

# Napoleon & Early Missions (1790–1815)

UNIT

1

## Key Concepts

- Napoleonic Wars
- Abolition of Slave Trade
- Modern Missions
- Growth of United States



Wellington at Waterloo

As the eighteenth century was coming to its tumultuous end, the untamed furor unleashed during the French Revolution—and the attempt to export this potent brew throughout Europe—set the governments throughout Europe fiercely against France. Across the Atlantic, in the newly birthed United States of America, attitudes ranged from rejoicing to revulsion at the spectacle of French “liberty, equality, fraternity.”

Though both France and the United States sought to survive in a world filled with self-preserving monarchies, the United States would teeter uncertainly between friendship with and enmity toward its only fellow republic. We will soon examine in greater detail the reasons for this waffling behavior.

By the time this chapter of French history was finished, the political landscape of Europe had changed completely. The centuries-old Holy Roman Empire established by Charlemagne had uttered its last breath, while

England had become the unequivocal master of the seas, its own empire stretching and growing around the globe. France's expanding empire had acquired the continent of Europe, then shriveled again at Napoleon's defeat, while across the Atlantic that tiny sliver of coastline known as the United States had skyrocketed in size, wealth, and power. This growth was an unexpected feat, accomplished partly through one of the best land deals ever

*The United States had  
skyrocketed in size,  
wealth, and power.*

made—if one ignores the illegality—and partly through those special merchandising “goldmines” only available during wartime, like shipping supplies to combatants on both sides. This was not a carefree existence, however. By the time the Napoleonic Wars (1792–1815) had run their full course, the embryonic United States had faced dangerous entanglements with the great powers of Europe in the Quasi-War with France and the full-fledged War of 1812 with Great Britain.

### Snippets of the Big Picture

To properly set the stage for this unfolding drama, let us take a brief look at some of the developing political issues of the early 1790s across the map.

- France, embroiled in its own revolution and staggering under the instability it produced, had succumbed to the violence of mob rule. One of their most prolific and influential authors, Marat, said, “We must establish the despotism of liberty to crush the despotism of kings.” (Despotism is defined as a government exercising absolute power, especially in a cruel and oppressive way.)
- England's youthful prime minister was eager for peace. He needed it in order to rebuild the economy, which was shattered after years of war with the rebellious American colonies. However, he was dragged into the continental struggle of Europe when revolutionary France declared war on England in 1793.
- The United States was bitterly divided, not only between those who favored France and those who opposed her, but also between two political theories, Federalist and Republican. The Federalists sought a strong, central government, preferring the British Parliament model rather than the French mob rule. The Republicans, on the other hand, sought freedom of the individual and states' rights, and supported the underlying causes of the French Revolution.
- In India, the British East India Company was gaining such notoriety for its freewheeling practices that Parliament found it necessary, after more than one hundred fifty years of the company's operation, to step in and begin exerting government control. However, the policy that prohibited Christian missionaries from entering East India Company

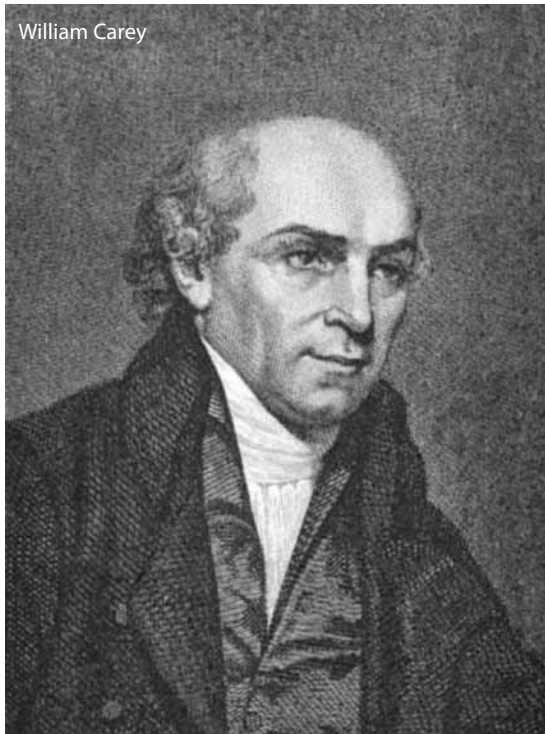
lands was still in place. The merchants feared that the preaching of the gospel might destabilize the status quo and interfere with the profit of their lucrative trade.

