

# The French Revolution and Napoleon

## THE BIG PICTURE

Beginning in 1789, a revolution threw France into chaos. Thousands of people, including the king and queen, died violently during that revolution. Eventually, France became a republic. After Napoleon Bonaparte took control, it became a powerful empire. Napoleon went on to dominate Europe for years.

## Theme GOVERNMENT AND CITIZENSHIP

The rights of citizens under authoritarian and democratic governments have varied greatly throughout history. In this chapter you will examine how the right of citizens to equality surfaced during the French Revolution.



Execution of Queen Marie Antoinette, by the Danish School, 1700s

## TIME LINE

### CHAPTER EVENTS

### The French Revolution 1789–1799

1785

### WORLD EVENTS

1787

The U.S. Constitution is written.

1795

1799

The Rosetta Stone is found in Egypt.

1803

The United States makes the Louisiana Purchase.

1805

1804

Napoleon crowns himself emperor of the French.

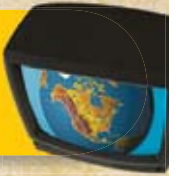
1810

Simon Bolívar becomes an anticolonial leader in South America.

1799  
Napoleon takes control of the French government.

## History's Impact video program

Watch the video to understand the impact of the French Revolution.



### Reading like a Historian

This painting shows the execution by guillotine of Queen Marie-Antoinette in 1793. The queen was killed during the French Revolution's Reign of Terror, an especially bloody time.

**Analyzing Visuals** How do you think the painter who created this picture felt about the queen's execution? Explain your answer.

See **Skills Handbook**, p. H26

**1815**

Allied forces defeat Napoleon at the Battle of Waterloo.

**1821**

Napoleon dies in exile.

**1815**

**1813**

Mexico declares its independence from Spain.

# GEOGRAPHY Starting Points



**Interactive**

## EUROPE, 1789



France was a powerful European country at the start of the French Revolution.



The French Empire controlled much of Europe.

**Starting Points** In the late 1700s France was one of Europe's large and powerful kingdoms. At that time, Europe was made up of a few large kingdoms and empires as well as many smaller states and territories. Then in 1789, the French Revolution set off a chain of events that reshaped Europe's political map.

- Analyze** Compare France on the large map to the French Empire on the inset map. What might have happened to allow France to become an empire?
- Predict** How do you think leaders of other European countries might have reacted as France expanded into other parts of Europe?

**Listen to History**

Go online to listen to an explanation of the starting points for this chapter.

[go.hrw.com](http://go.hrw.com)

Keyword: SHL NAP

# The Revolution Begins

## BEFORE YOU READ

### MAIN IDEA

Problems in French society led to a revolution, the formation of a new government, and the end of the monarchy.

### READING FOCUS

1. What caused the French Revolution?
2. What happened during the first events of the Revolution?
3. How did the French create a new nation?

### KEY TERMS AND PEOPLE

Old Order	Declaration of the
King Louis XVI	Rights of Man
Marie-Antoinette	and of the
First Estate	Citizen
Second Estate	radical
Third Estate	
bourgeoisie	
sans culottes	

### TAKING NOTES

As you read, take notes in a graphic organizer like this one. Record details of the events that led up to the Revolution and the events that occurred immediately after it.

Events Before  
the Revolution



Events After  
the Revolution

### THE INSIDE STORY

**What drove a Paris mob to fury?** In April 1789 a rumor was flying through the Paris workers'

neighborhoods: Réveillon the wallpaper manufacturer was about to slash his employees' wages in half. Although the rumor was probably false, an angry crowd of unemployed workers from various industries gathered at Réveillon's home. The home was famous for its gorgeous furnishings. Such wealth was in sharp contrast to the miserable poverty of the thousands of Parisians assembled there. When the crowd pushed into the house, Réveillon's family fled. Seeing the home's splendor—evidence of wealth that workers could never even hope for—the crowd went on a rampage, breaking and burning everything in sight. This event was just the beginning. Poverty and inequality would drive French workers to violence again and again. ■

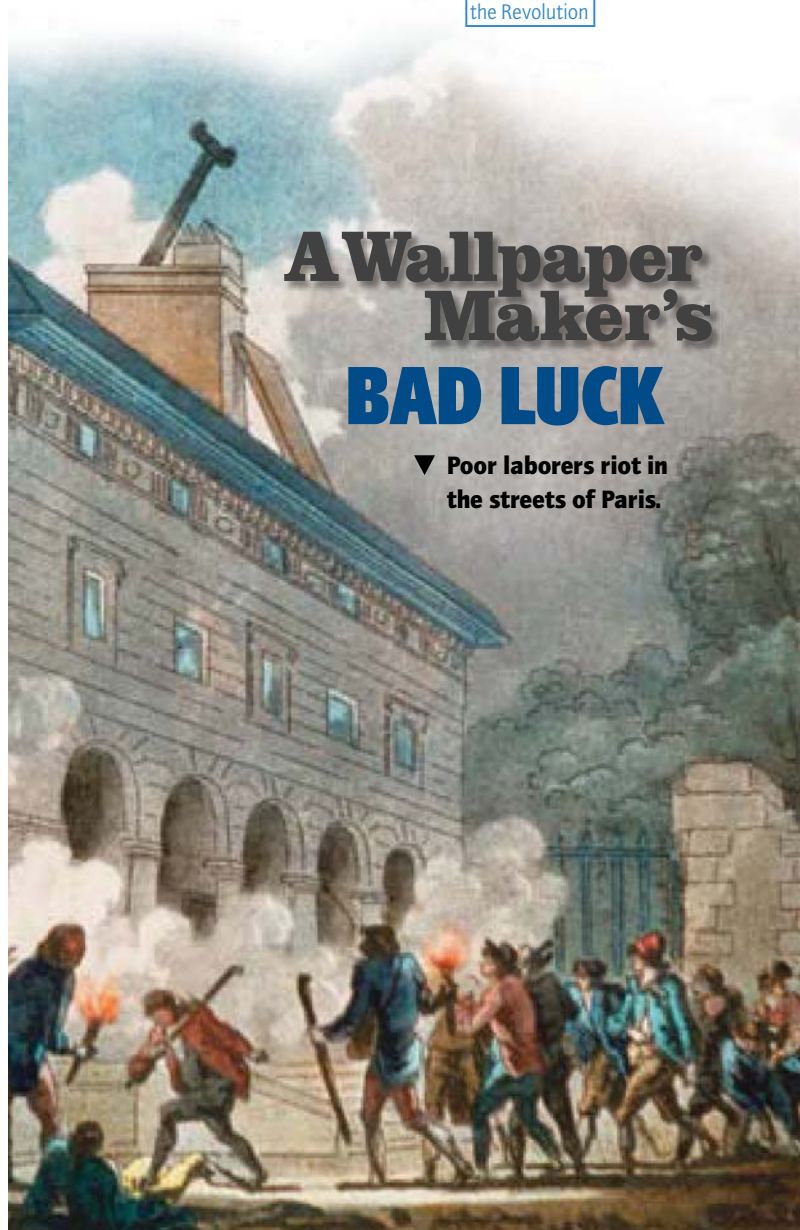
## Causes of the Revolution

In the 1780s, long-standing resentments against the French monarchy fueled anger throughout France. The source of the French people's ill will could be found in the unequal structure of French government and society.

**Inequalities in Society** A social and political structure called the **Old Order**, or *ancien régime* (ahnns-yan ray-ZHEEM), created inequalities in French society. Under the Old Order, the king was at the top, and three social groups called estates were under him.

## A Wallpaper Maker's BAD LUCK

▼ Poor laborers riot in the streets of Paris.



The king at the time of the Revolution was **King Louis XVI**. He lived at the extravagant palace of Versailles, 10 miles outside of Paris. King Louis XVI was shy and indecisive but not cruel. His queen, **Marie-Antoinette**, was from Austria—a country that was a traditional enemy of France. Marie-Antoinette’s nationality made her unpopular with the French, but she was also frivolous and self-indulgent. She enjoyed lavish parties and fancy clothes while many of the common people wore rags.

The rest of French society was divided into three classes, called estates. These groups varied widely in what they contributed to France, in terms of both work and taxes.

The **First Estate** was made up of the Roman Catholic clergy, about 1 percent of the population. The clergy had held several privileges since the Middle Ages. For example, only church courts could try priests and bishops for crimes, so the clergy did not have to answer to the same laws as everyone else. Furthermore,

neither the clergy nor the Roman Catholic Church had to pay taxes. Land belonging to the Roman Catholic Church was also exempt from taxes. In addition, the church owned about 10 percent of France’s land, which produced vast sums of money in rents and fees. Bishops and some other higher clergy controlled this wealth and became very rich. Although many of the priests who ministered to the common people were poor, many people resented the wealth and privileges of the clergy.

The **Second Estate** was made up of the nobility, less than 2 percent of the population. Although the nobility controlled much of the country’s wealth, they paid few taxes. Members of the Second Estate held key positions in the government and military. Many lived on country estates where peasants did all the work and were forced to pay high fees and rents to the landowner. Some nobles lived in luxury at the king’s court, where their only real jobs were ceremonial.

### ACADEMIC VOCABULARY

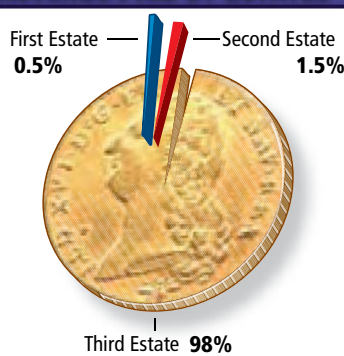
**privileges** special rights granted to certain people because of their position in society

## PRIMARY SOURCES

### The Three Estates

This cartoon shows a member of the Third Estate crushed beneath a stone that represents taxes, land rent and fees, and labor the peasants had to perform without pay. Nobles paid some fees, but no taxes. The clergy did not pay taxes either. The graph below shows that the Third Estate contributed much more money to the country’s treasury than the other estates.

#### REVENUE PAID BY ESTATES



Source: Simon Schama, *Citizens*



*Taille, Impots et Corvee*, anonymous, 1700s

The First and Second Estates, represented by a priest and nobleman, stand on the stone and add to the peasant’s misery.

The man under the rock represents the peasants and laborers of the Third Estate.

### Skills FOCUS

#### READING LIKE A HISTORIAN

- Analyze** In the cartoon, which two estates appear to be allies?
- Analyze Primary Sources** How do you think members of the three estates might have reacted to this cartoon? Explain your answer.

See **Skills Handbook**, p. H25

## CAUSES OF THE REVOLUTION

- Inequalities in society
- Ideas of Enlightenment writers
- Poor leadership from Louis XVI
- Financial crisis
- Widespread hunger and record cold



*The Bread Famine and the Pawnbroker* by Le Sueur brothers, 1700s

The **Third Estate**, by far the largest group of people, included about 97 percent of the population. The Third Estate was itself made up of several groups. At the top of the Third Estate was the **bourgeoisie** (boorhzh-wah-ZEE)—city-dwelling merchants, factory owners, and professionals such as lawyers and doctors. Although they had no role in the government, some of the bourgeoisie were highly educated and quite rich. Their wealth, however, did not buy them any influence in the government.

Below the bourgeoisie were the artisans and workers of the cities. These were the shoemakers, carpenters, bricklayers, dressmakers, and laborers. If these people had no work, they went hungry. The workers of the Third Estate were known as **sans culottes** (sanz-koo-laht), or those “without knee breeches.” They wore long pants—in contrast to the tight knee-length breeches, or pants, worn by the nobility. Sans culottes became a nickname of pride for the workers.

At the bottom of the Third Estate were the peasants who farmed the nobles’ fields. Not only did they pay rents and fees to the landowners, but they also paid a tenth of their income to the church. In addition, they had to perform labor, such as working on roads, without pay. Many peasants were miserably poor and had no hope for a better life.

**Enlightenment Ideas** While social inequalities were driving poor people toward revolt, new ideas from the Enlightenment were also inspiring the French Revolution. Many educated members of the bourgeoisie knew about the writings of the great Enlightenment philosophers John Locke, Baron de Montesquieu, and Jean-Jacques Rousseau. Members of the bourgeoisie also knew that Great Britain’s government limited the king’s power. More recently, they had learned that American colonists, inspired by Enlightenment ideas, had successfully rebelled against Britain’s king. Seeing how these ideas were transforming government and society in other countries, some of the bourgeoisie began to consider how these ideas might be used in France.

**A Financial Crisis** A third cause of the Revolution was a financial crisis, severe economic problems that affected much of the country.

First, France was deeply in debt. Over the previous centuries, France had borrowed huge sums of money to spend on wars, including the American Revolution. But the king and his court continued to spend lavishly, leading to even more borrowing and debt. By the 1780s, this pattern of spending and borrowing had taken the country deeply into debt.

By 1787 King Louis XVI was desperate for money. He tried to tax the Second Estate, but the nobles refused to pay. The king, incapable of the strong leadership the situation required, backed down. A year later the country faced bankruptcy. Half the taxes collected were needed just to pay the country’s debt.

At the same time, nature was creating other economic problems. First, a hailstorm and a drought ruined the harvest. Then the winter of 1788 was the worst in 80 years. Frozen rivers prevented waterwheels from powering the mills that ground wheat into flour. Food and firewood were scarce and expensive. As hunger and cold made life wretched for thousands of French citizens, misery grew into anger.

The country was broke, and people were hungry and angry. Eliminating the tax exemptions for the First and Second Estates could have helped the situation, but the clergy and the nobility resisted all such efforts.

**READING CHECK Summarize** What were the causes of the French Revolution?

## First Events of the Revolution

By the spring of 1789, no group was happy. The First and Second Estates—the upper clergy and the nobility—resented that they had lost power to the monarchy. The wealthy bourgeoisie resented government regulations that hampered the growth of businesses as well as being barred from government and military positions. The poorer members of the Third Estate resented the hunger and unemployment that plagued them now more than ever.

