2. Why did French revolutionary leaders institute the levée en masse?

3. What do you think about Napoleon’s statement? How do you think this reflects on him?

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

5. The European monarchies that feared the Revolution did not want to risk an invasion of their own soil. The enmity between the revolutionary France and these monarchies increased over time. What do you think was the primary cause of this growing enmity?

6. After the French Revolution later turned to violence and terror, the Committee of Public Safety drafted a new constitution. Why do you think this was necessary?
Linking Past and Present

**Critical Thinking**

- DIRECTIONS:
  - Use the symbol, mark your time line illustrate this concept?

- Multiple Choice
  - a. oath of loyalty to Jean Valjean, an outspoken lawyer that called for doing away
  - b. Waterfall
  - c. What nations did he
  - d. When was Napoleon's

- Vocabulary Activity 11 L1
  - A. Legislative Assembly
  - B. Bastille
  - C. Of the Clergy
  - D. Robespierre
  - E. Penal Code
  - F. Revolution
  - G. 1789–1791
  - H. 1792
  - I. 1793
  - J. 1794
  - K. 1795
  - L. 1799
  - M. 1804
  - N. 1814
  - O. 1815

- Interdisciplinary Activities
  - Mapping History Activity 11 L2
  - World Art and Music Activity 11 L2
  - History and Geography Activity 11 L2
  - People in World History Activity 11 L2

- Multimedia
  - Vocabulary PuzzleMaker CD-ROM
  - Interactive Tutor Self-Assessment CD-ROM
  - ExamView® Pro Testmaker CD-ROM
  - Audio Program
  - World History Primary Source Document Library CD-ROM
  - MindJogger Videoquiz
  - Presentation Plus! CD-ROM
  - TeacherWorks CD-ROM
  - Interactive Student Edition CD-ROM
  - The World History—Modern Times Video Program

- Spanish Resources
  - The following Spanish language materials are available:
    - Spanish Guided Reading Activities
    - Spanish Reteaching Activities
    - Spanish Quizzes and Tests
    - Spanish Vocabulary Activities
    - Spanish Summaries
    - Spanish Reading Essentials and Study Guide
### SECTION RESOURCES

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**OUT OF TIME?**

Assign the Chapter 11 Reading Essentials and Study Guide.

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*Also Available in Spanish
The Congress of Vienna Convenes

Organize the class into five groups, representing Austria, Great Britain, Russia, Prussia, and France, and direct each group to select one spokesperson to be Metternich, Castlereagh, Alexander I, Frederick William III, and Talleyrand. Provide each group with an overview of the Congress and its purpose; information specific to their country, which includes their delegate’s role at the Congress and their country’s goals, vital interests, and demands; and an outline map of Europe at the height of Napoleon’s power.

Each group should develop its lists of demands and redraw the map of Europe as it would like to see it. Then convene the Congress by having the representative from each group offer his or her proposals and maps to the entire class. Questioning and negotiating should proceed until a plan acceptable to all is developed. Finally, the class plan should be compared to the actual decision made at the Congress of Vienna with similarities and differences noted.
The Impact Today

Ask students to consider the importance of revolutions and reasons people decide to revolt against their governments. Discuss how life in the United States might be different today if the American Revolution had never happened. Would the United States still be a possession or colony of Britain? Of Spain or France?

Key Events

As you read this chapter, look for the key events of the French Revolution and French Empire.

- The fall of the Bastille marked the beginning of the French Revolution.
- The Committee of Public Safety began the Reign of Terror.
- Napoleon Bonaparte created the French Empire.
- Allied forces defeated Napoleon at Waterloo.

The Impact Today

The events that occurred during this time period still impact our lives today.

- The French Revolution became the model for revolution in the modern world.
- The power of nationalism was first experienced during the French Revolution, and it is still powerful in existing nations and emerging nations today.
- The French Revolution spread the principles of liberty and equality, which are held dear by many nations and individuals today.

World History—Modern Times Video

The Chapter 11 video, "Napoleon," chronicles the rise and fall of Napoleon Bonaparte.

Dinah Zike's Foldables are three-dimensional, interactive graphic organizers that help students practice basic writing skills, review key vocabulary terms, and identify main ideas. Have students complete the foldable activity in the Dinah Zike's Reading and Study Skills Foldables booklet.

PURPOSE FOR READING

Two-Column Notes

This strategy helps students organize information from texts or lectures into useful study tools. Have students create a table on the Causes of Revolution with two columns. Label the left column American Revolution and the right column French Revolution. Ask students to review the causes of the American Revolution and add the information to the left column. Have them complete the French Revolution column as they study the chapter. L1
Chapter Objectives

After studying this chapter, students should be able to:
1. identify and explain the causes of the French Revolution;
2. explain how the French Revolution brought about the destruction of the old regime;
3. identify and explain the causes of the Reign of Terror;
4. identify and explain the Age of Napoleon;
5. identify and describe the rise and fall of Napoleon’s empire.

HISTORY

Chapter Overview

Introduce students to chapter content and key terms by having them access Chapter Overview 11 at wh.mt.glencoe.com.

MORE ABOUT THE ART

Jacques-Louis David  Napoleon spread his image throughout Europe with copies of this portrait, commissioned in 1800, and others painted by the artist Jacques-Louis David. David had developed a neoclassical style early in his career that reflected the influence of Roman sculpture and emphasized the civic virtues of self-sacrifice and devotion to duty. After 1789, David began to paint more realistic scenes that depicted the people and events of the French Revolution. From 1799 to 1815, David was Napoleon’s official painter. During this period, he adopted a more romantic style that promoted a heroic image of France’s new leader. After Napoleon’s defeat, David was exiled to Brussels, where he died in 1825.
Introducing

A Story That Matters

Depending on the ability levels of your students, select from the following questions to reinforce the reading of A Story That Matters.

• Do you believe the Bastille was stormed to set prisoners free, because it was a symbol of oppression, or as the first step to overthrow the French monarchy? (Answers may vary.)
• What is the difference between a revolt and revolution? (revolt: renouncing allegiance; armed uprising; vigorous dissent; revolution: a sudden radical, complete change; an overthrow of one government in favor of another)

About the Art

Encourage students to study the painting of the storming of the Bastille. Divide students into two groups. Ask one group to write descriptions of the storming of the Bastille from the point of view of a common soldier defending the prison. The other group should write descriptions from the point of view of a member of the mob.

Fall of the Bastille

On the morning of July 14, 1789, a Parisian mob of some eight thousand men and women in search of weapons streamed toward the Bastille, a royal armory filled with arms and ammunition. The Bastille was also a state prison. Although it contained only seven prisoners at the time, in the eyes of those angry Parisians it was a glaring symbol of the government’s harsh policies. The armory was defended by the Marquis de Launay and a small garrison of 114 men.

The assault began at one o’clock in the afternoon when a group of attackers managed to lower two drawbridges over the moat surrounding the fortress. The mob was joined by members of the French Guard, who began to bombard the fortress with cannon balls. After four hours of fighting, 98 attackers lay dead or dying. Only one defender had been killed.

As more attackers arrived, de Launay realized that he and his troops could not hold out much longer and surrendered. Angered by the loss of its members, the victorious mob beat de Launay to death, cut off his head, and carried it aloft in triumph through the streets of Paris.

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

Why It Matters

The French Revolution began a new age in European political life. The old political order in France was destroyed. The new order was based on individual rights, representative institutions, and loyalty to the nation rather than the monarch. The revolutionary upheaval of the era, especially in France, created new political ideals, summarized in the French slogan, “Liberty, Equality, and Fraternity.” These ideals transformed France, then spread to other European countries and the rest of the world.

History and You

Using print or Internet sources, familiarize yourself with the lyrics to The Marseillaise, God Save the Queen, and The Star Spangled Banner. How do they vary in subject matter, tone, theme, and style, and how are they similar? Create a chart listing your findings.
The French Revolution Begins

Main Ideas
- Social inequality and economic problems contributed to the French Revolution.
- Radicals, Catholic priests, nobles, and the lower classes opposed the new order.

Key Terms
- estate, relics of feudalism, bourgeoisie, sans-culottes

People to Identify
- Louis XVI, Olympe de Gouges

Places to Locate
- Versailles, Paris, Austria, Prussia

Preview Questions
1. How was the population of France divided into three estates?
2. How did the fall of the Bastille save the National Assembly?

Reading Strategy
Cause and Effect As you read this section, use a web diagram like the one below to list the factors that contributed to the French Revolution.