- The horrendous trade of African slavery continued, supplying the slave workforce to the Caribbean and the Americas, though abolitionist movements in France and England had recently begun. There was a brief moment of hope when slaves in Haiti rose up to establish a nation of their own.
- On the northern coast of Africa, the Barbary States of Morocco, Tunis, Algiers, and Tripoli, subjects of the Ottomans in theory, found great profit in acts of piracy on the Mediterranean and the North Atlantic. Their piracy was restrained only when formidable nations brought overwhelming firepower or when the wealthy paid exorbitant bribes.
- Russia, during the reign of Catherine the Great, increased both its size and its control—annexing the former Ottoman territories (giving Russia a toehold on the Black Sea in the Crimea) and binding the Russian serfs more firmly to the land.
- Recent victories over the Ottoman Empire had given Russia authority over Orthodox people living under Ottoman domination. Though this centuries-old Muslim empire was continuing to decline in power, the statesmen of Europe were less aware of that fact than the Russians were, and continued to tread warily when it came to the East.
- Under Qianlong, the long-lived Qing Dynasty emperor, China grew to its widest extent, receiving tribute from Nepal, Burma (Myanmar), and Annam (Vietnam). Unlike in Japan, where Christianity was utterly forbidden, in China, Roman Catholic missionaries were tolerated and even employed as astronomers and artists.
- Australia, recently brought to European attention by Captain Cook, was viewed by the British government as the new ideal spot to transport convicts, since England's prisons were full to overflowing and the former American colonies were no longer available to them.

*In China, Roman Catholic missionaries were tolerated and even employed.*

## 1793—The Year of Two Opposite Men

As the governments in Europe and America focused more and more narrowly on their own momentous struggles, God expanded more and more greatly one man's vision for the countless people of the world. William Carey, an English shoemaker-turned-preacher, was increasingly convinced that the task of sharing the gospel throughout the world remained God's intention for believers. This startling concept was in stark contrast to the widespread belief that the Great Commission had ended with the apostles. Carey's avid



study of geography, cultures, and languages fueled his growing urgency to motivate Christians to go—to actually travel to all the world and tell the Good News. The powerful message of his book, *An Enquiry into the Obligations of Christians to Use Means for the Conversion of the Heathens*, and his persuasive preaching on this subject resulted in the formation in 1792 of the Baptist Missionary Society, the first of its kind.

In the following year, Carey displayed the depth of his commitment to God's heart for those who had never heard the gospel—he and his family sailed from the relative security of England to the utterly foreign land of India. The Careys, after living for several years inland, eventually settled with other missionaries in the Danish colony of Serampore, near British East India Company land. A short time later, Carey was hired by the governor-general of the British East India Company as the new Professor of Oriental Languages at Fort William College in Calcutta because of his acknowledged expertise in

Indian languages. This was truly an extraordinary appointment, given that Carey had never attended college (his formal education ended at age fourteen). Even beyond his lack of academic background, though, it is astonishing to consider that the East India Company had explicitly prohibited missionaries from coming to India. Yet God's plan to extend the influence of this man's work overruled these earthly difficulties.

By the time of his death in 1834, William Carey had translated the entire Bible into Bengali, Sanskrit, and Marathi.

By the time of his death in 1834, William Carey had translated the entire Bible into Bengali, Sanskrit, and Marathi. Together with the mission workers at Serampore, he founded 26 churches and 126 schools, including Serampore College, which trained native leaders for ministry. Though his never-ceasing purpose was to see the light of the gospel illuminate and transform lives, yet he also held a deep appreciation for the Indian people, their culture, and their literature. These were the motivations for his careful effort to eradicate the murderous practices of sati (widow burning) and infanticide while leaving the rest of the culture intact. His life is a study in the astonishing ways people inspired by God's heart can leave a legacy of goodness.

During the same year another man embarked on a career which would also deeply affect nations, though for markedly different reasons. This man, who would cause the nations of Europe to tremble, was Napoleon Bonaparte. Born to Corsican patriots, Napoleon demonstrated early on that

his peculiar path to glory lay in devising tactics and commanding troops. Displaying his military genius on the battlefield, Napoleon advanced up the ladder of success to a height that would have been impossible during the old regime. The rigid rules of the aristocratic society were utterly reconstructed during the French Revolution so that the non-aristocratic standing of his family was not a barrier. Napoleon did not stoop to something so mundane as ponderously climbing the ladder in the usual way. Instead, he shot meteorically in only a few short years to the highest position in the land.

It began in 1793 when he was appointed artillery commander for the Revolutionary army during their siege of Toulon. Royalists (those who sympathized with the monarchy rather than the Revolution) had been protected by British naval ships in the harbor of this port city. Captain Napoleon's study of military tactics in old history books, along with his natural tactical genius, gave this thirty-year-old the moves of a chess master. Setting the French cannons on a strategic hill overlooking the harbor, Napoleon was able to checkmate the British naval squadron, who quickly left the constricted deathtrap for the safety of open water. With their vital support gone, the royalists were unable to adequately defend themselves. The French Revolutionary army quickly took the royalist city, resulting in not only victory for the republican government but also a brigadier generalship for Napoleon.

