TEACHER DEBRIEFING SHEET

Discussion Questions:
1. What were the goals of the French Revolution? To what extent were those goals met in the decade from 1789 to 1799? To what extent were those goals met during Napoleon's rule?
2. Describe the political, social, economic, and religious changes Napoleon brought to France.
3. In what ways did Napoleon's rule affect his European empire?
4. To what extent was Napoleon a hero of democracy? To what extent was he an enemy of democracy? Justify your answers.
5. What are the enduring effects of Napoleon's rule on the worldwide political expectation for self-government and individual liberty?

Task:
Create two posters, one for Napoleon as the "hero of democracy" and one for Napoleon as the "enemy of democracy."

Task Evaluation Criteria:
- Two posters are presented, one depicting Napoleon as the "hero of democracy" and one depicting Napoleon as the "enemy of democracy."
- Each poster includes at least three specific reasons why Napoleon is considered a hero of democracy or why he is considered an enemy of democracy.
- Each poster includes historically accurate reference to specific people, places, events, and legislation.
- Each poster makes use of two or more of the following: color, texture, symbols, caricature, and slogans.
- Group discusses the enduring effects of Napoleon's rule on the worldwide political expectations for self-government and individual liberty.

Extension Questions:
1. Was Napoleon more so a "hero of democracy" or an "enemy of democracy"? Justify your answer.
2. Describe how you might have reacted to Napoleon's rule if you were a citizen of France.
3. Describe how you might have reacted to Napoleon's rule if you were a citizen of one of the foreign territories he conquered.
4. Compare and contrast the aftermath of the French Revolution with that of the American Revolution.
5. In your opinion, what was the most significant positive change Napoleon brought to France? Why?
6. In your opinion, what was the most significant negative change Napoleon brought to France? Why?
7. Explain the cartoon on Resource Card 4. Why would a political cartoon attack Napoleon nearly 90 years after his rule had ended?
8. How was Napoleon similar to or different from an absolute monarch?
9. Which group(s) of people in France might have called Napoleon a "hero of democracy"? Which groups might have called him an "enemy of democracy"? Why?
10. Compare and contrast Napoleon Bonaparte's ideas about democracy with those of Simon Bolivar.
11. What do you think might be Napoleon's opinion of the present-day democracy of the United States?
12. What are the advantages and disadvantages of dictatorial rule?
13. What might some of the Enlightenment thinkers (Hobbes, Locke, Rousseau, Montesquieu) have thought about Napoleon's rule?
14. Why was the establishment of a public school system so revolutionary in Napoleon's time?
15. What role does public education play in a democracy? Is public education an essential component of a democracy? Why or why not?

VOCABULARY KNOWLEDGE RATING
WHAT IS DEMOCRACY AFTER ALL?
ACTIVITY 5: NAPOLEON

Directions: Decide how well you and your group know each of the words/phrases below by checking your knowledge for each. Put each group member's name in the proper category. Once you have rated a word/phrase, whoever knows the definition must share that knowledge with the rest of the group. Finally, use a dictionary to confirm and/or enrich the group's understanding of the word/phrase.

Word	Can Define/Use It	Heard It/Seen It	Don't Know It	Definition
merchant				
feudal				
coup d'état				
outcome				
preserve				
institute (verb)				
civil				
verbatim				
conquer				
allies				
blockade				
downfall				
serfdom				
parliament				
haughty				

Unit Big Idea/Question: **What Is Democracy After All?**

Activity Big Idea/Question: **What are the enduring effects of Napoleon's rule on the worldwide political expectation for self-government and individual liberty?**

1. What is the activity number?   _____

2. What is the activity title?   _____

3. Based on the activity title, make two predictions about what this activity will cover.
    #1: _____

    _____

    #2: _____

    _____

4. Examine the Discussion Questions on the Activity Card and for each question, check off the analytical process(es) asked for:

	Question #1	Question #2	Question #3	Question #4	Question #5
List Examples, Events, and/or Issues					
Agree/Disagree					
Compare/Contrast					
Identify Advantages and Disadvantages					
Examine Cause and Effect Relationships					
Make Connections					
Give Your Opinion					
Provide Evidence					
Examine Consequences					

5. How many different kinds of visuals can you identify in the Resource Cards?

Resource Card	Maps	Graphs/Charts	Photos/Paintings	Timelines	Cartoons	Tables/Diagrams
1						
2						
3						
4						
5						

6. Turn the title of each Resource Card into two questions, one factual, the other analytical and connected to the big idea.

