

MI OPEN BOOK PROJECT

World History

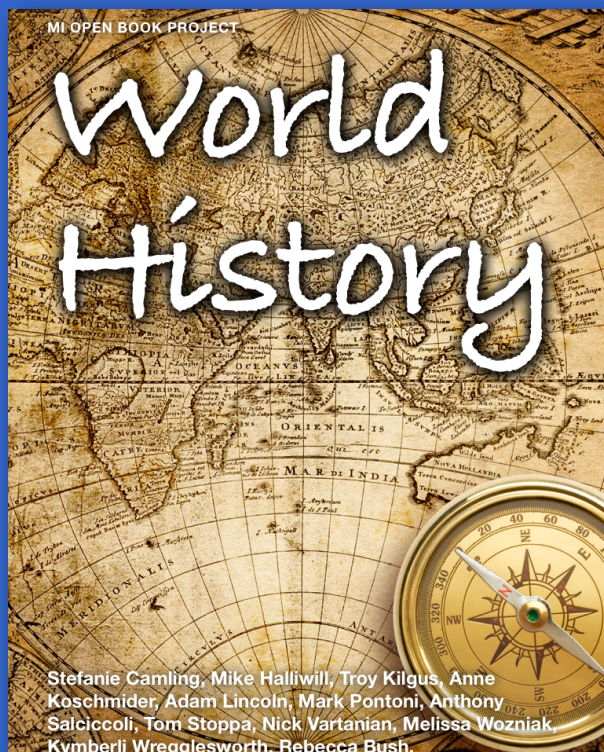
Stefanie Camling, Mike Halliwill, Troy Kilgus, Anne Koschmider, Adam Lincoln, Mark Pontoni, Anthony Salciccioli, Tom Stoppa, Nick Vartanian, Melissa Wozniak, Kymberli Wregglesworth, Rebecca Bush.



About the Authors



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Information on the latest version and updates are available on the project homepage: <http://textbooks.wmisd.org/dashboard.html>



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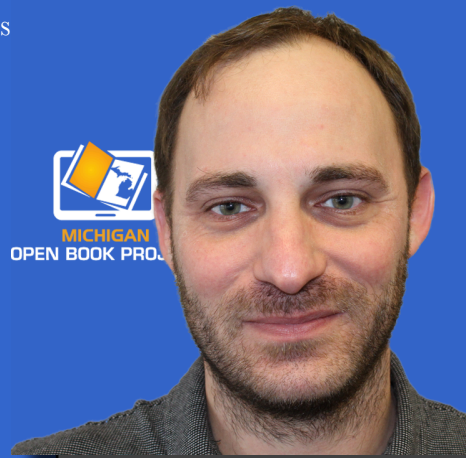
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Shepherd High School

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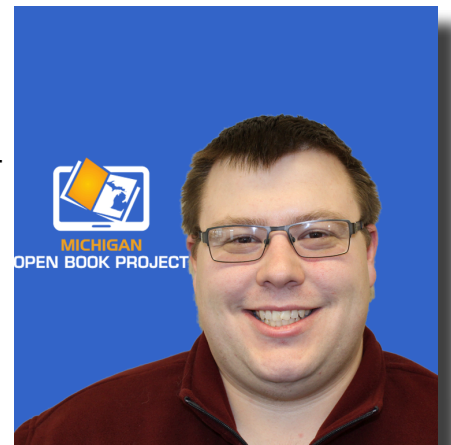
Mike is the High School World History teacher at Shepherd High School in Shepherd Michigan. He has a Bachelors degree in history education from Saginaw Valley State University with minors in Political Science and Sociology. During his time at Shepherd Mike has served as the Model UN and boys golf coach. Mike has also been an item writer for Performance Assessments of Social Studies Thinking (PASST).

Stefanie Camling

Coopersville High School

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Stefanie has been teaching for twenty two years. She received her Bachelors of Arts in Social Studies as well as her Masters in Education Leadership from Grand Valley State University. She is currently teaching at Coopersville High School in sociology, world history, and AP world history. Stefanie has served as the student council advisor, junior class advisor, coach, and Vision Team chair. Stefanie was one of the writers for Performance Assessments of Social Studies Thinking (P.A.S.S.T) for World History. Stefanie resides in Grand Rapids, Michigan with her husband Tom and son Tommy Jr.



Troy Kilgus

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Standish-Sterling Community Schools

Troy Kilgus serves as the high school social studies chair at Standish-Sterling Central High School. In his eight years of teaching, he has taught various social studies courses including AP US History and multiple levels of French. Mr. Kilgus earned his undergraduate degree in French Education and his Masters in Teaching from Saginaw Valley State University.



Anne Koschmider

Cadillac High School

Cadillac Area Public Schools

Anne has been a social studies teacher at Cadillac High School since 2005. She has taught World History & Geography, AP World History, Psychology, AP Psychology, and History of the Rock and Roll Era with a particular interest in using instructional technology to engage students and promote literacy. In addition, she has served as the social studies department chair and a student council adviser. She holds a Bachelor of Arts degree from Alma College and a Master of Arts degree in Curriculum, Instruction and Assessment from Walden University. Beyond the classroom, Anne enjoys traveling, reading, and

Adam Lincoln

Ithaca Jr/Sr High School

Ithaca Public Schools

Adam began his teaching career at Cadillac High School in Cadillac, Michigan where he taught US History, Global Studies, and AP World History. After 7 years, he moved back home to central Michigan to teach at Ithaca Public Schools. While his main charge has been teaching World History and starting the AP World History program, Adam also teaches 8th Grade History, US History, History in Popular Culture and all sorts of computer science classes. Adam coaches Model United Nations, and runs the Jumbotron at Ithaca Community Stadium during events. Adam has served as a member of the Michigan Council for the Social Studies for over a decade and has worked to unite his twin passions of Social Studies and effectively integrating technology into the classroom. Outside of school, Adam has served on the Content Advisory Committee, as a Social Studies item writer for the Department of Education, and worked for the PASST project. Adam teaches History and Social Studies methods classes at Alma College as adjunct faculty. Apart from the world of education, Adam enjoys spending time with his family especially traveling on new adventures.



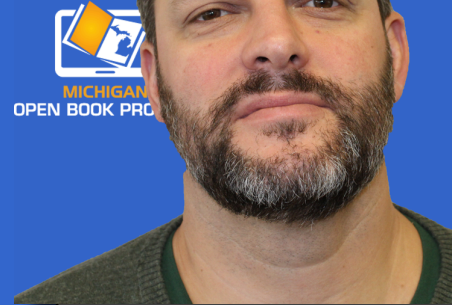
Mark Pontoni

Boyne City High School

Boyne City Public Schools

After a long career running a business, I returned to the University of Michigan for my Masters and Certification and began teaching in Owosso 11 years ago. A marriage, a move north, and a couple of job changes later, I now teach at Boyne City. I run a state-wide Model United Nations program attended by over 1000 students annually. I have also been an AP Reader in US Government and Politics, Comparative Government, and World History.





Anthony Saliccioli

Clarenceville High School

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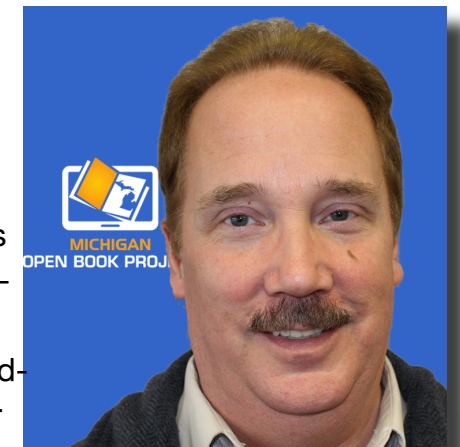
Saliccioli has been teaching since 2001. Throughout these years, he has taught students from grades 6-12 U.S. History, Government, Sociology, Law, Big History, Philosophy and his present course in World History. During his tenure he coached football, wrestling and track and field. He received his B.A. in political science-prelaw from Michigan State University in 1996, a second B.A. in History from the University of Michigan-Dearborn in 2001 and his Master in the Art of Teaching from Marygrove College in 2006. Saliccioli served as the President of the Michigan Council for the Social Studies from 2012-2014 and has been awarded the McConnell History Educator Award in 2014, the Fishman Prize Honor Roll in 2015 and the Gilder Lehrman Michigan History Teacher of the Year in 2016. He is a lifetime resident of Metro Detroit where he attempts to live with joy and purpose along with his wife

Tom Stoppa

Alpena High School

Alpena Public Schools

Tom earned his Bachelors of Science in Education from CMU and his Master in Education from Marygrove. Tom taught at Orchard Lake St. Mary's before moving to Alpena. Tom has worked in the Alpena district for the past 20 years teaching World History, Advanced Placement European History, Current Events, Michigan/Alpena History., and United States History. During his tenure in Alpena, Tom has served as School Improvement Chair, Social Studies Department Chair, and History Club Adviser. He is a member of the National Council for the Social Studies. Outside of the school day, Tom volunteers with the Water and Woods Boy Scout Field Service Council and the Northeast Michigan Youth Advisory Council



Nick Vartanian

Holland High School

Holland Public Schools

I teach World History and A.P. World History at Holland High School. I earned my bachelor's degree in History from Alma College in 2001 and earned my master's degree in Educational Leadership from Grand Valley State University in 2011. I am the SLIC (Student Leaders Initiating Change) Coordinator at Holland High and serve as Chairperson of the Reading Now Network for Holland High. I am very interested in Project Based Learning and technology integration in the classroom. I was a writer for the Performance Assessments of Social Studies Thinking (PASST) Project. In addition, I have participated in the IChallengeU program, working with students, civic, and community leaders to develop solutions to real problems as posed by area businesses in the greater Holland area.

Melissa Wozniak

Rogers City High School

Rogers City Area Schools

A proud graduate of both Posen High School and Saginaw Valley State University. #WECARDNIALS I have a love of teaching, learning, reading, family time, traveling, and of LIFE! I love using technology to keep my students engaged, and to keep track of my family members escapades. I hope to someday achieve my ultimate goal of competing on Jeopardy, winning at least one day and making Alex Trebek say my name!!



The Michigan Open Book Project Team would like to thank the following individuals for their help in reviewing some content in the book and guiding the development process.