This was but a foretaste of the military brilliance of this leader of men. It gave him an appetite for victory, regardless of the consequences, that would not be quenched for more than two decades. His power at home and abroad increased to the point that, for a time, he was the undisputed master of the European continent. The far-from-bloodless victory in Toulon would also foreshadow the savage, total-war destruction that would follow in his wake.



*Napoleon shot meteorically in only a few short years to the highest position in the land.*

## The Nations and Napoleon's Wars

Not everyone was checkmated by Napoleon's hunger to rule the world, however. The one nation that brought more frustration to Napoleon than any other was that unconquerable "nation of shopkeepers," the island country of Great Britain. As a devout student of the art of war, Napoleon knew that, historically, the route to conquering enemies lay on the land: mighty

armies squared off in battle. However, during the upheaval of this new and revolutionary age, the rules of warfare also changed. Now, more than Europe had ever before experienced, the route to disabling your opponent lay upon the oceans: mighty navies out-maneuvering each other across the horizon. On this storm-tossed field, Napoleon soon discovered that he had a lot to learn. An Englishman, Lord Horatio Nelson (Admiral of the British fleet), would supply the lessons at the upcoming battles of the Nile and Trafalgar.

As war escalated, the French and British navies sought to supply their own countries with trade goods and war supplies while capturing the other side's heavy-laden merchant ships. It was during this contest of naval strength that the United States (the "new kid on the block") found itself caught on the high seas between two implacable enemies. Since its own revolutionary victory over England had been partially due to the military assistance of France, the United States now found itself uneasily divided between loyalty to this ally and abhorrence of France's reprehensible slaughter of its own people.

The Americans had no desire to enter this foreign war and had been vigorously set on a path of neutrality by the first president of their republic, as clearly seen in his Farewell Address of 1796. However, for willing ears, money talks. Eager for the enormous profits of carrying trade goods to Europe and Europe's Caribbean colonies, American merchants plunged into the fray, styling themselves as law-abiding traders intent only on making an honest dollar. Neither France nor England saw them in this light, however. Both belligerents immediately turned in anger against the audacious nation that had dared to profit from their misfortune and to obstruct

*American merchants plunged into the fray, styling themselves as law-abiding traders intent only on making an honest dollar.*

their plans against the enemy. France captured American ships with goods headed to British ports, while England interfered with American ships headed to French ports. It was an impossible and highly volatile situation for a young country with only three ships in its navy.

The United States managed to calm the waters and avoid war with England through the signing of the Jay Treaty of 1795. It was not quite as easy with France. Though President John Adams sought a peace treaty with France, his diplomats in the wild-west atmosphere of revolutionary Paris were told that, before negotiations could even begin, enormous bribes would have to be paid. The President's response—which utterly amazed the French—was to recall the diplomats and expose the French demands to the American Congress in what became known as the "XYZ" affair.

The response to this perceived insult to American honor was national outrage and strong support for preparing for war. The first preparation was equipping the navy for engaging enemy ships, protecting American merchant ships, and patrolling the North American coast. In May 1798, when the Navy

began to capture French naval ships hovering on the coast of America, the United States entered into the “Quasi-War” with France. This was a tactical cat-and-mouse game, fought largely in the Caribbean, as American naval ships engaged French naval ships and privateers (private ships authorized by their government for purposes of war). The infant US Navy showed extraordinary prowess in sea battles, which helped cause France to desire a peace treaty as much as did John Adams. The treaty was finally signed in 1800, after France’s navy and army had both suffered defeat in Africa and Asia.

Two years earlier, in the same year that France and the United States began their unofficial war in the Caribbean, the French fleet in the Mediterranean momentarily eluded the ever-vigilant British Navy and landed 40,000 soldiers in Egypt under the command of General Napoleon. Egypt may seem an unlikely spot for a European conflict, located as it is in North Africa—far from the English Channel or the Caribbean. However, to a chess player, unexpected moves may be the best way to gain one’s objective. Napoleon’s grand scheme was that France would imperil Britain’s wealth by first seizing Egypt and from there threatening India, Britain’s most lucrative colony. Venturing off to Egypt was not solely for the glory of France, however, as can be discerned from the statement Napoleon made to one of his friends: “Europe is but a molehill—all the great reputations have come from Asia.” This would not prove true in his case.

Though they successfully captured Alexandria and were victorious in the Battle of the Pyramids, the French army was suddenly left high and dry when the British fleet under Admiral Nelson, who had been tirelessly hunting them, discovered the elusive French ships in Egypt’s Aboukir Bay. This naval action is known as the Battle of the Nile, though it was more of a rout than a battle, as the experienced British sailors demolished the French ships. With his ships burned and his army stranded in North Africa, Napoleon nevertheless determined to wrest glory out of defeat. He marched four divisions to Syria and began a siege of the city of Acre, which was an uncharacteristically poor move since the city had both excellent strategic defenses and the assistance of the British Navy. The “unbeatable” Napoleon was unable to dislodge the defenders of Acre and had to retreat ignominiously after months of frustrated effort—though he always maintained that he had achieved victory! Shortly after returning to Cairo in 1799, Napoleon boarded a small vessel, eluded the British Navy, and sailed back to France. His reputation, though not enhanced by his African-Asian escapade, was, nonetheless, still intact.