French Revolution

Background to the Revolution
The year 1789 witnessed two far-reaching events: 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, more violent, and far more radical. It tried to create both a new political order and a new society.

Voices from the Past
A correspondent with the London Times sent this report to his newspaper editor on July 20, 1789:

"The number of armed men in Paris is supposed to amount to 300,000 men, and they called themselves the Militia. The way by which so many people have procured arms is, that all the public storehouses where weapons were lodged, have been broken open, as well as several private houses plundered, which they thought contained them. The Archbishop of Paris is among the number of those who have been sacrificed to the people's rage. He was assassinated at Versailles on Tuesday night. The city of Paris is entirely surrounded with a guard, and not a soul suffered to go out who has an appearance of wealth."

—History in the First Person, Louis L. Snyder and Richard B. Morris, eds., 1951

The correspondent may not have realized the full significance of the events he reported, but the French Revolution had begun.

CHAPTER 11 The French Revolution and Napoleon

SECTION RESOURCES
- Reproducible Masters
  - Reproducible Lesson Plan 11–1
  - Daily Lecture and Discussion Notes 11–1
  - Guided Reading Activity 11–1
  - Section Quiz 11–1
  - Reading Essentials and Study Guide 11–1

- Transparencies
  - Daily Focus Skills Transparency 11–1

- Multimedia
  - Interactive Tutor Self-Assessment CD-ROM
  - ExamView® Pro Testmaker CD-ROM
  - Presentation Plus! CD-ROM
I. Background to the Revolution

The French Revolution and the beginning of the United States of America both happened in 1789, and both had far-reaching consequences. Two percent of the population owned approximately 10 percent of the land. They were exempt from the taille (TAH•yuh), France’s chief tax. The clergy were radically divided. The higher clergy, members of aristocratic families, shared the interests of the nobility. The parish priests were often poor and from the class of commoners.

The Second Estate, the nobility, included about 350,000 people. Nobles owned about 25 to 30 percent of the land. They played an important, and even a crucial, role in French society in the eighteenth century. They held many of the leading positions in the government, the military, the law courts, and the higher church offices. Moreover, they possessed many privileges, including tax exemptions. Like the clergy, they were exempt from the taille.

The nobles sought to expand their power at the expense of the monarchy. Many nobles said they were defending liberty by resisting the arbitrary actions of the monarchy. They also sought to keep their control over positions in the military, the Church, and the government.

The Third Estate, or the commoners of society, made up the overwhelming majority of the French population. Unlike the First and Second Estates, the Third Estate was divided by vast differences in occupation, level of education, and wealth.

The peasants, who constituted 75 to 80 percent of the total population, were by far the largest segment of the Third Estate. As a group, they owned about 35 to 40 percent of the land. However, landholdings varied from area to area, and over half of the peasants had little or no land on which to survive.

Serfdom no longer existed on any large scale in France, but French peasants still had obligations to their local landlords that they deeply resented. These relics of feudalism, or aristocratic privileges, were obligations that survived from an earlier age. They included the payment of fees for the use of village facilities such as the flour mill, community oven, and winepress, as well as contributions to the clergy.

Another part of the Third Estate consisted of skilled craftspeople, shopkeepers, and other wage earners in the cities. In the eighteenth century, a rise in consumer prices that was greater than the increase in wages left these urban groups with a decline in buying power. The struggle for survival led many of these people to play an important role in the revolution, especially in Paris.

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 2.3 million people. They owned about 20 to 25 percent of the land. This group included merchants, bankers, and industrialists, as well as professional people—lawyers, holders of public offices, doctors, and writers.

The Three Estates in Pre-Revolutionary France

![Graph Skills]

**The Three Estates**

- First Estate: Clergy
- Second Estate: Nobility
- Third Estate: Commoners

1. Drawing Inferences From looking at these circle graphs, what inferences can you draw about why a revolution occurred in France?

---

**Economics**

Remind students that the immediate causes of the French Revolution were financial. Ask students to explain why people often become more upset over issues of economic conditions than over a lack of political freedom. **Ask: What economic events precipitated the American Revolution?** (British taxation on colonists) **L2 COS: 7A**

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**Interdisciplinary Connections Activity**

**Literature/English Language Arts**

As a way of using literature as a key to understanding history, have your students read Charles Dickens’s *A Tale of Two Cities*. Provide students with study guides to help them with the nineteenth-century language and style of writing. Students, in cooperation with an English teacher, might wish to develop the study guides. Then divide the class into groups and assign each group responsibility for reading different parts of the novel. Each group will create a presentation for its part of the book. The presentations can be given as a series. **L2 COS: 7**
Members of the middle class were unhappy with the privileges held by nobles. At the same time, they shared a great deal with the nobility. Indeed, by obtaining public offices, wealthy middle-class individuals could enter the ranks of the nobility. During the eighteenth century, 6,500 new noble families were created.

In addition, both aristocrats and members of the bourgeoisie were drawn to the new political ideas of the Enlightenment. Both groups were increasingly upset with a monarchical system resting on privileges and on an old and rigid social order. The opposition of these elites to the old order ultimately led them to drastic action against the monarchy.

Financial Crisis Social conditions, then, formed a long-range background to the French Revolution. The immediate cause of the revolution was the near collapse of government finances.

The French economy, although it had been expanding for 50 years, suffered periodic crises. Bad harvests in 1787 and 1788 and a slowdown in manufacturing led to food shortages, rising prices for food, and unemployment. The number of poor, estimated by some at almost one-third of the population, reached crisis proportions on the eve of the revolution.

An English traveler noted the misery of the poor in the countryside: “All the country girls and women are without shoes or stockings; and the plowmen at their work have neither shoes nor stockings to their feet. This is a poverty that strikes at the root of national prosperity.”

In spite of these economic problems, the French government continued to spend enormous sums on costly wars and court luxuries. The queen, Marie Antoinette, was especially known for her extravagance. The government had also spent large amounts to help the American colonists against Britain.

On the verge of a complete financial collapse, the government of Louis XVI was finally forced to call a meeting of the Estates-General to raise new taxes. This was the French parliament, and it had not met since 1614.

From Estates-General to National Assembly

The Estates-General was composed of representatives from the three orders of French society. The First and Second Estates had about three hundred delegates each. The Third Estate had almost six hundred delegates, most of whom were lawyers from French towns. To fix France’s financial problems, most members of the Third Estate wanted to set up a constitutional government that would abolish the tax exemptions of the clergy and nobility.

The meeting of the Estates-General opened at Versailles on May 5, 1789. It was troubled from the start with a problem about voting. Traditionally, each estate had one vote. That meant that the First and Second Estates together could outvote the Third Estate two to one.

The Third Estate demanded that each deputy have one vote. With the help of a few nobles and clerics, that would give the Third Estate a majority. The king, however, declared he was in favor of the current system, in which each estate had one vote.

The Third Estate reacted quickly. On June 17, 1789, it called itself a National Assembly and decided to draft a constitution. Three days later, on June 20, the deputies of the Third Estate arrived at their meeting place, only to find the doors locked.

The deputies then moved to a nearby indoor tennis court and swore that they would continue to meet without shoes or stockings; and the plowmen at their work have neither shoes nor stockings to their feet. This is a poverty that strikes at the root of national prosperity.”

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**DIFFERENTIATED INSTRUCTION**

**Reading Support** Have students carefully read this section. Then, have students develop and present a newscast on the beginning of the French Revolution. The students should play roles, such as reporters, representatives of each estate, and peasants. The newscast should include: 1) a reporter describing some of France’s long-range problems, as well as some of the immediate issues that led to the revolution; 2) interviews with different representatives of the estates; 3) a reporter interviewing women on the role that they believe they should be playing in the revolution and subsequent governments; and 4) highlights of events that took place on June 20, July 14, and August 26, 1789. This type of active involvement is useful for students who need review and understanding of main ideas. **L2**
The declaration also raised an important issue. Did its ideal of equal rights for all men also include women? Many deputies insisted that it did, provided that, as one said, “women do not hope to exercise political rights and functions.”

Olympe de Gouges, a woman who wrote plays and pamphlets, refused to accept this exclusion of women from political rights. Echoing the words of the official declaration, she penned a Declaration of the Rights of Woman and the Female Citizen. In it, she insisted that women should have all the same rights as men.

She wrote:

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."