Resource Card 1: **Napoleon Brings Change to France**

Factual Question	Analytical Question

Resource Card 2: **The Napoleonic Code**

Factual Question	Analytical Question

Resource Card 3: **Napoleon's Empire and the Napoleonic Wars**

Factual Question	Analytical Question

Resource Card 4: **The Impact of Napoleon's Rule on Europe**

Factual Question	Analytical Question

Resource Card 5: **Napoleon: Criticism & Commentary**

Factual Question	Analytical Question

Fill in the T-chart below. Explain at least five reasons why Napoleon can be considered a "hero of democracy" and at least five reasons why he can be considered an "enemy of democracy."

Hero of Democracy	**Enemy of Democracy**
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

ACTIVITY CARD

In 1789, members of the French social class known as the "Third Estate" (peasants, workers, merchants, professionals, and artisans) rose up against what they believed to be an unfair political, economic, and social system. This uprising, known as the French Revolution, had two distinct phases. In the first phase, also called the Moderate Phase (1789-1791), members of the Third Estate abolished the feudal system, declared their rights, took power and privilege away from the Catholic Church, and established a constitutional monarchy. In the second, more violent phase, known as the Radical Phase (1791-1795), the king and queen were executed, and a Committee of Public Safety was created to deal with threats to the revolution both from within France and from abroad. During the Radical Phase, war was waged with many European countries whose leaders feared that the revolution taking place in France would spread to their countries and undermine their rule. At the same time, within France, tens of thousands of so-called "enemies of the revolution" were executed by guillotine during the Reign of Terror, which lasted from 1793-1794. A new constitution was adopted in 1795, setting up a government called the Directory, a republic headed by a group of five men, known as "directors."

By the end of the 1790s, the people of France were tired of war, revolution, and violence. They were impatient, too, with the weak government of the Directory. In November 1799, a group of politicians carried out a coup d'etat, or "strike against the state." They overthrew the Directory and placed a popular general, Napoleon Bonaparte, at the head of the government.

Within a decade Napoleon had made France the dominant power of Europe. With the growth of Napoleon's empire, the reforms of the French Revolution spread across Europe, sowing the seeds of democracy throughout the continent.

Directions: Read the resource cards and analyze the visuals. Discuss the following questions with your group.

1. What were the goals of the French Revolution? To what extent were those goals met in the decade from 1789 to 1799? To what extent were those goals met during Napoleon's rule?

2. Describe the political, social, economic, and religious changes Napoleon brought to France.

3. In what ways did Napoleon's rule affect his European empire?

4. To what extent was Napoleon a hero of democracy? To what extent was he an enemy of democracy? Justify your answers.

5. What are the enduring effects of Napoleon's rule on the worldwide political expectation for self-government and individual liberty?

TASK: Create two posters, one for Napoleon as the "hero of democracy" and one for Napoleon as the "enemy of democracy."

Task Evaluation Criteria

- **Two posters are presented, one depicting Napoleon as the "hero of democracy" and one depicting Napoleon as the "enemy of democracy."**

- **<u>Each</u> poster includes <u>at least three specific reasons</u> why Napoleon is considered a hero of democracy or why he is considered an enemy of democracy.**

- **<u>Each</u> poster includes historically accurate reference to specific people, places, events, and legislation.**

- **<u>Each</u> poster makes use of <u>two or more</u> of the following: color, texture, symbols, caricature, and slogans.**

- **Group discusses the enduring effects of Napoleon's rule on the worldwide political expectations for self-government and individual liberty.**

RESOURCE CARD 1 OF 5
Napoleon Brings Change to France

Since 1789, the main accomplishment of the French Revolution had been to get rid of the privileges of the First and Second Estates – the clergy and the nobles. As an outcome of the French Revolution, the Declaration of the Rights of Man and Citizen (1789) gave all citizens freedom of thought, equality of taxation, and equality in law. In many ways, Napoleon preserved many of these revolutionary ideas when he came to power. Napoleon strengthened the central government and instituted many reforms. He also regulated the economy, promoted a system of public schools for boys (known as lycées), made peace with the Catholic Church in the Concordat of 1801, and instituted a new code of laws, known as the Napoleonic Code.

Napoleon pleased the middle class by promising them jobs in government and the army and by restoring order. He promoted trade and industry, and placed taxes on imports (also called tariffs) to protect French businesses from foreign competition. He also set up a national bank to provide credit for businesses and to help keep the economy stable.