It is always instructive to look at the ongoing effects or “fruit” of someone’s actions. In the case of William Carey, many benefits continued to come to the people of India—and in fact, to many nations—from the work he had done. For Egypt, however, Napoleon’s short occupation had a shattering

*“Europe is but a molehill—all the great reputations have come from Asia.”*

effect upon the internal political structure of that country. Though Egypt had been ruled in name by the Ottomans for centuries, a powerful group of slaves called the Mamluks held the real power. When Napoleon invaded Egypt, he fought against Mamluk armies. When they were defeated, a vacuum of power was created, and from this void emerged a young Albanian military officer named Muhammad Ali—born the same year as Napoleon. Through a series of strategic moves, including the infamous massacre of the remaining Mamluk leaders in 1811, he gathered the reins of power into his own hands. He became the Ottoman viceroy (or ruler) of Egypt and is known as Muhammad Ali Pasha. He was the founder of the modern Egyptian nation, and his family continued to rule Egypt until 1952.

### The Rise of Haiti

Back in the Caribbean, the status quo was giving way to what would become the first independent black state. To better understand what was involved, it is important to recognize that one of the cornerstones of the French Revolution had been the “Rights of Man,” which included the statement “men are born and remain free and equal.” This declaration was written in such a way that it seemed to address the rights of all. However, it is one thing to *say* everyone is free and equal. It’s another thing to be moved

*It is one thing to say everyone is free and equal. It’s another thing to be moved to the point of action.*

to the point of action. When applied to African slaves in the French colonies of the Caribbean, these rights became a subject of fierce debate. While those French citizens who used slaves to work the plantations thought it absolutely necessary to uphold slavery for economic reasons, others who were striving to throw out the whole system of class, aristocracy, and privilege intended to free slaves so that these concepts of equality would move from theory into actual practice. The debate was ended in February of 1794 when the French National Convention voted to abolish slavery. Unfortunately, there was less response in the colonies than the theorists intended.

Even before the official abolishment of slavery by the French, the slaves had understood the implications of the Rights of Man for themselves. In the French colony of Saint-Domingue (Haiti), their hunger for freedom under the Rights of Man, underscored by their barbaric living conditions under the French plantation owners, led to a slave revolt in 1791. It is not surprising that, having always been on the receiving end of the savage violence inherent in slavery, the slaves used brutality and violence against the white plantation owners in this explosive struggle. The unsuccessful revolt was brutally suppressed, but the seething hatred between white and black continued. Therefore, when the abolition of slavery became law, many white slave owners fled Saint-Domingue in fear for their lives.



Others continued slavery but changed the terminology so they would be in compliance with France, while still others ignored the new ruling completely.

The change that the slaves had so desperately anticipated was finally set in motion in 1794 as they took matters into their own hands under the leadership of a former slave named Toussaint L'Ouverture. A brilliant military strategist, he was able to defeat his enemies and bring a measure of peace and prosperity back to the island, ruling as governor for a few short years. He established trade with Great Britain and America—no small triumph since these countries were constantly nervous that he might export something more volatile than sugar and coffee. If he exported ideas of freedom and the rights of man to the slave-holding plantations in Jamaica and the American South, they feared that revolt and uprising would follow.

The specter of slave revolt in the British colonies was frightening to English plantation owners.

### Wilberforce—Carrying the Torch of Abolition

The specter of slave revolt in the British colonies was frightening to English plantation owners—and very relevant. Great Britain was in the midst of a fierce political struggle whether to abolish their lucrative slave trade, and the attack was relentlessly led by a Member of Parliament (MP) named William Wilberforce.

At the outset of his political career, Wilberforce showed himself to be one of the best orators in Parliament, using his decisive wit and linguistic abilities to verbally skewer the opposing party. He had friends in high places, including William Pitt, who became England's youngest prime minister. Wilberforce's ambition at this point was to rise along with these friends to the top level in politics. Indeed, he later wrote of his motivation during this time, "Distinction was my darling object." However, *distinction* was not what a politician would receive if he dared to take on the powerful and well-funded slave traders.

