of Public Safety made him a brigadier general. In 1796 he became commander of the French armies in Italy. There Napoleon won a series of battles with speed, surprise, and decisive action. He also defeated the armies of the Papal States and their Austrian allies. These victories gave France control of northern Italy. Throughout the Italian campaigns, Napoleon's energy and initiative earned him the devotion of his troops. His personal qualities allowed him to win the support of those around him. In 1797 he returned to France as a hero. He was given command of an army in training to invade Britain, but he knew the

French could not carry out that invasion. Instead, Napoleon suggested striking indirectly at Britain by taking Egypt.

Egypt lay on the route to India, one of Britain's most important colonies and a major source of its wealth. The British were a great sea power and controlled the Mediterranean. By 1799, the British had defeated the French naval forces supporting Napoleon's army in Egypt. Seeing certain defeat, Napoleon abandoned his army and returned to Paris.

Consul and Emperor

In Paris, Napoleon took part in the coup d'état of 1799 that overthrew the Directory and set up a new government, the **consulate**. In theory, it was a republic, but, in fact, Napoleon held absolute power. Napoleon was called first consul, a title borrowed from ancient Rome. He appointed officials, controlled the army, conducted foreign affairs, and influenced the legislature. In 1802 Napoleon was made consul for life. Two years later, he crowned himself Emperor Napoleon I.

Peace with the Church

One of Napoleon's first moves at home was to establish peace with the Catholic Church. In matters of religion, Napoleon was a man of the Enlightenment. He believed in reason and felt that religion was at most a social convenience. However, since most of France was Catholic, it was a good idea to mend relations with the Church.

In 1801 Napoleon came to an agreement with the pope, which recognized Catholicism as the religion of a majority of the French people. In return, the pope would not ask for the return of the church lands seized in the revolution.

With this agreement, the Catholic Church was no longer an enemy of the French government. It also meant that people who had acquired church lands in the revolution became avid supporters of Napoleon.

Codification of the Laws

Napoleon's most famous domestic achievement was to codify the laws. Before the revolution, France had almost 300 different legal systems. During the revolution, efforts were made to prepare a single law code for the nation. However, the work was not completed until Napoleon's reign.

Seven law codes were created, but the most important was the Civil Code, or Napoleonic Code, introduced in 1804. It preserved many of the principles that the revolutionaries had fought for: equality of all citizens before the law; the right of the individual to choose a profession; religious toleration; and the abolition of serfdom and all feudal obligations.

For women and children, the Civil Code was a step back. During the radical stage of the revolution, new laws had made divorce easier and allowed children, even daughters, to inherit property on an equal basis. The Civil Code undid these laws. Women were now “less equal than men.” When they married, they lost control over any property they had. They could not testify in court, and it became more difficult for them to begin divorce proceedings. In general, the code treated women like children, who needed protection and who did not have a public role.

A New Bureaucracy

Napoleon also developed a powerful, centralized administrative machine. He focused on developing a bureaucracy of **capable** officials. Early on, the regime showed that it did not care about rank or birth. Public officials and military officers alike were promoted based on their ability. Opening careers to men of talent was a reform that the middle class had clamored for before the revolution.

Napoleon also created a new aristocracy based on meritorious service to the nation. Between 1808 and 1814, Napoleon created about 3,200 nobles. Nearly 60 percent were military officers, while the rest were civil service or state and local officials. Socially, only 22 percent of this new aristocracy were from noble families of the old regime; about 60 percent were middle class in origin.

Preserver of the Revolution?

In his domestic policies, then, Napoleon did keep some major reforms of the French Revolution. Under the Civil Code, all citizens were equal before the law. The concept of opening government careers to more people was another gain of the revolution that he retained.

On the other hand, Napoleon destroyed some revolutionary ideals. Liberty was replaced by a despotism that grew increasingly arbitrary, in spite of protests by such citizens as the prominent writer Anne-Louise-Germaine de Staël. Napoleon shut down 60 of France’s 73 newspapers and banned books, including de Staël’s. He insisted that all manuscripts be subjected to government scrutiny before they were published. Even the mail was opened by government police.

READING PROGRESS CHECK

Synthesizing How did Napoleon’s Civil Code address the problems with the French legal system that were present before the revolution?

Napoleon’s Empire

GUIDING QUESTIONS *Why would changes in France cause concern in other European countries? How did Napoleon’s military background shape his perspective?*

Napoleon is, of course, known less for his domestic policies than for his military leadership. His conquests began soon after he rose to power.