**Meeting of the Estates-General** One of the first events of the Revolution was a meeting that the nobility pressed Louis to call. The nobles wanted a meeting of the Estates-General, an assembly made up of the three estates, to approve new taxes on the Third Estate. In August 1788 Louis agreed that the Estates General should meet the following spring.

In the tense atmosphere that existed in the spring of 1789, representatives of the Estates-General came to Paris. Because the Estates-General had not met for 175 years, this was the first such meeting for all of the representatives. In preparation for the event, the representatives wrote “notebooks,” called cahiers (kah-YAYZ), to document their grievances. As the notebooks arrived in Paris, excitement grew. It became clear that people wanted the Estates-General to pass sweeping reforms. However, the voting process threatened the possibility of reforms.

Each of the three estates had always had only one vote in the Estates-General. Usually the First and Second Estates voted together, outvoting the Third Estate. This time, though, the ideas of the Enlightenment philosophers had given members of the Third Estate a new sense of importance. The Third Estate wanted to change the voting process.

At the start of the first meeting, King Louis instructed the assembly to follow the old rules of voting by estate. But the Third Estate, which had more representatives than the First or Second, refused the king’s order. When Louis did nothing to have the order enforced, the Third Estate acted. On June 17, 1789, they proclaimed themselves a legislature, the National Assembly, with the right to make laws for France.

## Reading like a Historian

### Storming the Bastille

**Analyzing Visuals** One way we can learn about the past is by carefully analyzing works of art. The watercolor image on the right is Claude Cholat’s *Storming the Bastille*. Even though Cholat was not a professional artist his painting interests historians because he was at the storming of the Bastille.

To interpret what this painting suggests about the French Revolution, think about

- the subject of the painting
- the title of the work
- the details in the painting

**Skills Focus**

**READING LIKE A HISTORIAN**

- 1. Subject and Title** Why do you think Cholat chose to paint the storming of the Bastille rather than some other event in the Revolution?
- 2. Details** Why do you think Cholat included details of the entire day—from the initial attack on the Bastille to the flag of surrender—in this one image?
- 3. Details** Why do you think Cholat put the scene in the courtyard in the foreground and the Bastille itself in the background?

See **Skills Handbook**, p. H26

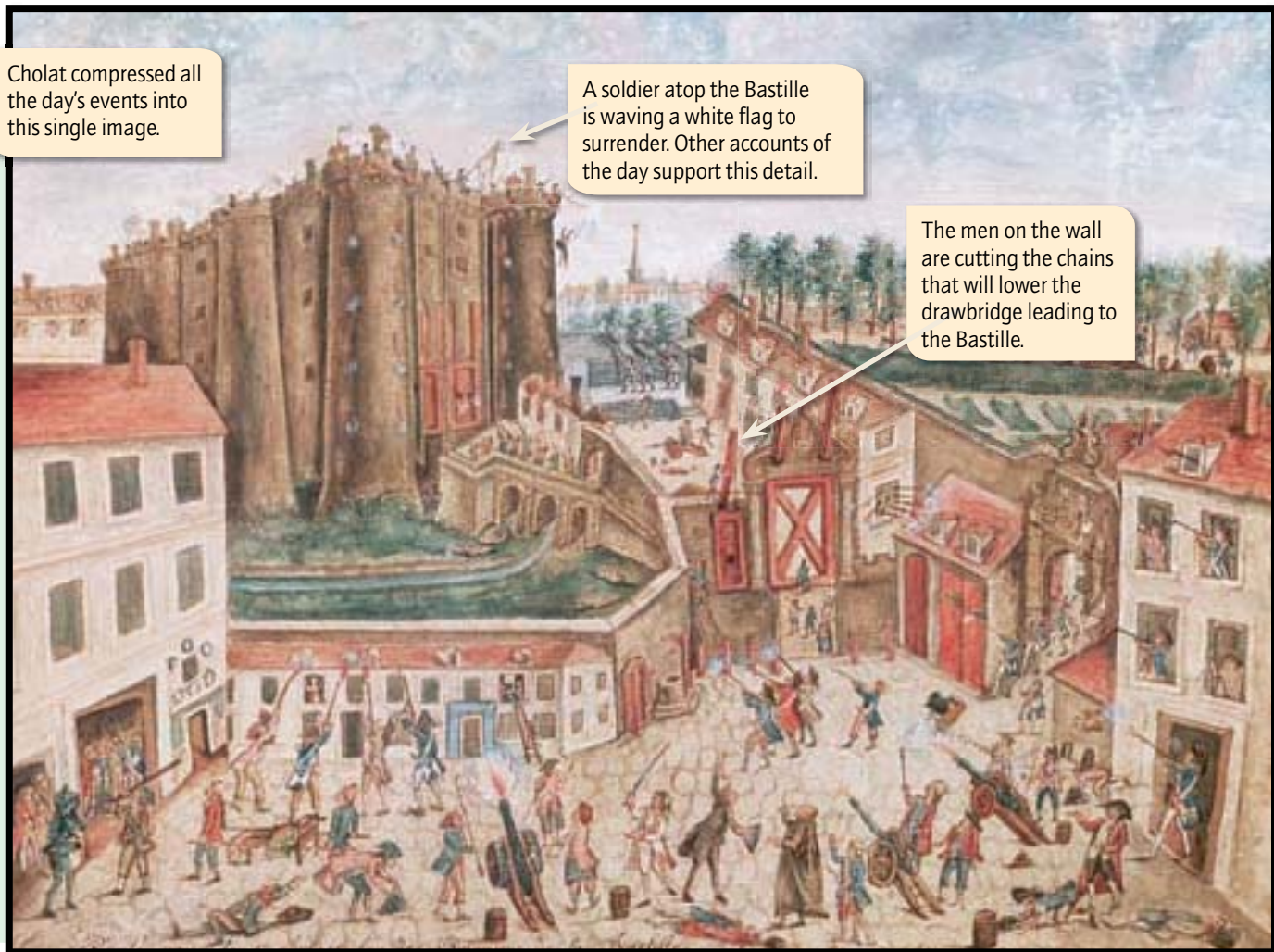
Only then did the king take action, by locking the Third Estate out of their meeting place. Not to be defeated, the representatives of the Third Estate met in an indoor tennis court. There they swore what became known as the Tennis Court Oath—that they would not leave the court until they had written a constitution for France. In the face of this event, Louis relented and allowed each representative to have a vote.

**The Storming of the Bastille** The next major event of the Revolution occurred because Louis made a serious mistake. He started ordering troops to Paris and Versailles in case he needed to preserve the monarchy by force. Seeing this, members of the National Assembly feared that the king would use violence to end their meetings. The people of Paris, in sympathy with the National Assembly, sought to arm themselves against any action the king might take.

Cholat compressed all the day's events into this single image.

A soldier atop the Bastille is waving a white flag to surrender. Other accounts of the day support this detail.

The men on the wall are cutting the chains that will lower the drawbridge leading to the Bastille.



Storming the Bastille, by Claude Cholat, 1789

On July 14, 1789, a mob of Parisians went to the Bastille, an ancient prison, looking for weapons. In the past, the French government imprisoned people at the Bastille who spoke out against the monarchy. However, at the time, the prison held only seven prisoners, but the people viewed the huge medieval building as a powerful sign of the people's oppression. At first, the mob tried to negotiate with the Bastille's commander for weapons. When negotiations broke down, the angry mob and the prison guard exchanged fire and the mob swarmed into the prison. The mob killed the commander, stuck his head on a long stick, and paraded it through the streets. The action of the storming of the Bastille became a powerful symbol of the French Revolution.

**The Spread of Fear** After the fall of the Bastille, many people were shocked by what they had done. They feared that the king would punish them and end the Revolution.

Some people spread rumors that the king had hired foreign soldiers to punish the Third Estate. As a result, a panic later called the Great Fear swept through France. This panic was based on both fiction and fact. For example, rumors of massacres spread from village to village, and many people believed all kinds of wild stories. In the region of Champagne, for example, 3,000 men tried to find a gang of thugs reportedly seen in their neighborhood. However, the gang turned out to just be a herd of cattle.

As a result of the years of abuse by landowners, some peasants took revenge. The peasants destroyed records listing feudal dues and rents and burned nobles' houses. There was violence in the countryside, but the violence did not come from foreign soldiers.

**READING CHECK Identify Cause and Effect** What was the connection between the fall of the Bastille and the Great Fear?

THE IMPACT  
TODAY

July 14, called Bastille Day, is now France's national holiday.



## Declaration of the Rights of Man and of the Citizen

*This excerpt from the Declaration states the principles of the French Revolution and shows the strong influence of Enlightenment ideals.*

“The representatives of the French people, . . . believing that the ignorance, neglect, or contempt of the rights of man are the sole cause of public calamities and of the corruption of governments, have determined to set forth in a solemn declaration the natural, unalienable, and sacred rights of man. . .

1. Men are born and remain free and equal in rights. . .
2. The aim of all political association is the preservation of the . . . rights of man. These rights are liberty, property, security and resistance to oppression. . .
5. Law can only prohibit such actions as are hurtful to society. . .

6. Law is the expression of the general will. Every citizen has a right to participate personally, or through his representative, in its formation. It must be the same for all. . .
7. No person shall be accused, arrested, or imprisoned except in the cases and according to the forms prescribed by law. . .
9. As all persons are held innocent until they shall have been declared guilty. . .
11. The free communication of ideas and opinions is one of the most precious of the rights of man. . .
12. A common contribution [tax] is essential. . . This should be equitably distributed among all the citizens in proportion to their means.”

**Skills Focus**

### READING LIKE A HISTORIAN

1. **Explain** According to the Declaration, what are the natural rights of man?
2. **Analyze** What ideas do the Declaration and the American Declaration of Independence and U.S. Bill of Rights share?

See **Skills Handbook**, p. H25

## Creating a New Nation

The violence that marked the beginning of the Revolutions eventually lessened. At this stage, in the Revolution the National Assembly began transforming centuries of French tradition. The Assembly formed a new government and France’s monarchy eventually crumbled.

**Legislating New Rights** By early August 1789, the National Assembly had eliminated all the feudal dues and services that the peasants owed the landowners. The Assembly also eliminated the First Estate’s legal privileges.

In late August the National Assembly adopted the **Declaration of the Rights of Man and of the Citizen**. The Declaration laid out the basic principles of the French Revolution—“liberty, equality, fraternity [brotherhood].” Writers of the Declaration took their inspiration from the English Bill of Rights, the American Declaration of Independence, and the writings of Enlightenment philosophers.

The document stated that all men are born equal and remain equal before the law. Like the U.S. Bill of Rights, the Declaration guaranteed freedom of speech, the press, and religion.

However, these rights did not extend to women. A famous Paris playwright, Olympe de Gouges (duh-goozh), wrote a declaration of rights for women, but the National Assembly turned it down.

**Restrictions on Power** Alarmed by the National Assembly’s actions, Louis made the same mistake he had made earlier in the summer. He called troops to Versailles to protect his throne. This angered the common people of Paris, who feared that the king would crush the Revolution. In October a crowd of perhaps 7,000 women marched through the rain from Paris to Versailles. Demanding bread, the mob broke into the palace. To make peace with the crowd, Louis agreed to return to Paris and live in the Tuileries Palace with his family.

### READING SKILLS

**Understanding Word Parts** If you know that *philo* means “love” and *sophia* means “wisdom,” how would you define *philosophers*?

The seizure of the royal family encouraged the Revolution's leaders to take bolder steps, and they passed several anticlerical measures. In November, the National Assembly seized church lands and sold them to pay off France's huge debt. All religious orders were disbanded. The Assembly also passed an act that turned the clergy into public employees. This action outraged most members of the clergy and also horrified many peasants.

**Formation of a New Government** In 1791 the National Assembly finally completed its constitution. It created a new legislative body called the Legislative Assembly. Citizens gained broad voting rights, but only taxpaying men at least 25 years old had the right to vote. The constitution kept the monarchy but severely restricted the king's power. In June 1791 the king and queen suspected that they were not safe, so they put on disguises and fled Paris. However, they were recognized and brought back to the Tuileries Palace.

**The Intervention of Foreign Powers** In July 1792 Austria and Prussia issued a declaration warning against harming the French monarchs and hinting that any such action would provoke war. Although the declaration was not meant to be read as a serious threat, Austria sent 50,000 troops to the French border. In response, the Legislative Assembly declared war. France's army was in disarray, however, and was defeated.

In Paris the financial strain of war, food shortages and high prices, and foreign troops marching toward the city led to unrest. Many people blamed the army's defeats on the king. Parisians feared that the achievements of the Revolution would be overturned, and they decided they had nothing to lose from extreme action.

**The End of the Monarchy** Extreme action came on August 10, 1792, when a mob marched on the Tuileries Palace and slaughtered the guards. Louis, Marie-Antoinette, and the children—now demoted to commoners—were thrown in prison.

Faced with mob violence and foreign invasion, the Legislative Assembly felt powerless. It voted itself out of existence and called for the election of a new legislature, the National Convention. The violence in August helped put the **radical** faction, or those who favored extreme change, in control. Among the National Convention's first acts were abolishing the monarchy and declaring France a republic.

The same day the new National Convention met, the French won a battle against the foreign invaders. This victory inspired hope in the revolutionary troops. The French Republic had held its ground against Europe's Old Order.

**READING CHECK Sequence** What steps did National and Legislative Assemblies take to create a new nation?

## SECTION 1 ASSESSMENT

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Online Quiz

Keyword: SHL NAP HP

### Reviewing Ideas, Terms, and People

- a. Recall** What was the **Old Order**, and who was at its top?

**b. Explain** Why did members of the **Third Estate** feel they were treated unfairly by the **First** and **Second Estates**?

**c. Predict** What do you think might have happened if, in the fall of 1789, harvests had been larger than usual?
- a. Explain** What happened on July 14, 1789?

**b. Analyze** Why did **Third Estate** members of the Estates-General feel that the Tennis Court Oath was necessary?

**c. Evaluate** Do you think the Great Fear was a logical reaction to the fall of the Bastille? Why or why not?
- a. Describe** What rights did the **Declaration of the Rights of Man and of the Citizen** grant?