You might ask, "What happened to change this man's heart so dramatically that, rather than pursuing a self-centered desire



William Wilberforce

for personal glory, he devoted himself to the poor, needy, and oppressed?” In the case of William Wilberforce, it was a road trip. After successfully winning his election in Yorkshire (giving him one of the most powerful positions in Parliament), Wilberforce decided to celebrate by taking a leisurely tour of Europe. To his chagrin, the man he had invited to accompany him turned out to be a thoroughgoing follower of Jesus Christ. Throughout their travels, these two men discussed, argued, and considered the claims of Christianity. By the time the trip was finished, William Wilberforce was convinced that it was all true. What remained was to surrender himself entirely to God, which he assumed would mean becoming a minister in the church. Just like many in our day, many people in Wilberforce’s day equated “really serving God” with “full-time ministry.” Fortunately, a wise pastor that Wilberforce had known as a boy set him straight. John Newton, writer of the hymn “Amazing Grace,” helped Wilberforce to see that one could serve God as fully in the political arena as in the church.

John Newton helped Wilberforce to see that one could serve God as fully in the political arena as in the church.

It was with this heart of service that Wilberforce undertook the abolishment of the most vile—and most profitable—enterprise in the British Empire, the African slave trade. Believing that God had set before him this formidable task, Wilberforce made the first of many impassioned speeches in Parliament in 1789. Some MPs were favorable to his ideas, but the proposal to abolish the slave trade was beaten each year that it was attempted, over and over again through the 1790s. It is debilitating to face defeat after defeat, yet Wilberforce tenaciously kept fighting past the turn of the century until passage of the bill was finally secured in 1807. Through his extraordinary perseverance, the slave trade throughout the British Empire was ended, though it would take many years and much patrolling by the British Navy along the coast of West Africa before slave ships became a thing of the past. Complete abolition of slavery was not accomplished in the British Empire until 1833.

## Back to Napoleon — Carrying the Torch of Empire

Wilberforce’s success was still in the future, however, when Napoleon, safely home from his adventures in Egypt, assumed control at the end of 1799. The French Revolution formally ended—as did many of the “Rights of Man”—when a new form of government, known as the Consulate, was instituted, giving Napoleon a virtual dictatorship. Napoleon’s victories on the battlefield and France’s increasing stature helped persuade the French people to overlook the loss of their freedoms. (For any who were not convinced, the French secret police had other methods.) Napoleon’s domestic policies in France, including systematizing the law (known as *codification*)

and reordering the structure of the government, were warmly welcomed by the nation because they brought a new stability to France.

The greatest stability, though, comes when a country is at peace. After nearly a decade of war, Great Britain and France finally signed the Treaty of Amiens in March of 1802, which was jubilantly celebrated on both sides of the English Channel. For the first time since the French Revolution began, English travelers flocked in vast numbers to the continent, especially to Paris. It must have felt like such an enormous relief to no longer be at war, to no longer be isolated and alone. It would be, unfortunately, a short-lived sentiment.

With Napoleon's military victories on the continent securing him virtual rule of Europe, and a peace treaty signed with his remaining enemy, Great Britain, he was ready to advance an even more ambitious plan, extending his rule over yet another continent—North America! In 1801, Napoleon discovered, through diplomatic channels, that the new American president would not only welcome a French invasion to overthrow Toussaint L'Ouverture but would go so far as to assist French troops with American supplies. President Thomas Jefferson was concerned that Haiti's model of slaves ruling their own country as free men might stir up American slaves, and was thus willing to consider supporting France in this endeavor. Unbeknownst to Jefferson, however, Napoleon had his eye on far more than Haiti. With the French firmly in charge of their former prosperous colony, Napoleon would have a well-equipped army in the Caribbean, ready for its next assignment in the vast Louisiana Territory of North America.

This immense territory—stretching from Canada all the way to the mouth of the Mississippi River at New Orleans, and from the west bank of the Mississippi River to the Rocky Mountains—had once been part of the French empire in the New World. In the 1763 Treaty of Paris, which ended the Seven Years' War, France had given the Louisiana Territory to Spain in order to compensate them for their losses in the war. Then in 1800 Napoleon had signed a new, secret treaty with Spain, which legally returned the Louisiana Territory to France with the written promise that France would never “cede” (sell, give, or trade away) this land to any other country.

Political secrets seldom remain concealed, and Napoleonic France was no exception. Rumors that Napoleon had plans for re-establishing the Louisiana Territory as a part of France's Empire—complete with French immigrants and a French army—began to drift across the Atlantic to the American government. This put an entirely different light on the matter of French interference with Haiti. It was no longer promoting the interests of the United States to help Napoleon, since he was obviously seeking to gain an aggressive presence in North America. They refused to feed the French army aboard their

*It was no longer promoting the interests of the United States to help Napoleon, since he was obviously seeking to gain an aggressive presence in North America.*



ships in the Caribbean or to give them a loan with which to buy food.