Building the Empire

When Napoleon became consul in 1799, France was at war with a European coalition of Russia, Great Britain, and Austria. Napoleon realized the need for a pause in the war. “The French Revolution is not finished,” he said, “so long as the scourge of war lasts . . . I want peace, as much to settle the present French government, as to save the world from chaos.” In 1802 a peace treaty was signed, but it did not last long. War with Britain broke out again in 1803. Gradually, Britain was joined by Austria, Russia, Sweden, and Prussia. In a

capable having or showing ability



Napoleonic Europe, 1799–1812



GEOGRAPHY CONNECTION

Napoleon's Grand Empire spread over much of Europe.

- 1 HUMAN SYSTEMS** *Why might Napoleon have chosen to ally with states instead of taking them over?*
- 2 ENVIRONMENT AND SOCIETY** *What do the countries allied against France have in common?*

series of battles at Ulm, Austerlitz, Jena, and Eylau from 1805 to 1807, Napoleon's Grand Army defeated the Austrian, Prussian, and Russian armies.

From 1807 to 1812, Napoleon was the master of Europe. His Grand Empire was composed of three major parts: the French Empire, dependent states, and allied states. The French Empire was the inner core of the Grand Empire. It consisted of an enlarged France extending to the Rhine in the east and including the western half of Italy north of Rome.

Dependent states were kingdoms ruled by relatives of Napoleon. Eventually these included Spain, Holland, the kingdom of Italy, the Swiss Republic, the Grand Duchy of Warsaw, and the Confederation of the Rhine—a union of all German states except Austria and Prussia.

Allied states were countries defeated by Napoleon and then forced to join his struggle against Britain. These states included Prussia, Austria, Russia, and Sweden.

Spreading the Principles of the Revolution

Within his empire, Napoleon sought to spread some of the principles of the French Revolution, including legal equality, religious toleration, and economic freedom. In the inner core and dependent states of his Grand Empire, Napoleon tried to destroy the old order. The nobility and the clergy everywhere in these states lost their special privileges. Napoleon decreed equality of opportunity with offices open to those with ability, equality before the law, and religious toleration. The spread of French revolutionary principles was an important factor in the development of **liberal** traditions in these countries.

liberal broad-minded; associated with ideals of the individual, especially economic freedom and greater participation in government

Like Hitler 130 years later, Napoleon hoped that his Grand Empire would last for centuries, but his empire collapsed almost as rapidly as it was formed. Two major reasons help explain this collapse: Britain's ability to resist Napoleon and the rise of nationalism.

British Resistance

Napoleon was never able to conquer Great Britain because of its sea power, which made it almost invulnerable. Napoleon hoped to invade Britain, but the British defeated the combined French-Spanish fleet at Trafalgar in 1805. This battle ended Napoleon's plans for invasion.

Napoleon then turned to his Continental System to defeat Britain. The aim of the Continental System was to stop British goods from reaching the European continent to be sold there. By weakening Britain economically, Napoleon would destroy its ability to wage war.

The Continental System also failed. Allied states resented being told by Napoleon that they could not trade with the British. Some began to cheat. Others resisted. Furthermore, new markets in the Middle East and in Latin America gave Britain new outlets for its goods. Indeed, by 1810, British overseas exports were at near-record highs.

Nationalism

A second significant factor in the defeat of Napoleon was **nationalism**. One of the most important forces of the nineteenth century, nationalism is the sense of unique identity of a people based on common language, religion, and national symbols. A new era was born when the French people decided that they were the nation.

Napoleon marched his armies through the Germanies, Spain, Italy, and Poland, arousing new ideas of nationalism in two ways. First, the conquered peoples became united in their hatred of the invaders. Second, the conquered peoples saw the power and strength of national feeling. It was a lesson not lost on them or their rulers.

READING PROGRESS CHECK

Evaluating What were the consequences for a country conquered by Napoleon's Grand Army?

Analyzing PRIMARY SOURCES



Napoleon's Reign

“What is the throne?—a bit of wood gilded and covered with velvet—I am the state—I alone am here the representative of the people. Even if I had done wrong you should not have reproached me in public—people wash their dirty linen at home. France has more need of me than I of France.”

—Napoleon, quoted in *The History of Napoleon Buonaparte*

DBQ **DRAWING CONCLUSIONS**
How did Napoleon understand his role as leader of the French people?

nationalism the unique cultural identity of a people based on common language, religion, and national symbols

LESSON 3 REVIEW



Reviewing Vocabulary

- Identifying Central Issues** What is nationalism, and what role did it play in Napoleon's fall from power?
- Interpreting** Why do you think Napoleon used the ancient Roman term *first consul* to define his new role in the government?

Using Your Notes

- Comparing** Use your notes on the achievements of Napoleon to compare Napoleon's achievements to those of the French government during the Reign of Terror.