**b. Sequence** List the events that directly affected the royal family.

### Critical Thinking

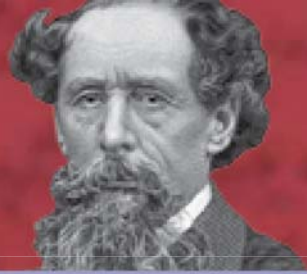
- Identify Cause and Effect** Copy the graphic organizer below and use it to list causes of the French Revolution and the immediate effects. Add rows as needed.

Causes	Effects

### FOCUS ON WRITING

- Persuasion** You are a member of one of the French estates. Write a short letter to the editor of the newspaper, arguing for or against each representative to the Estates-General having one vote.

# World Literature



CHARLES DICKENS (1812–1870)

**About the Reading** The French Revolution is the setting for *A Tale of Two Cities*, but the book was written many years later, in 1859. In both cities—London and Paris—the reader meets people who show the best and worst of human qualities. The passage below introduces one of the book’s villains, here called Monsieur the Marquis, as he rides through Paris in his carriage. The scene takes place before the Revolution has truly begun.

**AS YOU READ** Think about why the poor people in the street react as they do.

Excerpt from

## *A Tale of Two Cities*

by Charles Dickens

With a wild rattle and clatter, and an inhuman abandonment of consideration not easy to be understood in these days, the carriage dashed through streets and swept round corners, with women screaming before it, and men clutching each other and clutching children out of its way. At last, swooping at a street corner by a fountain, one of its wheels came to a sickening little jolt, and there was a loud cry from a number of voices, and the horses reared and plunged.

But for the latter inconvenience, the carriage probably would not have stopped; carriages were often known to drive on, and leave their wounded behind, and why not? But the frightened valet had got down in a hurry . . .

“What has gone wrong?” said Monsieur, calmly looking out.

A tall man in a nightcap had caught up a bundle from among the feet of the horses, and had laid it on the basement of the fountain, and was down in the mud and wet, howling over it like a wild animal.

“Pardon, Monsieur the Marquis!” said a ragged and submissive man, “it is a child.”



*Driving his Mail Coach in Nice*, by Alphonse de Toulouse-Lautrec-Monfa, 1881

“Why does he make that abominable noise? Is it his child?”

“Excuse me, Monsieur the Marquis—it is a pity—yes.” . . .

The people closed round, and looked at Monsieur the Marquis. . . [He] ran his eyes over them all, as if they had been mere rats come out of their holes.

He took out his purse.

“It is extraordinary to me,” said he, “that you people cannot take care of yourselves and your children. One or the other of you is for ever in the way. How do I know what injury you have done my horses?”

**Skills Focus**

**READING LIKE A HISTORIAN**

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World Literature

Keyword: SHL WRLIT

- 1. Explain** What was the Monsieur’s main concern?
- 2. Interpret Literature as a Source** What bias may show in Dickens’s novel? What sources do you think Dickens used for information on the Revolution?

See **Skills Handbook**, p. H28

# The Republic

## BEFORE YOU READ

### MAIN IDEA

An extreme government changed French society and tried through harsh means to eliminate its critics within France.

### READING FOCUS

1. What changes did the radical government make in French society and politics?
2. What was the Reign of Terror, and how did it end?

### KEY TERMS AND PEOPLE

Maximilien Robespierre  
guillotine  
counterrevolution  
Reign of Terror

### TAKING NOTES

As you read, take notes on the changes made in French government and society and on the Reign of Terror.

The Republic



*Death of Marat*, by Jacques-Louis David, 1793

◀ Jacques-Louis David painted the *Death of Marat* in 1793. The painting provides a narrative of Marat's murder, showing Corday's letter and knife and Marat's wound and blood.

### THE INSIDE STORY

#### *How did a skin disease help destroy a radical leader?*

On July 13, 1793, Charlotte Corday, who hated the radicals, set out on what she saw as a patriotic mission. Believing that only Jean-Paul Marat's death would save France's republic, the young woman made her way to Marat's home in Paris. A member of the National Convention, Marat was a leader of the radicals who had taken over the French government. Because he was suffering from a severe skin disease, he had taken to working at home while soaking in the tub. At Marat's

home, Corday said that she had information about traitors. She was taken to Marat, who sat partially covered by a table across his tub. As the two talked, Corday slowly reached into a fold of her dress. Suddenly, she pulled out a large kitchen knife, leaned over, and plunged the blade into Marat's chest. Blood gushed from the wound, and Marat sank slowly into the water. The radical leader's skin disease gave an enemy the chance to destroy him. With his murder, Marat became a martyr to his followers. ■

## A Radical Government

When the National Convention convened on September 20, 1792, the radical representatives were in control. Under their direction the Revolution took an extreme turn. France would no longer be a constitutional monarchy. It would be a republic.

**Factions in the New Government** All of the members of the National Convention supported the Revolution. They grouped themselves into three political factions, however. The Mountain, whose members were called Montagnards, were the most radical. Many Montagnards also belonged to the radical Jacobin (JAK-uh-bihn) Club, or Jacobins. The Montagnards' support came from lower middle class and poor people. This support pushed the Montagnards to adopt more radical policies.

## Death of a King



*Matière à Reflection pour les Jongleurs Couronnées, anonymous, 1793*

**Skills Focus**

### READING LIKE A HISTORIAN

This poster of Louis XVI's execution, titled "Matter for Reflection for the Crowned Jugglers of Europe," appeared throughout Europe.

**Draw Conclusions** Why do you think the artist used the phrase "crowned jugglers" instead of "kings"?

See **Skills Handbook**, p. H27

A second political faction, the Girondins, were moderates. They came mainly from the provinces and resented what they considered the excessive influence of the Paris mob on the Revolution. The Girondins generally supported a constitutional monarchy and resisted extremes on either side.

The third political faction, the Plain, was made up of the swing voters. In general, the members of the Plain originally supported the Girondins but later switched their support to the Mountain.

These groupings had no formal organization. They did not put forth programs or promote plans of action. Each member acted as an individual and was often strongly influenced by personal rivalries.

**Radical Leaders** Three members of radical groups played particularly important roles in the new government.

1. Jean-Paul Marat, an advocate of violence and a leader of the Paris sans culottes, was one of the National Convention's most radical leaders.
2. Georges-Jacques Danton, a violent agitator in the early days of the Revolution, was very popular with the public. A compromiser, he came to oppose what he considered the Revolution's excesses.
3. Maximilien Robespierre was known for his intense dedication to the Revolution. He became increasingly radical and led the National Convention during its most bloodthirsty time.

**The Execution of the King** Shortly after the National Convention convened, the king was placed on trial. The Girondins had hoped to avoid a trial, but they were in the minority. The more powerful Montagnards were eager to try and execute the king in order to prevent a return of the monarchy and to defend the Revolution from its enemies.

Quickly condemned, the king was scheduled to die the next day, January 21, 1793. That morning, the Paris streets were quiet. Soldiers lined the way to the place of execution, in case any supporters of the monarchy caused trouble. At the scaffold, Louis began to deliver a speech proclaiming his innocence, but a drum-roll drowned out his voice. He was pushed into place on the **guillotine**, a device that dropped a sharp, heavy blade through the victim's neck.

When the deed was done, a young guard held up the dripping head for all to see.

Reports of the king's execution quickly spread across Europe. Outside of France, Europeans reacted with horror to the news of the French Revolution. The London *Times* newspaper condemned the Revolution and the execution of the king as savagery.

#### HISTORY'S VOICES

“Every [heart] burns with indignation in this kingdom, against the ferocious savages of Paris . . . A Republic founded on the blood of an innocent victim must have but a short duration.”

—*London Times*, January 25, 1793

**Tightening Control** After the king's execution, the National Convention began to tighten its hold on France. First, it set up the Committee of Public Safety to manage the country's military defense against the foreign forces on France's borders. The committee promptly created an unprecedented draft of all able-bodied, unmarried men between 18 and 45 for military service. In addition, the National Convention established a court called the Revolutionary Tribunal. This court was supposed to root out and eliminate people who threatened the Revolution from within.

**Transforming Society** The Revolution not only transformed the French government but also attempted to completely transform French society. The leaders of the new government wanted to erase all connections to old ways of life, including religion. Many clergy members lost their positions. In Paris the local government closed the churches. To replace Roman Catholicism, Robespierre created the cult of the Supreme Being, in which enthusiasm for the Revolution was the object of worship.

Anticlerical feeling took many forms. Even statues of people holding Bibles were not safe. Workers changed the titles on the Bibles to read “Declaration of the Rights of Man.”

A metric system replaced the old system of weights and measures. A new calendar also cut ties to the past. The months were renamed, and every month had 3 weeks of 10 days. The revolutionary calendar fell out of use, but the metric system was one change that was kept.

**READING CHECK Explain** Why did the National Convention want to change French government and society?

## Daily Life and the French Revolution

Ideals of the Revolution influenced the design of many kinds of everyday objects.

**Why might objects such as playing cards have helped spread revolutionary ideas?**

► To erase connections with royalty, makers of playing cards replaced the traditional images of kings and queens with revolutionary ideals. For example, in place of the queens were the freedoms of worship, marriage, the press, and the professions.



◀ Instead of stiff fussy dresses, women began to wear light, loose ones that recalled the styles of ancient Greece—much admired for its democracy.

*Incroyable and Merveilleuse in Paris*, by Louis Leopold Boilly, 1801

► Household items also showed revolutionary themes. Here, a wallpaper panel displays revolutionary slogans and a red Phrygian (FRI-jee-uhn) cap. The Phrygian cap became a popular symbol of the Revolution because freed slaves of ancient Rome wore such caps.



French School, 1700s

## The Reign of Terror

By the middle of 1793, many people were concerned about the course of the Revolution. Many of the French themselves were criticizing it. Outside France, the countries of Great Britain, Holland, Spain, Austria, and Prussia were worried enough about the Revolution to form a coalition and make war against France.

As a result, some of the revolutionary leaders feared that they would lose control. They decided to take drastic actions to avoid a possible **counterrevolution**, a revolution against a government that was established by a revolution. The Mountain began a series of accusations, trials, and executions that became known as the **Reign of Terror**, creating a wave of fear throughout the country.

**An Outbreak of Civil War** In France, real resistance to the Revolution lay in the countryside. Shortly after the peasants won their main goal—the end of feudal dues—they returned to their essentially conservative views. In general, they remained devoutly Catholic and opposed the Revolution's anticlerical moves.

When the National Convention instituted a draft, the peasants' hatred for the government erupted. Village rebels declared, "They have killed our king; chased away our priests; sold the goods of our church; eaten everything we have and now they want to take our bodies . . . no, they shall not have them."

In a region of western France called the Vendée (vahn-day), resistance to the government was so strong that it led to civil war. A counterrevolutionary force called the Catholic and Royal army, a name showing support for the Roman Catholic Church and the monarchy, fought government forces. Savage fighting spread across the region. The government eventually regained control of the Vendée, destroying everyone and everything it could.

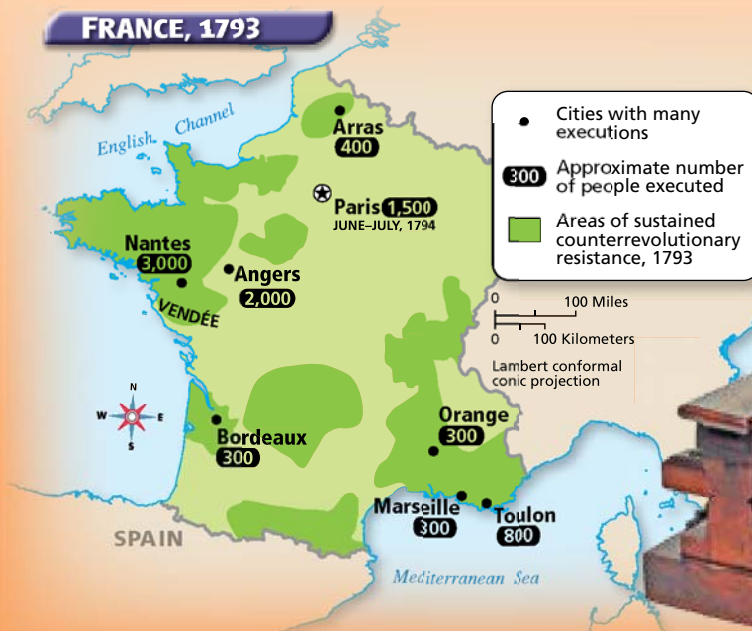
**Accusations and Trials** Back in Paris, the Mountain, the leaders of the campaign to eliminate any resistance to the Revolution, used the Revolutionary Tribunal to rid the country of dissent. Robespierre declared the need to use terror to defend the republic from its many enemies.

## The Reign of Terror

The Committee of Public Safety unleashed the Reign of Terror in the summer of 1793. The committee used its broad powers to eliminate all the Revolution's enemies—real and imagined. One member went so far as to accuse losing generals of treason and answered critics with the cry, "heads! heads! and more heads!" **According to the map, where did most counterrevolutionary activity take place?**



**Maximilien Robespierre**  
He dominated the Committee of Public Safety.



A model shows Dr. Guillotin's machine, designed to make execution quick and painless.



## HISTORY'S VOICES

“Now, what is the fundamental principle of the democratic or popular government? . . . It is virtue . . . which is nothing other than the love of country and of its laws. . . If the spring of popular government in time of peace is virtue, the springs of popular government in revolution are at once virtue and terror: virtue, without which terror is fatal; terror, without which virtue is powerless. Terror is nothing other than justice, prompt, severe, inflexible; it is therefore an emanation of virtue.”

—Robespierre, *Justification of the Use of Terror*, speech February 5, 1794

The Revolutionary Tribunal started its campaign with the Girondists, who were seen as a threat to the Revolution because they had once favored a constitutional monarchy. Soon, anyone who had ever criticized the Revolution or who had had any connection to the Old Order was in danger of being hauled in for a trial. Some people were tried merely because they were suspected of counterrevolutionary activity. The accused had few rights and some were even forbidden to defend themselves.

