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3. The Age of Napoleon

Napoleon Bonaparte was born and raised on the French-controlled island Corsica. Of lower nobility, Napoleon went to France at the age of 13 to learn how to become a soldier. As a young man and officer in the army, France was in thralls to the French Revolution and the Reign of Terror. During this time, over 40,000 Frenchmen were executed and chaos ruled in France. Peasant revolts swept the countryside and European empires invaded France in an attempt to restore the king. Searching for order and stability, the French turned to Napoleon, who quickly rose to power through his military prowess. Napoleon used the power of the military and his charisma to take over France.

Once in charge of France, Napoleon took the ideals of the French Revolution and brought them to the rest of Europe. The French Revolution was, in part, an attempt to bring great reforms in society. These changes meant to rid Europe of slavery and inequality. By military conquest Napoleon introduced these liberal ideas to the rest of Europe. On one hand, Napoleon promoted the freeing of slaves, suffrage for adult males, and the dissolution of empires that may have discriminated against ethnic minorities. On the other hand, Bonaparte militarily conquered nearly all of Europe, destroying armies and empires and forcing nations either to be part of France or to be its ally.

In your essay, discuss the accomplishments and failures of Napoleon and take a stand on this question "Was Napoleon a hero or a villain?" Use sound evidence and logical arguments to defend your thesis.

Be familiar with these terms:

nationalism	the French Revolution	the Enlightenment
empire	constitutional monarchy	Napoleonic Code
Declaration of the Rights of Man	Jacobins	Reign of Terror
King Louis XVI	Napoleonic Wars	

This essay has six assignments:

Assignment	Due Date		Due Date
1. Prewriting Tasks	_____	4. Rough Draft	_____
2. Thesis Statement	_____	5. Final	_____
3. Outline	_____	6. Works Cited	_____

Prewriting Activities for Essay #3
A. The French Revolution

1. In 1788 France.....
 - a. Who was the First Estate? _____

 - b. Who was the Second Estate? _____

 - c. Who was the Third Estate? _____

 - d. Which two estates ruled but represented a small number of French? _____

2. In 1788 France, did the law treat everyone the same? Did a poor person have the same rights as the king? _____

3. A society where some people have more rights than others is a society of _____
4. Who created the National Assembly and why? _____

5. What happened on July 14, 1789, at the Bastille? Why? _____

6. What did the Declaration of the Rights of Man state? _____

7. Why did Prussia, Austria, and later Britain, Spain, and Holland all attack France? _____

8. Who were the Jacobins and the Committee on Public Safety? _____

9. What happened to King Louis XVI and his wife, Queen Marie Antoinette? _____

10. In the Reign of Terror, what was life like in France (How many died? Why were they killed? Who was Robespierre)? _____

11. What military leader ended the French Revolution? _____

A. The Age of Napoleon

I. **The Napoleonic Code:** Once in power, Napoleon ended the French Revolution and the Reign of Terror. Stability and order returned to France. Napoleon created a new set of laws for France, known as the *Code Napoleon*, or the *Napoleonic Code*. This code is still the basis for law in France. Under the code, slaves were freed, and a more equal society was created.

A. What does this code say about equality of citizens under the law? _____

B. How does the code deal with religion? _____

C. How was the Napoleonic Code different from law under the king? _____

D. What is a plebiscite and for whom did the French vote a plebiscite for? _____

E. Do you think the Napoleonic Code was good for France? Why or why not? _____

F. The Napoleonic Code has been used in many countries, and even in some states in the U.S.A. (such as Louisiana). Did Napoleon positively affect society where his code was adopted? Why or why not? _____

II. **The Napoleonic Wars (1805-1815):** Although under Napoleon stability and order returned, peace did not. France tirelessly waged war on all of Europe.

A. Napoleon crowned himself the emperor of France. Why didn't he let the Pope crown him? _____

B. Name the kingdoms that Napoleon conquered. _____

C. What was the *Continental System*? _____

D. What revolutionary ideas did the French spread when Napoleon conquered other lands? _____

E. How did Spain react after Napoleon's invasion? _____

F. What invasion by Napoleon began his downfall? _____

G. Which battle was Napoleon's last? _____

D. Class Discussion

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment.

Each student must interview at least three classmates who do not sit next to one another. The answers to the following questions must be written down on a piece of paper.

1. What is your name?
2. Was Napoleon a hero or a villain?
3. What is your supporting evidence?

Reflection

After you have written down all your classmates' responses, think about them and ask yourself the following questions. Write down your answers under your classmates' responses.