The National Assembly ignored her demands. (See page 775 to read excerpts from Olympe de Gouges’s Declaration of the Rights of Woman and the Female Citizen in the Primary Sources Library.)

The King Concedes In the meantime, Louis XVI had remained at Versailles. He refused to accept the National Assembly’s decrees on the abolition of feudalism and the Declaration of Rights. On October 5, however, thousands of Parisian women—described by one eyewitness as “detachments of women coming up from every direction, armed with broomsticks, lances, pitchforks, swords, pistols and muskets”—marched to Versailles. A delegation of the women met with Louis XVI and described how their children were starving from a lack of bread. They forced the king to accept the new decrees.

The crowd now insisted that the royal family return to Paris to show the king’s support of the National Assembly. On October 6, the family journeyed to Paris. As a goodwill gesture, Louis XVI brought along wagonloads of flour from the palace.

A National Holiday

The French Revolution gave rise to the concept of the modern nation-state. With the development of the modern state came the celebration of one day a year as a national holiday—usually called Independence Day. The national holiday is a day that has special significance in the history of the nation-state.

In France, the fall of the Bastille on July 14, 1789, has been celebrated ever since as the beginning of the French nation-state. Independence Day in the United States is celebrated on July 4. On July 4, 1776, the Second Continental Congress approved the Declaration of Independence.

In Norway, people celebrate Constitution Day as a national holiday on May 17. On that day in 1814, Norway received a constitution, although it did not gain its independence from Sweden until 1905.

Most Latin American countries became independent of Spain or Portugal in the early nineteenth century. Mexico, for example, celebrates its Independence Day on September 16 with a colorful festival. On September 16, 1810, a crowd of local people attacked Spanish authorities in a small village near Mexico City. They were crushed, but their action eventually led to Mexico’s independence from Spanish control in 1821.

Most nations in Africa and Asia gained their independence from Western colonial powers after World War II. India celebrates Independence Day on August 15. On that day in 1947, India won its independence from the British Empire.

Connecting Across Time

The French Revolution gave rise to the idea of a national holiday. In the United States, we have many national holidays. Ask students: “If you could add a national holiday commemorating an important person or national event, what would it be? How would it be celebrated?”

EXTENDING THE CONTENT

Revolution and Immigration The French Revolution was one of the first revolts begun by common citizens that came to influence much of world history for the next two centuries. The Russian, Chinese, and Cuban Revolutions, and countless other revolutions and revolutionary groups were influenced and inspired by the French Revolution. Have students research one of the impacts of revolution—immigration. Have students study U.S. immigration patterns and develop explanations of the links between U.S. immigration and revolution in other countries. You might wish to have students chart their data or prepare visuals to support the evidence they find. L2 COS: 7
Government Ask students to define the phrase separation of church and state. (Religions have no say in government; government has no control over religions). Discuss the relationship between Church and state in France during the 1790s and how the changing relationship affected both common citizens and the government. (Government controlled religion; made enemies of Catholics) L2

3 ASSESS

Assign Section 1 Assessment as homework or as an in-class activity.

Have students use Interactive Tutor Self-Assessment CD-ROM. L2

Section Quiz 11–1

L2

Question 1: Louis XVI remained at Versailles during the great panic that swept through France in the summer of 1789. On October 5, 1789, thousands of women marched to Versailles and persuaded Louis to return to Paris with his family. Louis later tried to escape from France in 1791 but was captured at Varennes and returned to Paris. What happened to the royal family after their capture?

Answer: They were returned to Paris and eventually executed.

Church Reforms Because the Catholic Church was seen as an important pillar of the old order, it, too, was reformed. Because of the need for money, the National Assembly seized and sold the lands of the Church.

The Church was also secularized. A new Civil Constitution of the Clergy was put into effect. Both bishops and priests were elected by the people and paid by the state. The French government now controlled the Church. Many Catholics became enemies of the revolution.

A New Constitution and New Fears The National Assembly completed a new constitution, the Constitution of 1791, which set up a limited monarchy. According to the constitution, there would still be a king, but a Legislative Assembly would make the laws.

The Assembly was to consist of 745 representatives. The way they were to be chosen ensured that only the more affluent members of society would be elected. Though all male citizens had the same rights, only men over 25 who paid a specified amount in taxes could vote.
By 1791, the old order had been destroyed. However, many people—including Catholic priests, nobles, lower classes hurt by a rise in the cost of living, and radicals who wanted more drastic solutions—opposed the new order. Louis XVI also made things difficult for the new government. He attempted to flee France in June 1791. He almost succeeded but was recognized, captured, and brought back to Paris.

In this unsettled situation, with a seemingly disloyal monarch, the new Legislative Assembly held its first session in October 1791. France’s relations with the rest of Europe would soon lead to the downfall of Louis XVI.

War with Austria Over time, some European leaders began to fear that revolution would spread to their countries. The rulers of Austria and Prussia even threatened to use force to restore Louis XVI to full power. Insulted by this threat, the Legislative Assembly declared war on Austria in the spring of 1792.

The French fared badly in the initial fighting. A frantic search for scapegoats began. One observer noted, “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.”

Rise of the Paris Commune Defeats in war, coupled with economic shortages at home in the spring of 1792, led to new political demonstrations, especially against Louis XVI. In August, radical political groups in Paris, declaring themselves a commune, organized a mob attack on the royal palace and Legislative Assembly.

Members of the new Paris Commune took the king captive. They forced the Legislative Assembly to suspend the monarchy and call for a National Convention, chosen on the basis of universal male suffrage, to decide on the nation’s future form of government. (Under a system of universal male suffrage, all adult males had the right to vote.)

The French Revolution was about to enter a more radical and violent stage. Power now passed from the Assembly to the Paris Commune. Many of its members proudly called themselves the sans-culottes, ordinary patriots without fine clothes. (They wore long trousers instead of knee-length breeches; sans-culottes means “without breeches.”) It has become customary to equate the more radical sans-culottes with working people or the poor. However, many were merchants and better-off artisans who were the elite of their neighborhoods.

The government was spending enormous sums on costly wars and court luxuries.
6. right to liberty, property, security; freedom from oppression; equal rights for all men; equal access to public office; equal, fair taxation
7. Third Estate’s call for one vote per deputy; Declaration of the Rights of Man; Declaration of the Rights of Woman; end of aristocratic privileges; peasant uprising during Great Fear
8. It appears that everyone is participating equally in the process of making policy.
9. Answers will vary. Students’ opinions should be supported by logical arguments.

Reteaching Activity
Have students write a letter to King Louis XVI identifying the causes of the French Revolution.
L1 COS: 7A

CLOSE

4  CLOSE

Have students review the groups that made up each estate and explain the role each group played in the revolution.
L1 COS: 7
ANSWERS TO ANALYZING PRIMARY SOURCES

1. The natural, inalienable rights of man include liberty, property, security, and resistance to oppression.
2. No. A person should not be arrested for religious beliefs as long as any public demonstration involving that religion does not disturb the public order.
3. The rights guaranteed in item number 2 of the Declaration of the Rights of Man and the Citizen are similar to certain rights guaranteed by the U.S. Bill of Rights, the first ten amendments to the U.S. Constitution. In the French Declaration of the Rights of Man and the Citizen, numbers 7, 10, and 11 are also similar to rights covered in the U.S. Bill of Rights.
Radical Revolution and Reaction

Main Ideas
• Radical groups and leaders controlled the Revolution.
• The new French Republic faced enemies at home and abroad.

Key Terms
faction, elector, coup d'état

Reading Strategy
Summarizing Information As you read the section, list in a table like the one shown below the actions taken by the National Convention.

<table>
<thead>
<tr>
<th>Actions taken by the National Convention</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td>4.</td>
</tr>
</tbody>
</table>

Preview of Events

<table>
<thead>
<tr>
<th>1792</th>
<th>1793</th>
<th>1794</th>
<th>1795</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Convention splits into factions</td>
<td>King Louis XVI is executed</td>
<td>Reign of Terror ends</td>
<td>New constitution is created</td>
</tr>
</tbody>
</table>

Voices from the Past

Henry de Firmont reported on the major event of January 21, 1793:

"The path leading to the scaffold was extremely rough and difficult to pass; the King was obliged to lean on my arm, and from the slowness with which he proceeded, I feared for a moment that his courage might fail; but what was my astonishment, when arrived at the last step, he suddenly let go of my arm, and I saw him cross with a firm step the breadth of the whole scaffold; and in a loud voice, I heard him pronounce distinctly these words: 'I die innocent of all the crimes laid to my charge; I pardon those who had occasioned my death; and I pray to God that the blood you are going to shed may never be visited on France.' —Eyewitness to History, John Carey, ed., 1987

The execution of King Louis XVI in 1793 pushed the French Revolution into a new radical stage.