**Death by Guillotine** The most common sentence was death by guillotine. Such a death was quick, in contrast to the agonizing methods of execution in use for centuries. To get to the scaffold where the guillotine waited, the condemned rode in an open cart that paraded through the streets of Paris. Crowds gathered along the cart's route to jeer at or sometimes cheer for the passengers. At the scaffold, mobs watched the gruesome executions. Women with radical sympathies sometimes sat near the scaffold and quietly knitted while the victims went to their deaths.

The guillotine was so efficient that the executioner could execute more than one person per minute. Executions became so common in Paris that residents complained about the blood overflowing the city's drainage ditches.

**The Terror's Victims** The Reign of Terror did not spare any particular class, occupation, or gender. Though many more common people than nobles were killed, the nobility was not entirely spared. The peasants and laborers—the same people the Revolution was supposed to aid—formed the largest group of victims. Nor did the Terror spare women. Marie-Antoinette, was one of the early victims, as were many women of the lower classes. Olympe de Gouges, who wrote the Declaration of the Rights of Woman and the Female Citizen, also went to the guillotine. Even the nuns who refused to close their convents were also sent to the guillotine.

Those who launched the Reign of Terror eventually fell victim themselves. Robespierre sent Danton and his followers to the guillotine for suggesting that the rule of terror might be relaxed. Then Robespierre himself became a victim. On July 27, 1794, Robespierre and his supporters were surrounded by National Convention soldiers and taken into custody. Soon after their arrest, the heads of Robespierre and about 100 of his supporters fell into the guillotine's basket where so many heads had fallen before.

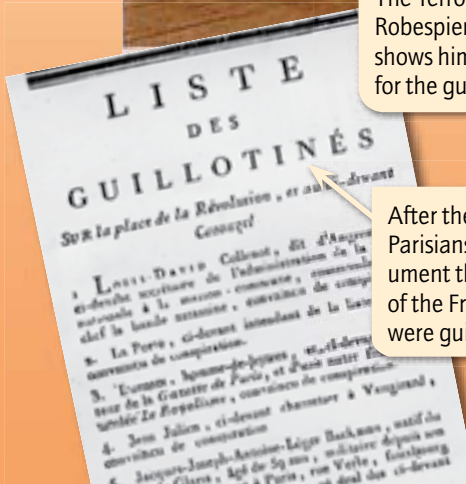
How many victims had the Terror claimed? During the 10 months of the Terror, some 300,000 people were arrested, and about 17,000 were executed. Even though the dead were a small percentage of France's population, the widespread violence shocked the French and increased foreign opposition to the Revolution.

Le Morte de Robespierre, anonymous, c. 1794



The Terror also consumed Robespierre. This etching shows him being readied for the guillotine.

After the Terror, curious Parisians bought this document that listed many of the French citizens who were guillotined.





## GOVERNMENTS OF REVOLUTIONARY FRANCE

QUICK  
FACTS

Throughout the Revolution, legislative bodies dissolved to create new governments. Methods of electing the legislatures differed.

**National Assembly**, created June 17, 1789

- Ended feudalism and privileges of the First and Second Estates
- Approved the Declaration of the Rights of Man and of the Citizen
- Seized church lands and made clergy paid employees
- Wrote constitution that reduced the king's power

**Legislative Assembly**, first met September 1791

- Inexperienced representatives, often deadlocked on domestic issues
- Declared war on Austria in April 1792

**National Convention**, first met September 1792

- Ended monarchy, proclaimed France a republic
- Tried and executed Louis XVI for treason
- Instituted draft to increase size of army
- In power during Reign of Terror
- Began codifying laws and creating public education system
- Abolished slavery in French colonies
- Wrote a new constitution, and created the Directory

**Directory**, first met in 1795

- Run by an executive branch of five directors
- Weak, corrupt, and inefficient
- Ended in 1799 when Napoleon seized power

The actions of the Reign of Terror were intended to protect the Revolution but had in fact weakened it. As one woman shouted as she went to her death, “Oh Liberty, what crimes are committed in your name!”

**After the Terror** When the Terror ended, France had to start over with a new government. In 1795 the National Convention wrote yet another constitution. It restricted voting rights given in the previous constitution. Now, only men who owned property could vote.

After the new constitution was adopted, voters elected a governing board. Called the Directory, this governing board was made up of five men called directors. The directors did pass some financial reforms that helped farmers and improved trade, but the Directory was not an effective government.

Partly because the directors were weak and corrupt, France's troubles continued. The directors argued among themselves, failing to lead the exhausted country forward. Eventually, their rule shared many characteristics of the Old Order's—high prices, bankruptcy, citizen unrest. The result was a power vacuum. With no one really in control, something in France had to change.

### READING CHECK

**Summarize** Why was the period of mass executions called the Reign of Terror?

## SECTION 2 ASSESSMENT

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Online Quiz

Keyword: SHL NAP HP

### Reviewing Ideas, Terms, and People

- 1. a. Identify** Who was Maximilien Robespierre, and why is he important?

**b. Analyze** How did anticlerical sentiment affect France's church and society?

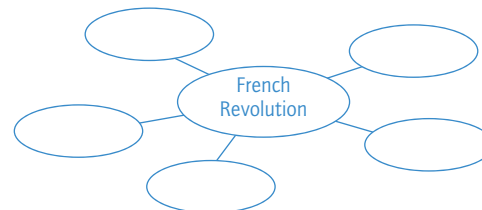
**c. Support a Position** What is your opinion about Louis XVI not having the opportunity to speak to the crowd before his execution? Explain your answer.
- 2. a. Recall** What was the most common sentence given by the Revolutionary Tribunal?

**b. Identify Cause and Effect** What are two reasons that many peasants opposed the Revolution?

**c. Make Judgments** If you had been the king of Great Britain in 1793, would you have been nervous? Why or why not?

### Critical Thinking

- 3. Categorize** Copy the chart below and fill it in with ways in which the French Revolution affected the daily lives of the French people.



### FOCUS ON SPEAKING

- 4. Description** You are a peasant in the French countryside. Write and present a short speech describing the ways you think the Reign of Terror has changed your life.

# Focus on Themes

## Government and Citizenship

The 1789 Declaration of the Rights of Man and of the Citizen described how the French government would treat its citizens. The first article of the declaration states, “Men are born and remain free and equal in rights.” The declaration uses the word *men*, but many asserted that the article applied to women, too. That women were equal to men was a truly revolutionary idea, and it frightened many people in France and the rest of Europe.

**EQUALITY THEN** Equality was a key goal of the National Convention, which took control of France in 1792. Determined that everyone should be treated the same, the Convention went so far as to ban the titles *monsieur* and *madame*, the French equivalents of *Mr.* and *Mrs.* These titles, Convention leaders argued, had been derived from the words for *lord* and *lady*—noble titles—and should be abolished. Instead, people were required to address one another as “Citizen”. For example, when King Louis XVI was overthrown, he became Citizen Capet, after his family’s ancient name.

Despite the government’s intentions, however, people were not treated equally. Women in particular had few rights. Although many women had taken part in the Revolution, they were not allowed to participate in the new government. Other people banned from the government included servants, men under 25, and people who did not pay taxes.

► **THEN** Parisians marching on the Legislative Assembly.



▲ **NOW** Young workers in Rennes, France, protest unfair working conditions.

**EQUALITY NOW** Just as it was in France during the French Revolution, the idea that all people are equal is important in democracies around the world today. In most modern democracies, all citizens—men and women—are free to take part in the government. In addition, laws have made it illegal to discriminate against people based on their gender, race, occupation, or income.

In spite of the progress made by many democracies, equality for all is still a goal—not a reality—for many governments and their citizens. In many places, for example, women cannot vote, hold office, drive cars, or even appear in public alone. Consequently, groups of people all around the world are working hard to make equality a reality. The ideal of equality supported in the French Revolution, though not fully achieved, is alive in the world today.

**Skills Focus**

### UNDERSTANDING THEMES

- 1. Summarize** What does the Declaration of the Rights of Man and of the Citizen say about equality?
- 2. Analyze** How did the treatment of women during the French Revolution differ from the Declaration’s goals?
- 3. Predict** Do you think women around the world will gain rights or lose rights in the future? Why?

# Napoleon's Europe

## BEFORE YOU READ

### MAIN IDEA

Napoleon Bonaparte rose through military ranks to become emperor over France and much of Europe.

### READING FOCUS

1. How did Napoleon rise to power?
2. How did Emperor Napoleon come to dominate Europe?
3. What were Napoleon's most important policies?

### KEY TERMS AND PEOPLE

Napoleon Bonaparte  
Admiral Horatio Nelson  
coup d'état  
plebiscite  
Continental System  
nationalism

### TAKING NOTES

As you read, take notes in a diagram like this one to record the steps in Napoleon's rise to power. Add more boxes as needed.

### THE INSIDE STORY

*How did a young officer's chance to prove himself change Europe's future?*

Sometimes achieving greatness requires a little luck. For a young soldier named Napoleon Bonaparte, the lucky break came in the summer of 1793. British troops held the vital French port of Toulon. The French artillery battled courageously to retake the port but made little headway. During the fighting the French captain was wounded, and young Napoleon Bonaparte was chosen to take the wounded captain's place.

Napoleon made the most of his chance. He came up with a daring plan to retake the port by surrounding the harbor with 80 cannons. Napoleon convinced the officers above him that his plan would succeed. Within 48 hours, the port was his. The victory showed Napoleon's genius for military strategy and brought him both notice and promotion. There now appeared to be no stopping him. Within 20 years, he would rule most of Europe. ■

## WITH A LITTLE LUCK...

▼ Napoleon led French forces in a fierce battle for Toulon, a port on the Mediterranean Sea.



## Napoleon's Rise to Power

**Napoleon Bonaparte** was a ruthlessly ambitious young man. The turmoil of the French Revolution gave him a prime opportunity to rise quickly to power. Within a few short years, he would rise from a mere army captain to become the ruler of France.

**Opportunities for Glory** Napoleon was a brilliant military leader who achieved many early successes. In 1793 he forced British troops out of the port of Toulon. The following year he won a dazzling victory over Austrian troops in Italy.

In 1795 Napoleon faced off against a mob of royalists trying to regain power in Paris. Using artillery to shoot into the crowd, Napoleon forced the royalists to flee. As a reward for stopping the uprising, Napoleon was put in charge of defending the French interior. He was only 26 years old.

The following year, the Directory placed Napoleon in command of French forces invading Italy. Poorly supplied, his troops had to take their food from the countryside. But Napoleon turned this hardship to his advantage. Because his troops were not slowed down by a supply train, they could strike quickly. In Italy, Napoleon won battles against the Austrians and Italians. His victories not only kept France's borders secure but also won territory for France. Napoleon's future looked very bright.

Next, Napoleon turned his attention to Egypt, where he wanted to disrupt the valuable trade between Great Britain and India. He took the French fleet and a large army across the Mediterranean Sea in 1798. Napoleon's forces quickly defeated Egypt's Ottoman defenders and won control of much of Egypt. But the British navy, under the command of **Admiral Horatio Nelson**, was on Napoleon's trail. Nelson trapped the French ships. In the long Battle of the Nile, the British destroyed most of the French fleet.

After his loss in the Battle of the Nile, Napoleon wanted to cover up his disastrous defeat. He left his army in Egypt under the command of another officer and sailed back to France. He kept his defeat out of the press and exaggerated the successes of the French army, becoming a national hero in the process.



*Le General Bonaparte a Arccole,*  
by Antoine Jean Gros, 1797

### Young Napoleon

As a young general, Napoleon showed great courage and leadership in battles against Austrian and Italian armies.

**Napoleon Seizes Power** Napoleon's ambitions continued to grow. Capitalizing on his status as a national hero, he decided to seize political power.

By this time, the Directory had grown weak and ineffective. As a result, some French leaders feared that royalists might conspire to place a monarchy in power. Others feared the growing opposition of European nations, such as Great Britain and Austria, against France. As a result, a group of conspirators began to plot to seize more power for Napoleon.

Armed supporters of Napoleon surrounded the Directory legislature and forced members to turn the government over to Napoleon in November 1799. This event was a **coup d'état** (koo day-TAH), a forced transfer of power.

A group of three consuls, called the Consulate, would replace the Directory as the government of France. Members voted Napoleon in charge as first Consul. The structure of a republic was still in place, but Napoleon had become a dictator.

Why would a nation that had overthrown its king now welcome a new dictator? Exhausted by the chaos of the Revolution and constant warfare, the French craved the order and stability Napoleon promised. Napoleon also pledged to uphold some key revolutionary reforms. The people would willingly give up some freedoms if Napoleon could bring peace, prosperity, and glory to France.

**READING CHECK Summarize** What events led to Napoleon's rise to power?

## Emperor Napoleon

As first consul, Napoleon moved quickly to strengthen his power over France. Once France was firmly under his control, he set about conquering Europe.

**Napoleon Crowns Himself** Napoleon wanted to make his own power permanent and hereditary. He submitted a **plebiscite**, a question put before all the voters, in 1804: Did they want to declare France an empire? French voters supported him and voted yes. Thus, Napoleon became Emperor Napoleon I.

Pope Pius VII came from Rome to crown Napoleon emperor in Paris. As the pope was about to place the crown on the new emperor's head, Napoleon grabbed the crown and placed it on his own head. This action told the world that no one gave Napoleon his authority—he took it for himself.

**Desire for Empire** Once Napoleon became emperor of France, he moved to build an empire. He wanted to rule Europe and to extend French power in the Americas. France controlled a number of territories in the Americas, including Louisiana, Florida, and the sugar-producing colony of Saint Domingue (now called Haiti). When civil war erupted in Saint Domingue, Napoleon sent an expedition to take back the colony and restore its profitable sugar industry. But the French expedition failed miserably.

This failure led Napoleon to abandon his dream of empire in the Americas. He sold the Louisiana Territory to the United States and turned his focus to Europe.