Eric Hemenway - Director of Repatriation, Archives and Records, Little Traverse Bay Bands of Odawa Indians

Jim Cameron, Michigan Department of Education

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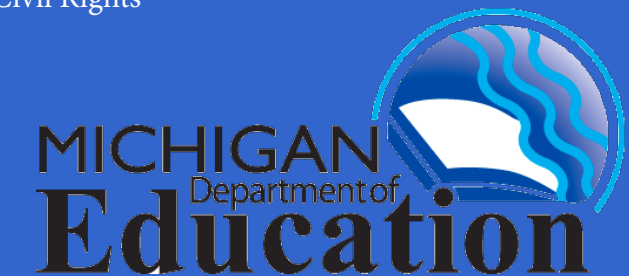
Kymberli has a BA in history and political science from Alma College, a MA in education from Michigan State University, and a MA in American History and Government from Ashland University. She was named a James Madison Fellow in 2011, was chosen as the Michigan Council for the Social Studies High School Educator of the Year in 2015, and is a two year member of the iCivics Educator Network. Kymberli teaches at her high school alma mater where her courses include Civics, World History, Current Events, Women's Studies, and World Cultures, as well as serving on the school's technology committee and school improvement team. Additionally, she teaches Intro to American Government at North Central Michigan College, and will be expanding to teach a history

Rebecca Bush

Instructional Consultant

Ottawa Area Intermediate School District

Rebecca Bush is currently the Social Studies Consultant at the Ottawa Area Intermediate School District (OAISD), where she assists K-12 social studies teachers in developing curriculum, modeling instructional strategies in social studies literacy, and designing district-level formative and summative assessments. Additionally, as Project Director, she has written and received multiple Teaching American History grants, working with teachers throughout an eight-county radius. She has presented at various national conferences on multiple topics surrounding social studies instruction as well as innovative techniques and topics in formative and summative assessment design. Currently she is Co-Project Director of The Performance Assessments of Social Studies Thinking (PASST) Project and assists with the professional development of teacher writers for the MI Open Book Project where she serves as an editor of several of the project's texts. Rebecca currently leads



Chapter 5

To What Extent is Violence Necessary to Bring About Change?

How successful are political revolutions to bring out lasting change?

Are revolutions treasonous?

To what extent is violence necessary to bring about change?

How did the Enlightenment influence the Era of Political Revolutions?



Section 1

What was revolutionary about the American Revolution?

QUESTIONS TO GUIDE INQUIRY

1. What were the causes, conflicts, and consequences of the American Revolution?
2. How did the old social order demonstrate social inequities and how did those inequities contribute to the French Revolution?
3. In what ways did Napoleon's leadership contribute to Enlightened ideals of revolution?
4. Did the benefits of Napoleon's political, social, and economic policies outweigh the costs of the French Revolution?
5. Were the revolutions that occurred in South America more similar to or different than the American and French Revolutions?

TERMS, PLACES, PEOPLE

French and Indian War	Battle of Saratoga
Stamp Act	Surrender at Yorktown
Townshend Acts	General Cornwallis
Boston Massacre	Treaty of Paris
Boston Tea Party	
Lexington and Concord	
George Washington	

Interactive 5.1 Crime in the Middle Ages



As you watch the video, answer:

1. What was trial by fire?
2. What was trial by water?
3. What was trial by combat?
4. What were other types of medieval punishments and/or tortures?

Drawing and quartering, burning at the stake, tar and feathering, the pillory, the wooden wheel, the rack - all were devices or methods used for torturing humans conjured up over the ages. But in 18th Century Europe, a new movement, a new set of ideas was sweeping through the continent. A new type of thought, of “enlightenment,” was engaging the philosophes -- French philosophers or thinkers. These thinkers applied methods of science to understand society and to make improvements in it. With the application of reason, the philosophes believed

government, law, and society could be reformed. According to the philosophes, the role of punishment and torture should be questioned too.

More importantly, though, was the institution of government and how it should be established, organized, and conducted. With divine right monarchies constituting the norm in 17th and 18th century Europe, the Enlightenment brought a clash of ideas with new beliefs on constitutional monarchies or republics. The writings of Locke, Voltaire and Rousseau contradicted the centuries old traditions of the political-social order. Specifically, amidst the political turmoil in England, John Locke asserted his theory that the people of a government had a right to change that government if the natural rights of life, liberty, and property were not protected. People began to doubt the divine right theory responsible for the empowerment of tyrants as kings. Europe would be forever changed by these ideas as would the Americas as Enlightened ideas and theories also traveled the oceans along with explorers, traders, and immigrants.

Building to a climax, Enlightened ideals were put into practice on three different continents in the world. In North America -- could a colonial power take on one of the world's mightiest sovereign nations? Which ideas and whose military would prove to be the most dominant? In Europe -- could the "old regime" be overthrown by its own people? Would noble privilege be gone forever? In Central and South America -- would indigenous

peoples, some educated with Western thought, rebel against their colonial owners? Would the rights of ordinary people win out?

Would these political revolutions be treasonous? Would violence be necessary? Acceptable? Would Enlightened ideals be implemented? Would they bring about lasting change?

Ideas of the Enlightenment Spill Over in North America - The French and Indian War

The rivalry between France and England spilled over from the European continent to the Americas. Known as the Seven Years War in Europe, the French and Indian War pitted the French, the colonial controllers of present-day eastern Canada, against the British, the colonial controllers of present day eastern United States -- the 13 east coast colonies. After French expansion reached into the Ohio River Valley, the British declared war on the French. From 1756 until 1763, the two sides fought with the British eventually winning after the French lost in the Battle of Quebec in 1760. The war continued with Spain taking



up the French side, but by 1763, the Treaty of Paris was signed, ceding French Territory to the British -- the area of eastern Canada the land from the Appalachians mountains to the Mississippi river.

Stamp Act

Faced with mounting debt and believing that they (the British), protected their colonists against the French intruders, the British sought compensation from the colonists after the French and Indian War. In 1765, the British Parliament placed a fee on such printed items such as playing cards, newspapers, and legal documents. This tax was a verified with a stamp printed on the goods thereby making the final cost of the items increase.

Furthermore, the colonists had to use British pounds to pay the tax, not local colonial currency.

Outcry was heard. Although many colonists were upset with the higher costs of some goods, even more colonists were upset that British Parliament forced this tax on them without their say. Hence, "no taxation without representation" became a common saying of the colonists wanting a voice in the way they were governed and taxed. The Stamp Act was eventually repealed



https://upload.wikimedia.org/wikipedia/commons/b/be/1765_one_penny_stamp.jpg

in 1766, but the damage had been done. Colonists had stood up to Parliament and the king and won. However, this was only the beginning.

Townshend Acts

Still trying to solve the debt caused by the French and Indian War, Charles Townshend, Britain's Ministry of the Esquecer, a similar post as a national financial advisor, asked Parliament to pass a law to resolve the debt. They did. And in 1767, the Townshend Acts placed a tax on some goods (not just all paper items like the Stamp Act) such as tea, glass and paper. The Acts went further by creating a commissioner to enforce the law in the colonies.

Reactions were the same as the imposition of the Stamp Act.

Colonists revolted.

Boycotts occurred.

Legislative assemblies promoted the purchase of non-British goods.

British merchants lost revenue. The Townshend Acts provoked more animosity and did little to solve the



<http://cdn.history.com/sites/2/2013/12/townshend-acts-hero-AB.jpeg>

British debt problem. In 1770, Parliament repealed the Act but kept the tax on tea.

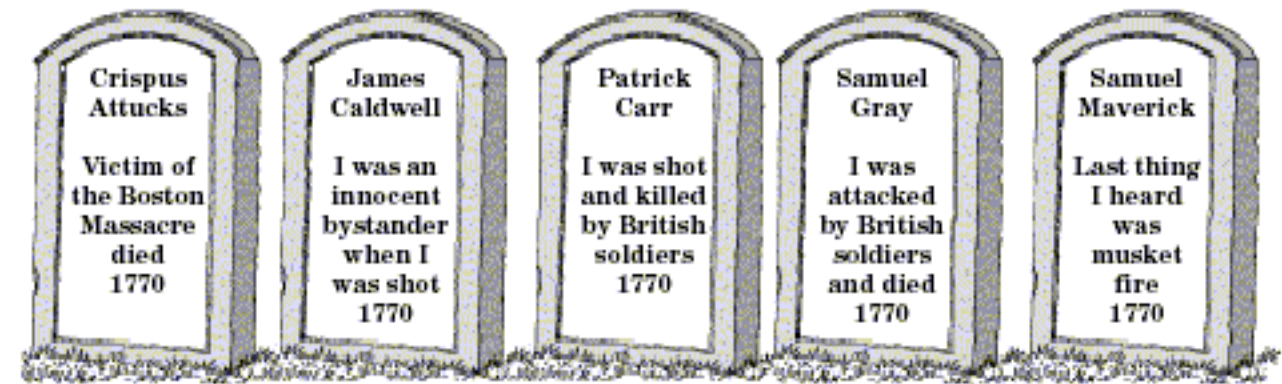
Boston Massacre

The Townshend Acts established commissioners or officers to enforce the British law in the colonies. Although repealed, a tax on tea remained. Intimidation and resentment grew towards the British officials who tried to enforce the regulation. Clashes commenced. On March 5, 1770, a crowd of angry colonists gathered to harass British soldiers at the local customs house. Colonists began throwing snowballs at the soldiers. A skirmish ensued. Gunfire erupted resulting in the death of five colonists. The event became known as the Boston Massacre and fueled antagonism towards the British, parliament, and the king



specifically. Resistance and rancor had turned to protest and

Victims of the Boston Massacre



<https://i.pinimg.com/originals/07/9b/2c/079b2ce4b99691d45218e39c48a5061e.jpg>

violence.

Boston Tea Party & Its Consequences

Unrest continued. Trying to save the British East India Company from going bankrupt, parliament passed a law allowing the company to sell its tea to the colonies without paying a tax. This made the East India Company's British tea less expensive than tea sold by local colonial merchants. Annoyed, Samuel Adams led a band of rebels, the Sons of Liberty, dressed as Native Americans to Boston's harbor. Late at night under a very dark sky, they dumped over 300 chests from the company's ships into the water. Thus, the "Boston Tea party" had taken place. King George III of England was furious. He punished Massachusetts inhabitants through a series of measures known as the Intolerable Acts, including the closing of Boston's harbor, requiring citizens to house British soldiers in their homes, and limiting the power of the local colonial assemblies. Later, the Quebec Act extended the authority of Quebec in the lands north of the Ohio river and recognized Catholicism as the official church in these lands. While the Enlightenment's theories of government were spreading, the King of England was determined to tighten his control over the colonies as he believed a king should.

Interactive 5.2 Prelude to Revolution - Taxes and Smuggling



After viewing the video, what do you believe was revolutionary about the Revolutionary War?