Answering the Guiding Questions

- Identifying** How did instability in the French government create an opportunity for Napoleon to take power?

- Drawing Conclusions** Why would changes in France cause concern in other European countries?

- Making Inferences** How did Napoleon's military background shape his perspective?

Writing Activity

- ARGUMENT** Write an essay analyzing whether Napoleon did or did not preserve the ideals of the French Revolution through his domestic and foreign policies. Demonstrate your knowledge of both sides of the argument, but ultimately choose one side using support from the text.

networks

There's More Online!

- ✓ BIOGRAPHY Duke of Wellington
- ✓ BIOGRAPHY Klemens von Metternich
- ✓ IMAGE The Congress of Vienna
- ✓ INTERACTIVE SELF-CHECK QUIZ
- ✓ MAP Europe after the Congress of Vienna, 1815
- ✓ PRIMARY SOURCE Napoleon's Retreat from Russia
- ✓ SLIDE SHOW Napoleon's Final Days
- ✓ VIDEO The Fall of Napoleon and the European Reaction



LESSON 4

The Fall of Napoleon and the European Reaction

ESSENTIAL QUESTIONS • *What causes revolution?*
• *How does revolution change society?*

IT MATTERS BECAUSE

After the turmoil of the French revolutionary years and the eventual fall of Napoleon, European rulers wanted to return to a conservative order, keeping a balance of power among nations. Liberals and nationalists, however, struggled to achieve more liberal governments and new nations.

Reading HELPDESK



Academic Vocabulary

- civil
- constitution

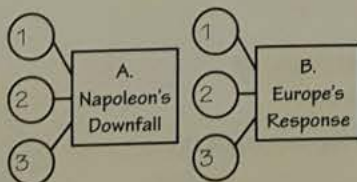
Content Vocabulary

- conservatism
- principle of intervention
- liberalism

TAKING NOTES:

Key Ideas and Details

Differentiating As you read, use a diagram like the one below to summarize what led to Napoleon's downfall and how leaders in Europe attempted to restore order.



The Fall of Napoleon

GUIDING QUESTION *How did Napoleon lose his empire?*

Napoleon's downfall began in 1812 when he decided to invade Russia. Within only a few years, his fall was complete.

The Russians had refused to remain in the Continental System, leaving Napoleon with little choice but to invade. He knew the risks in invading such a large country, but he also knew that if he did not punish the Russians for ignoring the Continental System, other nations would follow suit.

In June 1812, a Grand Army of more than 600,000 men entered Russia. Napoleon's hopes depended on a quick victory over the Russians, but they refused to do battle. Instead they retreated for hundreds of miles. As they retreated, they burned their own villages and countryside to keep Napoleon's army from finding food. When the Russians did fight at Borodino, Napoleon's forces won an indecisive victory, which cost many lives.

Finally reaching Moscow, the Grand Army found the city ablaze. With no food or supplies for his army, Napoleon abandoned the Russian capital in late October. As the winter snows began, Napoleon led the "Great Retreat" west across Russia. Thousands of soldiers starved and froze along the way. Fewer than 40,000 of the original 600,000 soldiers arrived back in Poland in January 1813.

This military disaster led other European states to rise up and attack the crippled French army. Paris was captured in March 1814. Napoleon was soon sent into exile on the island of Elba, off the

northwest coast of Italy. The victorious powers restored monarchy to France in the person of Louis XVIII, brother of the executed king, Louis XVI.

The new king had little support, and the French people were not ready to surrender the glory of empire. Nor was Napoleon ready to give up. Restless in exile, he left the island of Elba and slipped back into France. The new king sent troops to capture Napoleon, who opened his coat and addressed them: “Soldiers of the 5th regiment, I am your Emperor. . . . If there is a man among you [who] would kill his Emperor, here I am!”

No one fired a shot. Shouting “Long live the Emperor!” the troops went over to his side. On March 20, 1815, Napoleon entered Paris in triumph.

Russia, Great Britain, Austria, and Prussia again pledged to defeat the man they called the “Enemy and Disturber of the Tranquility of the World.” Meanwhile, Napoleon raised another French army of devoted veterans who rallied from all over France. He then readied an attack on the allied troops stationed across the border in Belgium.

At Waterloo in Belgium on June 18, 1815, Napoleon met a combined British and Prussian army under the Duke of Wellington and suffered a bloody defeat. This time, the victorious allies exiled him to St. Helena, a small island in the south Atlantic. Napoleon remained in exile until his death in 1821, but his memory haunted French political life for many decades.

READING PROGRESS CHECK

Analyzing How did Napoleon’s disaster in Russia affect both his Grand Army and the French nation?