**The Napoleonic Wars Begin** In his quest to conquer Europe, Napoleon began a series of wars that became known as the Napoleonic Wars. These wars were an extension of the ones fought between France and other European nations during the French Revolution. During this period of warfare, France became the dominant European power. Although it grew rapidly under Napoleon's leadership, the French empire would fall apart even more quickly. The Napoleonic Wars lasted until 1815, keeping France in a state of near-continuous warfare for more than a decade.

Throughout the Napoleonic Wars, Great Britain remained France's greatest enemy.

Britain helped organize a series of coalitions of European nations against France, and British funds helped strengthen resistance to Napoleon across Europe. Napoleon knew that until he could defeat Great Britain, he would have no peace in Europe.

Napoleon hoped to invade Britain and defeat it. However, Admiral Nelson and the British navy, the commander and fleet that had earlier defeated Napoleon in Egypt, stood in his way. The British navy proved its worth in October 1805 when it defeated a combined French and Spanish navy off the coast of Spain in the Battle of Trafalgar.

On land, Napoleon was more successful. Two months after his defeat at the Battle of Trafalgar, he won a devastating victory over Russian and Austrian troops at the Battle of Austerlitz, near Vienna, Austria.

**The Continental System** Great Britain continued to defy Napoleon. But this “nation of shopkeepers,” as Napoleon disdainfully called the country, was vulnerable. Britain's economy depended on overseas trade. If Napoleon could disrupt that trade, he would weaken Britain's ability to fund rebellion in Europe against him.

In an effort to disrupt Great Britain's trade with other nations, he planned a **blockade**. This plan, called the **Continental System**, prohibited French or allied ships from trading with Britain. The British responded by requiring all ships from neutral countries to stop in British ports for permission to trade with the French.

While trying to enforce these trade restrictions, Britain and France were drawn into other conflicts. One conflict was the Peninsular War, which drew Portugal and Spain into the conflict between France and Great Britain.

**The Peninsular War** Portugal, which shares the Iberian Peninsula with Spain, was neutral during the Napoleonic Wars. The Portuguese refused to comply with the Continental System because they depended on trade with Britain. To enforce his power, Napoleon sent French troops into Portugal to take control and drive out the king. Napoleon then quickly conquered Spain and placed his brother Joseph on the Spanish throne. But the Spanish resented having a foreign ruler and revolted in 1808.

To support the Spanish revolt of French rule, Great Britain sent its military forces to Spain.

### ACADEMIC VOCABULARY

**blockade** to isolate an enemy by using troops or warships

Now battling two military forces, Napoleon faced a serious threat. He responded by sending troops from central Europe, and they quickly won several victories over the British and Spanish troops.

Yet a more deadly enemy still threatened—the Spanish people. They began a guerrilla war in which bands of peasants ambushed French troops and raided French camps. To punish the Spanish guerrilla fighters, the French slaughtered many innocent Spanish civilians. Nevertheless, the war kept the French army pinned down, and eventually Napoleon had to pull his troops out of Spain.

**Napoleon Dominates Europe** In spite of this setback in Spain, Napoleon managed to take control of most of Europe through treaties, alliances, and victories in battle. The only nations free of his control were Great Britain, Sweden, Portugal, and the Ottoman Empire.

In many of the European nations Napoleon conquered, he put his relatives in power. He gave his brothers the thrones of Holland, the Italian states of Naples and Sicily, and the German state of Westphalia. His sisters, and even his stepson, also held powerful positions.

**READING CHECK Summarizing** What regions of Europe did Napoleon dominate?

**FACES OF HISTORY**

**Napoleon Bonaparte, 1769–1821**



Napoleon actually rode a mule across the Alps instead of a fine horse like the one in this painting.

Napoleon looks like a big, impressive man in this portrait. In fact, he was 5'6" or shorter.

*Napoleon on Horseback at the St. Bernard Pass, by Jacques-Louis David, 1801*



Contrast Napoleon's slumped posture in this painting with his pose in the other one.

Notice the scuffed, dusty boots and rumpled coat.

*Napoleon at Fontainebleau, by Paul Delaroche, 1814*

The people who knew or met Napoleon held different opinions about him. He inspired fierce loyalty in his troops. His wife Josephine adored him. Some other observers, though, saw Napoleon as cold and unfeeling.

As is the case with famous people, historians and artists have also portrayed Napoleon in different ways, depending on their points of view. Compare the two portraits of Napoleon above and how the artists' viewpoints differed.

**Skills Focus**

**READING LIKE A HISTORIAN**

- 1. Draw Conclusions** Which of the portraits do you think is a more realistic painting?
- 2. Analyze Visuals** How does each painting reflect different aspects of Napoleon's personality and the rise and fall of his fortunes?

See **Skills Handbook**, p. H26

# NAPOLEON'S EMPIRE, 1812



Napoleon put his relatives into positions of power throughout Europe, and they helped him control the empire. Though some of these relatives were popular with the people they governed, the fact that each had the same last name served as a constant reminder that Napoleon ruled over them.



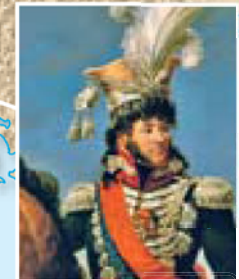
**Louis-Napoleon**, a younger brother, was king of Holland.



**Jerome-Napoleon**, the youngest brother, was king of Westphalia.



**Joseph-Napoleon**, the oldest brother, was king of Spain.



**Joachim-Napoleon**, a brother-in-law, ruled the Kingdom of Naples.



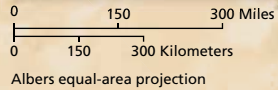
**Eugene-Napoleon**, a stepson, ruled the Kingdom of Italy.



**Elisa-Napoleon**, a sister, was grand duchess of Tuscany.



- French Empire
- States controlled by Napoleon
- States allied with Napoleon
- State opposed to Napoleon



## GEOGRAPHY SKILLS INTERPRETING MAPS

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Interactive Map  
Keyword: SHL NAP

- 1. Location** How did the strategic placement of Napoleon's relatives affect his control of Europe?
- 2. Movement** Was Napoleon's empire protected on all sides? If not, from where might enemies have attacked?

## Napoleon's Policies

As Napoleon ruled his empire, he also strengthened the power of France's central government. He developed a plan to establish order and efficiency throughout France, which involved reforms in many areas of French society.

### Reform of Church-State Relations

Many French citizens had despised the anti-religious nature of the French Revolution. Napoleon soothed these feelings by making an agreement with the pope. Called the Concordat, this agreement acknowledged that most French citizens were Roman Catholics. The agreement did not require that they be Catholics, because religious toleration was still the law. The Concordat recognized the influence of the Roman Catholic Church in France but did not return any control over national affairs to the church.

**Economic Reforms** Because Napoleon knew that a good financial system was essential for the stability of France, he established the Bank of France to regulate the economy. He also set up a more efficient tax collection system. These measures ensured that the government would not face the kinds of financial crises that occurred before the Revolution.

**Legal and Educational Reforms** Under Napoleon's leadership, scholars revised and organized French law and created the Napoleonic Code. This code made laws uniform across the nation and eliminated many injustices. However, it also promoted order and authority over individual rights. Freedom of the press, for example, was restricted by censors who banned books and newspapers for certain political content. In addition, the code was limited in that it only applied to male citizens. The code denied rights for women and allowed for husbands to have authority over their wives.

Napoleon also believed that a strong state depended on having strong leaders in government and military positions. He established a network of high schools, universities, and technical schools to educate young men in preparation for those jobs.

**Napoleon's Legacy** Napoleon left a legacy in France as well as throughout Europe. In France, Napoleon ensured that some basic

ideas of the revolution would remain part of the French government. Historians speak of this period of Napoleon's domination of Europe as the Age of Napoleon.

Napoleon made some basic revolutionary ideas part of the French government. These democratic ideas included equality before the law and a representative system of government. In fact, these revolutionary principles were those that Napoleon had approved and supported.

Throughout Europe, Napoleon's actions helped fuel the spread of **nationalism**—a sense of identity and unity as a people. During the Revolution, the French people developed a new loyalty to France as a whole. In addition, similar feelings of nationalism spread to peoples that Napoleon had conquered.

**READING CHECK Identify Cause and Effect**  
How did Napoleon's reforms affect French society?

## SECTION 3 ASSESSMENT

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Online Quiz

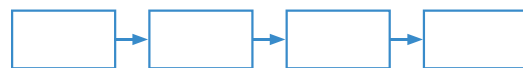
Keyword: SHL NAP HP

### Reviewing Ideas, Terms, and People

- Identify** What happened in November 1799?
  - Analyze** How did Napoleon use French citizens to gain power?
  - Evaluate** Do you think you would have welcomed Napoleon as a dictator? Why or why not?
- Recall** Who fought the battles at Trafalgar and Austerlitz? Which side won each battle?
  - Analyze** How did the **Continental System** affect countries beyond Europe?
  - Make Judgments** How do you think you would have reacted if you had been present at Napoleon's crowning?
- Define** What is **nationalism**, and how did it spread?
  - Contrast** In what way did Napoleon's support of revolutionary ideals contrast with other actions that he took?
  - Elaborate** Why do you think historians may hold different views of Napoleon?

### Critical Thinking

- Sequence** Use the graphic organizer below to show the sequence of events that led to Napoleon's rise to power.



### FOCUS ON WRITING

- Exposition** Write a one-paragraph letter to Napoleon from the viewpoint of a French officer stationed in Spain during the Peninsular War. In your letter, make suggestions about how to win the war.



# Napoleon's Fall and Europe's Reaction

## BEFORE YOU READ

### MAIN IDEA

After defeating Napoleon, the European allies sent him into exile and held a meeting in Vienna to restore order and stability to Europe.

### READING FOCUS

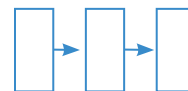
1. What events caused disaster and defeat for Napoleon?
2. What were Napoleon's last campaigns?
3. What did the Congress of Vienna achieve?
4. What is the legacy of the French Revolution?

### KEY TERMS AND PEOPLE

Czar Alexander I  
Hundred Days  
Duke of Wellington  
Prince Klemens von Metternich  
Charles Maurice de Talleyrand  
indemnity  
reactionary

### TAKING NOTES

As you read, record key events during the last years of Napoleon's rule in boxes like the ones below. Then summarize the changes after his fall.



## Catastrophe!

### THE INSIDE STORY

**Did a bad omen doom an invasion from the start?** On a moonlit June evening in 1812, Napoleon camped with his army near the Neman River in an area now known as Lithuania and Belarus. The army was ready to cross the river and invade the powerful empire of Russia.

With a few officers as company, Napoleon was riding his horse through a field. Suddenly, a rabbit sprang out between the legs of the emperor's horse. The horse swerved, and Napoleon lost his hold, tumbling to the ground. Only slightly bruised, Napoleon quickly stood and remounted his horse—all without speaking a word. The event worried the officers, who could not shake off their leader's tumble as a harmless accident. One officer said to another: "We should do better not to cross the Neman. That fall is a bad sign." ■



## Disaster and Defeat

While some of Napoleon's officers believed they had seen a "bad sign" before they invaded Russia, Napoleon himself apparently did not see the sign. He decided to invade Russia.

**The Russian Campaign** When Napoleon stationed troops near the western border of Russia, **Czar Alexander I**, the Russian ruler, became very nervous. The czar, who was also concerned about the effects of the Continental System on his country's need to import goods, began to gather his own troops. Napoleon noticed those troop movements. To teach the czar a lesson, he decided to turn his troops east and move into Russia.

In June, Napoleon and an army of some 600,000 men marched across the Russian border. However, this invasion was troubled from the beginning. First, many of the soldiers were new recruits from conquered territories who felt no loyalty to Napoleon. Also, many of the army's supplies were lost or spoiled along the rough roads. In addition to those problems, the July heat made men and horses miserable. As a result, many men suffered from disease, desertion, and hunger, which thinned the army's ranks.

Napoleon wanted a quick victory over Russia, but there was no one for Napoleon to fight. The Russian troops withdrew as he advanced. Russian peasants, too, moved east after setting fire to their fields in order to leave nothing behind that the French troops could use. To Napoleon and his troops, all of western Russia seemed deserted.

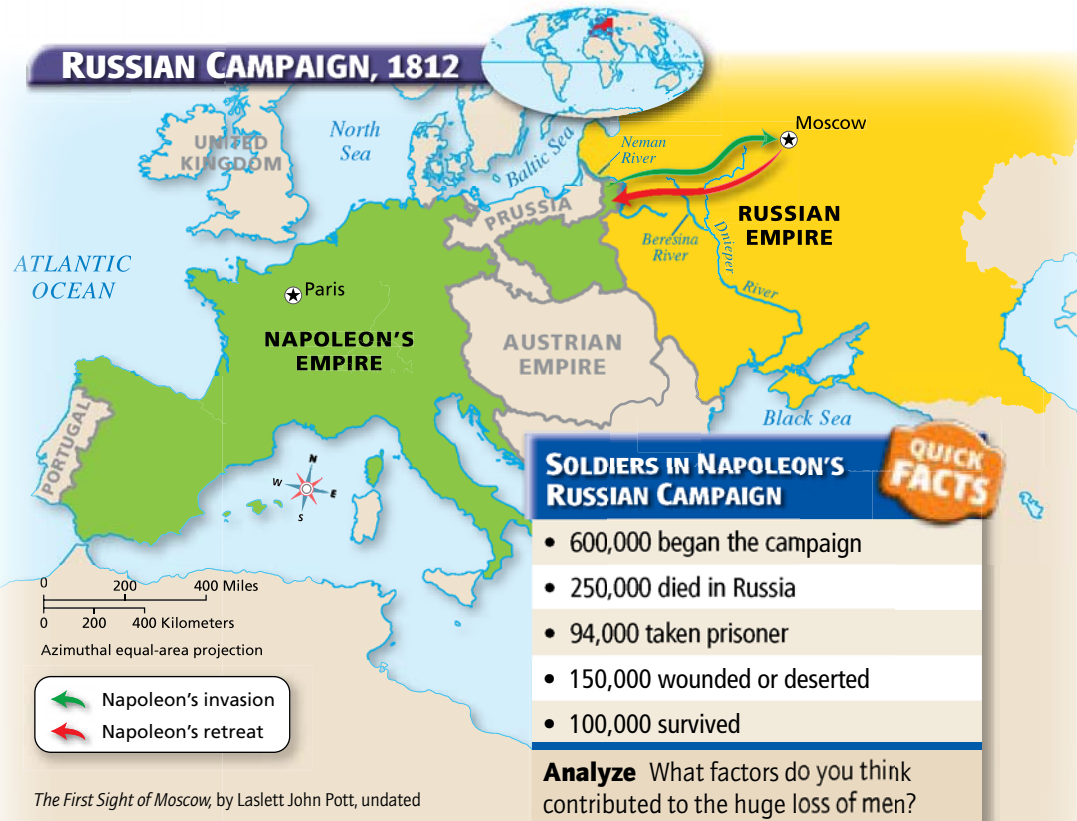
In August, the French army was still moving east toward Moscow. Napoleon's troops finally clashed with the Russians. The French won the battle, but their casualties were very high. The Russian army, still 90,000 men strong, retreated.