At the same time, Napoleon won the support of workers and peasants. The expansion of trade created many new jobs. To help poor city dwellers, Napoleon made food available at low prices. The French peasants backed Napoleon because he allowed them to keep the land that they had gained during the Revolution.

Napoleon also pleased the nobles. Though he did not restore the privileges they had enjoyed under the feudal system, Napoleon did offer pardons to the nobles who had fled during the Revolution. Most of the émigrés (nobles who had fled) returned to France and promised loyalty to Napoleon. Many soon held high government posts.

Napoleon Brings Order After the French Revolution

|	The Economy	Government & Society	Religion
Goals of the Revolution	• Equal taxation • Lower inflation	• Less government corruption • Equal opportunity in government	• Less powerful Catholic Church • Religious tolerance
Napoleon's Actions	• Set up fairer tax code • Set up national bank • Stabilized currency • Gave state loans to businesses	• Appointed officials by merit • Fired corrupt officials • Created lycées • Created code of laws	• Recognized Catholicism as the "faith of Frenchmen" • Signed concordat with pope • Retained seized church lands
Results	• Equal taxation • Stable economy	• Honest, competent officials • Equal opportunity in government • Public education	• Religious tolerance • Government control of church lands • Government recognition of church influence

The Napoleonic Code

Napoleon's most lasting effect on France and much of the world was the set of civil laws that he instituted, which were adopted in 1804 and known as the Napoleonic Code or the Code Civil. This code was so impressive that by 1960 over 70 different countries either modeled their own laws after them or adopted them verbatim. The Napoleonic Code took the more than 14,000 decrees that had been passed under the Revolutionary Government of France and simplified them into one unified set of laws. The Code had several key concepts at its core:

1. Equality of all in the eyes of the law
2. No recognition of privileges of birth (i.e. noble rights inherited from ancestors.)
3. Freedom of religion
4. Separation of the church and the state
5. Freedom to work in an occupation of one's choice
6. Strengthening the family by:
   - Placing emphasis on the husband and father as the head of the family
   - Restricting grounds for divorce to three reasons: adultery, conviction of a serious crime, and grave insults, excesses or cruelty; however divorce could be granted by mutual agreement, as long as the grounds were kept private.
   - Defining who could inherit the family property

The Code, in effect, preserved the social aims of the Revolution, protected the interests of the rising middle class, and guaranteed civil liberties. Despite these strengths, the Code had several weaknesses, particularly when it pertained to women and minors:

1. A woman could not vote.
2. A wife owed obedience to her husband, who had total control over their property.
3. An unmarried woman had few rights and could not be a legal guardian or witness the signing of wills.
4. It was easier and quicker for a man to sue for divorce on grounds of adultery, while a woman could only justify a divorce after her husband had cohabited with his mistress for two years.
5. If a man caught his wife having an affair with another man, he could kill her legally. If a woman killed her husband for having an affair, she could be tried for murder.
6. Minors had few rights. (A father even could place his child in jail for up to six months.)
7. Illegitimate children had no rights of inheritance.
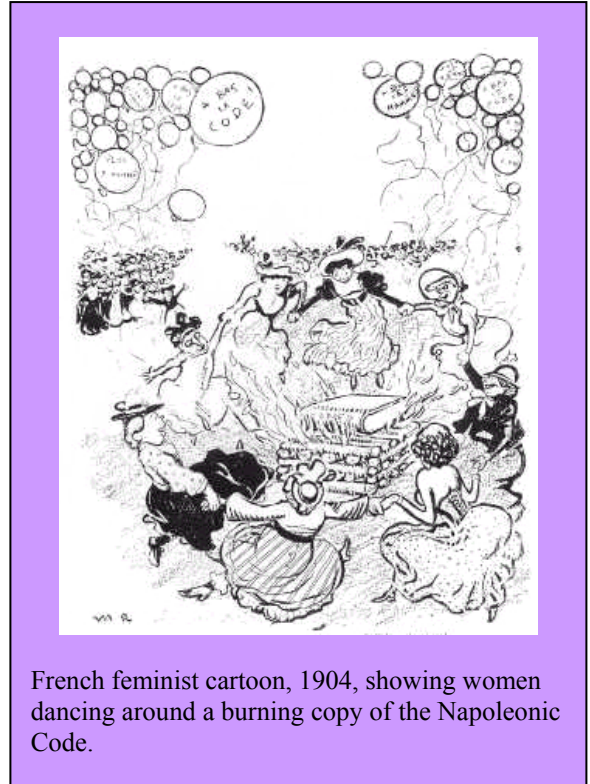
French feminist cartoon, 1904, showing women dancing around a burning copy of the Napoleonic Code.