Lexington and Concord

With tempers flaring from both Parliament and the king, and colonial indignation, both sides were on a collision course. In April of 1775, a British military unit had orders to confiscate weapons that had been stockpiled by the rebels. British soldiers left Boston, marching through the nearby city of Lexington toward the Concord depot station where munitions were kept. The

colonial militia met British forces on Concord's North bridge. The “shot heard around the world” was fired. The British army retreated back to Boston with gunfire skirmishes occurring along the way. The rebels, now known as patriots, saved the munitions depot from the British. Shortly thereafter, the Continental Congress met. Establishing the Continental Army, George Washington was selected to command it. By July of 1776, Thomas Jefferson as the principal author, had drafted The Declaration of Independence. Through the application of John Locke’s ideas as the opening of the important document, Thomas Jefferson then proceeded to carefully detail the colonists’ grievances against Britain. Protest and violence had turned to war. The War for Independence had begun.

Interactive 5.3 The Shot Heard Round the World



The Declaration of Independence

The Declaration of Independence from Britain by the colonists was a milestone in world history as it was the first of its kind to be successful. Its example helped to inspire countless movements for independence, self-determination, and revolution after 1776. However, at the time it had been issued, Britain would, under no circumstance, tolerate such treason from the colonies and threaten Britain’s economic success under its mercantilist policies.

Britain’s first success came later in 1776 in New York. Under the command of Sir William Howe, the British captured New York.

Revolutionary prospects sank. Still, during the evening of December 25, 1776, General George Washington led the Continental Army across the Delaware river for a surprise attack on the Hessians--

German mercenaries employed by the British at Trenton, New Jersey. This attack, along with the subsequent capture of Princeton over a week later, proved



beneficial for the morale of the American forces. The colonists were in control of much of New Jersey. Spirits soared.

Interactive 5.4 Washington Crosses the Delaware



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The Battles of Saratoga in 1777 were key victories in the war. Although the British won first under the command of General Burgoyne, two weeks later the American forces pushed Burgoyne back and the British retreated. Not only did the Americans defeat the British at Saratoga, but these victories encouraged other nations to become involved with the War of Independence and create alliances with the revolutionaries. Britain's historical nemesis, France, took the side of the Americans.

By 1780, British military command changed with General Charles Cornwallis now directing the war effort. He needed to reverse past outcomes and stop the Continental Army to avoid subsequent American victories. Successful at first in North Carolina, he sought a decisive battle in Virginia but was eventually surrounded by over 9,500 American and 7,800 French forces.

Cornwallis surrendered at Yorktown. Washington and the Continental Army along with help from Spain and France, had finally won the war. Two years later, the British signed the Treaty of Paris officially recognizing the independence of the original 13 colonies from Great Britain.

Interactive 5.5 Who Won the American Revolution?



After viewing the video, what do you believe was revolutionary about the Revolutionary War?

Successes and Weaknesses of the new nation

With revolutionary victories over the British, the United States of America, had been established. In addition, the government that the founding fathers had established incorporated the principles of the Enlightened philosophes such as Locke, Voltaire, and Rousseau into the new society. Jean-Jacques Rousseau stated that society should be ruled by the "general will" of the people.

Baron de Montesquieu declared that power should not be concentrated in the hands of any one individual and recommended separating power among executive, legislative, judicial branches of government. Through the writings of Benjamin Franklin, Americans began to think about and eventually absorb these ideas. While Europeans had pondered the implications of life under an enlightened type of government for almost a century, The United States of America had put one into place first.

Interactive 5.6 Revolutionary Timeline Sort



Correctly place the cause or conflict on the timeline.

Section 2

How did the old social order contribute to the French Revolution?

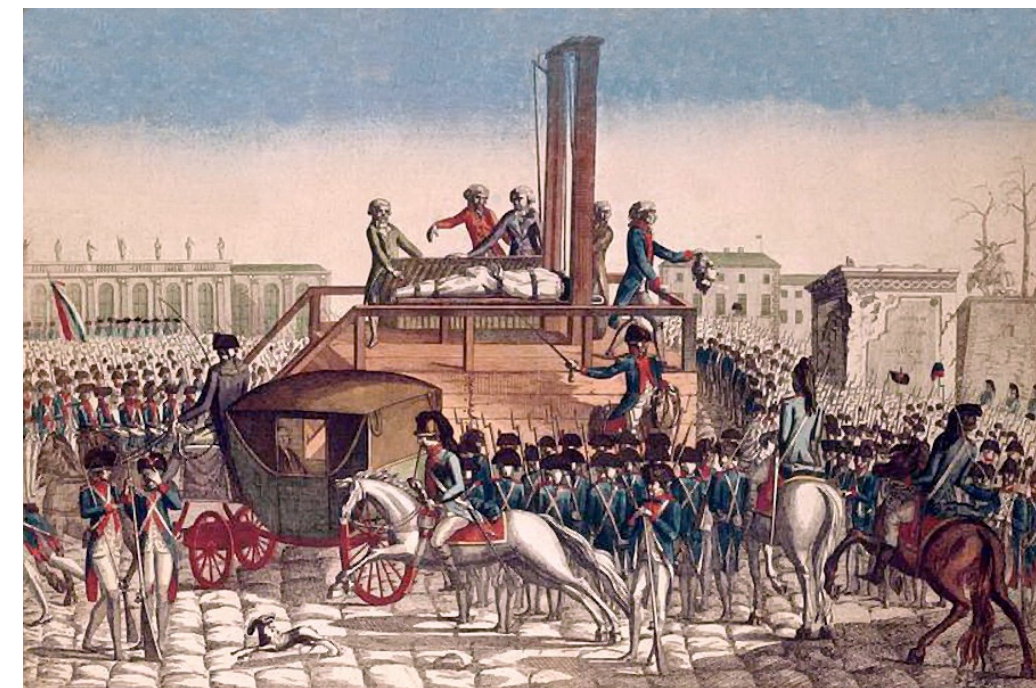
QUESTIONS TO GUIDE INQUIRY

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George Washington	

In 1789, France (like other European nations), still utilized an outdated social class system that had been around since medieval times. The Estates General, the French legislative body, consisted of three parts that represented the three distinct classes. The first estate consisted of the clergy which contained one percent of the French population. The Church owned approximately ten percent of French lands and had to pay roughly two percent into the French government in taxes. The second estate consisted of the nobility which made up two percent of the population. This wealthy class controlled twenty percent of France and paid virtually nothing in taxes. The first two estates enjoyed privileges and lived lavishly even if their incomes did not match. The third estate contained the remaining 97% of the French population with more diversity amongst its ranks. The bourgeoisie, or middle class, contained merchants, bankers, doctors and other professionals whom at times had more wealth than nobles. They wished to



[https://en.wikipedia.org/wiki/](https://en.wikipedia.org/wiki/Timeline_of_the_French_Revolution#/media/File:Ex%C3%A9cution_de_Louis_XVI_Carnavalet.jpg)

[Timeline_of_the_French_Revolution#/media/](https://en.wikipedia.org/wiki/Timeline_of_the_French_Revolution#/media/File:Ex%C3%A9cution_de_Louis_XVI_Carnavalet.jpg)

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obtain entry to the second estate but were banned from doing so as their lower class birth prohibited it. The third estate also contained urban laborers while peasants made up the majority of its population and consistently owned 60-70% of the land and paid heavy taxes.

Interactive 5.7 The Three Estates

First Estate	Second Estate	Third Estate
Heavy Taxes	Clergy	20% of Land
Nobility	Bourgeoisie	Peasants
10% of Land	No Taxes	2% in Taxes

Check Answer

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Match each marker into the chart



<https://upload.wikimedia.org/wikipedia/commons/8/8e/Troisordres.jpg>



Which estate is represented by which person in the cartoon above?

Causes of the French Revolution

As the third estate lacked any privileges enjoyed by the first two estates without the ability to climb the political and social ladders, Enlightenment ideas were spreading across Europe.

Beginning in the late 1600s, philosophers such as Thomas Hobbes and John Locke questioned the relationship with people and the government. Locke proposed that all individuals had natural rights and should change the government if it no longer fit the needs of its people. France became the epicenter of the Enlightenment as the ideas of rights and potential of humans emerged paramount. French philosopher and aristocrat, Baron de Montesquieu argued that a constitutional monarchy such as that of England was the best form of government as power would be shared by Parliament and the monarch, thus being kept in check. Inspired by the Enlightenment, *Liberté, égalité, and fraternité* (liberty, equality and brotherhood) became the slogan of the French Revolution. The people of France, specifically the educated, accepted these ideas and began questioning the power of the French monarchy.

Compiled with ideas of limiting the power of the king, the debt of France amounted throughout the years leading up to the revolution. Opulent spending of Louis XIV on the Palace of Versailles and the mishandling of France's finances, in addition to the provision of financial aid to colonists during the American Revolution the massive debt pressed France to the brink of

bankruptcy. The third estate was taxed greatly while the first two estates enjoyed the privilege of tax exemptions. When crop failures led to food shortages, famine and increased food prices also led to escalation of the revolution as peasants and urban dwellers suffered greatly.

With financial and economic hardships facing France, the monarchy was ill equipped to handle the problems. Louis XVI, the king of France, was often viewed as immature and indifferent. He ignored the problems facing French citizens and focused on his personal interests instead.