Despite the lack of promised supplies from the United States, the French army was finally able to force Toussaint L'Ouverture to surrender in 1802, then treacherously captured him and sent him to a frigid prison in the mountains of France. This powerful man, who had lived his entire life in the tropics of the Caribbean, died the following year. Though Toussaint L'Ouverture was not able to defeat the double-minded French, a small mosquito named *Aedes aegypti*, with its deadly cargo of yellow fever, proved to be more successful. The French general in charge of retaking the island, Napoleon's brother-in-law Leclerc, along with the majority of his soldiers, died from this dread disease, but not before Napoleon had announced that slavery was being reinstated in the French Empire.

Driven by their fury at being betrayed by Napoleon, and their fury over the capture of their trusted leader, the former slaves of Haiti gave themselves to an all-out assault against those who would re-enslave them. This brutal conflict might have yet resulted in a French victory, since Napoleon was not averse to spending tens—even hundreds—of thousands of soldiers' lives to obtain his goals. However, as time continued to march on, circumstances deteriorated until Napoleon recognized that creating a French stronghold in North America was not worth the price he would have to pay.

*Napoleon recognized that creating a French stronghold in North America was not worth the price he would have to pay.*

Suddenly, much to the amazement of the American envoys in Paris, who were trying to buy the city of New Orleans and the Spanish lands of Florida from the French, Napoleon offered to sell the entire Louisiana Territory to the United States. Through fast and furious work behind the scenes, the US diplomats managed to negotiate this massive real estate deal for \$15 million. All of this was speedily accomplished despite the fact that the treaty signed between Spain and France specifically forbade selling Louisiana to a third party.

News of the Louisiana Purchase was announced to the people of the United States during the Fourth of July celebrations of 1803—the same day that Captain Lewis left Washington, DC, to rendezvous with Lieutenant Clark and begin the famous Lewis and Clark Expedition—their epic journey of discovery. While the news thrilled many Americans, the French inhabitants of New Orleans were distressed by the US acquisition of their land, and the incensed Spanish officials emphatically proclaimed that Napoleon had no legal right to sell any part of the Louisiana Territory.

## The End of the Era

Meanwhile, recognizing the alarming and growing signs of Napoleon's military buildup (meaning war was on the horizon), England took the initiative and declared war on France in May. Who could have possibly foreseen that, after only a year of peace following nearly a decade of war, this unremitting and vicious struggle would continue for another twelve years—until Napoleon was utterly vanquished at the Battle of Waterloo in 1815? The battles would be fought on land (won by the unstoppable Grande Armée of Napoleon) and sea (won by the unsinkable Royal Navy of Britain). Before it was over, England and Russia would both be threatened—England, as Napoleon gathered a flotilla to transport his seasoned troops across the English Channel (displaying his lack of knowledge of the sea) and Russia, as Napoleon marched nearly half a million soldiers all the way to Moscow (displaying his foolhardy ignorance of the Russian winter). It would involve the entire European continent in the *Continental System*, which was a trade blockade against English goods that ended up being disastrous for both Britain and France. It would increase tensions between the British and the Americans to the point of war, especially over the issue of *impressment*. (To be impressed is to be taken against one's will to serve on a British naval ship.) The British had an unrelenting need to impress able-bodied—meaning “still breathing”—sailors to man their huge navy in fighting the French, while the Americans had a strong sensitivity to anything Britain might do that affected their liberties, particularly the impressment of American citizens. The result of this increasingly bitter issue was the War of 1812.

In Napoleon's efforts to brand himself a legend in his own time, we see these changes: the prime-time news story of Napoleon crowning himself emperor; the soap-opera story of his divorcing Josephine to marry a real princess; and the reality-TV story of his island escape and victorious march on Paris to reclaim his throne. Finally, there would be a showdown between an international group of armies, determined to take Napoleon down for good, facing the still-dangerous remnant of Napoleon's Grande Armée at an unlikely spot in Belgium called Waterloo. Described by the Duke of Wellington, commander of the British forces, as a “near run thing,” the Battle of Waterloo ended not only the threat of Napoleonic ambitions but an entire epoch as well. ◀

Described by the Duke of Wellington, commander of the British forces, as a “near run thing,” the Battle of Waterloo ended not only the threat of Napoleonic ambitions but an entire epoch as well.

# Phase 1

## Key People (Church)

**William Wilberforce**  
*Successfully fought  
slave trade*

**William Carey**  
*Father of modern  
missions movement*

**Robert Haldane**  
*Ministered in the  
French revival*

**Hans Nielsen Hauge**  
*Ministered in  
Norwegian revival*

**Adoniram Judson**  
*Missionary to Burma*

## ▶ Listen to This

### What in the World? VOL. 3

#### DISC ONE:

- » Introduction to Modern History (track 1)
- » Young Napoleon (track 2)
- » Napoleon's Rise to Power (track 3)
- » Emperor Napoleon (track 4)
- » Napoleon's Downfall (track 5)

### True Tales VOL. 3

#### DISC ONE:

- » William Carey (track 1)
- » William Wilberforce (track 2)