Napoleon's Empire and the Napoleonic Wars
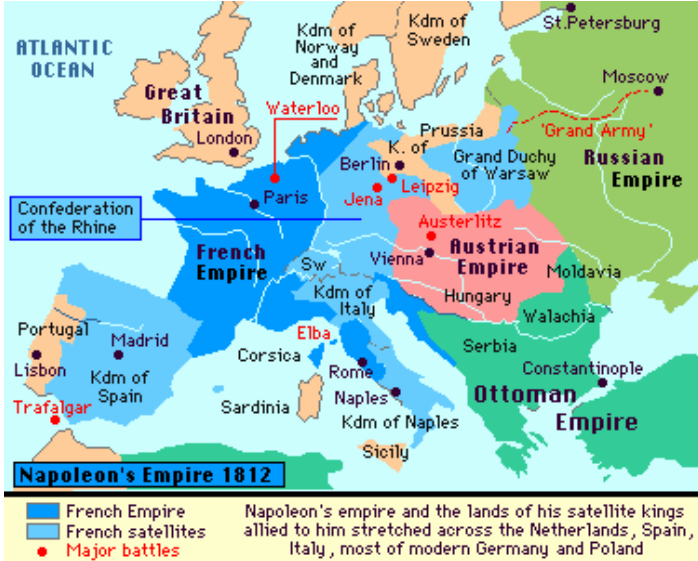
After taking the title of Emperor in 1804, Napoleon moved to accomplish his goal of conquering Europe.

Between 1805 and 1807, Napoleon's armies rolled over the forces of Austria, Prussia, and Russia. France's stunning victory at Austerlitz in 1805 knocked Austria out of the war. Within two years Prussia (defeated at the battle of Jena) and Russia were also forced to seek peace. Suddenly, France was the leading power throughout Europe. Napoleon added some of the conquered lands to France. Others he gave to his relatives or loyal generals to rule.

At War With Britain: Napoleon's most determined enemy was Britain. Britain seized French ships and kept neutral ships from reaching French ports. In 1805, near Trafalgar, a point of land on the southwest coast of Spain, the French met the British fleet. The British sank half of Napoleon's ships without losing any of their own. After Trafalgar, Napoleon gave up his dream of invading England. He decided instead to defeat Britain by striking at its trade. Napoleon's plan was called the Continental System. It forbade France's allies and all countries under French control from importing British goods. Napoleon hoped the Continental System would ruin Britain. Instead, backed by its powerful navy, Britain nearly ruined France. Britain got around the Continental System by increasing its trade with the United States and by smuggling goods into Europe. The British navy, meanwhile, blockaded France and its allies. Middle-class merchants in Europe, whose businesses were weakened by the cutoff of British trade, turned against Napoleon.

At War With Spain and Portugal: When Portugal refused to go along with the Continental System, Napoleon invaded that country and then decided to take Spain as well. In 1808 Napoleon sent in a large army and forced the Spanish king to abdicate (give up the throne). He then made his own brother, Joseph Bonaparte, king of Spain. Bitterly resenting the French occupation, the Portuguese and Spaniards fought back with guerilla warfare (surprise attacks by small bands of solders). The French troops, trained for regular warfare and hampered by the rugged Spanish terrain, could not overpower the rebels. In addition, Britain sent an army to help the guerillas in what was called the Peninsular War. After five years of fierce battles, the French were driven out of Spain, and the British invaded France.

At War With Russia: Napoleon's ultimate downfall stemmed from his unsuccessful invasion of Russia in 1812. The Russian armies, rather than fight, retreated as quickly as the French pursued. The French army hurried into the heart of the immense country, stretching their supply lines to the breaking point. When they looked to the countryside to support them, they found that the Russians had burned everything in sight. Napoleon reached the city of Moscow only to find the city empty and ablaze. Realizing that his army could not survive a Russian winter in the devastated city, Napoleon ordered a retreat. The freezing temperatures left only about 40,000 out of an original 614,000 soldiers alive at the end of the military campaign.