His wife, Marie-Antoinette was already unpopular as she was a princess of Austria, a historical enemy of France. As a poor advisor to her husband on political and social matters, she became known as Madame Deficit for her opulent spending on



[https://en.wikipedia.org/wiki/Louis_XVI_of_France#/media/File:Antoine-Fran%C3%A7ois_Callet_-_Louis_XVI,_roi_de_France_et_de_Navarre_\(1754-1793\),_rev%C3%AAtu_du_grand_costume_royal_en_1779_-_Google_Art_Project.jpg](https://en.wikipedia.org/wiki/Louis_XVI_of_France#/media/File:Antoine-Fran%C3%A7ois_Callet_-_Louis_XVI,_roi_de_France_et_de_Navarre_(1754-1793),_rev%C3%AAtu_du_grand_costume_royal_en_1779_-_Google_Art_Project.jpg)

clothes and entertainment. The monarchy became increasingly unpopular as the king and queen ignored the plight of the people and spent lavishly. As the financial problems increased, the monarchy was forced to act and call together the Estates General to solve the nation's financial woes.



https://en.wikipedia.org/wiki/Marie_Antoinette#/media/File:Marie_Antoinette_Adult.jpg

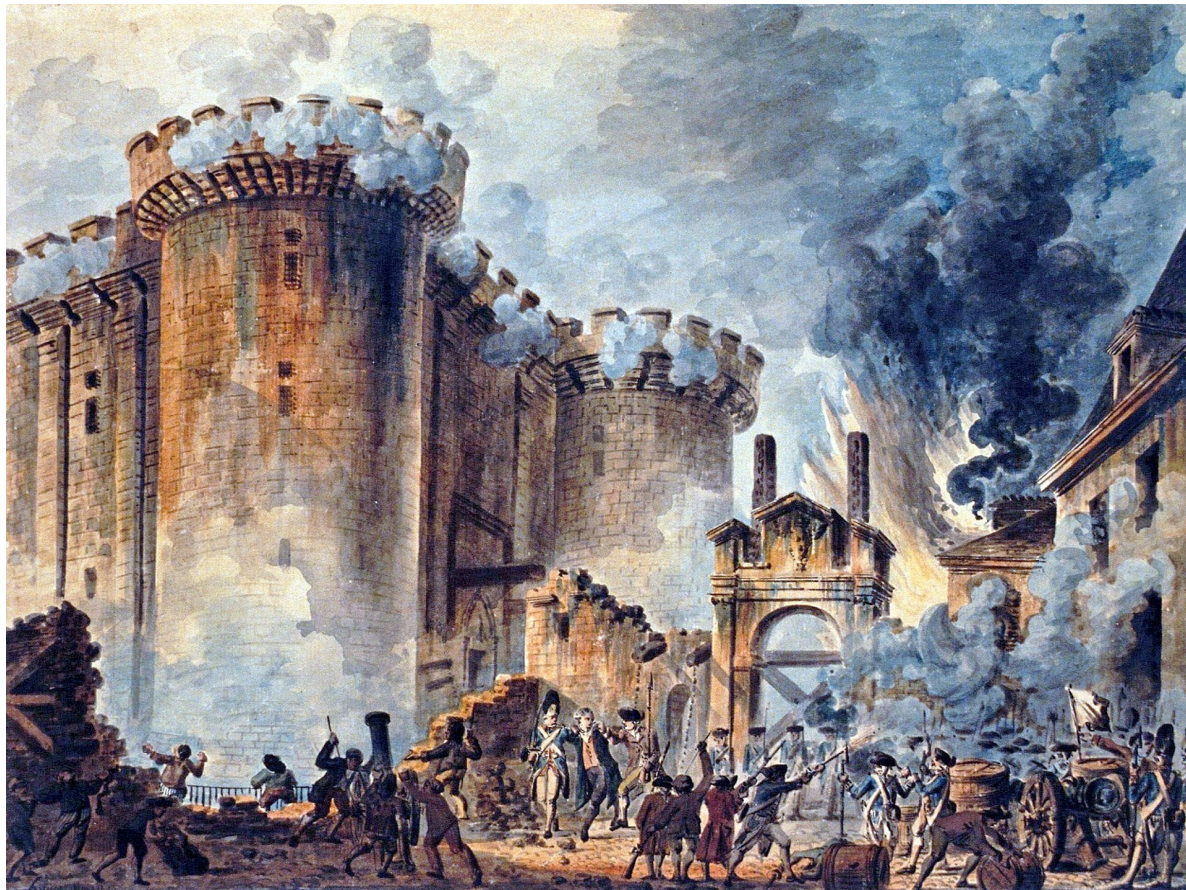
The Revolution Begins

Congregating together for the first time since 1614, the Estates General had to make a decision on taxes and agreed to follow the rules of their last meeting. Each estate accounted for one final vote. Naturally, the first and second estates would not vote to increase taxes on themselves. The third estate, with more members than the other two combined, refused this system. On June 17, 1789 they declared themselves the National Assembly which would govern in the interests of the people. The assembly encouraged members of the other two estates to join them. The king closed the Estates Hall. The National Assembly met at an indoor tennis court three days later on June 20 and swore to the Tennis Court Oath which claimed that they would not disband until a constitution was drawn up and approved. They also declared old tax collection null in void and took action to help the food shortages facing the poor. Louis XVI, in order to regain control, ordered his troops to take back control. The news spread and a public national guard was created to protect the interests of the people. As Paris began to be surrounded by Louis' troops, mobs formed and took action. On July 14, 1789; Parisians stormed the Bastille, a grim medieval fortress that had been used as a prison but also contained cannons and gunpowder. The commander of the prison was killed as were five guards. The handful of prisoners were released but no cannons or gunpowder were recovered. More importantly, the Bastille became a symbol to the people of France as it represented years



What were the short term and long term causes that led to the French Revolution?

of abuse by the monarchy and served as a wake-up call to Louis XVI and ultimately challenged the existence of the regime. Since 1880, Bastille Day has been celebrated as national independence day by the citizens of France.



https://en.wikipedia.org/wiki/Storming_of_the_Bastille#/media/File:Prise_de_la_Bastille.jpg

Outside of Paris, riots and paranoia spread like wildfire.

Peasants, fueled by rumours that outsiders sent by the nobility were going to raid their lands, took up to arms during the great fear. Peasants plundered and destroyed lands of the nobility. In the process, they burned medieval papers and stole grain

supplies. The worst of the great fear was over within August of 1789 with only minor flare-ups after.

While the riots of the great fear quieted, the National Assembly proclaimed that social injustices including neglect and government corruption were the main causes of problems in France. Highly inspired by Enlightenment ideals, they drafted the Declaration of Rights of Man and of the Citizen which proclaimed that all male citizens were equal before the law. This document set forth to provide basic rights and liberties to the people of France. For example, every Frenchman was granted an equal right to hold public office. Additionally, the declaration asserted freedom of religion and called for taxes to be levied according to one's ability to pay.

Many French women were disappointed that the declaration did not extend the same rights to their gender. In 1791, Olympe de Gouges, a journalist, drafted the Declaration of the Rights of Woman and the Female Citizen. In it, she claimed that "woman is born free and her rights are the same as those of man." She further reasoned that all citizens, including women, must be equally eligible to hold public offices, positions, and jobs--the same as men. As the revolution progressed, women met strong resistance for publicly expressing their views and many of them, including Gouges were imprisoned and executed.

To be fair, The Declaration of the Rights of Man met resistance as well as king Louis XVI refused to accept the reforms of the National Assembly. By the time autumn had arrived, anger had again fueled action.

Interactive 5.8 Declaration of the Rights of Man



After reading the Declaration of the Rights of Man above, what rights are protected under this document? How is this document similar to the Bill of Rights?

Women March on Versailles

In October of 1789, Parisian women marched thirteen miles to Versailles, the residency of the monarchy. Infuriated over the lack of bread and their dislike of the monarchy, they demanded that the royal family relocate back to Paris to be with the people and away from the influence of the aristocracy. After a day of high tensions, the family left Versailles for the last time and relocated to Paris. To also help alleviate the downtrodden of the poor, the National Assembly examined methods to stabilize the nation's finances. The lands of the Catholic Church were seized as the assembly proclaimed they belong to France. In hopes to sell the land quickly, they aimed to improve the economy.



Illustration of Women Marching on Versailles. Source:

https://en.wikipedia.org/wiki/Women%27s_March_on_Versailles#/media/File:Women%27s_March_on_Versailles01.jpg

Changes to the Political Landscape

Since the Tennis Court Oath, the National Assembly lingered slowly to craft a constitution. Various opinions and viewpoints were taken into consideration. The Constitution of 1791 was presented to Louis XVI who would become the “King of the French” as his power would now come from the people, not divine right. The document called for a constitutional monarchy which allowed the monarchy to still maintain rights to executive powers including a cabinet. Not satisfied with the constitution, Louis planned his escape from Paris in hopes that émigrés, nobles that left France, and other nations like Prussia and Austria would help his cause. In June of 1791, Louis XVI and his family attempted to escape France. They were recognized in Varennes and brought back to the Tuileries where the royal family remained under house arrest. The arrest was watched with great uneasiness by other monarchies throughout Europe. If the French were able to rid themselves of their king, they were worried over the potential loss of their power. Austria, the ancestral home of Marie Antoinette, was ready to wage war with France to restore the monarchy.

The Constitution of 1791 passed in September with great debate. Monarchy supporters tried to downplay the failed escape attempt of the king while other factions were not supportive of it. The Legislative Assembly, created under the new constitution, saw the competition of political parties. While moderates pushed

to keep the constitutional monarchy, radical parties were growing in strength. Girondins, a radical group, wished to fight Austria and end slavery in France’s colonies. Jacobins, a more radical group, wished to eliminate the monarchy completely. The Jacobins were supported greatly by the sans-culottes (without breeches), a group of poor that pushed for elected officials.

These two groups would fight for power to gain control over the political scene. As Austria, Prussia and émigrés created a plan to restore the power of Louis XVI, France declared war on Austria in 1792. With minor successes at first, the French gained ground on the battlefield with the support of the people who viewed victory necessary to keep the revolutionary ideas alive.

In September 1792 as Prussians entered France and neared Paris, rumors spread that they would use counter-revolutionaries including priests to help win over the city. The September Massacres, beginning on September 2, were five days of chaos as Parisians attacked prisons and murdered prisoners who were believed to be enemies of the revolution. The Jacobins benefited from the chaos and propelled it to increase their political messages. Their leader, Jean-Paul Marat was arrested for attacking Girondins this time. The people of Paris were outraged at the arrest and celebrated when he was acquitted. The Jacobins rose up to power and rid of the Girondins. The National Convention replaced the Legislative Assembly. On December 11, 1792, King Louis XVI went on trial for treason. The Girondins were against the execution but with the Jacobins in control, Louis

XVI had little hope. Louis XVI was found guilty. On January 21, 1793 Louis XVI was guillotined at the Place de la Concorde.

Right before his execution, he claimed his innocence of all crimes. In October of 1793, Marie Antoinette was also executed. France was now without a king and the Jacobins were entirely in charge.

Interactive 5.9 September Massacre



After reading above, how does the author view the violence? In the end note, how do Parisians overall react to the September Massacres?

Jacobin Changes and the Rise of Robespierre

As the Jacobins embraced the ideas of the Enlightenment, they focused on reason and virtue above all else. They worked to change the culture of France to adapt to their ideals. During this era, they removed any influence of the Catholic Church. The iconic Notre Dame was turned into a temple of reason. Their attempt to dechristianize France did not go well with peasants who embraced Christianity. The attempt was short lived as France would return to accepting the Church after their rule came to a close. Secondly, they introduced a republican calendar that began on the Autumn equinox. This calendar focused on natural names for months ridding of the gregorian calendar names. It was contradictory as random leap days were introduced.

