

CHAPTER

12

1789–1815

The French Revolution and Napoléon



Rosetta Stone

c. 1790

Science and Technology

Antoine-Laurent Lavoisier publishes *Table of Thirty-One Chemical Elements*.

1795–1799

Politics

The Directory rules France.

1796

Science and Technology

An English physician introduces a small pox vaccine.

1792

Global Events

Denmark is the first nation to abolish slavery.

1785

1790

1795

1800

1789

Global Events

The first U.S. Congress meets in New York.

1794

Global Events

France abolishes slavery in French colonies.

1794

Science and Technology

France establishes the world's first telegraph communications line.

1799

Global Events

French soldiers in Egypt find the Rosetta Stone.

1799

Science and Technology

A perfectly preserved mammoth is found in Siberia.

1799

Science and Technology

The first gas lighting fixture is patented by French chemist Philippe Lebon.

Model of guillotine



1793

The Arts

The Louvre in Paris becomes France's national art gallery.

1793

Politics

The French government bans Roman Catholicism.



Model of the French inventor Claude Chappe's overhead telegraph

Build on What You Know

Inspired by Enlightenment ideas as well as trade concerns, the American Revolution forever changed the course of history for the colonies in North America. However, the revolution's influence did not end there. Across the Atlantic in France, people were growing more and more dissatisfied with the monarchy and with how their society was structured. Drawing from the Enlightenment, people continued to call for changes to combat inequalities and injustice. In this chapter, you will learn how the success of the American Revolution inspired similar efforts in France, and how a powerful new empire rose and fell there.



*Portrait of
Napoléon as
emperor of France*

**1804
Politics**

The French uncover a plot to assassinate Napoléon in Paris.

**1805
The Arts**

French author François-Auguste-René de Chateaubriand publishes the romantic novel *René*.

**1810
Science and Technology**
Nicolas-François Appert develops techniques for canning foods.

**1815
Science and Technology**
French scientist Jean-Baptiste de Monet de Lamarck publishes *Natural History of Animals*.

**c. 1800
Business and Finance**
England begins to export iron.

**1806
The Arts**
Construction begins on the Arc de Triomphe in France.

**1810
Business and Finance**
The French government gives itself a monopoly on the sale of tobacco.

1805

1810

1815

**1808
Daily Life**
Pigtails disappear as a fashion for men's hair in Europe.

**1813
Daily Life**
The waltz is popular in European ballrooms.

**1807
Politics**
England prohibits the slave trade.

**1812
Politics**
Napoléon enters Russia with the Grand Army.



*Arc de Triomphe
in Paris*

*Pearl and diamond tiara
of Empress Joséphine*



What's Your Opinion?



Do you **agree** or **disagree** with the following statements? Support your point of view in your journal.

Constitutional Heritage Once it has been written, the constitution of a nation should never be changed.

Government A government that represents the people can be run by only a few people.

Citizenship Freedom of speech can be granted only by a government.

SECTION

1

READ TO DISCOVER

- 1 How was the Old Regime structured?
- 2 Why did discontent begin to grow in the mid-1700s?
- 3 Why did Louis XVI want to call the Estates General?
- 4 How did the meeting of the Estates General push France toward revolution?

DEFINE

bourgeoisie

IDENTIFY

Louis XV
Louis XVI
Marie-Antoinette

WHY IT MATTERS TODAY

The French government started to go through many changes in the 1700s. Use **current** or other **current event** sources to investigate how the French people are represented in government today. Record your findings in your journal.

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The Roots of Revolution

The Main Idea

The French Revolution was a struggle between a powerful monarch and the people.

The Story Continues As Americans gained independence from Great Britain, the people of France were also struggling against oppression. As Thomas Jefferson observed after visiting France in the 1780s, "Out of a population of twenty millions of people . . . there are nineteen millions more wretched [poor], more accursed in every circumstance of human existence, than the most conspicuously wretched individual of the whole United States."

The Old Regime

For more than 100 years, France had been the largest and most powerful nation in Europe, ruled by a monarch who claimed absolute power. When the French Revolution began in 1789, however, the king lost all power within months. The great changes brought by the Revolution made the French feel that they were living in a whole new society. People began to refer to the time before 1789 as the Old Regime. Under the Old Regime, society had been divided into three estates, or classes.

The privileged estates. The First Estate was made up of the clergy of the Roman Catholic Church, less than 1 percent of the French population. The church had been powerful and wealthy ever since the Middle Ages. By the late 1700s the church owned about 15 percent of all the land in France, and so collected vast amounts of money from rents, taxes, and fees. Most of this wealth was held by the higher clergy—bishops, archbishops, and abbots—who did not have to pay taxes themselves. Many of these higher church officials became materialistic and neglected their spiritual duties. The lower clergy, such as parish priests, performed most of the church's work and received little pay.

The nobility, less than 2 percent of the population, made up the Second Estate. These nobles enjoyed many privileges left over from feudal times. They paid few if any taxes, collected dues from peasants, and held the highest positions in the army and government. Eldest sons had the right to inherit titles and lands. Although some nobles cared about the welfare of France, as a group they were irresponsible.

This drawing shows one artist's representation of French society during the Old Regime—the clergy, nobles, peasants, and bourgeoisie (from left to right).



The Third Estate. The rest of the people of France, about 97 percent, belonged to the Third Estate. At the top of the Third Estate were the **bourgeoisie** (boorzh-wah-ZEE), or urban middle class. The bourgeoisie included merchants, manufacturers, and professional people such as doctors and lawyers. Many were educated and wealthy.

Below the bourgeoisie in the Third Estate came three groups who were usually very poor: city workers, artisans, and rural peasants. Peasants made up the largest group. In the 1700s most peasants still owed feudal dues and labor services. They paid heavy taxes as well as rent for the land they worked. They were also forced to pay a tithe—that is, one tenth of their income—to the church. Although they worked long and hard, peasants had no voice in making or changing laws. They remained under the absolute control of their landlords and king.

✓ **READING CHECK: Finding the Main Idea** How was French society organized in the Old Regime?

Growing Discontent

In the mid-1700s discontent in France began to grow. Several factors explain this discontent. The first resulted from the growth of the French population. Families had more children to support, and they needed more food and money. Changing economic conditions in France also spurred discontent. The nobles, clergy, and some of the bourgeoisie who owned land pressed the peasants for higher rents. In the cities, laborers found food prices rising higher and higher, but wages were not going up as quickly. The artisans and peasants resented the rich, who collected their rents, lived in big houses, and had plenty to eat. The poor blamed the king for allowing prices to get so high. They hated having to pay taxes when the nobles and clergy did not. Sometimes the poor took to the streets and rioted against these higher prices and taxes. The worsening economic conditions also reinforced the determination of the first two estates to protect their most important privilege: freedom from taxation.

The bourgeoisie prospered during the 1700s, and now they wanted political power to go with their economic strength. Merchants and manufacturers resented paying taxes when nobles and clergy did not. They wanted to be able to conduct business without interference from the government. The bourgeoisie also wanted their sons to have important positions in the church, army, and government—positions that only nobles were allowed to hold.

Although the peasants, workers, and bourgeoisie had different complaints, they shared the same ideas and used the same words to express them. They spoke of “liberty” and “equality” as their natural rights. These ideas may have meant different things to different people, but they were enough to unify France’s various groups in a challenge to the king’s power.

✓ **READING CHECK: Summarizing** Why did discontent grow in France during the mid-1700s?



INTERPRETING THE VISUAL RECORD

Peasants This picture is meant to show an idealized view of peasant life in France. *What things in the picture might be different if it were a true representation of peasant life?*

This political cartoon from about 1790 illustrates the growing conflict between “The Powers”—the nobles, clergy, and bourgeoisie—and the National Assembly.



HISTORY MAKER



Marie-Antoinette
(1755–1793)

As the wife and queen of Louis XVI, Marie-Antoinette became the most hated woman in France. Her wild spending and refusal to support reforms made her many enemies. During the French Revolution, she spent several months in prison. Finally in October 1793 she was put to death at the guillotine. **Why did the French people dislike Marie-Antoinette?**

The Financial Crisis

The actions of French monarchs stoked the fires of public anger. The 59-year reign of Louis XV was one of the longest in France's history. While the country enjoyed nearly 20 years of peace under Louis XV, debts inherited from Louis XIV continued to grow, creating an economic crisis. Louis XV's expensive habits also turned the people against him. When taxes did not provide enough money to meet expenses, Louis XV borrowed more and more from bankers. Warned that his actions were harming France, he is said to have replied, "It will survive for my time. After me, the deluge."

In 1774 Louis XVI succeeded Louis XV as king. To strengthen an alliance with Austria, Louis XVI married Marie-Antoinette, the daughter of the Austrian empress Maria Theresa. The French people soon came to resent Marie-Antoinette's Austrian connection and her involvement in French politics.

Under Louis XVI France's debts continued to grow, due in large part to the country's assistance to the United States during the American Revolution. To raise money, Louis tried to tax the first two estates. Whenever new taxes were proposed, however, the nobles refused to cooperate and sometimes led riots. By 1787 bankers resisted lending the government more money. France faced financial disaster. In August of 1788 Louis called for a meeting of the Estates General to be held at Versailles. He hoped that by calling together the representatives of all three estates he could get approval for new taxes.

✓ **READING CHECK: Identifying Cause and Effect** What events led to the meeting of the Estates General?

The Meeting of the Estates General

The French people hoped their problems would finally be addressed at the planned meeting of the Estates General. Emmanuel-Joseph Sieyès (syay-YES), a clergyman who became a revolutionary, expressed the complaints of the Third Estate:



“What then is the Third Estate? All. But an ‘all’ that is fettered [chained] and oppressed. What would it be without the privileged order? It would be all; but free and flourishing. Nothing will go well without the Third Estate; everything would go considerably better without the two others.”

Joseph Sieyès, from *What Is the Third Estate?*, quoted in *Sources of the Western Tradition*, edited by Marvin Perry, Joseph R. Peden, and Theodore H. Von Laue

Analyzing Primary Sources

Finding the Main Idea What does Sieyès mean when he says nothing will go well without the Third Estate?

This building in Paris, the Conciergerie, was used as a prison and housed Marie-Antoinette during the French Revolution.



In the past the three estates had always met separately, and each estate had cast one vote. Thus the First and Second Estates could always get together and outvote the Third Estate. The Third Estate had as many representatives as the other two estates combined. Therefore, to have a real voice in government, the Third Estate wanted representatives to vote as individuals.

The Estates General met on May 5, 1789. Louis XVI then instructed the delegates to follow the old custom of meeting separately and voting as one body. The representatives of the Third Estate refused to obey. They argued that the Estates General represented the French people, not the three classes. When Louis failed to respond, the Third Estate declared itself to be the National Assembly and invited the other two estates to work with it. This act marked the real beginning of the French Revolution. The representatives declared that they would not stop meeting until they had written a constitution for France and seen it adopted. Finally Louis XVI allowed the estates to meet together.

✓ **READING CHECK: Analyzing Information** Why did the Third Estate refuse to follow the tradition of each estate having one vote?



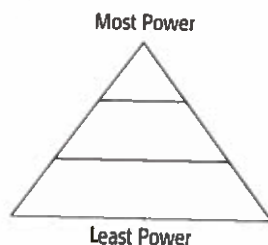
When the Third Estate was locked out of the Estates General meeting, its representatives gathered nearby in an indoor tennis court. The oath they took there to continue meeting until a constitution was written became known as the Tennis Court Oath.