▲ The burning of Moscow in October of 1812

European Reaction

GUIDING QUESTION *Why did the turmoil of the French revolutionary years result in a conservative European reaction?*

After the defeat of Napoleon, European rulers moved to restore the old order. This was the goal of the victors—Great Britain, Austria, Prussia, and Russia—when they met at the Congress of Vienna in September 1814 to arrange a final peace settlement.

The haughty Austrian foreign minister, Prince Klemens von Metternich (MEH • tuhr • nihk), was the most influential leader at that meeting in Vienna. Metternich claimed that the principle of legitimacy guided him. He meant that lawful monarchs from the royal families who had ruled before Napoleon would be restored to their positions of power. This, they believed, would ensure peace and stability in Europe. The victorious powers had already restored the Bourbon king to the French throne in 1814.

Practical considerations of power were addressed at the Congress of Vienna. The great powers rearranged territories in Europe, believing that this would form a new balance of power. The powers at Vienna wanted to keep any one country from dominating Europe. This meant balancing political and military forces that guaranteed the independence of the great powers. To balance Russian territorial gains, for example, new territories were given to Prussia and Austria.

The arrangements worked out at the Congress of Vienna were a victory for rulers who wanted to contain the forces of change that the French Revolution had unleashed. These rulers, such as Metternich, believed in the political philosophy known as **conservatism**.

conservatism a political philosophy based on tradition and social stability, favoring obedience to political authority and organized religion



Europe after the Congress of Vienna 1815



GEOGRAPHY CONNECTION

The Congress of Vienna rearranged territories to maintain a balance of power.

1 THE WORLD IN SPATIAL TERMS *In what political boundaries is Vienna located?*

2 HUMAN SYSTEMS *Compare this map to the map of Napoleonic Europe in Lesson 3. What countries gained territory from France after the Congress of Vienna?*

Most conservatives at that time favored obedience to political authority. They also believed that religion was crucial to keep order in society. Conservatives hated revolutions and were unwilling to accept demands from people who wanted either individual rights or representative governments.

To maintain the new balance of power, Great Britain, Russia, Prussia, and Austria (and later France) agreed to meet in conferences to discuss their common interests and to maintain peace in Europe. These meetings came to be called the Concert of Europe.

The great powers adopted a **principle of intervention**. According to this principle, they had the right to send armies into countries in order to restore legitimate monarchs to their thrones. Britain argued that they should not interfere in the internal affairs of other states. However, the other great powers used military force to end revolutions in Spain and Italy.

READING PROGRESS CHECK

Identifying Central Issues Why did European leaders think it was important to apply conservatism at the Congress of Vienna?

Forces of Change

GUIDING QUESTION *What happened to revolutionary ideas after the French Revolution was over?*

Between 1815 and 1830, conservative governments throughout Europe worked to maintain the old order. However, powerful forces for change—known as liberalism and nationalism—were also at work.

Liberalism is a political philosophy that grew out of the Enlightenment. **Liberalism** held that people should be as free as possible from government restraint. Liberal beliefs included the protection of **civil** liberties, the basic

principle of intervention

idea that great powers have the right to send armies into countries where there are revolutions to restore legitimate governments

rights of all people. Civil liberties included equality before the law and freedom of assembly, speech, and the press. Liberals believed that freedoms should be guaranteed by a document such as the American Bill of Rights.

Many liberals favored a government ruled by a **constitution**—a concept called constitutionalism. For example, in a constitutional monarchy a king must follow the laws of the constitution. Liberals believed that written documents would help guarantee people's rights.

Most liberals wanted religious toleration for all, as well as separation of church and state. Liberals also demanded the right of peaceful opposition to the government. They believed that a representative assembly (legislature) elected by qualified voters should make laws. These liberal ideals were similar to republicanism, the belief that a government's power comes from the rule of law and the citizens who are allowed to vote.

Liberals did not believe everyone had a right to vote. They thought the right to vote and hold office should be open only to men of property. Liberalism was tied to middle-class men who wanted voting rights for themselves so they could share power with the landowning classes. The liberals feared mob rule and had little desire to let the lower classes share power.

Nationalism arose when people began to identify themselves as part of a community, a nation, defined by a distinctive language, common institutions, and customs. In earlier centuries, people's loyalty belonged to a king or to their town or region. In the nineteenth century, people began to feel that their chief loyalty was to the nation.

Nationalism did not become a popular force for change until the French Revolution. From then on, nationalists came to believe that each nationality should have its own government. Thus, the Germans, who were separated into many principalities, wanted national unity under one central government in a German nation-state. Subject peoples, such as the Hungarians, wanted the right to establish their own governments.