### Digging Deeper VOL. 3

#### DISC ONE:

- » The Protestant Era (track 1)
- » The New Rationalism (track 2)
- » Faith in Universities (track 3)

## ▶ Read For Your Life

### The Holy Bible

- » **The Great Commission**—Matthew 28:18–20
- » **The Prediction of War**—Mark 13:7–8

## ► Talk Together

### Opinion Column

- » What did you find to be the most interesting aspect, or the most fascinating person, you encountered in your introduction to the time period of Napoleon & Early Missions?
- » Imagine you were living in Austria during the time of the Napoleonic Wars. What do you think your impression of Napoleon would have been? Contrast that with this question: What do you think your impression of Napoleon would have been had you been a citizen of France?
- » Why do you suppose the Russians relied mainly on “General Winter” to fight Napoleon when he invaded Russia in 1812? What kinds of things could a brutal winter do to an army unprepared to face it?
- » Imagine you were living in the United States during the time of the Napoleonic Wars between France and England. What do you think your attitude would have been toward each of the two countries? Which one would you have wanted to win? Why?
- » When Napoleon escaped from the island of Elba and returned to France, his enemies frantically prepared for an aggressive war. If you had been living in England at the time, what do you think your attitude would have been toward this earth-shaking news?
- » Why do you think William Carey is considered the father of modern missions? With the things you have learned about his life and work, what do you think might have been some of the more difficult parts of Carey’s time in India? What ideas do you have to explain why he was so successful in his endeavors?

### Key People (World)

**Thomas Jefferson**  
*American president*

**Toussaint  
L'Ouverture**  
*Led Haitian slave  
revolt*

**Lord Horatio Nelson**  
*British naval  
commander*

**Tecumseh**  
*Native military leader  
in War of 1812*

**Napoleon**  
*Military genius &  
French emperor*

**Duke of Wellington**  
*Victor at Battle of  
Waterloo*

**Muhammad Ali  
Pasha**  
*Founder of Egyptian  
dynasty*

**Ludwig van  
Beethoven**  
*German composer*

**Alexander I**  
*Russian czar*

## Critical Puzzling

- » Why do you think Napoleon was never able to invade England? What are the difficulties involved with invading this island kingdom? What factors were present in 1066 that allowed William of Normandy to be successful in his invasion of England, but which were unavailable to Napoleon? Who else in history tried unsuccessfully to invade England?
- » In 1804, President Thomas Jefferson sent Lewis and Clark on their historic expedition to explore the newly purchased Louisiana Territory. In what ways would this journey eventually impact the native people living in this territory and the nations they represented? In what overall ways did it impact the United States?
- » Many historians point to the Spanish Peninsular War as Napoleon's greatest mistake. Why do you think this might be true? In what ways did Napoleon's losses in the Peninsular War impact the rest of Europe?
- » The tensions between France and England were demonstrated visibly in the blockade of trade goods from England to the European continent, and in the blockade of imports and exports from the continent to the rest of the world. These tensions led directly to the War of 1812 between the United States and England/Canada. How did Napoleon benefit from this war? Who else materially benefited from this war?
- » Native American tribes fought against the British and on the side of the French during the French & Indian War in America, then divided during the American Revolution, with some tribes fighting for the British while others fought for the colonists. In the War of 1812, the tribes united to fight on the side of the British and against the Americans. What issues do you think were at stake to explain their alliance with the British?
- » William Wilberforce was able, in 1807, to secure passage of a bill in Parliament that outlawed the slave trade to England and her colonies. For what reasons do you think English merchants bitterly fought this bill?
- » The Church Missionary Society, founded in 1799, helped to oversee and support missionaries on the field. What factors do you think contributed to the new understanding of and new emphasis on world missions among the European and American churches? How would having a society specifically devoted to helping missionaries aid in recruiting new missionaries?
- » The French Revolution granted the slaves in French colonies their freedom; then Napoleon decided to re-enslave them, which led to a slave revolt in Haiti. What relation, if any, do you see between this slave revolt and the outlawing of slavery in England?



## ► Resources for Digging Deeper

Choose a few books that look interesting, or find your own.

### NAPOLEON & THE NAPOLEONIC WARS

#### **Napoleon** USBORNE FAMOUS LIVES SERIES

Lucy Lethbridge • Written for children, this is a sympathetic portrait of one of the most amazing military leaders in history. **E+**

#### **The Age of Napoleon** HISTORY OF CIVILIZATION SERIES

Tim McNeese • Milliken Publishing has produced an excellent overview of historic eras, and this particular title is both informative and well-written for older students. **MS+**

#### **Napoleon**

Manfred Weidhorn • Of all the biographies of Napoleon for children, this is the best. The author's goal is to show how astonishing Napoleon's life was. Very readable, very interesting. Highly recommended! **UE+**