1. What do I think of my classmates' answers?
2. Which are the best three answers to question #2 above?
3. Have I changed the way I think?
4. How have I changed the way I think?

You should now have a chance to present your ideas in a class discussion. If somebody says something with which you disagree, speak up! In your discussion, you may find out they are actually right and you are wrong. All possible viewpoints should be stated and defended out loud. Test your ideas in class.

3. Supporting Evidence

Supporting evidence refers to everything you use to support your thesis. These include, but are not limited to, the following:

1. Diaries and journals
2. Government documents, such as birth certificates
3. Songs and stories
4. Coins, medals, jewelry
5. Artistic works such as pictures and paintings
6. Tools and pottery
7. Documents, such as the Declaration of Independence
8. Weapons
9. Burial remains
10. Literature and customs

Good writers overwhelm the reader with so many pieces of supporting evidence that the writing will be quickly accepted. Also, the writer has a duty to explain carefully and logically the meaning of the evidence, showing how it supports the thesis. A writer must be careful, however, not to include unnecessary evidence. For example, the fact that Lincoln was born in a log cabin isn't evidence that he was a good president. Also, the dates a president was born and died may be evidence, but they would not support a thesis arguing who was the best president.

Practice

With your teacher discuss which of the following is evidence for the topic "Explain what daily life was like in Prussia in the 1700s."

1. A diary from 1984
2. A newspaper article from 1799
3. Your friend likes the subject
4. A documentary about Prussian life in the 1700s
5. A Prussian song written and sung in 1777
6. Information on Prussia's leaders of the 1800s
7. A painting of farm life in 1600s Prussia

14. Outlining a Five-Paragraph Essay

An **outline** is a skeleton for your essay. Here, you organize your essay before writing it out in complete sentences. If you have a framework first, it will be fairly easy to write the essay. Below is an explanation of writing an outline for a five-paragraph essay.

A. First Paragraph: For the first paragraph, write down the thesis and list the three topics that will be your body paragraphs.

B. Body Paragraphs

1. Organize your paragraphs into topics by following the order you wrote in the thesis. Your thesis should have listed three topics. The first will be the topic of your second paragraph, the second the topic of your third, and the third the topic of your fourth paragraph.

2. You do not need to write complete sentences for your outline. It is enough to write the topics of each paragraph and to list the supporting evidence for your topic sentence in your outline. You will add more information when you write your draft.

3. Document each source! Write the author's last name and the page where you found this information.

C. Conclusion

The conclusion is the place where you restate your thesis and your topic sentences. You will convince the reader better by a reminder at the end what your essay was all about. After the restatements, finish the essay with strong words supporting your thesis.

Following this page are two forms—one basic and one advanced—to help you develop your outline.

Basic Outline Form for a Five-Paragraph Essay

(Use complete sentences for the thesis, topic sentences, closers, and conclusion.)

Paragraph I.

Thesis Statement: _____

Paragraph II.

I. Topic Sentence: _____

A. Supporting Evidence: _____

B. Supporting Evidence: _____

II. Closer: _____

_____ Write the source: _____

Paragraph III.

I. Topic Sentence: _____

A. Supporting Evidence: _____

B. Supporting Evidence: _____

II. Closer: _____

_____ Write the source: _____

Paragraph IV.

I. Topic Sentence: _____

A. Supporting Evidence: _____

B. Supporting Evidence: _____

II. Closer: _____

_____ Write the source: _____

Paragraph V. Conclusion

I. Restate thesis statement: _____

II. Strong statement that shows how the topic sentences support the thesis: _____

Advanced Outline Form for a Five-Paragraph Essay

(Use complete sentences for the thesis, topic sentences, closers, and conclusion.)

Paragraph I.

Thesis Statement: _____

Paragraph II.

I. Topic Sentence: _____

A. Supporting Evidence: _____

B. Supporting Evidence: _____

C. Supporting Evidence: _____

D. Supporting Evidence: _____

E. Supporting Evidence: _____

II. Closer: _____

_____ Write the source: _____

Paragraph III.

I. Topic Sentence: _____

A. Supporting Evidence: _____

B. Supporting Evidence: _____

C. Supporting Evidence: _____

D. Supporting Evidence: _____

E. Supporting Evidence: _____

II. Closer: _____

_____ Write the source: _____

Paragraph IV. Use another page or the back of this paper.

Paragraph V. Conclusion

I. Restate thesis statement: _____

II. Strong statement that shows how the topic sentences support the thesis: _____