The Move to Radicalism

The Paris Commune had forced the Legislative Assembly to call a National Convention. Before the Convention met, the Paris Commune dominated the political scene. Led by the newly appointed minister of justice, Georges Danton, the sans-culottes sought revenge on those who had aided the king and resisted the popular will. Thousands of people were arrested and then massacred. New

SECTION RESOURCES

- Reproducible Masters
  - Reproducible Lesson Plan 11–2
  - Daily Lecture and Discussion Notes 11–2
  - Guided Reading Activity 11–2
  - Section Quiz 11–2
  - Reading Essentials and Study Guide 11–2

- Transparencies
  - Daily Focus Skills Transparency 11–2

Multimedia
  - Interactive Tutor Self-Assessment CD-ROM
  - ExamView® Pro Testmaker CD-ROM
  - Presentation Plus! CD-ROM

CHAPTER 11
Section 2, 337–343

FOCUS

Section Overview

This section discusses the events that occurred during the Reign of Terror and explains how Napoleon Bonaparte was able to seize power during a coup d’état in 1799.
leaders of the people emerged, including Jean-Paul Marat, who published a radical journal called Friend of the People.

The Fate of the King In September 1792, the newly elected National Convention began its sessions. Although it had been called to draft a new constitution, it also acted as the sovereign ruling body of France.

The Convention was dominated by lawyers, professionals, and property owners. Two-thirds of its deputies were under the age of 45. Almost all had had 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 establish a republic, the French Republic.

That, however, was as far as members of the convention could agree. They soon split into factions (dissenting groups) over the fate of the king. The two most important factions were the Girondins (juh•RAHN•duhns) and the Mountain. Both factions were members of the Jacobin (JA•kuh•buhn) club, a large network of political groups throughout France. The Girondins represented the provinces, areas outside the cities. Girondins feared the radical mobs in Paris and leaned toward keeping the king alive. The Mountain represented the interests of radicals in the city of Paris.

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

Crises and Response Disputes between Girondins and the Mountain were only one aspect of France’s domestic crisis in 1792 and 1793. Within Paris, the local government—the Commune—favored radical change and put constant pressure on the National Convention to adopt ever more radical positions. Moreover, the National Convention itself still did not rule all of France. Peasants in western France as well as inhabitants of France’s major provincial cities refused to accept the authority of the National Convention.
A foreign crisis also loomed large. The execution of Louis XVI had outraged the royalty of most of Europe. An informal 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 of 1793, the coalition was poised for an invasion of France. If successful, both the revolution and the revolutionaries would be destroyed, and the old regime would be reestablished. The revolution had reached a decisive moment.

To meet these crises, the National Convention gave broad powers to a special committee of 12 known as the Committee of Public Safety. It was dominated at first by Georges Danton, then by Maximilien Robespierre.

Reading Check
Examining What were the differences between the Girondins and the Mountain?

The Reign of Terror

For roughly a year during 1793 and 1794, the Committee of Public Safety took control. The Committee acted to defend France from foreign and domestic threats.

To meet the crisis at home, the National Convention and the Committee of Public Safety set in motion an effort that came to be known as the Reign of Terror. Revolutionary courts were set up to prosecute internal enemies of the revolutionary republic. During the course of the Reign of Terror, close to 40,000 people were killed. Of those, 16,000 people, including Marie Antoinette and Olympe de Gouges, died under the blade of the guillotine. Peasants and persons who had opposed the sans-culottes were among the victims. Most executions were held in places that had openly rebelled against the authority of the National Convention.

Connecting Across Time
Ask students to compare the executions and destruction during the Reign of Terror in France with the destruction of cities and killing of native peoples by Spanish and Portuguese forces in Latin America. What might these events have had to do with the respect, or lack of respect, that people felt for human life? How could the oppressors justify their actions? L3

EXTENDING THE CONTENT

Jacobins The word Jacobin was originally used to refer to priests of the Dominican order whose first religious house in Paris was on the Rue St. Jacques. When the radical group made up of Robespierre, Marat, and others met in a former Dominican religious house, the French radicals became known as Jacobins. Today the word is used to refer to people with radical views. The Jacobins wore a bonnet rouge or red liberty cap to their meetings. The cap was modeled after the headdress worn by slaves in the Roman Empire who had gained their freedom. The cap became a symbol of loyalty to the French Revolution and became the obligatory headdress of all French patriots.
Critical Thinking
Ask students to name some of the tactics of the Reign of Terror. (executions, military force, change in language [citizen, citizeness], new schools) Then ask students if they can think of any other historical periods when such tactics were used. (Answers may include the Russian Revolution and the Chinese cultural revolution under Mao Zedong.) L3

Enrich
Have students create a time line of significant events that occurred between 1792 and 1799. Ask students to write a paragraph describing each event and its impact. L1

Writing Activity
In 1792, the National Convention abolished the monarchy and established the French Republic. Have students write an essay in which they trace the process by which democratic-republican government evolved. Students should identify the beginnings of this form of government in classical Greece and Rome and then trace its evolution through developments in England and the Enlightenment. L2

Crushing Rebellion
Revolutionary armies were set up to bring rebellious cities back under the control of the National Convention. The Committee of Public Safety decided to make an example of Lyon. Some 1,880 citizens of that city were executed. When guillotining proved too slow, grapeshot (a cluster of small iron balls) was used to shoot the condemned into open graves. A German observer noted the terror of the scene:

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."

In western France, too, revolutionary armies were brutal in defeating rebel armies. The commander of the revolutionary army ordered that no mercy be given: “The road is strewn with corpses. Women, priests, monks, children, all have been put to death. I have spared nobody.” Perhaps the most notorious act of violence occurred in Nantes, where victims were executed by being 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 bourgeoisie and peasant classes. The Committee of Public Safety held that all this bloodletting was only temporary. Once 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 fully realized.

The Republic of Virtue
Along with the terror, the Committee of Public Safety took other steps both to control France and to create a new order, called by...
Robespierre the Republic of Virtue—a democratic republic composed of good citizens. In the new French Republic, the titles “citizen” and “citizenship” had replaced “mister” and “madame.” Women wore long dresses inspired by the clothing worn in the great republic of ancient Rome.

By spring 1793, the Committee was sending “representatives on mission” as agents of the central government to all parts of France to implement laws dealing with the wartime emergency. A law aimed at primary education for all was passed but not widely implemented. Slavery was abolished in France’s colonies.

The committee also attempted to provide some economic controls by establishing price limits on goods considered necessities, ranging from food and drink to fuel and clothing. The controls failed to work very well, since the government lacked the machinery to enforce them.

In 1789, it had been a group of women who convinced Louis XVI to return to Paris from Versailles. Women remained actively involved in the revolution, even during its more radical stage. Women observed sessions of the National Convention and made their demands known to those in charge. In 1793, two women founded the Society for Revolutionary Republican Women. This Parisian group, which was mainly composed of working-class women, stood ready to defend the new French Republic. Many men, however, continued to believe that women should not participate in political or military affairs.

In its attempts to create a new order that reflected its belief in reason, the National Convention pursued a policy of dechristianization. The word saint was removed from street names, churches were pillaged and closed by revolutionary armies, and priests were encouraged to marry. In Paris, the cathedral of Notre Dame was designated a “temple of reason.”

The reaction against the Reign of Terror was a disaster. One good example is Marc-Antoine Jullien. At 18, he had been an assistant to Robespierre. After the execution of Robespierre, he was hunted down and put in prison for two years.

While in prison, Jullien wrote a diary expressing the hardships of a young revolutionary who had grown old before his time. He wrote: “I was born in a volcano, I lived in the midst of its eruption. I will be buried in its lava.” He expressed his pain: “My life is a dark and terrible story, but one that is touching and educational for inexperienced youth.”

When Jullien was released from prison, he wrote, “I am leaving. I never wish to see Paris again, I want cows and milk. I am twenty-one years old, may the dawn of my life no longer be clouded by dark images.”

Disillusioned by his troubles, Jullien came to long for a savior who would restore the freedom of the republic. When Napoleon came along, he believed that he had found his savior.