What remained of the French army pushed on to Moscow in September. The troops found the city nearly deserted and in flames. No one knows whether the Russians or French looters lit the fires. Regardless of the cause, Napoleon could not support his troops in the ruined city through the winter. In October he had no choice: He left Moscow.

Napoleon's weary troops began the long retreat homeward. The Russians forced the French army to return the way it had come—across the same scorched fields Napoleon had crossed earlier in the summer. To make the journey even worse, Russian peasants attacked isolated French soldiers.



This painting shows Napoleon leading French troops to Moscow.



## READING SKILLS

**Understanding Word Origins** If the root word *contra* means “against,” what do you think the word *encounter* means?

Then true horror set in. The harsh Russian winter was the most terrifying enemy that the French army had **encountered**. As the exhausted men marched west, starvation and freezing temperatures killed thousands. The brutal Russian winter did what no military power had been able to do before. It decimated Napoleon’s army.

What was left of the French army staggered back to French territory without a leader. Napoleon had rushed back to Paris by sleigh, leaving his troops to face much of the awful trip without him. In the end, only about 94,000 out of the original 600,000 French troops made the journey back.

**Defeat and Exile to Elba** Napoleon’s disaster in Russia gave his enemies new hope. Russia, Prussia, Austria, and Great Britain allied themselves against France. Meanwhile, Napoleon raised another army, but his troops were inexperienced. In October 1813 the allies met Napoleon’s new troops near the German city of Leipzig. This battle was a clear defeat for Napoleon. In March 1814, the allies entered Paris in triumph.

As one of the terms of surrender, Napoleon had to give up his throne. The victors allowed him to keep the title of emperor, but his new empire was tiny—a small Mediterranean island named Elba, off the coast of Italy. He went into exile with a small pension and about 400 guards.

### READING CHECK Identify Cause and

**Effect** What factors contributed to Napoleon’s failure in Russia?

## The Last Campaigns

By exiling Napoleon and sending him to Elba, the allies believed they had ended any threat from him. But Napoleon would not go quietly. He waited for an opportunity to regain control of France.

Meanwhile, the allies restored the French monarchy. They recognized Louis XVIII, the brother of the executed king Louis XVI, as the rightful king of France. In addition, the allies returned the borders of France to what they had been in 1792. But the king quickly grew unpopular, and many French citizens feared a return to the Old Order.

**The Hundred Days** After about a year in exile on Elba, Napoleon managed to hire a ship that took him and many supporters back to France. He landed on the north coast and headed for Paris.

As rumors of Napoleon’s return spread, people began to react. Louis XVIII panicked and fled to Belgium, and the allies declared Napoleon an outlaw. The French people who despised Napoleon for dragging France through years of bitter warfare were not happy. Thousands of other French citizens, however, were excited to hear that Napoleon was back. They still adored their emperor for the reforms he had made and the glory he had won for France. In fact, the troops sent to arrest Napoleon pledged their loyalty to him instead. On March 20 Napoleon arrived in Paris to cheering crowds. This was the beginning of the **Hundred Days**, a brief period of renewed glory for Napoleon and of problems for his enemies.

**The Battle of Waterloo** Across Europe, Napoleon’s enemies were gathering their troops for another showdown with Napoleon. After some indecisive battles, the final confrontation pitted Napoleon’s troops against British troops led by the **Duke of Wellington**. Belgian, Dutch, and German troops increased Wellington’s ranks. On June 18, 1815, the armies met near Waterloo, a Belgian village.

Heavy rain delayed the battle until late morning. The British forces stood their ground, but the fighting was ferocious all day. One of Britain’s allies, Prussia, came to their aid. As Prussian troops arrived to help the British soldiers, Napoleon’s army was no match for the combined strength of the two armies. They drove the French army off the field by the end of the day.

The French and the British both suffered huge losses at the Battle of Waterloo. Casualties totaled about 50,000 men. But for Napoleon, the Battle of Waterloo was a crushing defeat. It was the end of his military career and the end of the Napoleonic Wars.

**Napoleon’s Final Days** Napoleon evaded the victors briefly. Having fled to a port, he tried to escape to America, but he was soon captured. This time, Napoleon’s captors sent him much farther away than Elba.

### THE IMPACT TODAY

*Waterloo* has come to mean any sort of crushing defeat. The phrase *to meet one’s Waterloo* means “to face a final and decisive moment.”



## Was Napoleon Murdered?

Does it matter whether Napoleon was murdered? Perhaps not, but at the time it certainly did matter. Many French were sure that the British had something to do with his death. The English were equally anxious to prove that they had not mistreated him.

**What facts do we have?** The official autopsy results reported a perforated, or punctured, stomach and stomach cancer. However, that report also documented a high level of poisonous arsenic in Napoleon's hair.

Does the presence of arsenic prove that the British had Napoleon killed? Not necessarily. There are two possible sources for the arsenic other than deliberate poisoning. One source of arsenic was medicine, since arsenic was an ingredient in many 19th-century medicines. Because doctors treated Napoleon for many ailments, the arsenic may have come from drugs.

Napoleon could also have been poisoned by the wallpaper in his sitting-room. It included a green color made with copper arsenite. Although copper arsenite is usually harmless, mold can convert it to a poisonous vapor. The climate on Saint Helena is humid enough for this to have occurred.

Recently, Paul Fornes, a French forensic scientist, reviewed the old autopsy report. Fornes concluded that while Napoleon had cancer, the cancer did not kill him. Fornes also pointed out that the source of the arsenic in the hair sample remains unknown. Thus, whether Napoleon was murdered is still one of history's mysteries.

▲ Wallpaper from Napoleon's room

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**Draw Conclusions** Why might the cause of Napoleon's death still be a topic of international interest today?

They exiled him to Saint Helena, a bleak volcanic island in the South Atlantic, some 1,200 miles from the nearest mainland.

Napoleon never escaped from his remote prison on Saint Helena. Nor did Napoleon serve a long sentence; he died six years later at the age of just 51. The cause of his death has never been determined definitively.

**READING CHECK** **Draw Conclusions** How was Napoleon able to escape exile in Elba and return to command the French army?

## The Congress of Vienna

Just before Napoleon's escape from Elba, hundreds of diplomats had gathered in the city of Vienna. The purpose of this grand meeting, called the Congress of Vienna, was to create a plan to restore order and stability to Europe after the turmoil of the Napoleonic Wars. The diplomats' plan redrew the map of Europe.

**The Negotiators** Although about 700 diplomats attended the Congress, only a few played crucial roles in the negotiations: Lord Castlereagh (KAS-uhl-ray) of Great Britain, Czar Alexander I of Russia, King Frederick William III of Prussia, and **Prince Klemens von Metternich** (MET-ern-ik) of Austria. **Charles Maurice de Talleyrand** attended on behalf of King Louis XVIII, who had retaken the French throne.

Metternich, who had a strong distrust of democracy and political change, dominated the Congress of Vienna. He wanted to restore a balance of power, make Europe peaceful again, restore old monarchies, and compensate the Allies for their losses. Like Metternich, the other decision makers wanted to make sure that France could never again rise to such power. Perhaps more than anything, worried members of the Congress wanted to put down revolution wherever it might appear.

They wanted to remove all traces of the French Revolution and Napoleon’s rule. To do so, they changed boundaries across Europe.

**Redrawing the Map** The Congress of Vienna changed many national borders in order to strengthen the nations near France. Strengthening the states surrounding France was supposed to lessen the chance that France would invade its neighbors again.

The Dutch Republic and the Austrian Netherlands were united as the Kingdom of the Netherlands. Austria joined with 38 German states to form a loose organization of states called the German Confederation. Great Britain received overseas territories, rather than land in Europe.

The process of redrawing the map required complicated trades. Countries that had aided France lost territory. Those that had fought France gained territory. If one country seemed to be getting too much, it had to give up something else. Talleyrand was instrumental in arranging these trades.

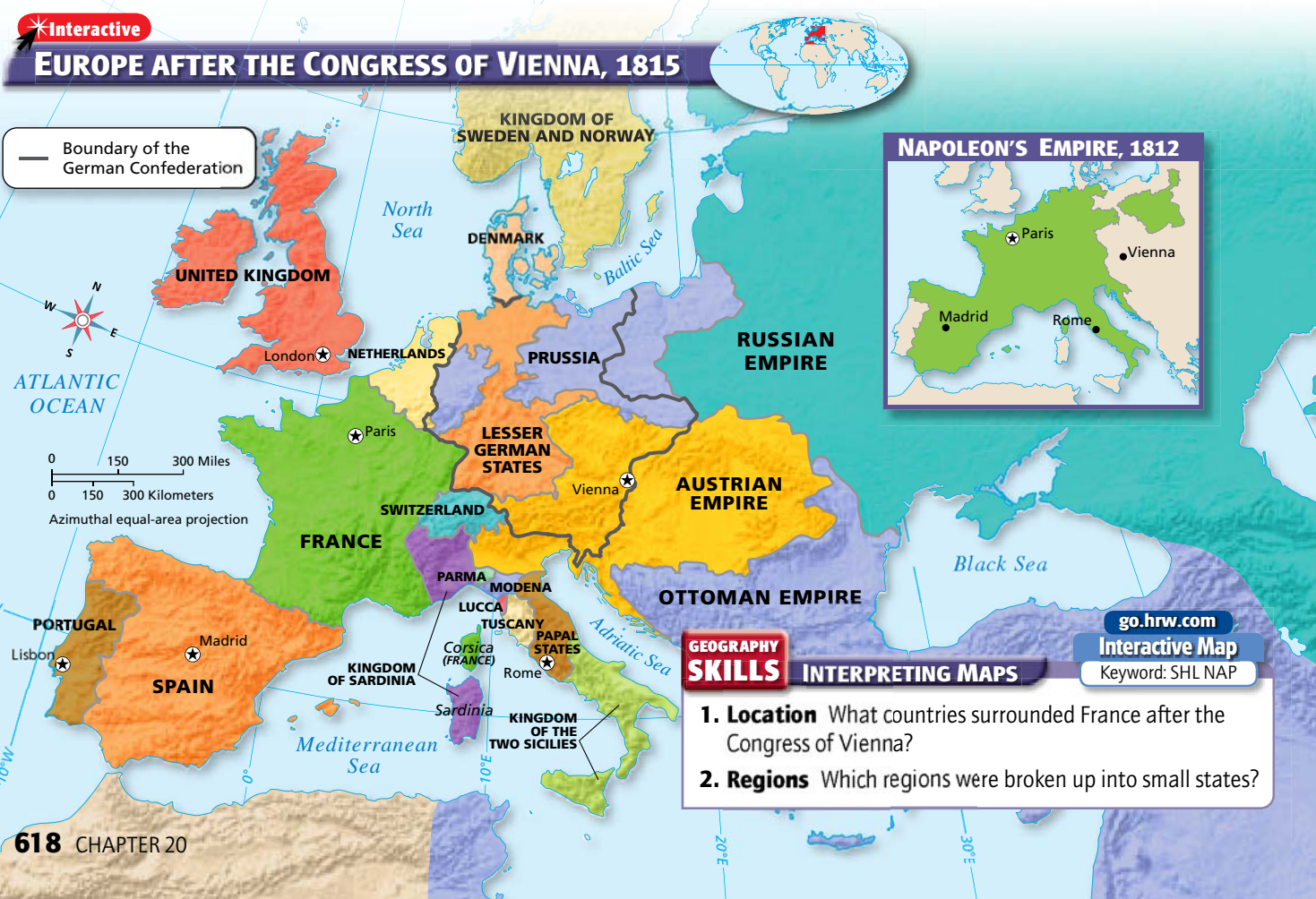
In the end, France lost all its conquered territory. Its boundaries were pulled back to where they had been in 1792. France also had to pay a

large **indemnity**—a payment to other countries to compensate them for damages.

**Restoring Monarchies** In addition to redrawing the map, the Congress of Vienna restored some of the monarchies that Napoleon had eliminated. Members of the old Bourbon royal family were returned to the thrones of Spain and Sicily. Monarchies were also restored in Portugal and the island nation of Sardinia.

**Metternich’s Influence** After Napoleon’s fall, reactionary attitudes deeply influenced politics and society. People with **reactionary** ideals not only oppose progress but also want conditions to return to those of an earlier time.

Metternich was a reactionary who wanted to return Europe to the years before 1789. He believed in absolute monarchy. Constitutions, voting rights, freedom of religion and the press—Metternich despised them all. In the areas where Metternich’s influence was strong—Austria, the German states, and northern Italy—all such liberal ideas were suppressed. Secret police spied on people who disagreed with Metternich’s ideas, and his opponents were often imprisoned or fined.



- GEOGRAPHY SKILLS** **INTERPRETING MAPS**
- 1. Location** What countries surrounded France after the Congress of Vienna?
  - 2. Regions** Which regions were broken up into small states?