As the Jacobins worked to change the culture, they faced many internal issues, including rebellions, ongoing economic woes, and constant outside threats of émigrés and European nations wishing to end the republic. In April 1793, the Committee of Public Safety assumed power and took charge to put down internal and external threats. Internal threats, exemplified in the Vendée Region, where rebellions occurred in high numbers. One fourth of the people of this region died throughout the period as the Committee of Public Safety attempted to maintain control there. Although consisting of twelve members, the committee would be dominated by Maximilien Robespierre, a Jacobin

lawyer. For roughly over a year, Robespierre would rule the French political arena in one of its darkest moments in history.

Reign of Terror

Under Robespierre, the Committee of Public Safety unleashed the Reign of Terror to keep republican ideas going. They viewed it as necessary to have a dictator-like state in order to restore peace. In September, the National Convention passed the Laws of Suspects that imprisoned and tried people who were dismissed by the state, émigrés, former nobility and their families and anyone who talked badly about the state. Prisons began to overflow with accused suspects that the system could not keep up as nearly one of fifty people were arrested. The Law of 22 Prairial expanded the powers of tribunals who could make quicker decisions to counteract the excess amount of prisoners. Beginning in September 1793, approximately 17,000 Frenchmen would fall to the guillotine, a swift execution device to cut off heads to reduce suffering, which symbolizes this era. Guillotines were placed in major public areas and became major attractions. Executioners became famous throughout France.

Counterrevolutionaries, émigrés, aristocrats, and Jacobin political opponents fell prey to the guillotine. Two of most notable were Georges Danton and Marie Antoinette. Georges Danton, as a radical from an opposing political club who encouraged the revolution, was executed as he disagreed with the violence. He commented prior to his death, “Don’t forget to

show my head to the people. It is really worth seeing.” By July 1794, the National Convention turned on Robespierre as the internal deaths increased as the outside threat became less significant. As well, Robespierre noted that other members from the Committee of Public Safety were turning against the revolution. On July 27, Robespierre and 21 of his followers were accused of treason by the National Convention. Robespierre attempted to commit suicide that night by a gunshot to his head but only damaged his jaw. The next day, he was taken to the guillotine with his supporters. The Reign of Terror had ended.

Interactive 5.10 Would You Survive the Reign of Terror?



Section 3

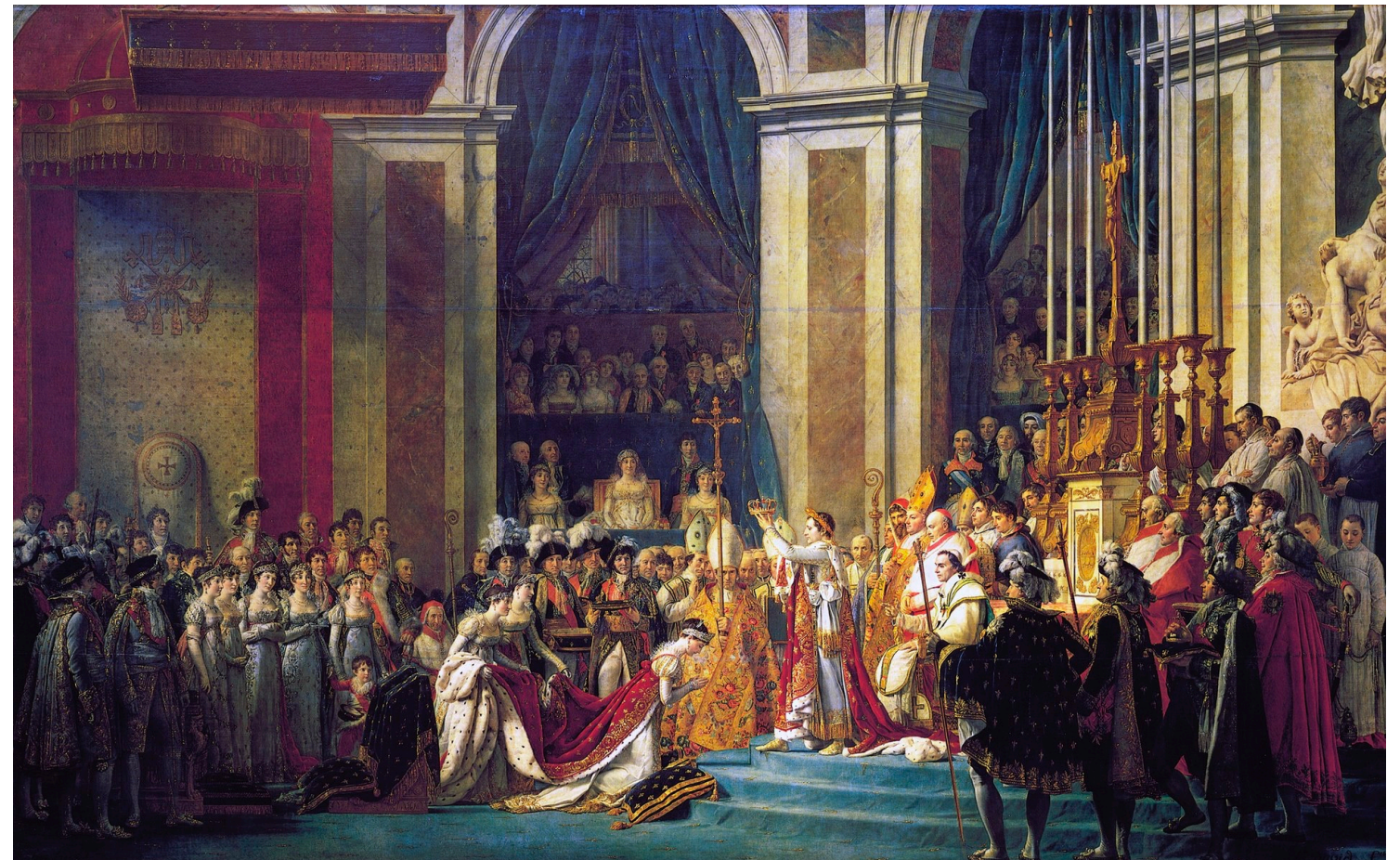
How did Napoleon's Leadership Contribute to Ideals of Revolution?

QUESTIONS TO GUIDE INQUIRY

1. What were the causes, conflicts, and consequences of the American Revolution?
2. How did the old social order demonstrate social inequities and how did those inequities contribute to the French Revolution?
3. In what ways did Napoleon's leadership contribute to Enlightened ideals of revolution?
4. Did the benefits of Napoleon's political, social, and economic policies outweigh the costs of the French Revolution?
5. Were the revolutions that occurred in South America more similar to or different than the American and French Revolutions?

TERMS, PLACES, PEOPLE

Napoleon Bonaparte	Abdicate
Coup d'état	Congress of Vienna
Consulate	
Lycées	
Napoleonic Code	
Continental System	
Guerrilla warfare	
Scorched Earth Policy	



https://en.wikipedia.org/wiki/Coronation_of_Napoleon_1#/media/File:Jacques-Louis_David,_The_Coronation_of_Napoleon_edit.jpg

Napoleon Bonaparte was born on August 15, 1769 on the island of Corsica. Napoleon's family was of minor nobility with no tradition of military participation. At a young age, he showed passion and demonstration for mathematics and history.

Napoleon first attended the French military school at Brienne at the age of nine and finished his military education at the military academy in Paris. At the age of

sixteen in 1785, Napoleon graduated and joined the French artillery in the position of second lieutenant.

Napoleon's Rise to Power

During the French Revolution, Napoleon had sided with the Jacobins. As a lot of the officers fled France with their nobility status, the door was open for other soldiers to rise in the ranks.

In the siege of Toulon in 1793, a French city rebelling against the Jacobin-controlled revolution, Napoleon was selected to replace the injured commander. With his military knowledge, Napoleon was able to defeat the rebellion and was promoted to brigadier general. In 1795, Napoleon was in Paris when counterrevolutionary activity who supported the royalty broke out.

Napoleon ordered a “whiff of grapeshot,” a mass of small metal balls that break apart upon being fired, into the crowds.

Hundreds were injured and the rebellion ended. Napoleon was considered the hero of the hour and savior of the National Convention and the Directory. He was rewarded with becoming the commander of the French army in Italy and with a military advisement role with the Directory.

Napoleon married Josephine de Beauharnais, a widow whose husband was guillotined in the Reign of Terror and the mother of two, on March 9, 1796. Two days later, he took off to Italy to take command of the army. The army was disgruntled when he arrived but Napoleon turned them around. Napoleon saw victories against Austria at the battles of Lodi, Arcola and Rivoli.

As Napoleon’s army was in position to threaten the border of Austria, they sought peace. France gained lands in Italy and the Austrian Netherlands as a result. Napoleon became a national hero.



https://en.wikipedia.org/wiki/Italian_campaigns_of_the_French_Revolutionary_Wars#/media/File:La_Bataille_du_Pont_d%27Arcole.jpg

With his successes in Italy, the Directory wished Napoleon to attack France’s longtime enemy, Great Britain. Napoleon knew that France was not ready to attack Great Britain directly across the English Channel as the British were the superior naval power. Instead, Napoleon opted to attack their trade routes to Asia

through Egypt. On July 1, 1798, the invasion of Egypt began.

Napoleon had quick successes against Egypt's military rulers at the Battle of the Pyramids in the same month. Napoleon introduced ideas of the French Revolution to the Egyptians and his army discovered the Rosetta Stone, which allowed the language of ancient Egyptian to be translated. The British used their superior navy under the command of Admiral Horatio Nelson to defeat the French at the Battle of the Nile on August 1-3, 1798.

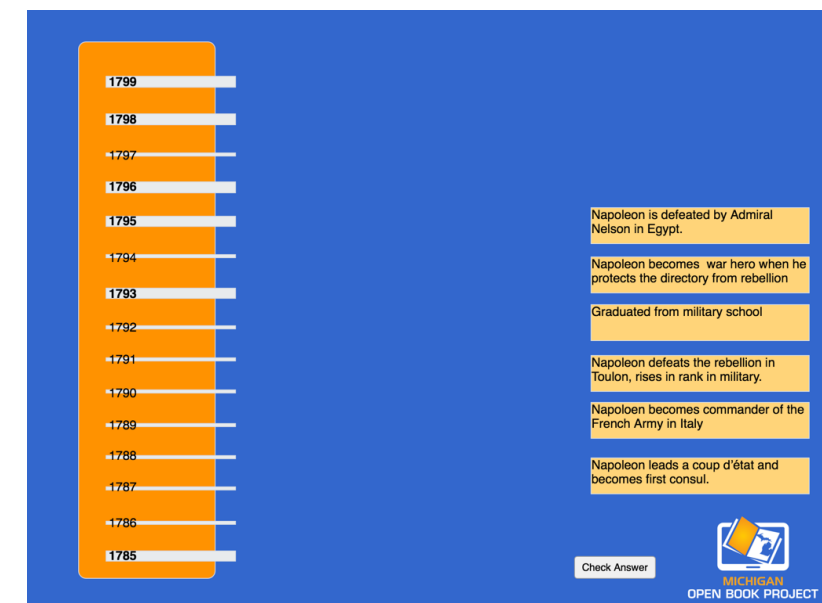
The British fleet now was able to cut off supplies to Napoleon and his troops. Meanwhile, the British encouraged the Ottoman Empire to declare war on France. Napoleon led his army to Jaffa to prevent the Ottomans from entering Egypt. Short on supplies and unable to support the prisoners he took, Napoleon ordered the prisoners to be executed. At the same time, many of his men fell ill to the plague. The French moved onto the fortress of Acre when word arrived that France was in trouble under control of the Directory. Napoleon opted to return to France.