In its attempts to create a new order that reflected its belief in reason, the National Convention pursued a policy of dechristianization. The word saint was removed from street names, churches were pillaged and closed by revolutionary armies, and priests were encouraged to marry. In Paris, the cathedral of Notre Dame was designated a “temple of reason.”

Women played a significant role in the revolution. Have students research and prepare a report about the role of French women during this time and how women impacted the revolution.
November 1793, a public ceremony dedicated to the worship of reason was held in the former cathedral. Patriotic maidens in white dresses paraded before a temple of reason where the high altar had once stood.

Another example of dechristianization was the adoption of a new calendar. Years would no longer be numbered from the birth of Christ 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. This eliminated Sundays and Sunday worship services, as well as church holidays.

The anti-Christian purpose of the calendar was reinforced in the naming of the months of the year. The months were given names that were supposed to invoke the seasons, the temperature, or the state of the vegetation (for example, the month of Vendémiaire, or “seed time”). As Robespierre came to realize, however, dechristianization failed to work because France was still overwhelmingly Catholic.

In less than a year, the French revolutionary government had raised a huge army. By September 1794, it was over one million. The republic’s army was the largest ever seen in European history. It pushed the allies invading France back across the Rhine and even conquered the Austrian Netherlands.

The French revolutionary army was an important step in the creation of modern nationalism. Previously, wars had been fought between governments or ruling dynasties by relatively small armies of professional soldiers. The new French army was the creation of a people’s government. Its wars were people’s wars. When dynastic wars became people’s wars, however, warfare became more destructive.

End of the Terror 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, who had become very powerful, was obsessed with ridding France of all its corrupt elements. Only then could the Republic of Virtue follow.

Many deputies in the National Convention who feared Robespierre decided to act. They gathered enough votes to condemn him, and Robespierre was guillotined on July 28, 1794.

After the death of Robespierre, revolutionary fervor began to cool. The Jacobins lost power and more moderate middle-class leaders took control. Much to the relief of many in France, the Reign of Terror came to a halt.

The Directory With the terror over, the National Convention reduced the power of the Committee of Public Safety. Churches were allowed to reopen for public worship. In addition, a new constitution was created in August 1795 that reflected the desire for more stability.

In an effort to keep any one governmental group from gaining control, the Constitution of 1795 established a national legislative assembly consisting of two chambers: a lower house, known as the Council of 500, which initiated legislation; and an upper house, the Council of Elders, which accepted or rejected the
proposed laws. The 750 members of the two legislative bodies were chosen by electors (individuals qualified to vote in an election). The electors had to be owners or renters of property worth a certain amount, a requirement that limited their number to 30,000.

From a list presented by the Council of 500, the Council of Elders elected five directors to act as the executive committee, or Directory. The Directory, together with the legislature, ruled. The period of the revolution under the government of the Directory (1795–1799) was an era of corruption and graft. People reacted against the sufferings and sacrifices that had been demanded in the Reign of Terror. Some of them made fortunes in property by taking advantage of the government’s severe money problems.

At the same time, the government of the Directory was faced with political enemies. Royalists who desired the restoration of the monarchy, as well as radicals unhappy with the turn toward moderation, plotted against the government. The Directory was unable to find a solution to the country’s continuing economic problems. In addition, it was still carrying on wars left from the Committee of Public Safety.

Increasingly, the Directory relied on the military to maintain its power. In 1799, a coup d’état (koo day•TAH), a sudden overthrow of the government, led by the successful and popular general Napoleon Bonaparte, toppled the Directory. Napoleon seized power.

**Reading Check**

Describe the government that replaced the National Convention.

**SECTION 2 ASSESSMENT**

**Checking for Understanding**

1. Define faction, elector, coup d’état.
2. Identify Georges Danton, Jean-Paul Marat, Jacobins, Committee of Public Safety, Maximilien Robespierre, Reign of Terror.
4. Explain both the similarities and the differences between the Girondins and the Mountain.
5. List the members of the informal coalition that took up arms against France. What was the result of this conflict?

**Critical Thinking**

6. Drawing Conclusions Did the French Republic live up to the revolution’s ideals of Liberty, Equality, and Fraternity? Write a paragraph in support of your opinion.

7. Contrasting Information Using a table like the one below, contrast the changes in French governmental policy during and after Robespierre’s possession of power.

<table>
<thead>
<tr>
<th>During</th>
<th>After</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Analyzing Visuals**

8. Examine the painting shown on page 339. Explain whether or not you think this is a realistic depiction of Marie Antoinette before her execution, or whether the artist is promoting a particular version of her death.

**Writing About History**

9. Expository Writing Propaganda is the spreading of information for the purpose of helping or injuring a cause. How does the decree of universal mobilization quoted on page 342 fit the definition of propaganda? Use examples from the decree to support your argument in an essay.

**SECTION 2 ASSESSMENT**

1. Key terms are in blue.
2. Georges Danton (p. 337); Jean-Paul Marat (p. 338); Jacobins (p. 338); Committee of Public Safety (p. 339); Maximilien Robespierre (p. 339); Reign of Terror (p. 339)
3. See chapter maps.
4. Girondins: represented provinces, feared radical mobs, moderate toward king; Mountain: represented city, more radical group, wanted to execute king
5. Austria, Prussia, Spain, Portugal, Britain, Dutch Republic, Russia; new French army repelled invasion
6. Answers will vary.
7. Answers may include: During: Reign of Terror; dechristianization; After: more moderate leaders; churches reopen
8. Answers will vary.
9. It is designed to make people want to join the struggle, which is depicted as being pure and selfless. Examples will vary.
**TEACH**

**Interpreting Graphs** Count the number of students who usually travel to school on foot, by bicycle, on a school bus, by public transportation, or by car. Note the results on the chalkboard and call on volunteers to convert these numbers into percentages. Next, draw a circle on the chalkboard and explain that the circle represents the whole class, or 100 percent. Divide the circle into sections to represent the percentages of the subgroups. Have students note how the circle illustrates the relationship of the parts to the whole. L1

**Additional Practice**

**Skills Reinforcement Activity 11**

**Why Learn This Skill?**

Graphs are one method of illustrating dates, facts, and figures. With a graph, you can compare change or differences easily. For example, your parents say you are spending too much money on clothes. You disagree, but they show you a bar graph of your weekly expenses. The bar for each week shows how the money you have spent on clothes is higher than the week before. With a quick glance, you immediately see that they are right. You decide to make a graph of your own to show them how your allowance is not keeping up with inflation.

**Learning the Skill**

There are basically three types of graphs:

- **Circle graphs** They look like a pizza that has been divided into different size slices. They are useful for showing comparisons and percentages.

- **Bar graphs** Individual bars are drawn for each item being graphed. The length of the bars easily illustrates differences or changes over time.

- **Line graph** Each item is indicated by a point on the graph. The points are then connected by a line. You can tell how values have changed by whether the line is going up or down.

Most graphs also use words to identify or label information. The steps below will help you interpret graphs.

- **Read the title** If the graph is called “Randy’s Weekly Clothing Expenses,” then it will be plotting Randy’s expenses every week.

- **Read the captions and text** In Randy’s graph, each bar would be captioned with a weekly date, and the amounts that each bar represents would be clearly marked.

- **Determine the relationships among all sections of the graph** By looking at each bar, you can see the amount spent for that week. By comparing the bars with each other, you can see how Randy’s expenses have changed from week to week.

**Practicing the Skill**

The circle graph above visually compares the length of time for different periods discussed in this chapter. Study the graph and answer the following:

1. What was the longest of the six periods of the French Revolution?
2. What was the shortest of the six periods?
3. About what percentage of the total time did Napoleon rule France (he ruled during the Consulate and Empire)?
4. About what percentage of the time did the Directory rule?

**Applying the Skill**

Pick a recent day and make a list of all of your activities in a 24-hour period. Now create a circle graph that shows the division of the day.

Glencoe’s Skillbuilder Interactive Workbook, Level 2, provides instruction and practice in key social studies skills.

**ANSWERS TO PRACTICING THE SKILL**

1. The Empire was the longest of the six periods.
2. The Legislative Assembly was the shortest period.
3. Napoleon ruled approximately 55 to 60 percent of the time during the Consulate and Empire.
4. The Directory ruled for approximately 17 percent (one-sixth) of this time.
The Age of Napoleon

Main Ideas
- Napoleon built and lost an empire.
- Nationalism spread as a result of the French Revolution.
- Napoleon was exiled first to Elba, and then to St. Helena, where he died.