SECTION I REVIEW

1. **Define** and explain the significance: bourgeoisie

2. **Identify** and explain the significance: Louis XV
Louis XVI
Marie-Antoinette

3. **Summarizing** Copy the diagram and use it to show whom the three estates represented and how power was distributed.



4. **Finding the Main Idea**

- How did France's social structure lead to discontent and financial crisis?
- Why did Louis XVI take the unusual step of calling all three estates together?

5. **Writing and Critical Thinking**

Drawing Inferences Imagine you are a representative from the Third Estate at the Estates General meeting. Write a letter to a friend explaining what the Third Estate representatives want.

Consider:

- how peasants, noble, and clergy lived
- how the Third Estate differed from the other two estates

Homework Practice Online
keyword: SH3 HP12

SECTION



READ TO DISCOVER

- 1 Why and how did the French Revolution spread?
- 2 How did a constitution change French government?
- 3 Why did the monarchy and the Legislative Assembly come to an end?

DEFINE

émigrés
departments
conservatives
radicals
moderates

IDENTIFY

Olympe de Gouges

WHY IT MATTERS TODAY

Monarchs still exist in Europe today. Use **CW** or other **current event** sources to investigate which European countries still have monarchs and what powers they have. Record your findings in your journal.

CW student
news.com

The French Revolution

The Main Idea

The French Revolution spread quickly and violently, and it changed the government dramatically.

The Story Continues Early in the morning of July 15, 1789, King Louis XVI was awakened by an official. The king was told that the Bastille prison had fallen to rioters. "Is this a rebellion?" the king is said to have asked. "No Sire," replied the official. "It is a revolution."

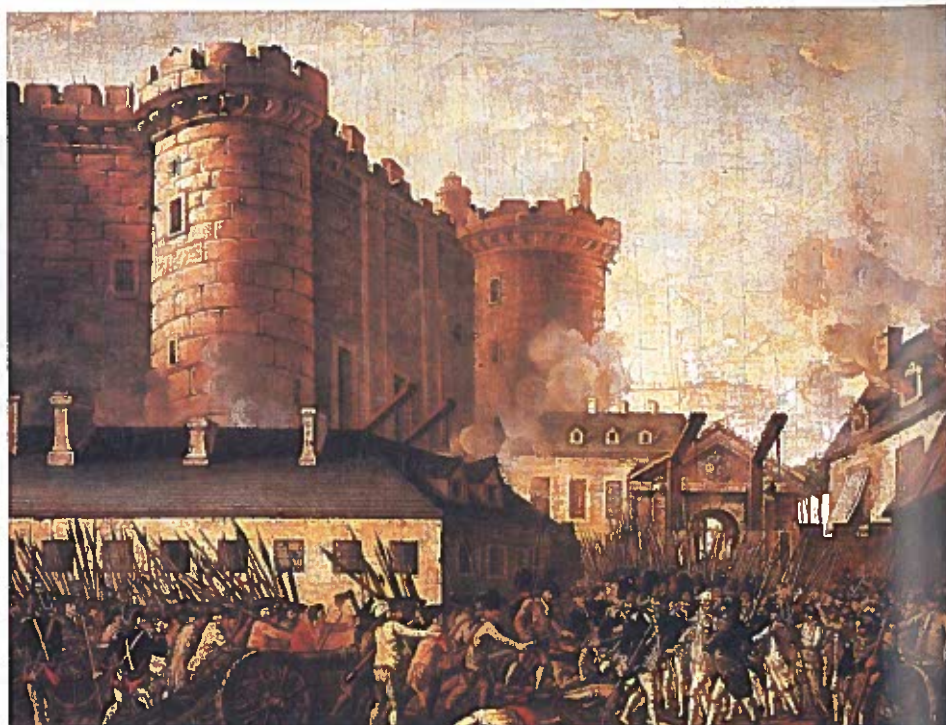
The Spread of the Revolution

King Louis XVI allowed the Estates General to meet together, but during the meeting he moved troops into Paris and Versailles. Fearing that Louis was going to drive out the National Assembly by force, the people of Paris took action. On July 14, 1789, they captured the Bastille prison, a symbol of royal oppression. The crowd looted the Bastille for weapons, then destroyed it.

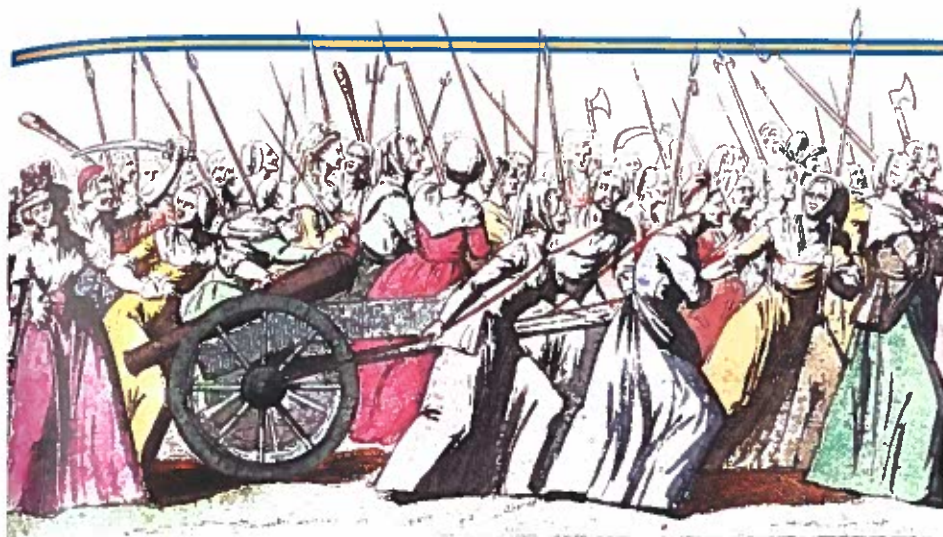
This outbreak of violence led to the formation of a new government in Paris. General Lafayette—the French hero who had fought in the American Revolution—formed a people's army called the National Guard. A new flag of red, white, and blue stripes replaced the old flag of France.

Events in Paris were repeated all over France as the "Great Fear" swept across the land. The peasants believed that the nobles were planning to crush them and stop the revolution. They also became angry as food shortages worsened. As rumors and fear spread, the peasants attacked local manor houses and monasteries. They destroyed possessions and burned documents recording rents, feudal dues, and other obligations.

✓ **READING CHECK: Identifying Cause and Effect** How did the events of July 14, 1789, change France?



The destruction of the Bastille prison, a symbol of royal oppression, marked the spread of revolutionary fervor.



INTERPRETING THE VISUAL RECORD

Women march This engraving shows a mob of angry Parisian women marching to Versailles on October 5, 1789. They demanded relief from Louis XVI for the nationwide food shortage. *What items are the women carrying and why?*

The End of The Old Regime

Many members of the National Assembly believed that they could stop the violence through reforms. The assembly outlawed the tithe, canceled all feudal dues and services owed by peasants, and removed the privileges that the First and Second estates had previously enjoyed. By August 4, 1789, the National Assembly had formally done away with feudalism in France.

The Declaration of the Rights of Man. Following these reforms, the assembly adopted the Declaration of the Rights of Man and of the Citizen. This document dealt with basic human rights and political powers.

The Declaration of the Rights of Man and of the Citizen stated that men are born equal and remain equal before the law. It granted freedom of speech, of the press, and of religion. It guaranteed the right to take part in government, declaring that all men had an equal right to hold public office. The document also guaranteed the right to a fair trial. The declaration embodied the principles that became the slogan of the French Revolution: “liberty, equality, fraternity.”

These rights, however, did not apply to women. A group of women led by Parisian playwright **Olympe de Gouges** wrote their own document, the Declaration of the Rights of Women and Citizenesses. The National Assembly rejected it. The leaders of the Revolution believed in equality for men, but did not believe that women were the equals of men.

Émigrés and royalists. The Old Regime did not die easily. Many nobles fled to Great Britain, Switzerland, and Germany. There they plotted constantly to overthrow the Revolution. These **émigrés**—French for “emigrants”—became a source of trouble for France in years to come.

Some nobles remained at Versailles with the king. They sided with Louis XVI in favor of a return to the Old Regime. They held a banquet at which they praised the king and queen and insulted the National Assembly. When the people learned of this banquet, a crowd led by angry women stormed the palace and forced Louis XVI, Marie Antoinette, and their family to return to Paris with them.

Reforms in government. Between 1789 and 1791 the National Assembly passed more laws aimed at correcting past abuses and setting up a new government. First, it reformed France’s administrative structure by dividing the country into 83 equal districts, called **departments**. It called for the election of all local officials. In 1789 the

**Holt
Researcher**
go.hrw.com



KEYWORD: Holt Researcher

FreeFind: Olympe de Gouges

After reading more about Olympe de Gouges on the Holt Researcher, write a letter she might have written to the National Assembly urging support for the Declaration of the Rights of Women and Citizenesses.



CONNECTING TO Civics

Two Declarations of Freedom

In the last decades of the 1700s, revolutions shook both sides of the Atlantic. Two documents expressed the political changes brought on by these revolutions.

Both documents were influenced by the English philosopher John Locke. Almost a hundred years earlier, Locke had argued that men are “by nature, all free, equal, and independent.”

In America, the Declaration of Independence was written when the colonies were rebelling against British rule. The document explained the colonies’ actions to the outside world. The French document, the Declaration of the Rights of Man and of the Citizen, reminded people of the “sacred rights of man.”

Understanding Civics

How were the American and French declarations both similar and different?

National Assembly also seized lands owned by the Catholic Church. This property was sold to the public; some of it was bought by the peasants who had formerly rented it. The proceeds were used for paying down the national debt.

The leaders of the Revolution saw the Catholic Church as a part of the Old Regime, and so they sought to reform it as well. In 1790 the National Assembly issued the Civil Constitution of the Clergy. This law stated that people in parishes and dioceses would elect their own clergy. In return for seizing church lands, the government would pay the salaries of priests and bishops. The pope, however, forbade the clergy to accept this arrangement, and most obeyed him. Because the Civil Constitution of the Clergy placed the church under the control of the French government, many Catholics came to oppose the Revolution.

✓ **READING CHECK: Summarizing** How did the National Assembly try to put the Revolution’s ideas into practice?

The Constitution of 1791

In 1791 the National Assembly finished writing a constitution for France. This constitution limited the authority of the king and divided the government into three branches—executive, legislative, and judicial.

The constitution greatly limited the powers of the king. He could no longer make or block laws on his own. Tax-paying male voters elected members to a new legislative body called the Legislative Assembly. The National Assembly was dissolved, and no one who had been a member could run for election to the Legislative Assembly. However, despite these reforms, wealthy men still held most of the political power under France’s new system.

Louis XVI reluctantly agreed to his new limited powers. At the same time, he secretly plotted with émigrés to overthrow the new government and restore the Old Regime. Some of Louis’s advisers urged him to flee and seek help from foreign governments friendly to the monarchy. In 1791

Louis and his family did try to escape. Even though he wore a disguise, Louis was recognized. He and his family were arrested and sent back to Paris.

People had hoped that under the new constitutional monarchy, France could recover without further disturbances. The king’s attempted escape, however, marked a turning point. People no longer trusted Louis, and they publicly discussed creating a republic.

✓ **READING CHECK: Analyzing Information** What kind of government did the Constitution of 1791 provide?



This illustration, possibly from an early printing of the Declaration of the Rights of Man and of the Citizen, dramatically portrays a symbol of one of the Declaration’s key ideals—equality.