Nationalism was a threat to the existing order. A united Germany would upset the balance of power set up at the Congress of Vienna in 1815. An independent Hungarian state would mean the breakup of the Austrian Empire. Conservatives feared such change and tried to repress nationalism.

Nationalism found a strong ally in liberalism. Most liberals believed that freedom could only be possible in people who ruled themselves. Each group of people should have its own state.

READING PROGRESS CHECK

Identifying Why did nationalism become popular after the French Revolution?

liberalism a political philosophy originally based largely on Enlightenment principles, holding that people should be as free as possible from government restraint and that civil liberties—the basic rights of all people—should be protected

civil involving the general public or civic affairs

constitution the basic principles and laws of a nation, state, or social group that determine the powers and duties of the government and guarantee certain rights to the people in it

LESSON 4 REVIEW



Reviewing Vocabulary

1. Explaining Write a paragraph explaining how the principle of intervention is an idea based on conservatism.

Using Your Notes

2. Summarizing Use your notes on Napoleon's downfall and Europe's response to list the various European responses to Napoleon's downfall.

Answering the Guiding Questions

3. Drawing Conclusions How did Napoleon lose his empire?

4. Evaluating Why did the turmoil of the French revolutionary years result in a conservative European reaction?

5. Identifying the Main Idea What happened to revolutionary ideas after the French Revolution was over?

Writing Activity

6. INFORMATIVE/EXPLANATORY Using the narrative and outside research, write an essay describing Napoleon's invasion of Russia. Be sure to cover his motivations for invasion, the logistical difficulties in carrying out the invasion, Russia's response, and the economic, political, and human toll of Napoleon's retreat.

CHAPTER 9 Assessment



Directions: On a separate sheet of paper, answer the questions below. Make sure you read carefully and answer all parts of the questions.

Lesson Review

Lesson 1

- 1 **CATEGORIZING** What was the Declaration of the Rights of Man and the Citizen?
- 2 **ANALYZING** What was the significance of the meeting of the Estates-General in 1789?

Lesson 2

- 3 **SUMMARIZING** What was the Reign of Terror and how did it end?
- 4 **ASSESSING** What effect did the Constitution of 1795 have?

Lesson 3

- 5 **IDENTIFYING CENTRAL ISSUES** What were four major principles that were reflected in the Napoleonic Civil Code?
- 6 **LISTING** What powers did Napoleon exercise as First Consul in France?

Lesson 4

- 7 **EXPLAINING** What was the significance of the Congress of Vienna?
- 8 **EXPLORING ISSUES** How did the great powers maintain the balance of power in Europe?

21st Century Skills

- 9 **IDENTIFYING CAUSE AND EFFECT** How did the Committee of Public Safety deal with opposition? What was the effect of its policies?
- 10 **ECONOMICS** What was the Continental System, and was it effective? Explain.
- 11 **COMPARE AND CONTRAST** How did the ideologies of liberalism and conservatism differ?

Exploring the Essential Questions

- 12 **SYNTHESIZING** Work with a partner to create an illustrated time line showing five pivotal events that occurred in France between 1789 and 1815. Include visuals such as photos, sketched images, and maps, along with primary sources. Be prepared to explain how the events you selected led to the exchange of new ideas.

DBQ Analyzing Historical Documents

Use the document to answer the following questions.

While emperor, Napoleon attempted to spread revolutionary ideals to other nations. He shares these ideas with his brother Jerome, the new king of Westphalia, in 1807:

PRIMARY SOURCE

“What the peoples of Germany desire most impatiently is that talented commoners should have the same right to your esteem and to public employments as the nobles, that any trace of serfdom and of an intermediate hierarchy between the sovereign and the lowest class of the people should be completely abolished. The benefits of the Code Napoléon, the publicity of judicial procedure, the creation of juries must be so many distinguishing marks of your monarchy.”

—Napoleon in a letter to the king of Westphalia, 1807

- 13 **DESCRIBING** What were Napoleon's views about how civil and military workers should be hired and promoted?
- 14 **MAKING PREDICTIONS** In the excerpt, Napoleon addresses “the peoples of Germany.” How would the nobles of various German states be likely to respond and why?

Extended-Response Question

- 15 **INFORMATIVE/EXPLANATORY** How did the ideas of the Enlightenment help cause the French Revolution? How closely did the various factions of revolutionaries follow Enlightenment beliefs? How closely did Napoleon follow Enlightenment beliefs when he ruled France?

Need Extra Help?

If You've Missed Question	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Go to page	155	154	159	162	164	164	169	170	159	167	169	154	172	172	153