Key Terms
consulate, nationalism

People to Identify
Napoleon Bonaparte, Anne-Louise-Germaine de Staël, Duke of Wellington

Places to Locate
Corsica, Moscow, Elba, Waterloo

Preview Questions
1. Why did Napoleon want to stop British goods from reaching Europe?
2. What were two reasons for the collapse of Napoleon’s empire?

Preview of Events
1799 Napoleon takes part in coup d’état
1804 Napoleon is crowned emperor
1805 French are defeated at Trafalgar
1815 Napoleon is defeated at Waterloo

Voices from the Past
Napoleon once wrote:

But let that impatiently awaited savior give a sudden sign of his existence, and the people’s instinct will divine him and call upon him. The obstacles are smoothed before his steps, and a whole great nation, flying to see him pass, will seem to be saying: ‘Here is the man.’ . . . A consecutive series of great actions never is the result of chance and luck; it always is the product of planning and genius. Great men are rarely known to fail in their most perilous enterprises. . . . Is it because they are lucky that they become great? No, but being great, they have been able to master luck.

—The Mind of Napoleon, J. Christopher Herold, 1955

Napoleon possessed an overwhelming sense of his own importance. He was convinced that he was the man of destiny who would save the French people.

The Rise of Napoleon
Napoleon Bonaparte dominated French and European history from 1799 to 1815. In a sense, he brought the French Revolution to an end in 1799, but he was also a child of the revolution. The French Revolution made possible his rise first in the military and then to supreme power in France. Indeed, Napoleon once said, “I am the revolution.” He never ceased to remind the French that they owed to him the preservation of all that was beneficial in the revolutionary program.

Early Life
Napoleon was born in 1769 in Corsica, an island in the Mediterranean Sea, only a few months after France had annexed the island. He was the son of a lawyer whose family came from the Florentine nobility. The young Napoleon
CHAPTER 11
Section 3, 345–351

2 TEACH

Reading Check

Answer: energy, charm, ability to make quick decisions, keen intelligence, ease with words, and supreme confidence in himself

Picturing History

Answer: Napoleon had made an agreement with the pope recognizing Catholicism as the religion of the majority of the French people.

Daily Lecture and Discussion Notes 11–3

Critical Thinking

Ask students to discuss the apparent contradiction between Napoleon having himself crowned emperor and his creation of the Napoleonic Code, which recognized the principle of equality of all citizens. L2

Describing

In this painting, Napoleon is shown crowning his wife Josephine empress. During his own coronation, Napoleon seized the crown from Pope Pius VII and placed it on his own head. How had Napoleon earlier made peace with the Catholic Church?

Vocabulary

Reading Strategy

Identifying Cause and Effect

Napoleon is the archetype for the “great man on a horse” figure—the leader people are ready to give absolute authority to in a crisis. Discuss with students the effects of the loss of World War I and the experience of the Great Depression had on Italy and Germany. What “great man on a horse” surfaced in those countries? (Mussolini and Hitler are extreme examples of “the great man on a horse” leader.) Ask students to consider what effect the Great Depression had on leadership in the United States. (In his first term as president, Roosevelt received unusual cooperation from the United States Congress.) L1

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Napoleon’s Domestic Policies

Napoleon once claimed that he had preserved the gains of the revolution for the French people. The ideal of republican liberty had, of course, been destroyed by Napoleon’s takeover of power. However, were the ideals of the French Revolution maintained in other ways? An examination of his domestic policies will enable us to judge the truth or falsehood of Napoleon’s claim.

Peace with the Church

One of Napoleon’s first moves at home was to establish peace with the oldest enemy of the revolution, the Catholic Church. Napoleon himself had no personal religious faith. He was an eighteenth-century believer in reason who regarded religion at most as a convenience. In Egypt, he called himself a Muslim; in France, a Catholic. However, he saw the need to restore stability to France, and most of the French were Catholic.

In 1801, Napoleon made an agreement with the pope. The agreement recognized Catholicism as the religion of a majority of the French people. In return, the pope agreed not to 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. At the same time, those who had bought church lands during the revolution became avid supporters of the Napoleonic regime.

Codification of the Laws

Napoleon’s most famous domestic achievement was his codification of the laws. Before the revolution, France did not have a single set of laws but rather had almost 300 different legal systems. During the revolution, efforts were made to prepare a single law code for the entire nation. However, it remained for Napoleon to bring the work to completion in seven codes of law.

The most important of the codes was the Civil Code, or Napoleonic Code. This code preserved most of the gains of the revolution by recognizing the principle of the equality of all citizens before the law, the right of the individual to choose a profession, religious toleration, and the abolition of serfdom and feudalism. Property rights continued to be carefully protected, and the interests of employers were safeguarded by outlawing trade unions and strikes.

The rights of some people were strictly curtailed by the Civil Code, however. During the radical phase of the French Revolution, new laws had made divorce an easy process for both husbands and wives and had allowed all children (including daughters) to inherit property equally. Napoleon’s Civil Code undid these laws.

Divorce was still allowed, but the Civil Code made it more difficult for women to obtain divorces. Women were now “less equal than men” in other ways as well. When they married, their property was brought under the control of their husbands. In lawsuits, they were treated as minors, and their testimony was regarded as less reliable than that of men.

A New Bureaucracy

Napoleon also developed a powerful, centralized administrative machine. He worked hard to develop a bureaucracy of capable officials. Early on, the regime showed that it cared little whether the expertise of officials had been gained in royal or revolutionary bureaucracies. Promotion, whether in civil or military offices, was to be based not on rank or birth but on ability only. Opening government careers to individuals based on their ability was one change the middle class had wanted before the revolution.

Napoleon also created a new aristocracy based on merit in the state service. Napoleon created 3,263 nobles between 1808 and 1814. Nearly 60 percent were military officers, while the remainder came from the upper ranks of the civil service and other state and local officials. Socially, only 22 percent of Napoleon’s aristocracy came from the nobility of the old regime. Almost 60 percent were middle class in origin.

French marriage ceremony, nineteenth century

to inherit property equally. Napoleon’s Civil Code undid these laws.

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Writing Activity

Ask students to research and write an essay on one of the following two topics. They can either: 1) assess the ways in which Napoleon fulfilled the ideals of the French Revolution; or 2) assess the ways in which Napoleon betrayed the ideals of the revolution. Have students alternate the reading of their essays between the two topics. You might also wish to stage a class debate on this topic.

Enrich

Ask students to list and discuss possible reasons for the Catholic Church’s decision to give up its claim to lands in France in 1801. Ask: How did Napoleon benefit from this agreement? (helped bring stability, put Catholic Church on his side, new landholders supported him)

Cooperative Learning Activity

Creating an Oral Report

Organize the class into groups to research the changes Napoleon brought to France and whether these changes are still in effect. Assign each group one of the following topics: restructuring of government, educational system, financial system, legal system (Napoleonic Code), and Concordat of 1801, the agreement Napoleon made with the pope. Have each group present an oral report of its findings to the class. Encourage groups to use charts, graphs, and pictures to illustrate their reports. Some students may wish to make a multimedia presentation using software programs suitable to the project. After groups have given their reports, encourage a class discussion about Napoleon’s impact on France.
Preserver of the Revolution? In his domestic policies, then, Napoleon did preserve aspects of the revolution. The Civil Code preserved the equality of all citizens 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. He insisted that all manuscripts be subjected to government scrutiny before they were published. Even the mail was opened by government police.

Napoleon’s Empire

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. He remarked that “the French Revolution is not finished 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.”

Napoleon achieved a peace treaty in 1802, but it did not last long. War was renewed in 1803 with Britain. Gradually, Britain was joined by Austria, Russia, Sweden, and Prussia. In a series of battles at Ulm, Austerlitz, Jena, and Eylau from 1805 to 1807, Napoleon’s Grand Army defeated the Austrian, Prussian, and Russian armies. Napoleon now had the opportunity to create a new European order.

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 under the rule of Napoleon’s relatives. These came to include 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 those defeated by Napoleon and forced to join his struggle against Britain. The allied 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. He explained to his brother Jerome after he had made Jerome king of Westphalia:

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 servitude and of an intermediate hierarchy between the sovereign and the lowest class of the people should be completely abolished. The benefits of the Code Napoleon, the publicity of judicial procedure, the creation of juries must be so many distinguishing marks of your monarchy. . . . The peoples of Germany, the peoples of France, of Italy, of Spain all desire equality and liberal ideas. . . . the buzzing of the privileged classes is contrary to the general opinion. Be a constitutional king.”