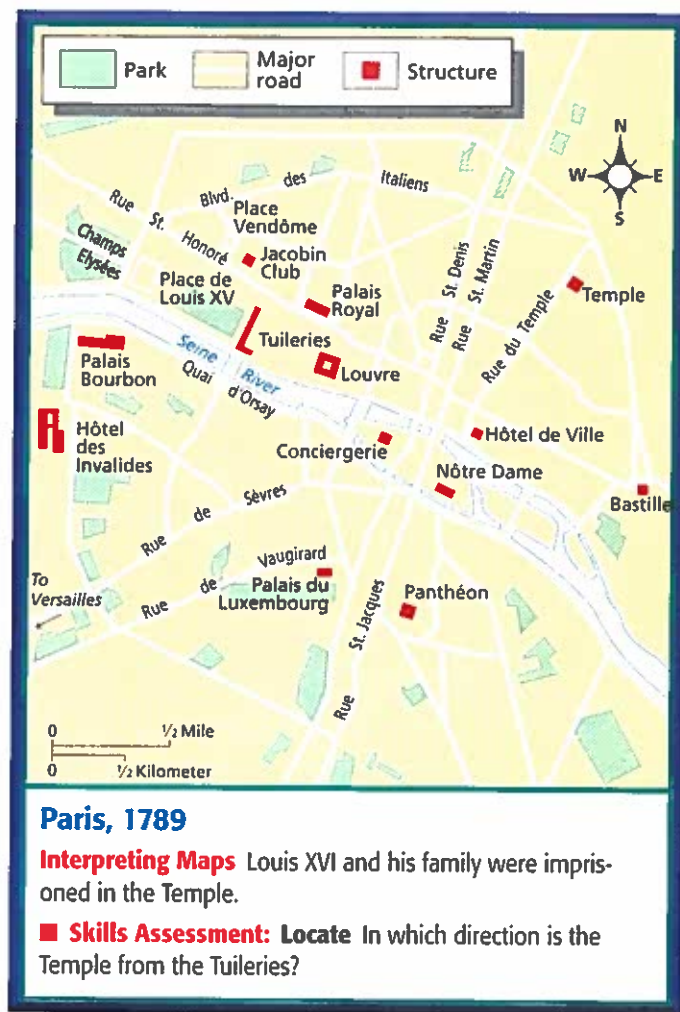
The Legislative Assembly and War

The new government outlined in the Constitution of 1791 went into effect in October, but lasted less than a year. The revolutionaries had not created a sound government. They had set up a weak executive branch and a powerful but inexperienced legislature elected by only a minority of the population. Moreover, not all the French people supported the Revolution. Catholic priests and nobles opposed the new order. There was also discontent among the poorest members of French society, who had been hurt by a rise in the cost of living. These groups, along with the continuing activities of émigrés, added to the new government's troubles.

The Legislative Assembly became divided into three groups with differing attitudes. One of these groups, the **conservatives**, felt the revolution had gone far enough. Their ideal government was one in which the king had limited authority. The group known as **radicals** wanted more drastic changes than those proposed by the National Assembly. They wanted to get rid of the king, set up a republic, and make broad reforms. The third group, the **moderates**, had no extreme views. They sided with either conservatives or radicals depending on the issue at hand. In the hall where the Legislative Assembly met, each group sat in its own section. The conservatives sat on the right, the moderates in the center, and the radicals on the left. Today we still use the terms *right* to describe a conservative opinion, *center* for a moderate opinion, and *left* for a liberal opinion.

These three groups within the Legislative Assembly frequently deadlocked on domestic issues. They united, however, when they were faced with the threat of attack from other European powers that sought to restore the French monarchy. Marie-Antoinette's brother was Emperor Leopold II of Austria, and together with King Frederick William II of Prussia he issued the Declaration of Pillnitz. This declaration invited other European rulers to support the return of royal rule in France.

The threat of foreign invasion brought the Legislative Assembly to attention. Many groups within France were in favor of going to war. Each group in the assembly hoped that a successful foreign war would increase its own influence. Louis XVI favored war because he hoped that foreign armies would defeat the French army and restore him to power. Some people may have worried that war would lead to dictatorship. In April 1792, with only a few members opposing, the Legislative Assembly voted to declare war on Austria. The Assembly had hoped to keep Prussia and the other German states out of the war, but it failed in that objective. Other European monarchies, including Prussia and Sardinia, came to Austria's support. Soon afterward an army of Austrian and Prussian troops invaded France.



✓ **READING CHECK: Making Generalizations** In what ways was the first government after the revolution a weak one?



This poster summarizes the French Revolution's message of liberty, equality, and fraternity—or death.

The End of the Monarchy

The French did not do well in the initial fighting with the Austrian and Prussian armies. French citizens grew alarmed and searched for someone to blame for the defeats. As one observer noted,

Primary Source

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

Quoted in William Doyle, *The Oxford History of the French Revolution*

Failures in war, along with economic shortages at home, led to mass uprisings in Paris. A group of radicals seized control of the Commune, Paris's city government.

The Prussians vowed to destroy Paris and punish the revolutionaries if any harm came to the royal family. Upon hearing this the Commune demanded that the Legislative Assembly abolish the monarchy. The Commune rightly accused Louis XVI of plotting with foreign powers to overthrow the Constitution of 1791. Revolutionary troops arrived from the city of Marseilles to defend Paris against the invading armies. Their marching song, “La Marseillaise,” became France’s national anthem.

Finally on August 10, 1792, the Legislative Assembly suspended the office of king. Armed Parisians marched on the Tuileries Palace, the Paris home of the royal family. They killed many of the king’s guards and imprisoned Louis and his family in the Temple. The Commune now ruled Paris, and the Legislative Assembly tried to govern France.

With the monarchy suspended, France needed a new constitution. The Legislative Assembly voted itself out of existence and set a date for election of delegates to a National Convention. These delegates would draw up a new constitution. Thus, in the midst of a foreign war and political turmoil, France faced a complete change of government.

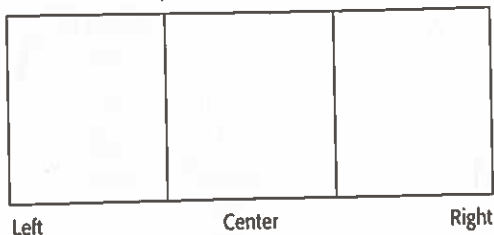
✓ **READING CHECK: Drawing Inferences** Why did the Legislative Assembly exist for so short a period of time?

SECTION 2 REVIEW

- Define** and explain the significance:
émigrés
departments
conservatives
moderates
radicals

- Identify** and explain the significance:
Olympe de Gouges

- Analyzing Information** Copy the diagram and use it to show the factions in the Legislative Assembly.



- Finding the Main Idea**

- What did the assemblies accomplish?
- Why is the year 1789 significant in French history?

- Writing and Critical Thinking**

Supporting a Point of View The French Revolution was based on the ideas of liberty, equality, and fraternity. Write a political pamphlet encouraging fellow Parisians to support the Commune and abolish the monarchy.

Consider:

- the actions of Louis XVI
- the constitutional monarchy established by the Constitution of 1791



Homework Practice Online

keyword: SH3 HP12

SECTION

3

READ TO DISCOVER

- 1 How did the National Convention rule France?
- 2 How did the Reign of Terror affect France?
- 3 What was the Directory and how did it rule?
- 4 Why was Napoléon able to come to power?

DEFINE

universal manhood suffrage
conscription
counterrevolutionary
coup d'état

IDENTIFY

Georges-Jacques Danton
Maximilien Robespierre
Jean-Paul Marat
Reign of Terror
Napoléon Bonaparte
Joséphine de Beauharnais

WHY IT MATTERS TODAY

Napoléon seized control of power with a coup d'état. Use **CNN** or other **current event** sources to investigate whether coups d'état are happening or have recently happened in other countries. Record your findings in your journal.

CNN.com

The French Republic

The Main Idea

Radical revolutionaries led France through terror and war, while Napoléon rose to power.

The Story Continues

"During the greater part of the day, the guillotine had been kept busy at its ghastly work; all that France had boasted of in the past centuries of ancient names and blue blood had paid toll to her desire for liberty and fraternity." These lines from the novel *The Scarlet Pimpernel* capture the terror of those days when the French Revolution turned bloody.

The National Convention

The National Convention held its first meeting in September 1792. Delegates were elected to this convention by **universal manhood suffrage**. This meant every adult male could vote, whether he owned property or not.

As in the Legislative Assembly, delegates in the National Convention were divided into three main groups. This time, however, fewer supported the king. The Girondins, republicans named for the department of the Gironde in southwestern France, feared the domination of France by Paris. The second group was the Jacobins, republicans who favored domination by Paris. **Georges-Jacques Danton** and **Maximilien Robespierre** were two of the most powerful Jacobins. Some of the Jacobins were extreme radicals and wanted reforms that would benefit all classes of society. **Jean-Paul Marat**, a doctor from Paris, led these radicals. The third group in the National Convention consisted of delegates who had no definite views. Later, most of these delegates came to favor the Jacobins.

The National Convention governed France for three years. Its first act was to declare the end of the monarchy and the beginning of a republic. The delegates also had to write a new constitution while trying to keep order at home and fight foreign invaders.

The National Convention brought Louis XVI to trial, charging him with plotting against the security of the nation. It found him guilty and sentenced him to death. On January 21, 1793, Louis XVI was beheaded by the guillotine. The rest of Europe found this execution of a monarch shocking. Even in the United States, people were disturbed by the National Convention's radical methods.

✓ **READING CHECK: Comparing and Contrasting** In what ways was the National Convention similar to and different from the Legislative Assembly?

At the time of the French Revolution, the guillotine was a new device that republicans believed would allow a quick and humane execution.



Exporting the Revolution

Even before Louis XVI's execution, the National Convention had some good news. The French army had defeated the Austrian and Prussian forces, stopping the foreign invasion. The French built on these victories by invading the Austrian Netherlands.

The monarchs of Europe now feared that the French would try to overthrow royalty outside France. Great Britain, the Netherlands, Spain, and the kingdom of Sardinia joined Austria and Prussia in an alliance against France. Together they drove the French out of the Austrian Netherlands and invaded France again.

Committee of Public Safety. In 1793 the National Convention took steps to meet the threat of invaders. It set up the Committee of Public Safety to direct the army in crushing foreign invaders. The National Convention also established a special court, the Revolutionary Tribunal, to try "enemies of the Revolution."

To prepare itself against foreign invasion, the Committee of Public Safety adopted **conscription**—the draft. All unmarried, able-bodied men between 18 and 25 were subject to military service. As a force of patriotic young men, the French army took on a new, nationalistic spirit. In the new army, men from any class who proved their ability could become officers. During the 1800s conscription became common in Europe.

Opposition. Some French people rose up against the revolutionary government. In western France the "Royal and Catholic" army fought against the revolutionary army. We call their activities **counterrevolutionary**, meaning their aim was counter to, or against, the Revolution. Counterrevolutionary groups supported the Old Regime.

Jacobins, including Danton and Robespierre, controlled the National Convention. They arrested many Girondin delegates who opposed their policies. Meanwhile Charlotte Corday, a young woman influenced by Girondin ideas, assassinated Marat.

CONNECTING TO Art

Painting: *The Death of Marat*

French art reflected changes caused by the French Revolution. Artists began to use different subjects, moods, and techniques.

This painting by Jacques-Louis David demonstrates this new style. Traditionally an assassination would not have been considered a suitable subject for a painting. However, the artist succeeded in painting a moving portrayal of Marat's death. In Marat's hand is a letter from his assassin, Charlotte Corday. On the floor lies the knife that she plunged into his chest.