In addition, newspapers were not allowed to publish opposing views. For about 30 years, Metternich's conservative influence helped silence the liberal ideals of the Revolution.

**READING CHECK Summarize** What were the main goals of the Congress of Vienna?

## The Revolution's Legacy

Given the results of the Congress of Vienna, was the French Revolution a failure? At first glance, you might think so. After the Congress of Vienna, monarchs ruled much of Europe once again. Citizens' rights were again restricted, and nobles enjoyed the privileges of a glittering lifestyle. Had so many revolutionaries died in vain? Had the principles of the Enlightenment died with them?

In fact, the French Revolution had changed many things. Never again would Europe's monarchs and nobles be secure in their privileged positions. They knew that Enlightenment ideas about human dignity, personal liberty, and the equality of all people would not go away.

The common people also remembered something important—that they could change the world. In the Revolution, French workers and peasants had taken control of their own destinies. No longer did people have to assume that nothing would ever change to make their lives better.

Though the Revolution was over within 10 years, the ideals that inspired it influenced

### FACES OF HISTORY

## Prince Klemens von METTERNICH

1773–1859



Metternich hated the republican form of government. This hatred most likely stemmed from an event during the

French Revolution. The Metternich estate, which his family had held for 800 years, was seized by the French in 1794.

Metternich believed only monarchies working together could keep the peace: "Union between the monarchs. . . must . . . save society from total ruin." His repressive policies, however, helped bring on revolutions in 1848. During the revolution in Austria, Metternich fled Vienna in a laundry cart, but he eventually retired in peace.

**Draw Conclusions** Why do you think Metternich's policies sparked revolutions in 1848?

people around the world for the next 200 years. Those ideals were so powerful that they could survive the worst horrors that the French Revolution and the Napoleonic Wars could create. Only a few years after Napoleon's empire ended, massive revolutions began from France to Romania. Enlightenment ideals crossed the Atlantic and inspired people in Latin America to throw off colonial rule. Eventually, the same ideals would inspire political movements in Asia and Africa.

### READING CHECK Draw Conclusions

Why could it be said that the French Revolution is still being fought today?

## SECTION 4 ASSESSMENT

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Online Quiz

Keyword: SHL NAP HP

### Reviewing Ideas, Terms, and People

- a. Explain** What challenges did the French army face in the Russian campaign?

**b. Infer** How did Russia's physical geography affect Napoleon's invasion?
- a. Recall** What was the Hundred Days?

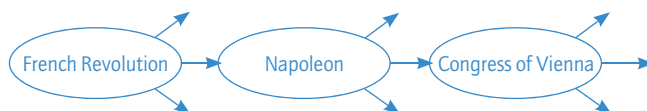
**b. Draw Conclusions** How do you think the results of the Battle of Waterloo affected morale on both sides?
- a. Identify** Who was Metternich, and why was he important?

**b. Make Generalizations** Use the maps in this section to make a general statement about how Europe's boundaries changed between 1812 and 1815.
- a. Describe** What did Europe after the Congress of Vienna have in common with Europe before 1789?

**b. Make Judgments** Do you think the French Revolution was effective? Why or why not?

### Critical Thinking

- Analyze** Use the concept map below to describe possible long-term results of the French Revolution.



### FOCUS ON WRITING

- Persuasion** Write a brief conversation between two leaders of the Congress of Vienna—Metternich and Talleyrand. In your conversation, have the speakers debate what the Congress should do to maintain peace in Europe.

## Reactions to Revolution

**Historical Context** The four documents here reveal the reactions of people from various parts of the world to the events of the French Revolution.

**Task** Study the selections and answer the questions that follow. After you have studied all the documents, you will be asked to write an essay explaining why people's reactions to the revolution differed. You will need to use evidence from these selections and from the chapter to support the position you take in your essay.

### DOCUMENT 1

#### A French Writer's Recollections

François-Auguste-René de Chateaubriand is one of the most famous authors in French history. A member of the nobility, he fled France when the Revolution began. Writing in England, he described how the upheaval in France, including changes to the names of days and months, affected the people still living there.

The people, now hearing of nothing but conspiracies, invasion, and treason, were afraid of their own friends, and fancying themselves upon a mine which was ready to

burst beneath them, sunk into a state of torpid terror. The unfortunate confounded [confused] people no longer knew where they were, nor whether they existed. They sought in vain for their ancient customs—these had vanished. They saw a foreign nation in strange attire, wandering through the public streets. As if condemned for ever to this new order of misery, the unknown months seemed to tell them that the revolution would extend to eternity; and in this land of prodigies, they had fears of losing themselves even in the midst of the streets, the names of which they no longer knew.

### DOCUMENT 2

#### An Artist's View

The painting at right was created by French artist Paul Delaroche. Painted in the 1830s, it shows the artist's idea of what the mob that stormed the Bastille in 1789 may have looked like. The figure in white with the sword holds the keys to the Bastille. Other members of the crowd are carrying or dragging objects that they have taken from the prison.



*The Conquerors of the Bastille before the Hotel de Ville in 1789, Paul Delaroche, 1839*

## DOCUMENT 3

### A British Newspaper's Response

The trial and execution of King Louis XVI of France in 1793 shocked people around Europe. Descriptions of the execution were printed by newspapers around the world, many of them clearly expressing their opinions of the revolutionaries who had overthrown Louis. The following passage was printed in *The Times*, a London newspaper, on January 25, 1793.

The Republican tyrants of France have now carried their bloody purposes to the uttermost diabolical stretch of savage cruelty. They have murdered their King without even the shadow of justice, and of course they cannot expect friendship nor [dealings] with any civilized part of the world. The vengeance of Europe will now rapidly fall on them; and, in process of time, make them the veriest wretches on the face of the earth. The name of Frenchman will be considered as the appellation [name] of savage, and their presence will be shunned as a poison, deadly destructive to the peace and happiness of Mankind.

## DOCUMENT 4

### An American Reaction to British Critics

Thomas Paine, one of the heroes of the American Revolution, was living in Europe when the French Revolution broke out. There, he read British writings (like Document 3) on events in France. Paine, in response to these writings, published his own thoughts on the French Revolution. The excerpt below is one of his published reactions.

It was not against Louis XVI. but against the despotic principles of the Government, that the nation revolted. These principles had not their origin in him, but in the original establishment, many centuries back: and they were become too deeply rooted to be removed, and the ... parasites and plunderers too abominably filthy to be cleansed by anything short of a complete and universal Revolution. When it becomes necessary to do anything, the whole heart and soul should go into the measure, or not attempt it. That crisis was then arrived, and there remained no choice but to act with determined vigor, or not to act at all...

## Skills FOCUS

### READING LIKE A HISTORIAN

#### DOCUMENT 1

**a. Describe** How does Chateaubriand describe the lives of French people during the French Revolution?

**b. Infer** Do you think Chateaubriand supported the Revolution? Why or why not?

#### DOCUMENT 2

**a. Identify** Which elements of the image suggest that the people are not happy with the revolutionary government?

**b. Compare** Do you think the artist who created this image would agree with Chateaubriand's opinions? Why or why not?

#### DOCUMENT 3

**a. Recall** What does the author predict will happen to France?

**b. Analyze** What words or phrases in this selection reveal the author's bias? What impact do these words have?

#### DOCUMENT 4

**a. Interpret** Why does Paine say that a revolution was needed? Support your answer.

**b. Interpret** Does Paine agree with the writer of Document 3 about the execution of King Louis XVI? What words or phrases support your answer?

### DOCUMENT-BASED ESSAY QUESTION

Responses to the French Revolution varied from country to country, and from person to person. Why do you think people had such different reactions to the idea of revolution? Using the documents above and information from the chapter, form a thesis that might explain these differences. Then write a short essay to support your position.

See **Skills Handbook**, pp. H25, H26, H30, H34



## VISUAL STUDY GUIDE

## Causes and Effects of the Revolution

## CAUSES

## Short-Term Causes

- Poor harvests, food shortage
- Massive government debt
- Louis XVI's refusal to accept financial reforms
- Fall of the Bastille

## Long-Term Causes

- Great inequalities in society
- Spread of Enlightenment ideas
- Weak leadership from King Louis XVI

## French Revolution

## EFFECTS

## Short-Term Effects

- A written constitution for France
- End of the monarchy and execution of the king and queen
- European alliance against France
- Reign of Terror

## Long-Term Effects

- Napoleon's seizure of power
- Growth of nationalism in Europe
- Congress of Vienna
- Spread of revolutionary ideas to Latin America, Asia, and Africa

## Major Events of the Revolution and Napoleonic Era

- 1789**
- National Assembly forms
  - Fall of the Bastille
  - Declaration of the Rights of Man and of the Citizen

- 1791**
- Legislative Assembly forms
  - France declares war against Austria and Prussia

- 1792**
- National Convention forms
  - Monarchy ends

- 1793**
- Louis XVI executed
  - First coalition forms against France
  - Reign of Terror begins

- 1795**
- The Directory forms

- 1799**
- Napoleon seizes power

- 1805**
- French defeat at Trafalgar, victory at Austerlitz

- 1812**
- Disastrous Russian campaign

- 1813**
- Napoleon exiled to Elba

- 1815**
- Napoleon's Hundred Days
  - French defeat at Waterloo
  - Napoleon exiled to Saint Helena
  - Congress of Vienna

## Review Key Terms and People

Identify the term or person from the chapter that best fits each of the following descriptions.

1. a forced transfer of power
2. Napoleon's plan for cutting off trade to enemy countries
3. a question put before all voters
4. execution device that dropped a heavy blade through the victim's neck
5. a payment to other countries to compensate them for damages
6. classes of French society
7. a sense of patriotism and unity as a people
8. opposing progress; wanting conditions to return to those of an earlier time



## Comprehension and Critical Thinking

### SECTION 1 (pp. 593–599)

- 9. a. Identify** What were the groups within the Third Estate?
- b. Summarize** What happened at the Bastille on July 14, 1789?
- c. Elaborate** How did events in other countries affect the development of the French government?

### SECTION 2 (pp. 601–606)

- 10. a. Recall** How did other European countries react to the execution of Louis XVI?
- b. Analyze** In what ways did the Revolution change religion in France?
- c. Make Judgments** Was the Directory an improvement on the National Convention? Why or why not?

### SECTION 3 (pp. 608–613)

- 11. a. Explain** How did Napoleon make peace with the Roman Catholic Church?
- b. Draw Conclusion** How did Napoleon's policies affect common people?
- c. Predict** What are some possible reasons for the success of the Spanish peasants' guerrilla war against Napoleon's troops?

### SECTION 4 (pp. 614–619)

- 12. a. Explain** Why did the Russian people burn their fields as they retreated eastward?
- b. Contrast** How did the Congress of Vienna change the map of Europe?
- c. Rate** Do you think Metternich's reaction to the French Revolution and Napoleon's rule was a logical one? Why or why not?

## Reading Skills

**Understanding Word Origins** Use what you know about prefixes, suffixes, and root words to answer the questions below.

- 13.** If you know that the suffix *-ity* means “state or condition,” how do you explain the relationship between the word *nobles* and the word *nobility*?
- 14.** What does the prefix *anti-* tell you about the meaning of the word *anticlerical*?
- 15.** What do you think is the root of the word *concordat*? What does this root word suggest about the meaning of *concordat*?

## Analyzing Visuals

**Reading Like a Historian** The cartoon below shows Napoleon in front of his home, the palace at Fontainebleau.



From *High to Low... or the Causes and the Effects*, artist unknown, c. 1814

- 16. Explain** Does this cartoon show a period early in Napoleon's career or late in his career? Explain.
- 17. Draw Conclusions** The buildings in the left corner are symbols for Spain. Those in the right corner stand for Russia. What do you think the cartoonist was trying to say by using these symbols?

## Using the Internet

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Practice Online

Keyword: SHL NAP

- 18.** During the French Revolution, many political parties competed for power. Using the keyword above, do research to learn about the beliefs, leaders, and activities of some of these political parties. Then create a chart to clarify what the parties had in common and how they differed.

## WRITING FOR THE SAT



Think about the following issue:

**The Revolution threw France into chaos and cost thousands of lives. Still, millions of French people were fiercely loyal to the Revolution and believed that it offered a better life than they had known under King Louis XVI.**

- 19. Assignment:** Why were so many French willing to risk everything for revolutionary ideals? Write a short essay in which you develop your position on this issue. Support your point of view with reasoning and examples from your reading.

## UNIT 6

# Standardized Test Practice

**Directions** Write your answer for each statement or question on a separate answer sheet. Choose the letter of the word or expression that best completes the statement or answers the question.

**1** Throughout the 1500s and 1600s, many European monarchs worked to

- A create large trade associations throughout Europe.
- B spread democracy in Europe.
- C allow religious freedom in their kingdoms.
- D centralize their political power.

**2** King Philip II of Spain saw himself as a leader of the

- A Protestant Reformation.
- B Renaissance.
- C Catholic Reformation.
- D Spanish Succession.

**3** In 1588 the Spanish Armada was defeated by

- A England.
- B France.
- C Italy.
- D Germany.

**4** Absolute monarchy in France is most associated with which king?

- A Cardinal Richelieu
- B Philip II
- C Louis XIV
- D Henry IV

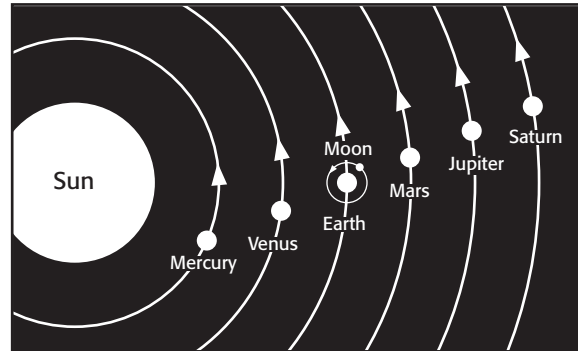
**5** A key goal of Peter the Great was to

- A isolate Russia.
- B modernize Russia.
- C democratize Russia.
- D divide Russia.