Critical Thinking

Napoleon tried to spread the principles of the French Revolution throughout his empire, including the principles of equality, religious toleration, and economic freedom. Ask students to identify which principle Napoleon is emphasizing in his advice to his brother Jerome. Have students refer specifically to his words to support their answers. (equality; says commoners should have the same rights as nobles, hierarchy should be abolished) L2

Writing Activity

Have students write a brief essay in which they analyze the French Empire by describing its political and economic impact on other European states. L1 COS: 7

Charting Activity

Have students create a chart that lists the lands of Napoleon’s Grand Empire. Columns should have the following headings: “French Empire” (France, half of Italy); “Dependent states” (Spain, Holland, Italy, Swiss Republic, the Grand Duchy of Warsaw, and Confederation of the Rhine); and “Allied states” (Prussia, Austria, Russia, and Sweden). L1

Reading Check

Answer: It was the most important of the seven codes of law that replaced almost 300 different legal systems in France.

Critical Thinking

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People In History

Anne-Louise-Germaine de Staël

1766–1817—French writer

Anne-Louise-Germaine de Staël was a prominent writer of the revolutionary and Napoleonic eras in France. She established a salon for the powerful that lasted from 1790 until 1804. It was said of her that she was “so spoiled by admiration for her wit that it [would] be hard to make her realize her shortcomings.” During the Reign of Terror, she helped friends escape France. She also left France but returned in 1795.

Although she at first supported Napoleon, she clashed repeatedly with him. She once asked him, “Who was the greatest woman of history?” Napoleon responded, “The one who had the most children.” Eventually, she denounced Napoleon’s rule as tyrannical. Napoleon banned her books in France and exiled her to the German states, where she continued to write.
In the inner core and dependent states of his Grand Empire, Napoleon tried to destroy the old order. The nobility and clergy everywhere in these states lost their special privileges. Napoleon decreed equality of opportunity with offices open to talents, 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.

Reading Check
Identifying What were the three parts of Napoleon’s Grand Empire?

The European Response
Like Hitler 130 years later, Napoleon hoped that his Grand Empire would last for centuries. Like Hitler’s empire, it collapsed almost as rapidly as it had been formed. Two major reasons help to explain this: the survival of Great Britain and the force of nationalism.

Britain’s Survival
Britain’s survival was due primarily to its sea power. As long as Britain ruled the waves, it was almost invulnerable to military attack.

Critical Thinking
Have students label two columns “Positive” and “Negative” on a sheet of paper. Ask students to list Napoleon’s actions as both a government leader and a general, placing the specific actions under the appropriate heading. Some actions may be viewed as both positive and negative. (Example: Positive: replaced turmoil of revolution with orderly government; Negative: put himself as head of a dictatorship.) L3

Creating a Newspaper
Have the class work together to plan the front page of the *Napoleonic Times*, a newspaper chronicling the events of Napoleon’s rule, beginning in 1799. After students have read Section 3, organize them into groups and have each group list the stories and visuals they would put on the front page. Students may get ideas for visuals from illustrations in Chapter 11. Groups can decide which event gets the top headline and where the other lead articles and visuals should go. Then, as a class, have groups decide on final placement of stories and visuals.

For grading this activity, refer to the *Performance Assessment Activities* booklet.
The French aroused nationalism in two ways. First, they were hated as oppressors. This hatred stirred the patriotism of others in opposition to the French. Second, the French showed the people of Europe what nationalism was and what a nation in arms could do. It was a lesson not lost on other peoples and rulers.

The Fall of Napoleon

The beginning of Napoleon’s downfall came in 1812 with his invasion of Russia. Within only a few years, the fall was complete.

Disaster in Russia

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. However, he also knew that if the Russians were allowed to challenge the Continental System unopposed, others would soon follow suit.

In June 1812, a Grand Army of over six hundred thousand men entered Russia. Napoleon’s hopes for victory depended on a quick defeat of the Russian armies. The Russian forces, however, refused to give battle. 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 stop to fight at Borodino, Napoleon’s forces won an indecisive and costly victory.

When the remaining Grand Army arrived in Moscow, they found the city ablaze. Lacking food

The Crossing of the Beresina by January Suchodolsky shows Napoleon’s Grand Army in full retreat from Russia.
and supplies, Napoleon abandoned Moscow late in October and began the “Great Retreat” across Russia. The retreat proceeded in terrible winter conditions. Only forty thousand out of the original army managed to arrive 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 coast of Tuscany. The Bourbon monarchy was restored to France in the person of Louis XVIII, brother of the executed king, Louis XVI.

The Final Defeat The new king had little support, and Napoleon, bored on the island of Elba, slipped back into France. Troops were sent to capture him. Napoleon 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!”


The powers that had defeated Napoleon pledged once more to fight this person they called the “Enemy and Disturber of the Tranquility of the World.” Napoleon raised yet another army and moved to attack the nearest allied forces stationed 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. Only Napoleon’s memory would continue to haunt French political life.

Reading Check

Why did Napoleon invade Russia?

Examining Why did Napoleon invade Russia?

Answers will vary. The French still had great loyalty to the man who brought their nation to such dominance. This victory might have been enough to quash the allied forces, and would have given Napoleon the time and the influence to collect more support.

Critical Thinking

6. Describe How did the principles of the French Revolution spread throughout Europe?

7. Sequencing Information Using a diagram like the one below, identify the reasons for the rise and fall of Napoleon’s Grand Empire.

Napoleon’s Rise and Fall

<table>
<thead>
<tr>
<th>Rise</th>
<th>Fall</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Examine the portrait shown on page 327 of your text. Napoleon commissioned this painting in 1800. How does David portray Napoleon, and why do you think Napoleon wanted artists to produce portraits like the one created by David?

Writing About History

9. Persuasive Writing In your opinion, was Napoleon an enlightened ruler or a tyrant? Write a position paper supporting your view. Be sure to include pertinent information about Napoleon’s Civil Code.

SECTION 3 ASSESSMENT

1. Key terms are in blue.
2. Napoleon Bonaparte (p. 345); Civil Code (p. 347); Anne-Louise-Germaine de Staël (p. 348); Duke of Wellington (p. 351)
3. See chapter maps.
4. Conquered people were brought together in their hatred for their French oppressors.
5. appointed bureaucrats, controlled army, conducted foreign affairs, influenced legislature
6. Within his empire, Napoleon ended special privileges of nobility, clergy; appointed people based on talent; and decreed legal equality and religious toleration.
7. Rise: military genius, peace with Catholics, Civil Code, turned conquered into allies; Fall: nationalism, survival of Britain, failure of Continental System, invasion of Russia
8. as a romantic hero; answers will vary
9. Answers should be supported by logical arguments and facts from this chapter.

SECTION 3 ASSESSMENT

1. Define consular, nationalism.
2. Identify Napoleon Bonaparte, Civil Code, Anne-Louise-Germaine de Staël, Duke of Wellington.
3. Locate Corsica, Moscow, Elba, Waterloo.
4. Explain how nationalism contributed to Napoleon’s defeat. Be sure to discuss how French nationalism produced nationalism outside of France.
5. List the powers Napoleon exercised as first consul.

Analyzing Visuals

8. Examine the portrait shown on page 327 of your text. Napoleon commissioned this painting in 1800. How does David portray Napoleon, and why do you think Napoleon wanted artists to produce portraits like the one created by David?

Writing About History

9. Persuasive Writing In your opinion, was Napoleon an enlightened ruler or a tyrant? Write a position paper supporting your view. Be sure to include pertinent information about Napoleon’s Civil Code.

CLOSE

Lead students in a discussion of the important changes in Europe that were, or may have been, caused by Napoleon’s rule in France. L1 C7S: 7
CHAPTER 11
Assessment and Activities

Chapter Summary

The French Revolution was one of the great turning points in history. The years from 1789 to 1815 in France were chaotic, and change came in unexpected ways. The chart below will help you understand and remember some of the major events of this time and the changes they caused.