Understanding the Arts

How do the details such as the knife and letter add to the drama of Jacques-Louis David's painting?



She stabbed him to death as he was bathing. The Revolutionary Tribunal sent her to the guillotine for her crime.

✓ **READING CHECK: Analyzing Information** What happened when the new French government tried to invade other countries?

The Reign of Terror

The National Convention worked to suppress all opposition and revolts within France. The **Reign of Terror**, as it became known, lasted from September 1793 to July 1794. As Robespierre wrote, "It is necessary to annihilate [completely destroy] both the internal and external enemies of the republic or perish with its fall." The Law of Suspects issued in 1793 defined these suspected enemies:

Primary
Source

“Those who have shown themselves the enemies of liberty, those who cannot justify their means of existence and the performance of their civic duties, . . . those of the former nobles who have not constantly manifested their attachment to the revolution, and those who have emigrated during the interval between July 1, 1789, to April 8, 1792.”

quoted in *The Law of Suspects*, 1793

The Revolutionary Tribunal punished the enemies of the Republic and occasionally executed people who were simply suspected of counterrevolution. Marie-Antoinette became an early victim of the Reign of Terror. However, the Jacobins directed the Reign of Terror not only against the nobility, but also against anyone suspected of disloyalty. Robespierre and Danton began by sending their Girondin opponents to the guillotine, along with Olympe de Gouges. In fact, the revolutionaries executed twice as many bourgeoisie as nobles, and more than twice as many peasants and workers as bourgeoisie.

By the spring of 1794, the French army had gained the advantage in the war against the foreign powers. With the republic thus out of danger, Danton declared that he thought the Reign of Terror had met its goal and should be relaxed. In contrast Robespierre became even more fanatical and accused Danton of disloyalty to the Revolution. He had Danton and his followers put to death. This caused even Robespierre's colleagues to fear for their own safety.

For several months Robespierre continued the brutal suppression. He believed that only he could protect the Revolution from its enemies. Finally a few members of the National Convention called a halt. In July 1794 they arrested Robespierre and guillotined him.

With Robespierre's death, the Reign of Terror came to an end. People throughout Paris felt a sense of relief. The Jacobins lost power, and in fact a reaction began against their ideas. The wealthy middle class took control of the National Convention. Fashions changed as people rebelled against the strict Jacobin values. People went back to wearing luxurious dresses and hats. However, prices again rose sharply, causing hardship for the poor. Riots were put down by the army but feelings of unrest persisted. By 1794 many French people even favored a return to monarchy.

✓ **READING CHECK: Summarizing** What did the supporters of the Reign of Terror hope to accomplish?



As leader of the Committee of Public Safety, Robespierre helped to lead the Reign of Terror.

Holt
Researcher

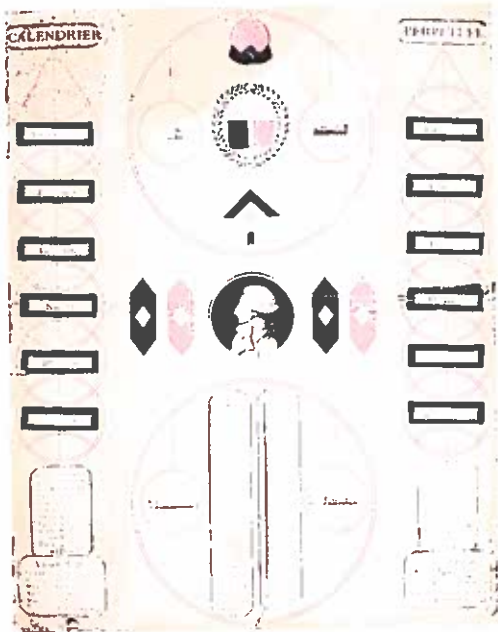
go.hrw.com

KEYWORD: Holt Researcher

FreeFind:

Maximilien Robespierre

After reading more about Maximilien Robespierre on the Holt Researcher, create a political tract explaining why he supported the Reign of Terror.



The French adopted a new calendar in 1793. The year was broken into twelve months of three "decades" (instead of weeks) each. A decade equaled ten days. Five or six extra days were added at the end of each year.

Work of the National Convention

Despite the dangers and difficulties of the time, the National Convention met from 1792 to 1795 and made many democratic reforms. These changes affected every level of French society. The Convention created a body called the Committee of Public Safety. Controlled by Jacobins, this committee tried to establish what it called a "Republic of Virtue." By this it meant a democratic republic in which people would act according to the principles of good citizenship. To accomplish this the Committee opened new schools and supported the idea of universal elementary education. To aid the economy the Committee established wage and price controls intended to stop inflation. Even during the Reign of Terror, the Committee worked to address human rights concerns. It abolished slavery in France's colonies and encouraged religious toleration.

In addition, the National Convention replaced the monarchy's confusing system of weights and measures with the metric system. Based on the number ten, this system reflected the interest in rational thinking of the era. Today most parts of the world use the metric system. The Convention also created a new calendar, naming September 22, 1792—the date of the republic's creation—as the first day of the First Year of Liberty. This calendar used colorful names that reflected the seasons. For example, *Thermidor* indicated the warm month (roughly July) and *Ventôse* was the windy month (roughly March). This calendar also increased the number of days in a week, or "decade", from seven to ten. The calendar did not survive, but it does reflect the French people's hope that their republic would mark the dawn of a new era.

Meanwhile the French army went on to victory. By 1795 the French had driven invaders from French soil and conquered territory as far as the Rhine River in Germany. Even more important, the coalition of European countries against France began to break up. A new militaristic spirit swept the country. The National Convention used the army to quell opposition at home. It crushed an uprising in Paris in October 1795. This demonstrated that the new government would not accept any opposition.

✓ **READING CHECK: Summarizing** What were some of the changes the National Convention put into effect?

INTERPRETING THE VISUAL RECORD

The people's army The National Convention created a revolutionary army to defend France. This painting shows French citizens enlisting in the new army. *How does the artist show that the recruits are enthusiastic about joining the army?*



The Directory

In 1795 the National Convention completed another constitution. The government established by the new constitution took office in November of that year. It included a two-house legislature. The 500-member lower house proposed laws, while the smaller but more powerful 250-member upper house accepted or rejected the proposed legislation. The upper house also had the power to select the new government's executive branch, which consisted of five individuals known as directors. This gave the new government its name—the Directory. The nation's new constitution also eliminated universal manhood suffrage. Only male property owners could vote. In effect, then, the wealthy once again controlled France's government, as they had under the National Assembly.

The Directory governed France for four years. However, neither radicals nor conservatives were pleased with it. The economy improved somewhat but peasants, workers, and poor people still suffered. The five directors quarreled among themselves and were weak, corrupt rulers. When crowds protested, the directors used the army to stop the unrest.

The Directory was soon as unpopular as the Old Regime had been. Like the Old Regime, it had financial difficulties. Its failure paved the way for a military dictatorship in France.

✓ **READING CHECK: Comparing** How was the National Convention similar to the previous National Assembly?

Napoléon Bonaparte

Under the Directory, ongoing wars with Great Britain, Austria, and Sardinia offered opportunities for able military leaders. Between 1795 and 1799 a young general named **Napoléon Bonaparte** came to the public's attention. Born in 1769 on the French island of Corsica, Napoléon attended military school in France. Already a general at age 26, Napoléon had stopped an uprising in Paris that would have prevented the creation of the Directory.

Napoléon was only five feet two inches tall but had an extremely strong personality. He was ambitious and energetic. He had great organizational skills and was a good manager of both political and military affairs. One of his smartest personal moves was marrying **Joséphine de Beauharnais**, a leader of French society, in 1796. Two days after the marriage, Napoléon won command of the French army that was fighting the Austrians in Italy.

Rise of Napoléon. Napoléon Bonaparte is considered one of the greatest generals of all time. Because of the dominant role that he played starting in 1796, the wars that France fought from then until 1815 are called the Napoléonic Wars. Napoléon's genius lay in his ability to move troops rapidly to the most critical points on the battlefield. His opponents' tactics were older and slower.

Napoléon proved his ability in Italy. The French army there was weak and poorly equipped. Napoléon improved conditions for the troops, gaining their support and boosting morale. With these newly inspired soldiers, Napoléon forced the Sardinians to make peace. He then went on to defeat the Austrians four times. In 1797 Napoléon forced the Austrians to sign a treaty that gave France control of all of northern Italy.

HISTORY MAKER



Napoléon Bonaparte
(1769–1821)

Napoléon Bonaparte defeated the most powerful armies in Europe and established a vast empire. He was known for his military skills as well as for his charm and intelligence.

After his death, Napoléon was often memorialized in French art and literature. He was usually shown standing proudly, with one hand resting inside his jacket. **Why is Napoléon popular in French art and literature?**



INTERPRETING THE VISUAL RECORD

Napoléon the hero Napoléon had a great talent for seizing public attention and for making himself popular with the French people. **How does this painting show an idealized view of Napoléon?**

The Directory worried that the popular Napoléon might try to seize power. Meanwhile, Napoléon continued to make new conquests, keeping his name before the French people. He proposed attacking the British in Egypt to cut off British trade with India. The Directory quickly agreed, as this would keep Napoléon out of Paris.

At first Napoléon won victories on land against Egyptian forces. However, Napoléon's military campaign in Egypt ended in disaster. The British destroyed the French fleet near Alexandria, isolating the French army in Egypt. Napoléon left his army to take care of itself and returned to France. He hid the truth and exaggerated his victories in Egypt.

Napoléon takes power. Although Napoléon became a hero, France was in a dangerous situation. The British had organized an alliance of nations to oppose France, including Austria and Russia. These forces drove the French armies out of Italy, and French control over other conquered territories slipped.

Napoléon's supporters believed that only he could win victories abroad and restore order at home. Fearing that royalists might seize control, they developed a plan to overthrow the government and put Napoléon in power. These supporters wanted France to be stable because they feared losing the property and power they had gained

during the Revolution.

In 1799 the legislature did away with four out of the five directors. Armed troops surrounded the legislature and forced most of its members to leave. Those who stayed turned the government over to Napoléon and his fellow plotters. Seizing power by force like this is referred to as a **coup d'état**, French for a "stroke of state." As Napoléon later said, "I found the crown of France lying on the ground, and I picked it up with my sword."

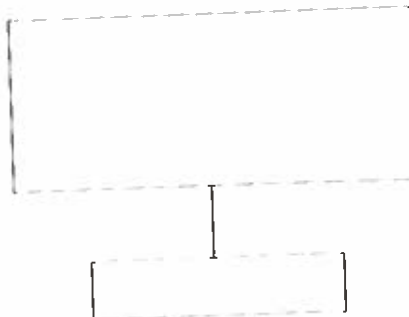
✓ **READING CHECK: Summarizing** How did Napoléon seize power?

SECTION 3 REVIEW

- Define** and explain the significance:
universal manhood suffrage
conscription
counterrevolutionary
coup d'état

- Identify** and explain the significance:
Georges-Jacques Danton
Maximilien Robespierre
Jean-Paul Marat
Reign of Terror
Napoléon Bonaparte
Joséphine de Beauharnais

- Analyzing Information** Copy the diagram and use it to show the balance of power under the Directory.
Hall of Legislative Assembly



- Finding the Main Idea**

- How did the National Convention change France?
- How did the Reign of Terror and foreign wars affect the people of France?
- How did Napoléon Bonaparte rise to power?

- Writing and Critical Thinking**

Identifying Points of View Conscription is one way to provide a military with soldiers. Write a dialogue between a teenager who is against the draft and a representative of France hoping to make conscription a policy.