Napoleon Takes Power

Upon his return to France, two of the five directors had a conspiracy to overthrow the Directory and create a more stable government. They needed the military behind them and selected Napoleon. On November 9, 1799, they staged a coup d'état, or blow to the state, and rid of the Directory. A new constitution was written and set up the three member Consulate to replace the

Directory. Napoleon became first consul which had greater power than the other two and essentially controlled France.

Interactive 5.11 Napoleon Timeline



How did Napoleon build up his reputation as a national hero? In what ways did Napoleon demonstrate he was not a hero?

Napoleon Restores Order

To ensure that his new government gained support of the French people, Napoleon needed to stabilize life in France. Firstly, he set out to end the aggressive wars of the Directory. When the French defeated the Austrians at the Battle of Holhenlinden in December 1800, the Austrians were open to peace which left only the British. In 1802, the Treaty of Amiens brought a short lived peace between France and Great Britain.

Apart from ending wars, Napoleon used the power of first consul to stabilize life in France. Napoleon offered amnesty to citizens who left France during the earlier parts of the French Revolution.

As well, he reached an agreement with the pope to allow Roman Catholicism to become once again the religion of France.

However, the Church had no political rights upon returning.

Napoleon won support of those who wished for the return of Catholicism and upheld the ideas of the Republic by separating church and state.

Napoleon also worked to improve France by emphasizing education. In 1801, Napoleon established lycées, secondary French schools to produce citizens with political and military education. To further the importance of lycées, Napoleon added the Legion of Honor to include high citizens of merit. By rewarding citizens who earned their positions in society, Napoleon kept the ideals of the French Revolution by giving positions to those who demonstrated capacity to perform rather

than privilege. However, education was typically emphasize for males as female education focused on skills like maintaining religion to attract husbands.

Along with increasing the political stability of France, Napoleon worked to improve the French economy. Their economy suffered greatly with the chaos of the Reign of Terror and costly wars of the Directory. Napoleon created the Bank of France in 1800. The bank was funded partially by the state but also by private capitalists. It also issued currency to the citizens of Paris. The Bank of France created monetary policies and enabled the government to support the French economy. Napoleon also introduced a tax system that was equitable to all citizens, improved infrastructure to increase trade, and imposed tariffs to protect French businesses. His work laid foundations to increase the French economy.

Napoleon's political and economic ideals were brought under the Napoleonic Code in 1804 which established French civil law. Prior to the code, French laws mimicked feudal laws and were not equal to everyone. Napoleon's system created a uniform set of laws that called for separation of church and state, basic rights such as religious freedom, rights over choice of profession, and outlawed the privileges of nobility. French women did experience political gains such as the right to own property but men still retained power over households. The ideas of the Napoleonic

Code spread throughout Europe as Napoleon worked to build an empire.

Interactive 5.12 The Code Napoleon



After reading the excerpts above, in what way is this code continuing the ideas of the French Revolution? How are women treated?

Napoleon's Empire

While Napoleon worked to internally improve France, he was elected first consul for life in 1802. While domestically France was stabilizing, it had external problems. St. Domingue, a Caribbean French colony who provided products such as sugar cane to France, was fighting for its independence based on the ideas of the French Revolution. Napoleon sent troops to squash the rebellion in 1801. The French were successful in the beginning but ended up losing as French troops died due to tropical illnesses and warfare against the determined Haitians. Along with the defeat, Great Britain declared war on France in



Napoleon I on his Imperial Throne by Jean Auguste Dominique Ingres, https://en.wikipedia.org/wiki/First_French_Empire#/media/File:Ingres,_Napoleon_on_his_Imperial_throne.jpg

1803 as Napoleon had gained greater economic power in Europe. Austria and Russia sided with the British. To help raise funds for war and to cut losses in the Americas, Napoleon sold Louisiana to the United States for \$15 million in 1803. Despite the looming war, Napoleon's influence as first consul continued to grow. In May 1804, the French senate elected him emperor. On December 2, 1804 at Notre Dame in Paris, Pope Pius VII handed Napoleon the crown when Napoleon crowned himself Emperor of France. His crown mimicked that of the Charlemagne era following in tradition of the French monarchy. Napoleon also crowned his wife Josephine.

Napoleon wasted little time in fighting the coalition of enemies who wished to stop the French Empire from expanding. On October 19, 1805, Napoleon defeated the Austrians in a swift victory at the Battle of Ulm. Napoleon used maneuvers to surround the Austrians which prevented a large scale battle. On December 2nd, Napoleon faced the Austrians and Russians at the Battle of Austerlitz. On his one year anniversary of being emperor, morale was high as Napoleon won a decisive victory against the two opposing nations. Austria sought an armistice and Russia retreated back into Eastern Europe. In 1810, Napoleon annulled his marriage with Josephine as she could not provide him with a male heir. He married Marie-Louise, a member of the Austrian royal family to help solidify his empire. Marie-Louise provided Napoleon with an heir in 1811, who Napoleon immediately named "King of Rome."

While Napoleon was demonstrating his military superiority on land, Great Britain continued to demonstrate its naval superiority. As Napoleon's army won the Battle of Ulm on October 19, Napoleon's navy, along with Spanish ships faced defeat against the British on October 21, 1805. Napoleon fought Vice Admiral Horatio Nelson again but this time off the coast of Spain. The British victory at the Battle of Trafalgar demonstrated that Napoleon could not contest the British power at sea. Napoleon decided to focus on using his army to control mainland Europe.



Battle of Trafalgar by William Lionel Wyllie. Source: https://en.wikipedia.org/wiki/Battle_of_Trafalgar#/media/File:Battle_of_Trafalgar_By_William_Lionel_Wyllie,_Juno_Tower,_CFB_Halifax_Nova_Scotia.jpg

In 1806, Napoleon continued to influence mainland Europe. On March 30th, he appointed his brother, Joseph Bonaparte, the King of Naples and also granted various positions and titles to other family members. On July 12th, Napoleon created the Confederation of the Rhine and named himself as its protector. The Confederation hoped to gain growth and power while aligned with Napoleon but upset Prussia and Austria who were

culturally tied to them. In November 1806, Napoleon created the continental system to make Europe self sufficient and inflict an economic blow to the British by blockading their goods from entering mainland Europe. Napoleon and Russia reached an agreement in 1807 for Russia to join the blockade because all of Europe was needed to make the plan successful. Napoleon's system had short term success as British exports dropped by over 20% and prices of foods such as corn increased. However, the French and other Europeans needed and wanted goods from the British empire such as cotton and coffee. Smuggling increased and

European leaders, including some members of Napoleon's family, did not heavily enforce the continental system. Britain played on the economic decline by gaining allies who wished be rid of Napoleon's empire.



First French Empire in 1812. Dark blue are areas directly controlled by France. Light Blue are sister states that are greatly influenced by France.



What political practices of Napoleon reflected those of a monarchy? What were the pros and cons of France's Military? How successful was the continental system?

Napoleon's Mistakes and First Downfall

While Napoleon dominated most of Europe by 1808, his next target was the coastal state of Portugal. In the fall of 1807, Napoleon had sent 100,000 troops into the Iberian Peninsula with the support of Spain who was aligned with France at the time.

Napoleon turned on Spain and disposed of the Spanish monarch and made his brother, Joseph, the king of Spain. As a result, uprisings occurred throughout Spain leading to the Peninsular War. From 1808 to 1814, the Spanish and their newly found British allies fought the French as Napoleon tried to put down the uprisings. As well, guerilla warfare, or hit-and-run raids, increased Spanish nationalism as Spanish citizens fought to rid themselves from their French rulers. The French battled the Spanish and British for six years and the war finally came to a close when Napoleon abdicated his throne.

As Napoleon struggled to contain the Spanish, tensions were rising with Russia. Czar Alexander I had ended Russia's participation with the continental system and imposed heavy taxes on French luxury goods by 1810. Napoleon, angry with

Russia, decided to take action. Russia formed an alliance with Great Britain, Spain, and Sweden while Napoleon prepared his army. On June 24, 1812 Napoleon's grand army of 650,000 men invaded Russia who had approximately 200,000 soldiers. Russia applied its scorched earth policy to defeat the French. On June 27th, Napoleon had captured the Russian city Vilna while the Russians barely provided resistance. The Russians continued to retreat and burn cities to the ground while peasants burned their crops to prevent goods from falling into French hands. With supplies dwindling, diseases such as dysentery and typhus began to take its toll on the French army. As the cold winter approached, Napoleon had realized that he would not be able to feed and supply his army through the long winter. In October, he Napoleon turned his army homeward. French and Russian forces finally clashed on September 7, 1812, in the Battle of Borodino.

There were approximately 70,000 casualties on both sides. The Russians retreated and left the path to Moscow wide open. On September 14th, the French entered the city and saw it in flames.

Realizing that Czar Alexander I would not bargain with him and that his army could not survive the Russian winter on little supplies, Napoleon and his army left Moscow on October 19th.

With only 100,000 left of the 650,000, Napoleon's army faced attacks from the Russians on their retreat. Napoleon left his army on December 5th to return to Paris on rumors of a coup to overthrow his power. As news spread of the dwindling army, Prussia and Austria re-joined the coalition to overthrow Napoleon.

Napoleon worked to rebuild his army and face the international coalition to stop him. On October 13, 1813, the French army faced its enemies on the four day Battle of Leipzig. The French army consisted of 198,000 against the international army of 370,000. Napoleon's plan was to eliminate each major state's army individually and he began with the Prussians. After changing the focus of his battle numerous times, the French were outweighed by the size and strength of its enemies. Napoleon's army retreated leaving the coalition with a clear victory. The French army was chased to Paris. In 1814, the French were weary from two major defeats and wanted peace. As the allies surrounded Paris, Napoleon abdicated or gave up, his throne due to his increasingly unpopularity with the French. Napoleon aimed to have his son from his second marriage to Marie-Louise claim the throne but the allies would not have it. Louis XVIII, brother of Louis XVI, was officially recognized as the king of France. Napoleon was banished to the Mediterranean island of Elba under the Treaty of Fontainebleau which ended the wars with France.