The End of Napoleon's Empire: Napoleon's severely weakened army could not defend itself against the allied forces from Prussia, Austria, Russia, and Sweden, who defeated Napoleon in the "Battle of the Nations" at Leipzig in Germany. The victorious allies then invaded France, and, when they reached Paris in 1814, Napoleon abdicated. Napoleon was exiled to the island of Elba. He escaped in 1815 and re-seized power. His second rule came to be known as the Hundred Days, for that was as long as it lasted. Napoleon was finally defeated at the Battle of Waterloo in June of 1815.

RESOURCE CARD 4 OF 5
The Impact of Napoleon's Rule on Europe

 The conquering emperor Napoleon brought many of the reforms of the French Revolution to other parts of Europe. His administrators in conquered lands reduced the privileges of the nobles and the clergy. They set up the Napoleonic Code and fairer systems of taxation. They put an end to serfdom, put qualified people in important jobs, supported religious toleration, and promoted public education. Higher education was opened to all who qualified, regardless of class or religion. Every state had an academy or institute for the promotion of the arts and sciences. Incomes were provided for important scholars, especially scientists. Each state was promised a constitution, providing for universal male suffrage (the right to vote) and a parliament, and containing a bill of rights. French-style administrative and judicial systems were required.

Napoleon brought his version of the ideals of the French Revolution into the territories he conquered. The institutions he set up there included public education, standardized weights and measures, a civil service, political assemblies, and a new legal system—the Napoleonic Code. These reforms were meant to replace societies based on hereditary privilege with societies based on wealth and merit.

Napoleon's conquests radically changed Europe by spreading many of the French Revolution's reforms and ideals. Governments were reorganized, feudal ideas were rejected, and ideas of freedom and equality took root. As a result of all of these changes, progress and increased efficiency were widely realized.

RESOURCE CARD 5 OF 5
Napoleon: Criticism & Commentary

"The Tyrant Unmasked"
This French political cartoon criticized Napoleon's deception and his tyranny. France is shown removing the Emperor's human mask: a tiger's face appears underneath.

While Napoleon kept many of the social reforms of the French Revolution, he ignored some of the individual freedoms the French had won. Napoleon did not favor political liberty or free elections. His police shut down newspapers that dared oppose his rule. His spies hunted down and imprisoned people thought to be disloyal.

To symbolize his control of France, Napoleon took the title of Emperor in 1804. The event was marked by an elaborate ceremony in Paris. As the Pope reached out to crown Napoleon, the haughty emperor took the crown and put it on with his own hands. This act sent a message to France, and indeed to all the world – Napoleon recognized no authority higher than himself.

People conquered by Napoleon were forced to provide soldiers for his army, taxes to pay for it, and raw materials for French industries. Opposition to Napoleonic rule was ruthlessly smashed. Many people in the conquered territories had at first welcomed Napoleon as a "liberator," but soon grew to hate him. Napoleon's absolute rule, combined with growing feelings of nationalism, aroused opposition to French occupation. An alliance of European nations finally defeated Napoleon in 1815 in the Battle of Waterloo.

In Napoleon's own words:

- *Good and decent people must be protected and persuaded by gentle means, but the rabble must be led by terror.*

- *In a great nation, the majority are incapable of judging wisely of things.*

- *Women are thought of too highly, they should not be regarded as equal to men. In reality, they are nothing more than machines for producing children. Society would become upset if women were allowed independence. To depend on men is their rightful position.*

This obituary for Napoleon appeared in a British newspaper, *The London Times*, on July 5, 1821:

He got rid of liberty in France. His subjects loved him because of his military glory. He produced more trouble and misery for his fellow human beings than anyone else of this age. His wars against foreign states were carried out to take the minds of his subjects off their slavery at home.

INDIVIDUAL REPORT

Imagine that you are a citizen of the French Empire during the rule of Napoleon. Write a thank you note to Napoleon in which you show your appreciation for the five most important things he has done for you. In your note, you must also express concern about at least three of Napoleon's policies that do not serve you well.

Evaluation Criteria
- Response is written in the form of a thank you note and from the point of view of a citizen of the French Empire during Napoleon's rule; response includes an explanation of who "you" (a citizen of the French Empire) are – this should include information about your gender, age, job, family, where you live, and your social class.
- Response explains the five most important things Napoleon has done for you.
- Response expresses concern about <u>at least three</u> of Napoleon's policies that do not serve you well.
- Response includes historically accurate reference to specific people, places, events, and legislation.

Democratic Ideals   *Revised 6/03*