Consider:

- what the teenager's life could be like as a soldier
- how conscription could help the country

SECTION

4

READ TO DISCOVER

- 1 In what ways was Napoléon's government successful?
- 2 How did France become an empire?
- 3 How did Napoléon reorganize Europe?
- 4 What events led to Napoléon's final defeat at Waterloo?

DEFINE

plebiscite
nationalism
scorched-earth policy

IDENTIFY

Napoléonic Code
Concordat
Horatio Nelson
Duke of Wellington

WHY IT MATTERS TODAY

Napoléon's conquest of Europe stirred up feelings of nationalism in European countries. Use **ONE** or other **current event** sources to investigate how feelings of nationalism affect world affairs today. Record your findings in your journal.

CNN Student News.com

The Napoléonic Era

The Main Idea

As emperor, Napoléon dominated Europe until other major powers joined forces to defeat him.

The Story Continues After meeting Napoléon in person, French author Madame de Staël analyzed the source of his greatness: "He did not hate any more than he loved; for him nothing existed but himself; . . . His successes depended as much on the qualities which he lacked as on the talents which he possessed. Neither pity, nor religion, nor attachment to any idea whatsoever, could [deflect] him from his principal direction."

Napoléon as Dictator

Although Napoléon's government kept the form of a republic, the coup d'état of 1799 made him dictator of France. The period from 1799 to 1814 is known as the Napoléonic Era, or Age of Napoléon, because his influence in France and the rest of Europe was so great during this time.

The Consulate. The people of France accepted Napoléon's dictatorship. Many people wanted stability after the years of chaos. Others were simply afraid to protest. Napoléon supported many of the changes brought by the Revolution. He respected the ideals of the Declaration of the Rights of Man and did not restore any feudal practices. However, while Napoléon allowed freedom of opportunity, he firmly believed that the people should obey orders given by their leader.

Napoléon reorganized and centralized the government to give himself unlimited power. The first five years of Napoléon's rule were called the Consulate. This name comes from the executive branch of the government, which was made up of three consuls with Napoléon as First Consul. Napoléon commanded the army and navy.

He had the power to appoint or dismiss most officials and to propose all new laws. All the Consulate's legislative bodies could do was approve or reject Napoléon's decisions.

Napoléon put the constitution of his new government before the people for a vote. Under this procedure, called a plebiscite, people could vote only yes or no and could not suggest any changes. Even so, the vast majority of French voters approved the new constitution.



This painting by Jacques-Louis David captures the glory of Napoléon's military victories.



INTERPRETING THE VISUAL RECORD

The coronation This painting shows Napoléon crowning his wife Joséphine empress after crowning himself emperor, while behind him the pope and clergy look on. The coronation ceremony took place in Notre Dame Cathedral, Paris. *How does the artist suggest that power rested with Napoléon and not with the church?*

sities, and technical schools. Elementary education was left in the control of churches and local governments.

The Civil Constitution of the Clergy in 1790 had strained relations between the French government and the Roman Catholic Church. In 1801 Napoléon ended this conflict by reaching an agreement with the pope called the **Concordat**. The Concordat recognized that most French citizens were Catholic, but it still allowed religious freedom. Most important, the church gave up claims to the property that the government had seized and sold during the Revolution.

Using skillful diplomacy Napoléon undid the alliance of France's foreign enemies. By 1802 Russia, Austria, and Great Britain had either deserted the alliance or made peace with France. It looked as though Napoléon had brought France peace, a stable government, and economic prosperity.

✓ **READING CHECK: Summarizing** What were some of Napoléon's achievements in government?

Napoléon as Emperor

Napoléon's supporters wanted to make his power permanent and hereditary. In another plebiscite in 1804, the French people voted to declare France an empire. Napoléon became Emperor Napoléon I and his wife became Empress Joséphine. To mark the beginning of the empire the pope came to Paris to crown the couple. However, just as he was about to place the crown on Napoléon's head, Napoléon took the crown and put it on himself. Thus Napoléon showed that the power and authority he had were not given to him by anyone but himself.

The empire extended far beyond France's old borders. The British now felt that France threatened their own empire and their control of the seas. Great Britain renewed war with France in 1803. Austria, Russia, and Sweden joined with Great Britain. Spain sided with France. Napoléon aimed to defeat the British navy and invade Great Britain.

However, in 1805 a British fleet led by Vice Admiral **Horatio Nelson** defeated a combined French and Spanish fleet off the coast of Spain. Vice Admiral Nelson was killed in the battle, but he had saved Britain from invasion. Napoléon did win great victories in land battles against Austria and Russia.

Napoléon ordered a blockade of the British Isles and forbade the French Empire and its allies from trading with Britain. This blockade was known as the Continental

**Holt
Researcher**

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KEYWORD: Holt Researcher

FreeFind:

**Napoleon Bonaparte
Josephine de
Beauharnais**

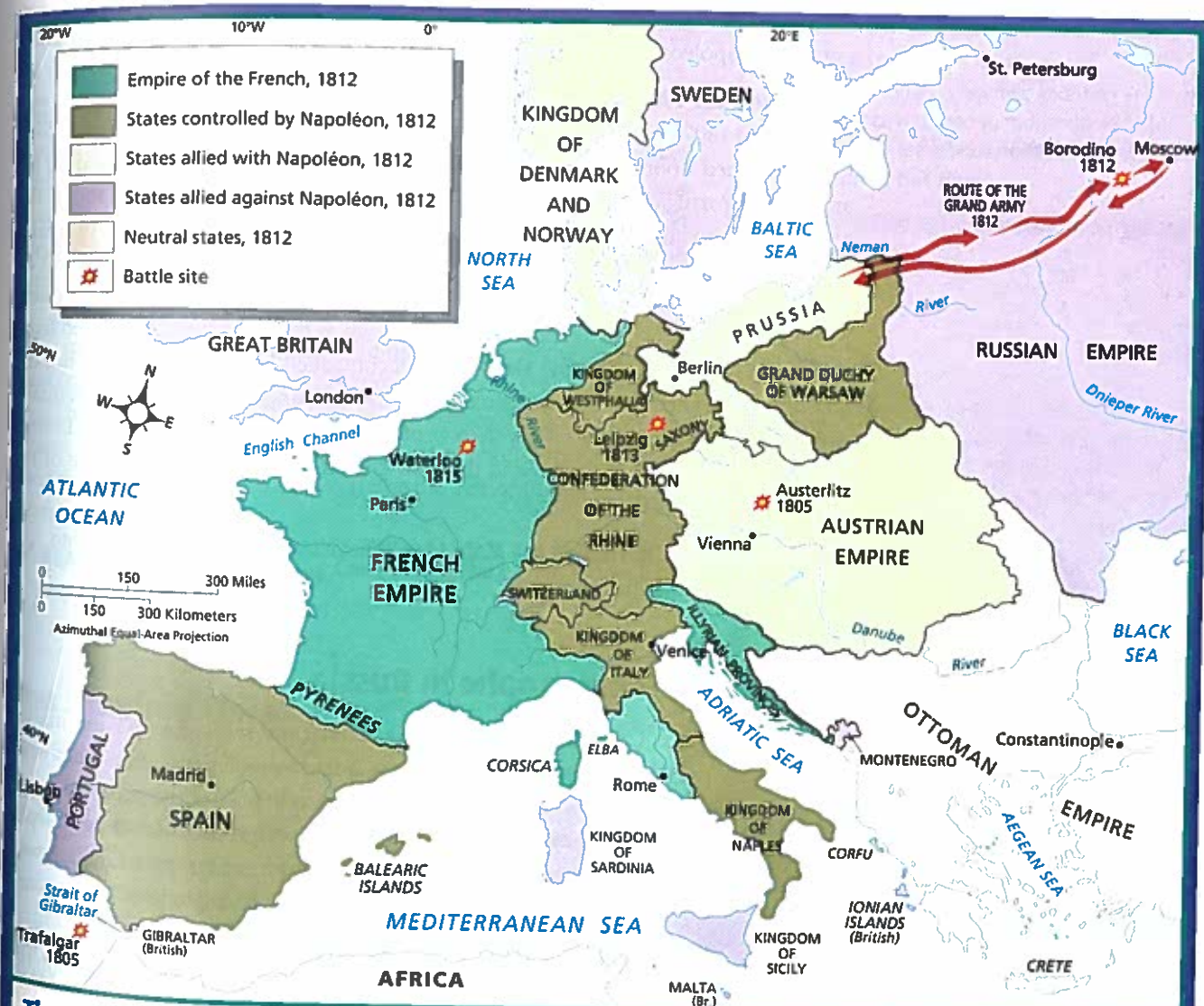
After reading more about Napoléon and Joséphine on the Holt Researcher, describe how their coronation marked the end of the French Revolution.

System, because Napoléon controlled so much of the continent of Europe. The British responded with a blockade against the French. The blockade hurt France, but Napoléon continued to win battles on land. In December 1805 he crushed Russian and Austrian forces, leading to the collapse of the coalition against France.

✓ **READING CHECK: Sequencing** What steps did Napoléon take as emperor?

The Reorganization of Europe

By 1809 Napoléon dominated Europe. He forced Austria and Prussia to sign peace treaties that benefited France, and Russia allied itself with France. Napoléon directly ruled the Netherlands and Spain, and he forced Denmark and the Papal States into alliances. He abolished the Holy Roman Empire and unified the northern Italian states into the Kingdom of Italy, under his control.



The Napoleonic Empire, 1805–1815

Interpreting Maps Napoléon gained control over most of western Europe through a series of conquests and alliances.

■ **Skills Assessment: Places and Regions** What area was neutral in 1812?

Napoléon secured his power by placing members of his large family as monarchs of the countries he conquered. However, he felt that the best way to secure the empire was to produce an heir. When he and Joséphine failed to have a child by 1809, he had their marriage annulled. He quickly married Austrian princess Marie Louise, who gave birth to a son, Napoléon II, in 1811.

Increased nationalism. Napoléon made far reaching changes in the lands he controlled. Wherever he conquered he put the Napoléonic Code into effect, abolishing feudalism and serfdom. He also introduced modern military techniques throughout Europe.

Without intending to, the French increased feelings of nationalism in the people they conquered. **Nationalism** refers to love of one's country rather than one's native region. In France the Revolution, as well as the Declaration of the Rights of Man, made people think of their country and ideals as things worth fighting for. Now these same feelings of loyalty and patriotism appeared among the people Napoléon had conquered. In some places this increased opposition to French rule. Over time, the armies of Napoléon's opponents' grew stronger.

The Peninsular War. To the south of France, on the Iberian Peninsula, lay Spain and Portugal. In 1807 Portugal refused to follow the Continental System because its economy depended upon trade with Great Britain. Napoléon responded by sending his armies into Portugal and driving out its king. He also conquered Spain and forced the Spanish king to step down. Napoléon then made his brother Joseph king of Spain.

The Spanish people revolted against this foreign rule in 1808. The British sent an army led by the future **Duke of Wellington** to help the Spanish and Portuguese people rise up against the French. This war, known as the Peninsular War, lasted from 1808 to 1814. During this time Napoléon still controlled Spain's government, but the war drained France's military resources. In 1813 the Spanish, with British help, finally drove out Joseph Bonaparte. They then wrote a new constitution that set up a limited monarchy. The revolt in Spain, and this new constitution, show the influence of the ideas of the French Revolution.

✓ **READING CHECK: Finding the Main Idea** What changes did Napoléon put into place in countries he conquered?