Using Key Terms
1. relics of chivalry 2. estates
3. bourgeoisie 4. sans-culottes
5. factions 6. coup d’etat 7. consulate
8. Nationalism

Reviewing Key Facts
9. document adopted in August 1789 by the National Assembly that proclaims freedom and equal rights for all
10. the fall of the Bastille
11. abolished the privileges of the aristocracy and clergy, adopted the Declaration of the Rights of Man, created a new constitution limiting the monarchy, seized control of Church property
12. Answers may include a radical element controlled the National Convention and condemned the king.
13. They murdered their opponents. Others feared Robespierre’s power and had him executed.
14. He emerged as first consul, then consul for life, and finally emperor.
15. Other nations feared that the rebellions and uprisings would spread to their countries.
16. to weaken Britain economically so it could no longer wage war; Britain opened new trade markets and allies of France circumvented the system
17. Russian tactic of retreating and destroying areas caused French to starve; harsh winter further hurt French army.

Critical Thinking
18. National Assembly: limited monarchy; National Convention: more radical, executed the king; Robespierre: Committee of Public Safety; Directory: government by property owners. National Assembly was most democratic.
19. social contract, inalienable human rights, equality, religious toleration, separation of powers

Writing About History
20. Answers may include all three revolutions were reactions to oppressive regimes; American: overseas colonial power; French and Russian: despotic monarchy. The American and French revolutions were influenced by Enlightenment ideals, both issued Declarations, and citizens were willing to fight to gain freedom. The Russian Revolution promised to redistribute the nation’s wealth to the people, but really replaced one repressive regime with an even more repressive one. The transitional period between the time of the revolution to the establishment of a stable government was peaceful in America, but marked by violence in both France and Russia.
Writing About History
20. Expository Writing Look ahead to Section 3 in Chapter 16. Compare and contrast the American, French, and Russian Revolutions. Consider their causes and effects and summarize the principles of each revolution regarding ideas such as democracy, liberty, separation of powers, equality, popular sovereignty, human rights, constitutionalism, and nationalism.

Analyzing Sources
Read the following quotation by Napoleon, then answer the questions below.

"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 Napoleon, the publicity of judicial procedure, the creation of juries must be so many distinguishing marks of your monarchy."

21. What does Napoleon say that the people of Germany want and do not want?
22. What were Napoleon's views about how civil and military workers should be hired and promoted? Where in this quote does Napoleon refer to these views?

Applying Technology Skills
23. Using the Internet Use the Internet to do a keyword search for “Declaration of the Rights of Man.” Identify the places where the ideals of liberty, equality, and fraternity are still being debated today. Are there places where these ideals are not being discussed and should be?

Making Decisions
24. Think about the execution of Robespierre. Why did the National Convention decide to execute Robespierre? Can you think of another solution that would have addressed their concerns?

Analyzing Maps and Charts
Study the map above to answer the following questions.
25. What cities served as centers of execution?
26. Approximately how far from Paris were centers of execution established?
27. Research one of the towns on the map and write a brief essay that describes the impact of the Reign of Terror on the people who lived there.

Standardized Test Practice
Directions: Choose the best answer to the following question.
The rule of Robespierre was a time when the French Revolution
F was controlled by royalists who supported King Louis XVI.
G established a long-lasting constitutional monarchy.
H became a centralized military force under Napoleon.
J grew more violent as extremists took control.

Test-Taking Tip: If you do not know the answer to a question, eliminate any answer choices that you know are incorrect. Then choose the best answer from the remaining choices.

Bonus Question? Ask: Why was the time ripe for revolution in France in 1789? (widespread knowledge of Enlightenment ideas; example of the successful American Revolution; high national debt plus several poor harvests; indifference of ruling classes for plight of peasants and workers)
Candide

Historical Connection
Voltaire’s first-hand observations of the Prussian Army served as the basis for this portion of Candide.

Background Information
Setting This excerpt satirizes the reign of Frederick the Great of Prussia, who increased the Prussian army to 200,000 men.

Characters Candide is the innocent wanderer who seems to fall from one catastrophe into another. Dr. Pangloss is his mentor and instructor, and Cunégonde is a beautiful princess who did not wish to marry him.

Plot Students need to be reminded that Candide is a satire in which Voltaire criticizes both nobility and inhumane cruelty. Some consider this piece a landmark for the ideals of the Enlightenment. Voltaire argues for freedom of thought, social justice, and religious tolerance throughout the work.

Literary Element Candide is a novel. Students may need assistance recognizing the excerpt’s irony. A careful reading will put the piece in its proper historical perspective.

ABOUT THE AUTHOR
François-Marie Arouet was born in Paris and educated at a Jesuit school. Even at an early age, Voltaire was known for his wit, intelligence, and sense of justice. In 1717, the young Arouet was arrested and imprisoned for writing satirical verses criticizing the French government. Not long after his release from prison, Voltaire was exiled to England, where he studied the ideas of John Locke and Isaac Newton. Upon his return to France, he wrote a book praising the ideals represented by these two men, and again angered the government. From 1745 to 1750, however, he served as historiographer to Louis XV and, in 1746, was elected to the French Academy. After having lived in Berlin and Switzerland, Voltaire returned to France in 1758, where he remained until his death. COS: 6
—No, no, says one of the gentlemen, we are asking if you don't love dearly the King of the Bulgars [Frederick the Great].
—Not in the least, says he, I never laid eyes on him.
—What's that you say? He's the most charming of kings, and we must drink his health.
—Oh, gladly, gentlemen; and he drinks.
—That will do, they tell him; you are now the bulwark, the support, the defender, the hero of the Bulgars; your fortune is made and your future assured.

Promptly they slip irons on his legs and lead him to the regiment. There they cause him to right face, left face, present arms, order arms, aim, fire, double-time, and they give him thirty strokes of the rod. Next day he does the drill a little less awkwardly and gets only twenty strokes; the third day, they give him only ten, and he is regarded by his comrades as a prodigy.

Candide, quite thunderstruck, did not yet understand very clearly how he was a hero. One fine spring morning he took it into his head to go for a walk, stepping straight out as if it were a privilege of the human race, as of animals in general, to use his legs as he chose. He had scarcely covered two leagues when four other heroes [Prussian soldiers], each six feet tall, overtook him, bound him, and threw him into a dungeon. At the court-martial they asked which he preferred, to be flogged thirty-six times by the entire regiment or to receive summarily a dozen bullets in the brain. In vain did he argue that the human will is free and insist that he preferred neither alternative; he had to choose; by virtue of the divine gift called “liberty” he decided to run the gauntlet thirty-six times, and actually endured two floggings. The regiment was composed of two thousand men. That made four thousand strokes. As they were preparing for the third beating, Candide, who could endure no more, begged as a special favor that they would have the goodness to smash his head. His plea was granted; they bandaged his eyes and made him kneel down. The King of the Bulgars [Frederick the Great], passing by at this moment, was told of the culprit’s crime; and as this king had a rare genius, he understood, from everything they told him of Candide, that this was a young metaphysician, extremely ignorant of the ways of the world, so he granted his royal pardon, with a generosity which will be praised in every newspaper in every age. A worthy surgeon cured Candide in three weeks with the ointments described by Dioscorides. He already had a bit of skin back and was able to walk when the King of the Bulgars went to war with the King of the Abares.

Nothing could have been so fine, so brisk, so brilliant, so well-drilled as the two armies. The trumpets, the fifes, the oboes, the drums, and the cannon produced such a harmony as was never heard in hell. First the cannons battered down about six thousand men on each side; then volleys of musket fire removed from the best of worlds about nine or ten thousand rascals who were cluttering up its surface.

**Applications Activity:** Write a satirical piece criticizing something about a television show or movie. Remember that a satire does not directly attack but criticizes by showing how ridiculous something is.

**Critical Thinking**

*What is Voltaire's attitude toward the "King of the Bulgars"?*

**Questions**

1. Why do the men choose Candide to kidnap into the army?
2. Explain the irony of the soldiers’ statement, “your fortune is made and your future assured.”
3. Why is Candide punished? How does this relate to the philosophy of the Enlightenment?
4. CRITICAL THINKING What is Voltaire’s attitude toward the “King of the Bulgars”?

**Answers**

1. Candide is chosen because he is the right size.
2. Soldiers were poorly paid, and their future was most likely death in battle.
3. Candide is punished for running away, thinking he has free will. (The concept of free will is a central ideal of the Enlightenment).
4. The king is modeled on Frederick the Great, at whose court Voltaire lived for some time. The fact that he recognizes Candide’s action as a mistake only a metaphYSician (philosopher) would make is a dig at Frederick, who was not as enlightened as he liked to think himself; for example, he did not free the serfs because to do so would have angered the nobility, on whom he relied to lead his army.

**Applications Activity:** Answers will vary.