What did Napoleon do to gain the support of the French people? How did Napoleon lose support of the French people? How did Napoleon lose the French empire? How did nationalism commence during the French Empire?

Return and Final Downfall

After Napoleon's exile, the Bourbon monarchy returned to power in France in 1814. Well intentioned Louis XVIII proved incompetent in handling the hardships facing France. The émigrés returned to France and reclaimed their privileges and power that they held under the old French order. As their lands purchased from lower classes, distrust grew of the potential action of the nobility regaining their lands. As well, the French economy suffered as a bad harvest led to increased food prices. Former soldiers had not adjusted to civilian life. The woes of the middle and lower classes increased as Louis XVIII feebly attempted to make their lives better.

The unhappiness of French citizens made it easy for Napoleon to make a return. On March 1, 1815, Napoleon set foot on French soil in the south of France. Alarmed when news reached Paris, the monarchy called for his arrest. Napoleon, being the opportunist, gave speeches on his path to Paris and won back the support of French citizens and former soldiers who were discontented with the monarchy. As the revolutionary mood gripped Paris and Napoleon continued his march to the French capital, Louis XVIII voluntarily exiled himself. Napoleon returned to the Tuileries Palace on March 19 and began his 100 days in power.

The coalition against Napoleon reformed and created a plan of attack to rid the French emperor of his power. The allies had

between 800,000 and 1,200,000 troops ready to attack France from all angles to squash Napoleon's chances of expanding and remaking a French empire. The plan to have the multinational armies in place fell through as only the Anglo-Dutch army was in position in May 1815. Napoleon, understanding of the French's unwanting of conscription, worked to rebuild his army. Napoleon called the French to arms and gained approximately 300,000 soldiers from new volunteers to veterans returning. Instead of taking a defensive stance against the coalition, Napoleon decided that it was best to fight the Anglo-Dutch coalition under the Duke of Wellington to deal a moral blow to the English.

In June 1815, Napoleon led his army into Belgium. While victorious against the Prussians on June 14th, Napoleon did not destroy their army. On June 16th, Napoleon's army faced off against the English and Dutch forces at the Battle of Waterloo. Napoleon had shown early potential for a victory against the English at the debut of the battle. However, when the Prussian army arrived, Napoleon's army under poor leadership and lower numbers, proved inept to the coalition. Waterloo became Napoleon's final defeat. He returned to Paris and abdicated his throne once again. The British, ensuring that he did not return, exiled Napoleon to St. Helena. Lord Liverpool, the British prime minister, described it as "the ideal place to lock away such a character. In such a place, so far away, no scheming of any kind will be possible and, far from Europe, he will be quickly forgotten." Napoleon lived out the end of his days under the

constant supervision of a British soldier on this island. He died on May 5th, 1821.



Longwood House where Napoleon spent his final days. Photographed in 1970. Source: https://en.wikipedia.org/wiki/Saint_Helena#/media/File:16_Napoleons_exile_St_Helena_June1970.jpg

Napoleon's Legacy

Although Napoleon died in 1821, his legend lived on not only in France but around the world as his legacy has been long debated as to whether he lived up to his own title of “the revolution on horseback” or to that of a traitor. What was not debated, was his impact on France and on Europe from both political and social perspectives. France under The Napoleonic Code was that of a centralized government with a constitution and included elections with expanded, although limited suffrage. More French citizens had property rights and gained access to education. Perhaps most importantly, what prevailed most dominantly was the spread

of ideas of revolution--a concept that would not end with Napoleon.



Does Napoleon deserve to be called great? Provide 3 specific pieces of evidence to support your position.

Congress of Vienna

After Napoleon's downfall, the major states of Europe came together to make decisions that impacted Europe's political map. Led by Austrian Klemens von Metternich, a staunch conservative who aimed to keep a traditional Europe, representatives from European nations came to Vienna on October 1, 1814. They briefly paused their discussions upon the return of Napoleon. The Congress of Vienna continued afterwards and had four major goals:

1. Restoring the balance
2. Containment of France
3. Restoration of legitimate powers

4. Reward or punish those in the fought in the Napoleonic Wars

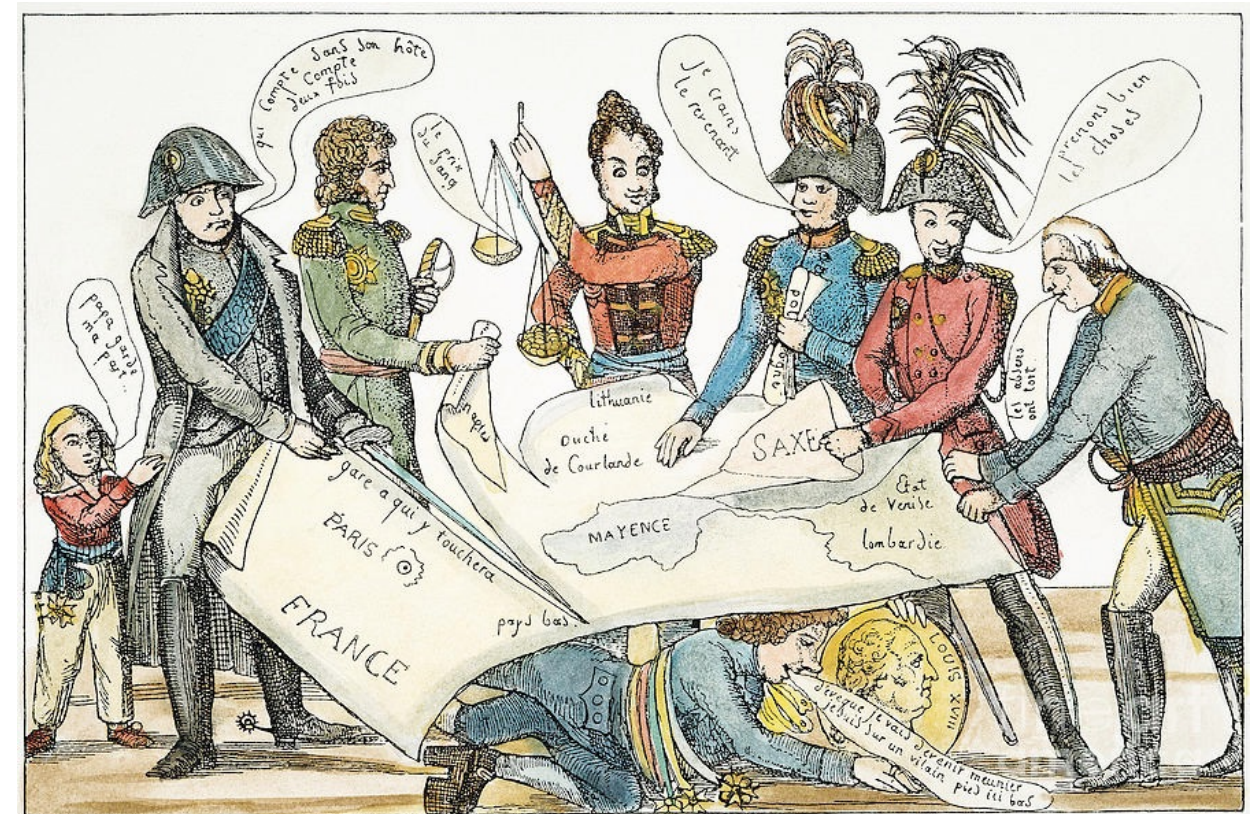
The restoration of balance in Europe was mostly decided by mostly redrawing the political boundaries to pre-Napoleonic times. This enabled most states to maintain the lands they controlled. This plan worked well until discussion arose on how to contain France. Belgium was given to the Spanish Netherlands to create a stronger power north of France. A new German Confederation, headed by Austria and Prussia, was created to have a power balance to the east of France. Genoa and other Italian states were given to Piedmont to help create a stronger political influence on the Italian-French border. France now had stronger political states surrounding it to check its power.

The French minister to the Congress of Vienna, Talleyrand, advocated for the Bourbon monarchy. Louis XVIII returned to France and became king once again. The Bourbons also claimed their right to the Spanish throne. Austrian princes and princesses regained their thrones in parts of Italy to maintain Austrian influence. The return of monarchies, especially to France, helped ensure the power of the old orders.

Lastly, the great powers wished to reward those who opposed Napoleon. Austria lost Belgium to the Netherlands but its influence grew in Italy. Russia was allowed to retain most of

Poland and keep Finland in its possession. Sweden was allowed to take Denmark as the Danish had aligned with Napoleon for a great amount of time. Prussia grew in size as it took parts of Saxony and other Germanic states to help build a stronger Prussian state.

As a result of the Congress of Vienna, political stability followed for nearly forty years as none of the major European powers went to war. However, political stability came at a price. The reinstated conservative governments ignored the growing influence of liberal ideas as seen in the French Revolution. Also, nationalism increased as those states who were placed under control of the strong European powers wished to break away and



become independent. As political ideologies and economic changes evolved throughout the next century, the actions of the Congress of Vienna continued to be challenged.



Boundaries established by the Congress of Vienna in 1815. Source: https://en.wikipedia.org/wiki/Congress_of_Vienna



What changes were made by the Congress of Vienna? What inferences can be made by the new boundaries in regards to nationalism?

How Did the Revolutions in South America Compare?

QUESTIONS TO GUIDE INQUIRY

1. What were the causes, conflicts, and consequences of the American Revolution?
2. How did the old social order demonstrate social inequities and how did those inequities contribute to the French Revolution?
3. In what ways did Napoleon's leadership contribute to Enlightened ideals of revolution?
4. Did the benefits of Napoleon's political, social, and economic policies outweigh the costs of the French Revolution?
5. Were the revolutions that occurred in South America more similar to or different than the American and French Revolutions?