Catastrophe in Russia

Czar Alexander I of Russia was alarmed by Napoléon's domination of Europe. Moreover, Russia had long depended on trade with Great Britain for manufactured goods. In 1812 the czar began trading again with Great Britain. Because the blockade was Napoléon's only way of striking at the British, he was angry that Russia, an ally of France, would openly ignore it. He decided to invade Russia, and he called on all parts of his empire to supply soldiers.

The Grand Army. Napoléon recruited a Grand Army of 600,000 soldiers from all over his empire. In 1812 this army began a long march east to Russia. The Russian defenders slowly retreated.

This painting from 1808 shows Napoléon commanding his forces at the Battle of Eylau.

drawing Napoléon's army deep into their country. As the Russians retreated they practiced a **scorched-earth policy**, burning or destroying crops and everything else the Grand Army might need.

The French eventually captured Moscow, but it was a hollow victory. As soon as the French entered the city, the Russians set it on fire. The fire destroyed so many buildings that the French troops had no housing, and the harsh Russian winter was coming. Napoléon had already lost many soldiers to disease, cold, and hunger, as well as battle. He finally ordered a retreat on October 19, 1812.

Napoléon's retreat from Moscow remains one of the greatest military disasters of all time. Napoléon's troops tried to make their way back to France through the bitter Russian winter without proper clothing and supplies. Many soldiers died from cold and starvation. Furthermore, the French were constantly under attack from Russian soldiers as they passed through the destroyed countryside. By the time the Grand Army reached Prussia, it had lost two thirds of its troops. The Russians followed and invaded the French Empire.

Final defeat. Monarchs in western Europe took advantage of Napoléon's defeat in Russia. They quickly broke their alliances with Napoléon. Prussia, Austria, and Great Britain joined Russia in a final alliance to crush France. In October 1813 Napoléon's army met these allied forces in Leipzig in Saxony. The allies won, and Napoléon retreated into France. The allies captured Paris in March 1814.

Napoléon agreed to give up all claims to the throne for himself and his family. The allies gave him a pension and allowed him to retire to the small island of Elba off the west coast of Italy.

The allies wanted to make sure that France would no longer disrupt Europe's affairs. They agreed that France could keep the boundaries of 1790. They also restored the Bourbon monarchy. Louis XVIII, the brother of Louis XVI, came to the throne. France had a king again.

✓ **READING CHECK: Identifying Cause and Effect** What factors led to Napoléon's defeat in Russia?

The Hundred Days

During 1814 and early 1815, the restored king and his family made many enemies among the French people. Learning of this discontent, Napoléon escaped from Elba and landed in France on March 1, 1815. Louis XVIII sent soldiers to capture Napoléon. Napoléon met them saying, "If there be one among you who wishes to kill his Emperor, he can. I come to offer myself to your assaults." The soldiers' resistance disappeared, and Napoléon led the army into Paris on March 20, beginning a period called the Hundred Days. Frightened, Louis XVIII fled into exile. Napoléon once again ruled France.

Napoléon hoped that disputes among his opponents would keep them from opposing his return, but he was wrong. Prussia, Great Britain, and the Netherlands sent armies toward France. Napoléon assembled an army to stop them.

Government of France, 1774–1814

| | |
|------|---|
| 1774 | Louis XVI became king. |
| 1789 | Third Estate, as National Assembly, assumed power. |
| 1791 | Legislative Assembly, with Louis XVI as constitutional monarch, began rule. |
| 1795 | Directory took control. |
| 1799 | Consulate was established, with Napoléon as First Consul. |
| 1804 | Napoléon was crowned emperor. |
| 1814 | Napoléon was defeated and Bourbon monarchy was restored. |

Interpreting the Chart

After being ruled as a republic and then an empire, France returned to monarchy in 1814.

What can you tell about political stability in France during this time?



King Louis XVIII retained many of Napoléon's reforms in the law, church, and education.

On June 18, 1815, the allied and the French armies met at Waterloo. The British—under the command of the Duke of Wellington—and their Prussian allies dealt Napoléon his final defeat. Napoléon gave up the throne, and the Bourbon monarchs once again took power.

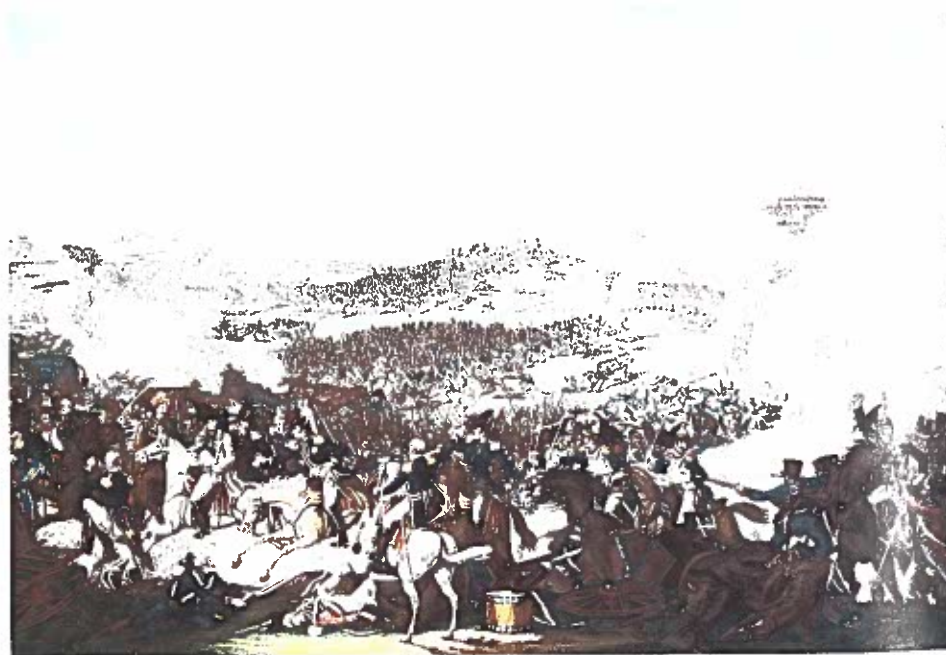
Napoléon asked to be allowed to go to the United States. However, the British sent him to St. Helena, a small, lonely island in the South Atlantic, where he lived under constant guard. In 1821 Napoléon died there.

As the years passed, Napoléon's legend grew. People forgot his failures and remembered his glories and victories. Napoléon and his achievements came to be memorialized in French literature and art. In 1840 the British allowed the French to bring Napoléon's remains back to Paris, where they lie to this day.

✓ **READING CHECK: Summarizing** How was Napoléon finally defeated?

INTERPRETING THE VISUAL RECORD

Waterloo Scottish troops clash with charging French cavalry in this painting of Napoléon's defeat at Waterloo. *How does this painting create a sense of the confusion and chaos of battle?*

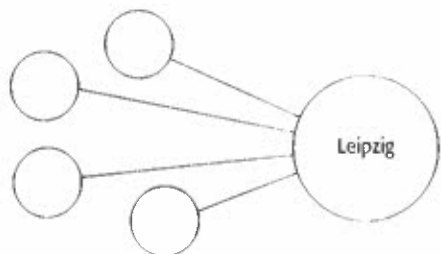


SECTION 4 REVIEW

1. Define and explain the significance:
plebiscite
nationalism
scorched-earth policy

2. Identify and explain the significance:
Napoléonic Code
Concordat
Horatio Nelson
Duke of Wellington

3. Analyzing Information Copy the model and use it to show the allies who joined forces against Napoléon in Leipzig.



4. Finding the Main Idea

- Describe Napoléon's achievements through 1804.
- How did Napoléon establish an empire?
- How and by whom was Napoléon finally defeated?

5. Writing and Critical Thinking

Drawing Inferences In a short script for a play, have Napoléon saying goodbye to his troops before he is taken to St. Helena.

Consider:

- Napoléon's triumphs
- the loyalty and patriotism of his troops
- the great change from being emperor to living on a small island



Homework Practice Online

keyword: SH3 HP12

SECTION

5

READ TO DISCOVER

- 1 How did the Congress of Vienna attempt to restore stability to Europe?
- 2 Why did politicians practice conservative policies?
- 3 How did Metternich influence conservative politics and stop revolution?

DEFINE

legitimacy
indemnity
reaction
reactionaries
liberalism

IDENTIFY

Charles-Maurice de Talleyrand-Périgord
Prince Metternich

WHY IT MATTERS TODAY

Alliances in Europe helped to uphold the Congress of Vienna. Use **QWERTY** or other **current event** sources to investigate alliances between countries today and what goals they have. Record your findings in your journal.

CNN Student News.com

A Return to Peace

The Main Idea

After 1815 European governments took a conservative approach in restoring stability to Europe.

The Story Continues

After defeating Napoléon, the major European powers wanted to stamp out the ideas of the French Revolution. Nevertheless, the words from the Declaration of the Rights of Man and of the Citizen—"men are born and remain free and equal in rights"—still echoed in people's minds throughout Europe.

The Congress of Vienna

Napoléon had not always upheld the ideals of the French Revolution—liberty, equality, and fraternity—but he did extend their influence throughout Europe. This led other governments to fear that rebellions against monarchy might spread beyond France. Having defeated Napoléon, the major European powers wanted to restore order, keep the peace, and suppress the ideas of the Revolution.

The principles of the Congress of Vienna. Stability could not be achieved until territorial questions were settled. To resolve these questions hundreds of delegates met at the Congress of Vienna, in Austria. Most decision-making authority rested with Great Britain, Austria, Prussia, and Russia. However, the representative of France, **Charles-Maurice de Talleyrand-Périgord**, also played an important role.

Three principles guided the decisions of the Congress of Vienna. (1) The countries that had suffered the most at the hands of Napoléon had to be paid back for what they had lost. (2) The balance of power had to be restored in Europe, so that no single nation would become too powerful. (3) All decisions would follow the rule of **legitimacy**, which meant that all former ruling families should be restored to their thrones.

Compensations. Countries were reshuffled in an attempt to gain back losses. The Netherlands, conquered early on by French forces, received the Austrian Netherlands. In return, Austria gained two northern Italian states. Because Sweden had fought against Napoléon, it received Norway, formerly a Danish possession. This was also intended to punish Denmark for cooperating with Napoléon. Prussia received some territory along the Rhine River. Although Great Britain did not receive any lands in

Europe, it did gain several islands in the French West Indies and in the Mediterranean.

INTERPRETING THE VISUAL RECORD

Restoring order The work of the Congress of Vienna continued throughout the Hundred Days of Napoléon's return to power and after his final defeat at Waterloo. *What does the presence of military officers in this painting say about politics at the time?*



The winning powers also argued over territory. Napoléon had once given part of Poland to his allies in the German state of Saxony. Now Russia and Prussia both claimed parts of Poland. Other countries feared that either outcome would upset the balance of power, and for a time tensions increased. Finally Talleyrand resolved the dispute with a distribution of land that everyone could accept.

In the end France was surrounded by a ring of strong states so that it could not again threaten the peace of Europe. France's boundaries were returned to where they had been in 1790. France also had to pay a large **indemnity**—a financial reward to other countries for the damages it had caused.

At Talleyrand's urging the Congress of Vienna made settlements based on legitimacy. The Bourbon monarchy, already restored in France, also regained power in Spain and in the Kingdom of the Two Sicilies. This principle was not applied everywhere, however. The Austrian Habsburgs, for example, now dominated Italy because of new territorial gains.

✓ **READING CHECK: Summarizing** What were the three principles that guided the Congress of Vienna?