**6** With the Glorious Revolution in England in 1688,

- A Parliament gained more power.
- B England became less democratic.
- C Parliament revoked the English Bill of Rights.
- D William and Mary left England.

**7** The work of which Scientific Revolution thinker produced this understanding of the solar system?



- A Voltaire
- B Thomas Aquinas
- C Descartes
- D Copernicus

**8** Francis Bacon and René Descartes are credited with developing

- A the scientific method.
- B the law of motion.
- C the theory of relativity.
- D the geocentric model.

**9** Which famous physicist studied the laws of motion and gravity?

- A Isaac Newton
- B William Harvey
- C Ptolemy
- D Robert Boyle

**10** John Locke is best known for advancing which idea?

- A People have a natural right to life, liberty, and property.
- B Government power should not be limited.
- C Governments should be separated into different branches.
- D Monarchy is the best form of government.

**11** The Enlightenment idea that government should be created and controlled by the people is called

- A divine right of kings.
- B enlightened despotism.
- C absolutism.
- D popular sovereignty.

**12** The passage below from *The Social Contract*, published in 1762, was written by which Enlightenment thinker?

---

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

---

- A Voltaire
- B Locke
- C Montesquieu
- D Rousseau

**13** The Declaration of Independence put forth the idea that

- A monarchs had more rights than their subjects.
- B monarchy should be abolished everywhere.
- C people had a right to overthrow unjust governments.
- D people should have no say in the independence of nations.

**14** The U.S. Constitution established a system of

- A separation of powers into different branches of government.
- B constitutional monarchy in the colonies.
- C equal voting rights for men and women.
- D strategic military and trade alliances.

**15** Both the American and French revolutions

- A resulted in a lasting constitution.
- B failed to overthrow their governments.
- C happened before the Enlightenment.
- D inspired others seeking democracy.

**16** One cause of the French Revolution was

- A the strong leadership of Louis XVI.
- B nearby revolutions in Germany and Austria.
- C record government surpluses.
- D inequalities in society.

**17** Which person was a leader of France's Reign of Terror?

- A Napoleon
- B Louis XVI
- C Robespierre
- D Prince Klemens von Metternich

**18** In his rise to power, Napoleon

- A defeated British troops at the French port of Toulon.
- B defeated the British navy at the Battle of the Nile.
- C decided not to replace the Directory with a Consulate.
- D chose not to lead French forces invading Italy.

### REVIEWING THE UNIT

**Constructed Response** Enlightenment ideas influenced key government documents that were created in the 1600s and 1700s. Recall what you have learned about the English Bill of Rights, the U.S. Declaration of Independence, the U.S. Constitution, and the French Declaration of the Rights of Man and of the Citizen. Then write a brief essay in which you summarize how each document reflected Enlightenment ideas.

### CONNECTING TO THE PREVIOUS UNIT

**Constructed Response** The Protestant and Catholic Reformations affected many European monarchs, their governments, and their relations with other countries. Choose one country from this unit that was deeply affected by religious changes and divisions in Europe. Then write a brief essay explaining how the Protestant or Catholic Reformation affected the country's history, government, and society.

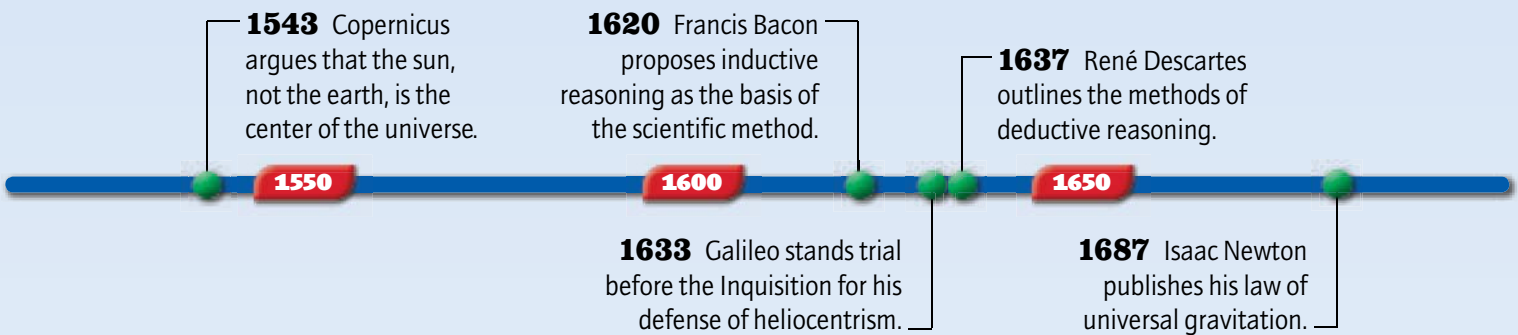
# Themes & Global Connections

THEME

**SCIENCE AND TECHNOLOGY**

**How did advances in science lead to new ways of thinking?**

For more than a thousand years, scientific thought in Europe had been dominated by the ideas of the ancient Greeks. But beginning in the 1500s, people began using reason to study the world in new ways. As a result, scientists made major advances that led to new ways of thinking about the world.

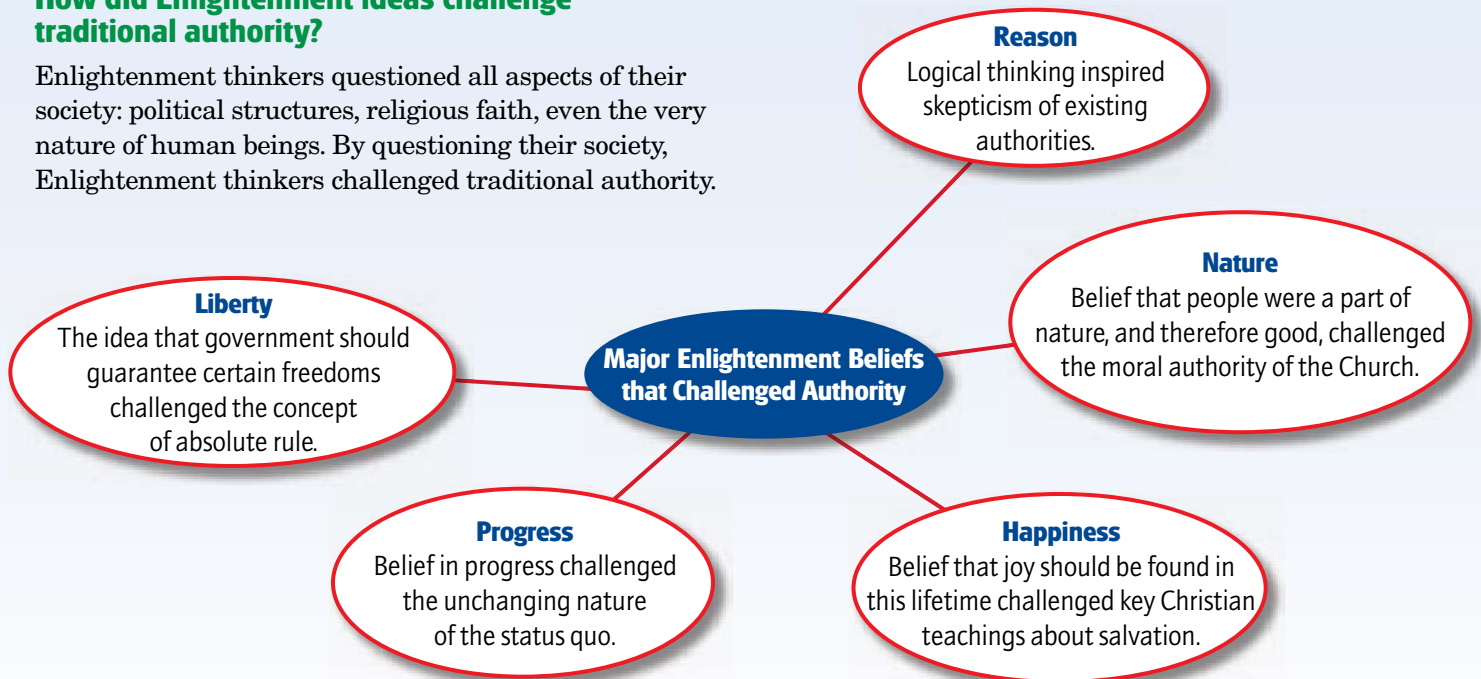


THEME

**ARTS AND IDEAS**

**How did Enlightenment ideas challenge traditional authority?**

Enlightenment thinkers questioned all aspects of their society: political structures, religious faith, even the very nature of human beings. By questioning their society, Enlightenment thinkers challenged traditional authority.



**THEME**

**GOVERNMENT AND CITIZENSHIP**

**How did the ideas of the Enlightenment influence the emergence of democratic government?**

The ideas of the Enlightenment had a huge influence on the leaders of the American and French revolutions. When these leaders began to form new democratic governments in France and the United States, they built the ideas of thinkers like Locke, Montesquieu, Rousseau, and Voltaire into the very structures of their governments.

**IMPACT OF ENLIGHTENMENT THOUGHT ON GOVERNMENT IN FRANCE AND THE UNITED STATES**

<b>John Locke</b>	Wrote that government and the people were bound by a social contract	The U.S. Declaration of Independence upheld the social contract by stating that "governments are instituted among men, deriving their just powers from the consent of the governed."
	Argued that government should protect citizens' natural rights, which included life, liberty, and property	The French National Assembly protected citizens' rights in the Declaration of the Rights of Man and of the Citizen. The U.S. Declaration of Independence defined natural rights as "life, liberty, and the pursuit of happiness."
<b>Montesquieu</b>	Wrote that power in a republican democracy should be divided to avoid tyranny	Both the U.S. Constitution and the French Declaration of the Rights of Man and of the Citizen called for the separation of powers in government.
<b>Rousseau</b>	Argued that true democracy would require many people to share political power	Citizens in France and the United States voted for their representatives in government. Many participated directly as elected government officials.
<b>Voltaire</b>	Argued in favor of free speech and religious toleration	Both the United States and French governments protected the freedoms of speech and religion.

**Skills FOCUS**

**UNDERSTANDING THEMES**

How did the Scientific Revolution and the Enlightenment result in a new view of human beings and their world? Use your textbook and other resources to gather information about how people's views changed after the Scientific Revolution and Enlightenment. Then create a chart like the one below to contrast these changing views.

<b>Changing Views</b>		
	<b>Old Ways and Ideas</b>	<b>New Ways and Ideas</b>
Methods used to explain the world		
Relationship between the ruler and the people		
Importance of the individual		

**Global Connections**

Political revolutions have one common characteristic—they result in the overthrow of one government or ruler and the substitution of another. But each revolution has its own specific causes that arise because of particular conditions in that nation.

In this unit, you learned about three significant revolutions: the Glorious Revolution in England, the American Revolution, and the French Revolution. Create a chart that compares and contrasts their political, economic, and social causes.

**Making Connections** Analyze your chart to determine what the most common causes of revolution were. Then write a short essay of two to three paragraphs explaining your understanding of why those causes so frequently led to revolution.

# UNIT 6

## IN BRIEF

Below is a chapter-by-chapter summary of the main ideas in this unit, followed by a summary activity for the unit.

### CHAPTER 18

## Monarchs of Europe 1500–1800

**MAIN IDEA** Between 1500 and 1800, Europe’s rulers in Spain, France, Russia, and other kingdoms held absolute power over their subjects.

**SECTION 1** During the 1500s Spain grew powerful under the rule of absolute monarchs like Philip II and entered a Golden Age of art and literature. But beginning in the late 1500s, wars, revolts, and economic problems began to weaken Spain’s empire.

**SECTION 2** After a period of religious violence, Henry IV reunified France in the late 1500s. During the 1600s, French kings such as Louis XIV consolidated their political power as absolute rulers.

**SECTION 3** In England, monarchs clashed with Parliament in the English Civil War. After the war, England became a constitutional monarchy, and Parliament limited the power of monarchs with the peaceful Glorious Revolution.

**SECTION 4** Russia became a world power under Peter the Great and Catherine the Great, as they reformed and modernized the country. In Central Europe, powerful families ruled new states.

### CHAPTER 19

## Enlightenment and Revolution 1550–1800

**MAIN IDEA** New ideas and discoveries in Europe during the Scientific Revolution and the Enlightenment led to significant changes in government and society. Enlightenment ideas inspired a revolution, independence, and democracy in the United States.

**SECTION 1** The beginnings of modern science can be traced back to the discoveries and methods of the Scientific Revolution.

**SECTION 2** During the Enlightenment, philosophers began to argue that people have basic natural rights and governments are responsible for protecting them.

**SECTION 3** Inspired by Enlightenment ideas, colonists in America rebelled against England, gaining independence and becoming the world’s first modern democracy.

### CHAPTER 20

## The French Revolution and Napoleon 1789–1815

**MAIN IDEA** The French Revolution of 1789 overthrew the French monarchy and established a democracy based on Enlightenment ideas. But instability after the revolution allowed Napoleon Bonaparte to take power and create a large European empire until he was finally defeated.

**SECTION 1** Inequalities in society and other problems led to the French Revolution and a democratic government in France. The new government worked to protect people’s rights and to put an end to the monarchy.

**SECTION 2** The French government soon became radical and began a Reign of Terror. Political opponents were put on trial and executed as the government tried to maintain power.

**SECTION 3** As France’s new government struggled, the young general Napoleon Bonaparte rose to power and seized control. Napoleon waged wars across Europe to build an empire and increase French power and influence.

**SECTION 4** Napoleon was eventually defeated in Russia and at the Battle of Waterloo by an alliance of European powers. After his defeat, European leaders met at the Congress of Vienna to restore the balance of power in Europe, redraw Europe’s borders, and restore European monarchies.

## Thinking like a Historian

### Summary and Extension Activity

Enlightenment ideas of the 1600s and 1700s caused changes in government and society that still influence the world today. Choose one of the following topics and create a chart or graphic organizer to show how Enlightenment ideas have influenced the modern world.

- A. Structures of modern governments
- B. Rights of citizens
- C. Use of reason to solve problems