TERMS, PLACES, PEOPLE

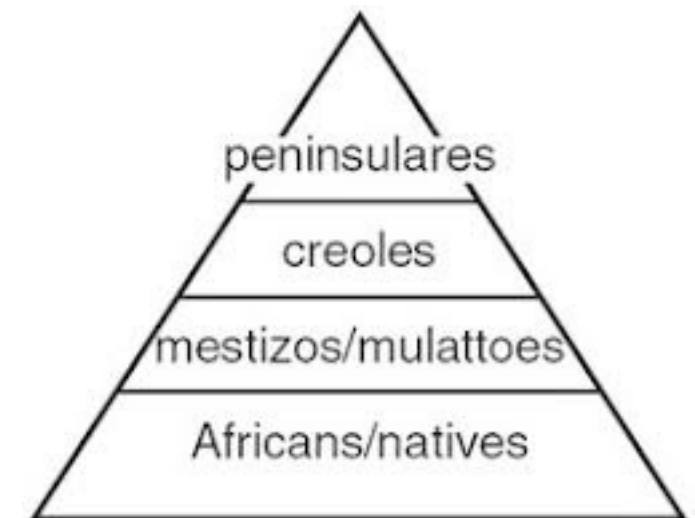
Peninsulares	King Jao
Creoles	Dom Pedro
Mestizos	
Natives	
Toussaint L'Ouverture	
Miguel Hidalgo	
Simone Bolivar	
Jose de San Martin	

Introduction

With the principles of the Enlightenment impacting the American colonists and French revolutionaries, these values continued to spread--this time impacting peoples of Central and South America. Inspired that citizens could change the political, economic and social dynamics of their lives, Haitians, South Americans, and Mexicans began to question their colonial roots. They desired a change from the 300 year-old Spanish rule established during the European exploration. The time for rebellion and revolt was right.

The social class system in the Spanish colonies had developed during the 16th century age of discovery and conquest.

Colonial peoples were broken down into six main groups. The closer a person was to Spanish ancestry, the higher their ranking in the caste system. At the top were the peninsulares. These were people born in Spain on the Iberian peninsula -- hence, the term peninsulares. Some were from noble, landowning families, but many were not. These people could hold government or military office, work in the church, and carry weapons. Many were exempted from paying taxes. The next caste



consisted of the creoles. These people were born in the new world and were descendents of native Spanish parents. Although considered “legal” Spaniards (because their parents were), creoles could not hold colonial posts or church offices. They could serve in the army, though, and controlled much of the land and businesses. Together, the peninsulares and the creoles controlled the political, economic, and social power of the Spanish colony. Below these two social groups were the mestizos, mulattos, natives, and slaves. Mestizos were mixed race children born of Spanish and Native heritage. The word “mestizos” generally comes from the Spanish language and means “mixed.” Many mestizos worked as the servants to peninsulares and creoles. Next in the class structure were mulattos -- people with mixed races, too. However, these people had parents of European and African descent. Native Americans, those born from the ancestors who had lived on the territory prior to the European conquests, and slaves, those usually brought to the territory from places in Africa, comprised the bottom of the structure.

Haiti

However, before Spanish colonists could attempt their revolution, Haiti was the first to express rebellion against their overlord--the French. Seen as a prized possession of the French in the 1700's, Haiti was located on the Caribbean island of Hispaniola better known as St. Domingue during this time. The colony brought the

French riches from the huge plantations of cotton, sugarcane, and coffee beans. Many of the French plantation owners enslaved Africans to work their fields. By the mid-1700s, over 500,000 of the 570,000 inhabitants on the island had been or currently were enslaved. A rich, powerful and privileged French minority governed a poor and abused native majority.

With the Enlightenment and the French Revolution acting as the backdrop, some in the minority population began to question the imposition of slavery.

Performance Task / Haitian enslavement

As you read the excerpt, be able to answer: How did African culture impact slaves' resistance?

In the Caribbean and in many slave societies in the Americas, one of the most important aspects of resistance to slavery was the retention of African culture or the melding of African, American and European cultural forms to create new ones such as the Kweyol languages (Antillean Creole).

The importance of African culture – names, craftsmanship, languages, scientific knowledge, beliefs, philosophy, music and dance, was that it provided the psychological support to help captives resist the process of enslavement. The act of enslavement involved attempts to break the will and ignore the humanity of slaves in what was known as 'seasoning'. Obvious examples would be the use of Vodun (Voodoo) religious beliefs in

the Haitian Revolution and the employment of Obeah to strengthen the Jamaican Maroons in the struggles against the British. Rebel leaders such as Nanny in Jamaica and Boukman and Mackandal in St Domingue (Haiti) were also religious or spiritual leaders. Religious beliefs should perhaps be seen as also providing enslaved Africans a way of understanding the world and giving them simultaneously a whole belief system, a coping mechanism, and a means of resistance.

From: http://www.understandingslavery.com/index.php?option=com_content&view=article&id=310&Itemid=222.html

In 1791, a self-educated former slave, Toussaint L'Ouverture, led an uprising against colonial French rule. These revolts resulted in plantation fields and homes set ablaze. For the next 10 years, Toussaint led the rebels, hoping to free the enslaved Haitian people. Yet, St. Domingue did not become an independent nation.

When Napoleon Bonaparte came to power in France, he sent an army to the island to re-establish firm colonial control. Once again, Toussaint L'Ouverture led an army against the French. This time, total independence was his goal. By May of 1802, with disease and starvation depleting the French forces and aiding the native fighters, the French agreed to a truce and L'Ouverture stopped the rebellions. Despite a ceasefire between the two groups, the French eventually captured L'ouverture. He was jailed

in France where he later died. He never lived to see St. Domingue as an independent nation.

L'ouverture's assistant, Lieutenant Jean-Jacques Dessalines, continued the revolution after slavery had been reintroduced to the island. With the support of the British, Napoleon's forces were defeated and the island officially gained independence on January 1, 1804. The nation was later named Haiti meaning in native language of Arawak, "mountainous land" by those on the island.

Primary Source: Abbe Raynal

Philosophical and Political History of the Settlements and Trade of the Europeans in the East and West Indies (1770)

As you read the primary source, be ready to answer: For whom does the author call upon? What will this individual do?

Where is this great man, whom nature owes to her afflicted, oppressed, and tormented children? Where is he? He will undoubtedly appear, he will shew himself, he will lift up the sacred standard of liberty. This venerable signal will collect around him the companions of his misfortunes. They will rush on with more impetuosity than torrents; they will leave behind them, in all parts, indelible traces of their just resentment. Spaniards, Portugeze [sic], English, French, Dutch, all their tyrants will become the victims of fire and sword. The plains of America will suck up with transport the blood which they have so long expected, and the

bones of so many wretches, heaped upon one another, during the course of so many centuries, will bound for joy. The Old World will join it's [sic] plaudits to those of the New. In all parts the name of the hero, who shall have restored the rights of the human species will be blest; in all parts trophies will be erected to his glory. Then will the black code [each country had its own code of laws regarding slaves or blacks] be no more; and the white code will be a dreadful one, if the conqueror only regards the right of reprisals.

Interactive 5.13 The Haitian Revolution



As you watch, what were the causes of the Haitian Revolution? What actions by T'ouverture and Dessalines were "revolutionary"?

South America

With the Napoleonic Wars engulfing Spain in the early 1800's, the creoles of Latin America saw an opportunity for independence.

Napoleon had captured Spain by 1808. But, the Spanish controlled colonists of Latin America refused to follow his directives and had no allegiance to the French emperor. Additionally, the educated Creoles knew of the Enlightened ideals and wanted to establish them in the colonies. Rebellions against Napoleon and the new French government broke out.

In 1810 Simon Bolivar, an educated Creole who knew of the advances made during the American revolution and witnessed the valuable changes brought about by the French revolution, led a revolt. Fighting began in Bolivar's birth colony of Venezuela where frustrations and disgruntlement had been brewing for years. After Napoleon's capture of Spain, Bolivar led a rebellion. On July 5, 1811, the colonial rebels declared their independence. In spite of the declaration, conflicts between the sides continued. Eventually Bolivar won a decisive battle against the Spanish at Carabobo. Named "The Liberator," Bolivar won final victory from Spain in 1821.

Performance Task / Primary Source: Simon Bolivar

How do the words of Simon Bolivar reflect Enlightenment ideals?

Example One:

Nations will march towards the apex of their greatness at the same pace as their education. Nations will soar if their education soars; they will regress if it regresses. Nations will fall and sink in darkness if education is corrupted or completely abandoned

Example Two:

The continuation of authority has frequently proved the undoing of democratic governments. Repeated elections are essential to the system of popular governments, because there is nothing so dangerous as to suffer power to be vested for a long time in one citizen. The people become accustomed to obeying him, and he becomes accustomed to commanding, hence the origin of usurpation and tyranny.

As Bolivar was battling for independence in Venezuela and other Spanish colonies, Jose de San Martin was struggling for the same result in present-day Argentina, Chile, and Peru. Since the advance of Pizarro and the conquest of the Incas, present-day South America had been under the control of the Spanish. European educated and militarily trained, San Martin joined the independence movement and by 1816 gains freedom for Argentina. But Spain still had control over vast territories of Chile and Peru. In 1817 this military hero leads a band of soldiers over the Andes mountains to attack the Spanish stronghold in Chile. With the support of Bernard O'Higgins, independence is achieved by 1819. During the next year San Martin joined in the freedom fight for Peruvian independence.

These two main freedom fighters, Bolivar and San Martin, met in 1822 to join the military forces and discuss the remaining liberation of Peru and South America. But differences arose and San Martin agreed to have Bolivar take general command. Lima fell in 1824 and Spanish control in South America had finally ended.

Mexico

As the Latin American revolutions occur in South America, Spain’s Mexican colony began its fight for freedom too. In 1810, a creole priest named Father Miguel Hidalgo lead the rebellion against colonial control. Like other revolutionaries, Hidalgo believed in aiding the poor mestizos by bringing the flourishing ideas of the Enlightenment to his people. Hidalgo thought only an armed revolt against the Spanish would successfully eliminate their control. On September 16th, he rang the bells of the local church and gathered the local population. He called for a rebellion. This “El Grito de Dolores” or “Cry of Dolores” became the battle cry for freedom originally read in the town of Dolores against Spanish rule.

Primary Source:

“My Children, a new dispensation comes to us today...Will you free yourselves? Will you recover the lands stolen 300 years ago from your forefathers by the hated Spaniards? We must act at once.”

The “Cry of Dolores” by Padre Miguel Hidalgo

Hidalgo led uprisings through the local villages as he marched toward the capital, Mexico City. As his forces grew to more than 80,000 soldiers, Hidalgo was captured and killed near the city of Guadalajara. Father Jose Maria Morelos then assumed leadership, but he too, was eventually captured and shot four

years later. However, the revolution did not die. In 1821, a group of wealthy creoles grew fearful of the new government in the home country of Spain. Believing they could lose the privilege they had under the former Spanish government, the rebel colonists declared their autonomy. Ironically, the man who had defeated Father Morelos was the person who announced Mexico’s independence.

Interactive 5.14 Latin American Revolutions



Interactive 5.15 Revolutions Sort



How did Latin American people gain independence? To what extent is violence necessary to bring about change? Were the Latin American Revolutions historical turning points? Treasonous?