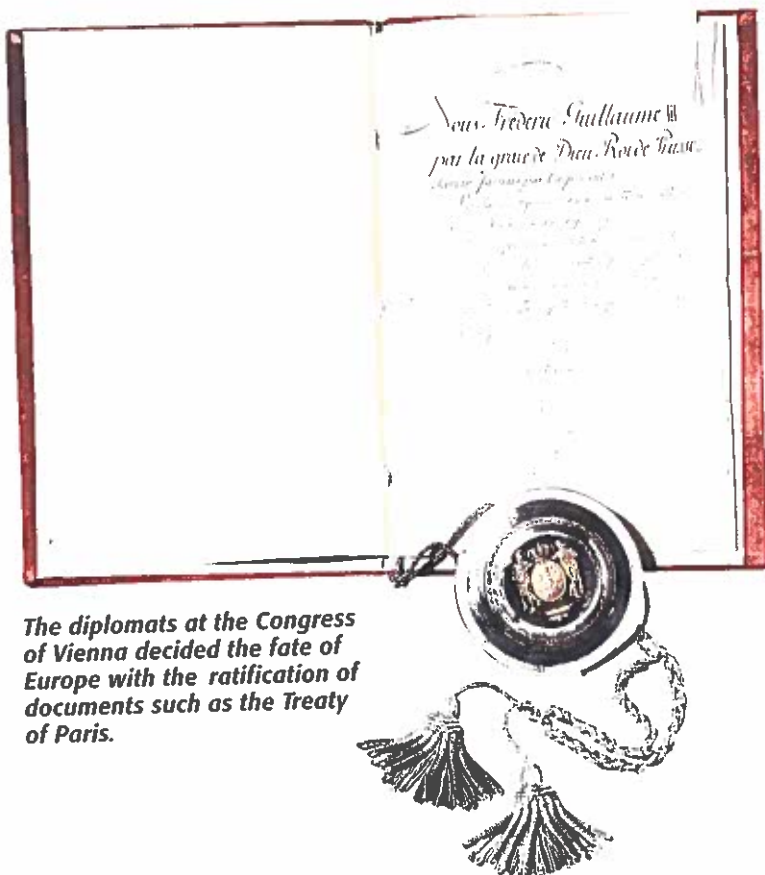
Reactionary Alliances

A time of **reaction** followed the Napoléonic Era, meaning that people in authority wanted a return to the way things had been before. **Reactionaries** are people who not only oppose change but would also like to actually undo certain changes. After 1815 the victors in Europe attempted to restore a balance of power, or stability, and to emphasize a conservative view toward politics.

In Spain and the Two Sicilies, the restored monarchs abolished existing constitutions and gave themselves absolute power. Switzerland alone kept its constitutional government but had to promise to remain neutral in European wars.

Napoléon's conquests had resulted in the spread of new political ideas and the rise of nationalism. Groups that shared a common language, history, and culture now wanted to unite under their own governments. Reactionary powers considered this nationalism dangerous and tried to halt it. Therefore European governments took special steps to prevent revolution, and the Congress of Vienna left nationalist groups disappointed.

The four allies that had defeated Napoléon—Austria, Great Britain, Prussia, and Russia—agreed in 1815 to continue their alliance. Known as the Quadruple Alliance, they agreed to hold periodic conferences to discuss common interests. In 1818 France was allowed to join the Quadruple Alliance, making it the Quintuple Alliance.

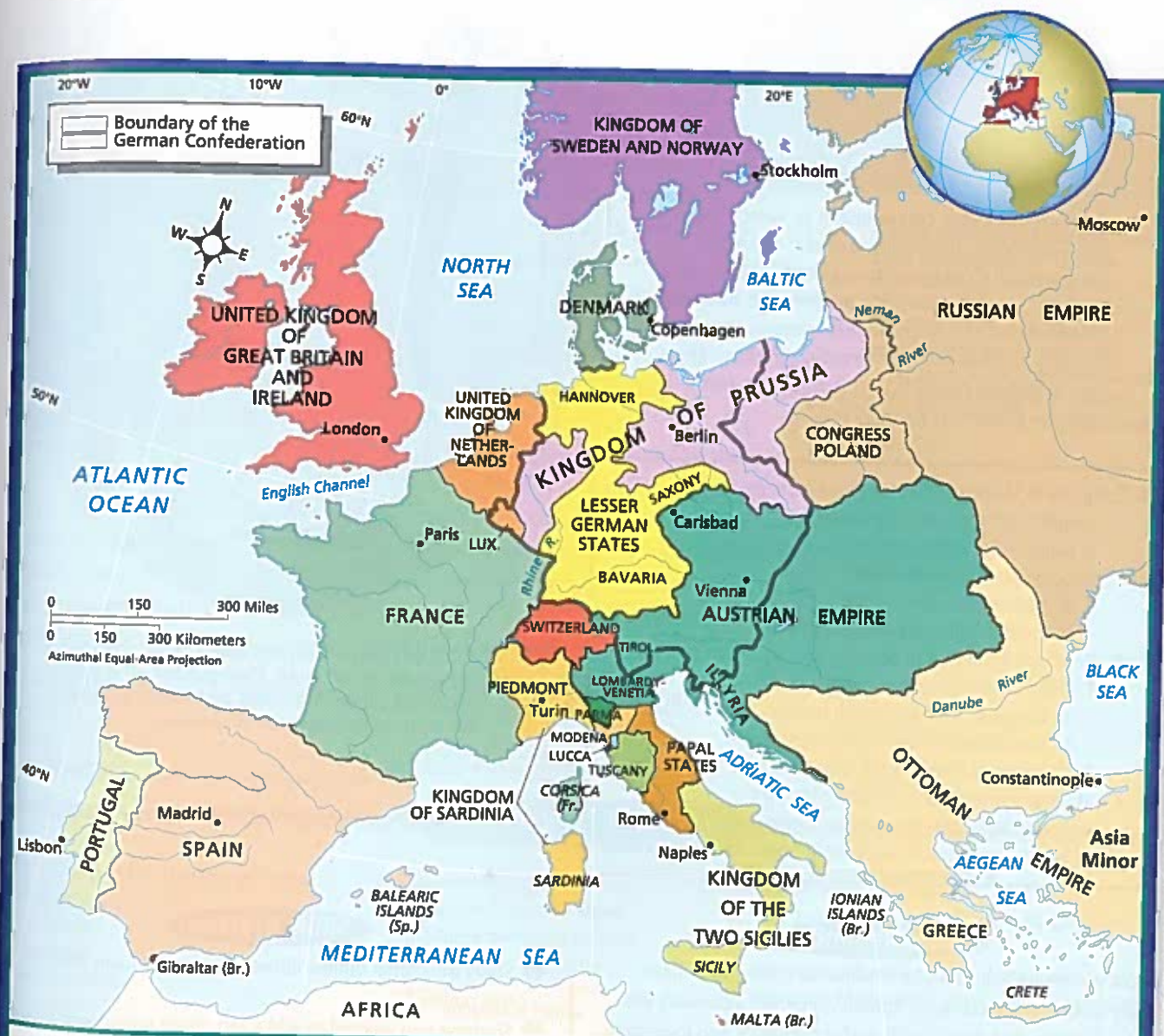


The diplomats at the Congress of Vienna decided the fate of Europe with the ratification of documents such as the Treaty of Paris.

Czar Alexander of Russia held strong religious ideals and urged the other leaders to sign an agreement called the Holy Alliance. By signing they promised to rule as Christians. Most rulers signed this reactionary document—evidence of the extreme conservatism that existed at the time.

Out of these alliances grew what was called the Concert of Europe—a form of international governance by concert, or agreement. The aim of the Concert was to maintain the balance of power set up by the Congress of Vienna. The Concert of Europe proved effective until 1848.

✓ **READING CHECK: Drawing Conclusions** In what ways were alliances after 1815 helpful to Europe?



Europe After the Congress of Vienna, 1815

Interpreting Maps The Congress of Vienna, meeting between 1814 and 1815, attempted to settle political and territorial questions arising from the Napoleonic Wars.

■ **Skills Assessment: Locate** France's territory was greatly reduced by the actions of the Congress of Vienna. What island remained under French rule?

Europe after Napoléon

The Congress of Vienna succeeded in addressing the concerns of the major European powers after the defeat of Napoléon. Afterward, the Concert of Europe continued to enforce the terms agreed to by delegates at the Congress. Using an outline can help you to understand the terms of a complex document like the Concert of Europe.

An Eyewitness's View:

Prince Metternich, who coordinated much of this diplomatic cooperation, described his main goals in the following way:

"Liberty for every Government to watch over the well-being of its own people; a league between all Governments against factions in all States; . . . respect for the progressive development of institutions in lawful ways . . . such are happily the ideas of the great monarchs: the world will be saved if they bring them into action—it is lost if they do not."

- I. Congress of Vienna addresses three main issues
 - A. Compensating countries for losses
 1. France pays indemnity for damages caused
 2. Congress awards territories
 - a. Austria gains two northern Italian states
 - b. Great Britain gains island possessions
 - B. Restoring a balance of power
 1. Officials strip France of conquests
 - a. Congress restores French borders to 1792 status
 - b. France surrounded by strong states
 2. Prussia and Russia reach a compromise
 - C. Maintaining legitimacy of ruling families
 1. Louis XVIII rules France
 2. Bourbon monarchs restored in Spain and Two Sicilies



Much of Europe's royalty came to Vienna during the winter of 1814–15. They carried on a lively social life while diplomats and rulers discussed the state of Europe after Napoléon.

Skills Reminder

Most writers follow a standard format to create an outline. They label main heads with Roman numerals, subheads with capital letters, and details with Arabic numerals and lowercase letters. The information in the details should be more specific than at any other level. Each level should have at least two entries and be indented from the level above. Organized in such a way, an outline serves as a blueprint to help you keep track of important information and write a more well-structured research paper.

Skills Practice

- ① Study the partial outline above. What is the main topic of this outline?
- ② Suppose you wanted to add a fact about how Denmark was penalized for cooperating with Napoléon. Where would you place it in the outline?
- ③ Choose one section from this chapter and outline it using the format shown above. Your thesis statement should be the main idea of the section. The section's main headings could serve as the major ideas in the outline.

The Age of Metternich

For 30 years after the Congress of Vienna, Prince Metternich of Austria influenced European politics so strongly that this period is sometimes known as the Age of Metternich. A reactionary, Metternich believed in absolute monarchy. He feared the movement known as **liberalism**, which extended the ideas of the American and French revolutions. Liberals believed in individual rights and the rule of law. Metternich believed in suppressing such ideas as freedom of speech and of the press. He aimed to prevent war or revolution and to preserve absolutism. Metternich had little difficulty achieving these goals in Austria. He set up a central investigating commission to spy on revolutionary organizations and individuals. He also persuaded the rulers of most German states to adopt the same methods. In France King Louis XVIII was cautious in domestic affairs, but joined in suppressing revolutions elsewhere.

Liberals reacted strongly to the Congress of Vienna and to Metternich's actions. A number of uprisings occurred in Europe, and the Concert of Europe worked to suppress them. Austria, Russia, and Prussia, in particular, were very determined in their efforts to thwart revolutions. Great Britain, however, did not want to intervene in other nations' affairs. Having a representative form of government themselves, the British were sympathetic to liberal movements in other countries. For this and other reasons Great Britain withdrew from the Holy Alliance in 1823.

For a time Metternich's system of suppression worked well. As repression increased, however, underground movements of resistance began. In the early 1820s allied armies had to put down popular uprisings in the Two Sicilies. In 1821 nationalism flared again as the Greeks revolted against their Ottoman Turk rulers. Under Metternich's influence European rulers ignored Greek calls for aid. Many individuals across Europe, however, supported Greece and even fought as volunteers. Finally Russia, Great Britain, and France brought pressure on the Ottomans. With the signing of the treaty of Adrianople in 1829 Greece won its independence. This successful uprising showed that feelings of nationalism could not be suppressed forever.



Prince Metternich, shown here, used harsh means to stop revolutionary movements. He encouraged governments to place university students and faculty members under strict watch, to censor newspapers and magazines, and to search for secret revolutionary activities.

✓ **READING CHECK: Summarizing** How did Metternich try to stop liberalism?

SECTION 5 REVIEW

1. **Define** and explain the significance:

legitimacy
indemnity
reaction
reactionaries
liberalism

2. **Identify** and explain the significance:
Charles-Maurice de Talleyrand-Périgord
Prince Metternich

3. **Summarizing** Copy the model and use it to show the three principles guiding the Congress of Vienna.



4. **Finding the Main Idea**

- Why was the Congress of Vienna so concerned with the balance of power?
- Why was nationalism a threat to reactionaries?
- How were Metternich's ideas different from Great Britain's?

5. **Writing and Critical Thinking**

Analyzing Information Write a letter from Metternich to Austria's allies explaining his system to keep the peace.

Consider:

- what monarchs had to fear from liberalism
- the effectiveness of the Metternich system

 **Homework Practice Online**
keyword: SH3 HP12

CHAPTER

12

Review

Creating a Time Line

Copy the time line below onto a sheet of paper. Complete the time line by filling in the events, individuals, and dates from the chapter that you think were significant. Pick three events and explain why you think they were significant.



Writing a Summary

Using standard grammar, spelling, sentence structure, and punctuation, write an overview of the events in the chapter.

Identifying People and Ideas

Identify the following terms or individuals and explain their significance:

1. bourgeoisie
2. Marie-Antoinette
3. Napoléon Bonaparte
4. radicals
5. conscription
6. coup d'état
7. Horatio Nelson
8. plebiscite
9. Duke of Wellington
10. Prince Metternich

Understanding Main Ideas

SECTION 1 (pp. 316–319)

The Roots of Revolution

1. List three underlying causes of the French Revolution.
2. What role did the meeting of the Estates General in 1789 play in bringing about the Revolution?

SECTION 2 (pp. 320–324)

The French Revolution

3. Describe the accomplishments of the National Assembly.
4. What effect did the Legislative Assembly have on France?

SECTION 3 (pp. 325–330)

The French Republic

5. What was the purpose of France's foreign wars and the Reign of Terror?
6. What abilities helped Napoléon rise to power?

SECTION 4 (pp. 331–336)

The Napoléonic Era

7. How did Napoléon build his empire?
8. List three of Napoléon's most important defeats.

SECTION 5 (pp. 337–341)

A Return to Peace

9. How did the Concert of Europe become an instrument of suppression?

Reviewing Themes

1. **Government** Was the National Convention truly a representative form of government?
2. **Constitutional Heritage** How did the Constitution of 1791 change the status of the French monarchy?
3. **Citizenship** Compare and contrast the attitude of the Jacobins, Napoléon, and Prince Metternich toward freedom of speech.

Thinking Critically

1. **Drawing Inferences** How did the structure of French society lend itself to a revolution?
2. **Making Generalizations** How did Napoléon gain control over Europe?
3. **Contrasting** How was the French Revolution different from the American Revolution?

Writing About History

Categorizing In a paragraph, describe what were the lasting social, political, and cultural effects of the French Revolution. Use the chart below to help you organize your thoughts before writing.

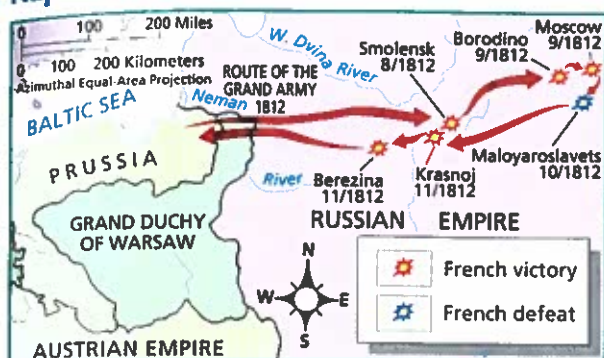
| Social Effects | Political Effects | Cultural Effects |
|----------------|-------------------|------------------|
| | | |

Building Social Studies Skills

Interpreting Maps

Study the map below. Then use the information from the map to answer the questions that follow.

Napoléon in Russia



- Which of the following statements accurately reflects the information shown on the map?
 - Napoléon's march into Russia reached as far east as Moscow.
 - Napoléon's army moved from east to west during its march into Russia.
 - Napoléon's army was well supplied throughout its campaign in Russia.
 - Weather was never an issue during the French invasion of Russia.
- Napoléon's campaign in Russia was viewed with horror by many in the years after 1812. Why was this so? Give specific reasons.

Analyzing Historical Context

Read the following quote from Comte de Mirabeau, who was trying to calm the people of Marseille after a riot in March, 1789. Then answer the questions.

"My good friends, I have come to tell you what I think about the events of the past three days in your proud city. . . . Let us first consider bread. . . . At the present time, dear friends, since wheat is expensive everywhere, how could it be cheap at Marseille? . . . The town of Marseille, like every other town, pays something toward the expenses of the kingdom and the support of our good king. Money is taken from this source and a little from that. . . ."

- Which of the following statements best summarizes the situation in Marseille at the time Mirabeau spoke these words?
 - The people of Marseille were unhappy because the price of wheat was rising.
 - Marseille paid more taxes than other cities in France at the time.
 - Food was scarce and very expensive, and the people of the Third Estate had begun to rebel.
 - The people of Marseille were glad to help support France and the king.
- What was the main point that Mirabeau was making in this quote?

Alternative Assessment

Building Your Portfolio

Constitutional Heritage

The French Revolution took many of its ideas from previous revolutions. Using your textbook and other sources, create a chart summarizing the ideas from the English, American, and French Revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.

Link to
TODAY

Internet connect

Internet Activity: go.hrw.com

KEYWORD: SH3 WH12

Choose a topic on the French Revolution and Napoléon to:

- analyze artistic renderings and evaluate the historical accuracy of key events in Napoléon's life.
- evaluate the differences among the American, French, and Russian Revolutions.
- research the rise and fall of the Jacobins.

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CROSS-CULTURAL CONNECTIONS

Literature

Political Satire

The pointed humor of political satire makes fun of politicians' behavior and the failings of social institutions. By making leaders and institutions look ridiculous, satirists hope to inspire people to attack social problems. To shock readers into taking action, satirists often use exaggeration and irony—saying the opposite of what is meant. When he worked in Ireland during the early 1700s, Jonathan Swift (1667–1745) saw many people, particularly children, living in dreadful conditions. Swift proposed several ways to address poverty and lack of political rights in Ireland. After his straightforward suggestions were ignored, Swift wrote the savagely ironic *A Modest Proposal*. Mercy Otis Warren (1728–1814) wrote some of the first plays to attack England's "imperialistic rule" in America. Her characters in *The Group*, all based on recognizable British officials and their Tory supporters, have names like Dupe, Spendall, Hum-bug, and Hateall. Warren's stage directions compare them to a swarm of locusts eating everything in its path. Warren's satiric plays, published in newspapers instead of being produced in the theater, contributed to Thomas Hutchinson's removal as governor of Massachusetts.

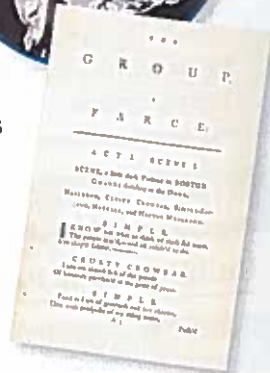
A Modest Proposal by Jonathan Swift

I HAVE been assured by a very knowing American of my Acquaintance in London; that a young healthy Child, well nursed, is, at a Year old, a most delicious, nourishing, and wholesome Food; whether Stewed, Roasted, Baked, or Boiled. . . . I DO therefore humbly offer it to publick Consideration, that of the Hundred and Twenty Thousand children, already computed, Twenty thousand may be reserved for Breed. . . . That the remaining Hundred thousand, may, at a Year old, be offered in Sale to the Persons of Quality and Fortune, through the Kingdom; always advising the Mothers to . . . render them plump, and fat for a good Table. A child will make two Dishes at an Entertainment for Friends; and when the Family dines alone, the fore or hind Quarter will make a reasonable Dish; and seasoned with a little Pepper or Salt, will be very good boiled on the fourth Day, especially in Winter. . . . I GRANT this Food will be somewhat dear [expensive], and therefore very proper for Landlords; who, as they have already devoured most of the Parents, seem to have the best Title to the Children.



The Group by Mercy Otis Warren

The Group enter attended by a swarm of court sycophants [insincere flatterers], hungry harpies [predators who relentlessly pursue their prey], and unprincipled dangles [hangers-on] . . . hovering over the stage in the shape of locusts; led by Massachusettensis in the form of a basilisk [a fierce, sharp-toothed lizard]; the rear brought up by Proteus [someone who allies with a side in a conflict for money], bearing a torch in one hand and a powder flask in the other, the whole supported by a mighty army and navy from Blunderland, for the laudable [admirable—used here in a satirically sarcastic way] purpose of enslaving its best friends.



Understanding Literature

What are the problems that Swift and Warren attack? Do you think they use effective techniques to bring about change? Explain your answer.

Government

The English, American, and French Revolutions shared many of the same principles, even though all three had different outcomes. Create a chart summarizing the ideas from these three revolutions concerning separation of powers, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism.



The Battle of Marston Moor in 1644 was a turning point in the English Civil War. The development of constitutionalism in England had a long and sometimes violent history.



The Boston Massacre in the American colonies, March 1770 (above), and the storming of the Bastille by French revolutionaries, July 1789 (right), symbolized the power of Enlightenment ideas.



Constitutional Heritage

Many of the ideas that influenced constitutional governments had roots in ancient civilizations. Create a time line tracing the historical development of the rule of law and of rights and responsibilities, beginning in the ancient world and continuing to the first modern constitutional republics. The time line should include the influence of ideas about rights and responsibilities, such as equality before the law, that originated in Greco-Roman and Judeo-Christian ideals.

Further Reading

Erickson, Caroly. *Great Catherine.* New York: St. Martin's Press, 1995. The life and times of Russia's Catherine the Great.

Hibbert, Christopher. *The Days of the French Revolution.* New York: Quill, 1999. An overview of people and events during the French Revolution.

Sweetman, John. *The Enlightenment and the Age of Revolution, 1700–1850.* New York: Addison Wesley, 1998. A survey of politics, people, culture, and society during the Ages of Enlightenment and Revolution.

Wheeler, Richard, ed., and Bruce Catton. *The Voices of 1776: The Story of the American Revolution in the Words of Those Who Were There.* New York: Meridian, 1996. First person accounts from both sides by men and women who witnessed the Revolutionary War.

Zienert, Karen. *Those Remarkable Women of the American Revolution.* Brookfield, CT: Millbrook Press, 1996. An overview of the role women played during the war.

Internet connect

Internet Activity

KEYWORD: SH3 U3

In assigned groups, develop a multimedia presentation about the era from Absolutism to Revolution. Choose information from the chapter Internet Connect activities and the Holt Researcher that best reflects the major topics of the period. Write an outline and a script for your presentation, which may be shown to the class.

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