#### **Napoleon and the Battle of Waterloo** A WORLD LANDMARK BOOK

Frances Winwar • Written for younger children, this is a sympathetic look at one of the greatest conquerors of all time. **E+**

#### **Napoleon Longman** GREAT LIVES SERIES

Anthony Masters • With lots of illustrations, paintings, and a chronology of events in Napoleon's life, this is an excellent introduction to this powerful man, showing how absolute power corrupts absolutely. **UE+**

#### **One of the 28th**

G.A. Henty • If you want to study the ins and outs of the battle of Waterloo, using historical fiction, this book is a must. **UE+**

#### **The True Story of Napoleon, Emperor of France**

Anthony Corley • This is one of the most interesting, most readable biographies on Napoleon for children. The author's anecdotes about Napoleon bring the story to life. Highly recommended! **UE+**

#### **Napoleon** WORLD LEADERS PAST & PRESENT

Leslie McGuire • This series provides well-researched, well-written biographies for young adults. This particular title brings to light some aspects of Napoleon's life that give a broader understanding of why he was viewed as a tyrant by much of Europe. **MS+**

#### **The Emperor and the Drummer Boy**

Ruth Robbins • A children's picture book, this is a fascinating anecdote from the life of Napoleon. It permits us an interesting look at one of Napoleon's weaknesses—his lack of understanding of the sea. **E+**

#### **The Glorious Hussar**

Sir Arthur Conan Doyle • Written by the author of the Sherlock Holmes mysteries, this fascinating historical fiction describes the viewpoint of an old French soldier who fought under Napoleon and figured in many of his escapades. One might have to be reminded that Sir Arthur Conan Doyle was British, not French! **MS+**

#### **History of the English-Speaking People, Volume Four**

Winston Churchill • For an overview of the 1800s, this is an excellent look at the Napoleonic Wars, Great Britain, the British Empire, and the American Civil War. **HS**

#### CODE:

**AA** All ages

**RA** Read aloud

**E+** Elem & up

**UE+** Upper elem & up

**MS+** Middle school & up

**HS** High school

## THE BRITISH NAVY & THE AGE OF SAIL

### **Hero of Trafalgar: The Story of Lord Nelson** A WORLD LANDMARK BOOK

**A.B.C. Whipple** • The World Landmark series provides excellent biographies for children. In this title, we meet Lord Nelson, who was England's hero and Napoleon's nemesis. **UE+**

### **Lord Nelson** IMMORTALS OF HISTORY

**Herbert J. Gimpel, Commander, USN** • A very in-depth look at England's most famous admiral, this book also delves into Lord Nelson's "blind spot"—Lady Hamilton. **MS+**

### **Nelson and the Fighting Age of Sail** A HORIZON CARAVEL BOOK

**Oliver Warner** • This is an excellent book in the Horizon Caravel series. Lots of illustrations, diagrams, maps, and paintings, as well as in-depth text about Nelson and the strategies he used to defeat Napoleon at sea. **UE+**

### **The Navy That Beat Napoleon** A CAMBRIDGE TOPIC BOOK

**Walter Brownlee** • For one interested in the sea, this is a must-have! It explains many different aspects of ships-of-the-line and other nautical information that is not readily available for younger students. Plus there are easily understood descriptions of the important sea battles that destroyed Napoleon's French fleet. Highly recommended! **UE+**

### **Two Years Before the Mast**

**Richard Henry Dana Jr.** • While you are reading about Lord Nelson and the British Navy, pick up this true story about life at sea for a young American who ships out on a sailing vessel in 1840. Classic literature and a can't-put-it-down story! **MS+**

## ABOLITION OF SLAVERY

### **A Journey Through the Life of William Wilberforce**

**Kevin Belmonte** • The author was the consultant for the movie *Amazing Grace*, and this book reflects his knowledge of and appreciation for the English abolitionist. Highly recommended! **UE+**

### **William Wilberforce and the Abolition of the Slave Trade, *Christian History*, Issue 53 (Vol. XVI, No. 1)**

This entire edition of *Christian History* is dedicated to William Wilberforce and the Clapham Community, which tremendously impacted England for good in the 1800s. **UE+**

### **The Slave Who Freed Haiti: The Story of Toussaint L'Ouverture**

A WORLD LANDMARK BOOK

**Katharine Scherman** • Absolutely fascinating! This is the biography of the man called "The Black Napoleon," who led the successful rebellion against France by the slaves of Saint Domingue (Haiti). **UE+**

### **Toussaint L'Ouverture** WORLD LEADERS PAST & PRESENT

**Thomas and Dorothy Hoobler** • This book is an in-depth look at a remarkable man. It chronicles the developments from the time of the French Revolution through the reign of Napoleon in France's most successful (read: profitable) colony. **MS+**

## LOUISIANA PURCHASE

### **The Louisiana Purchase**

**Thomas Fleming** • For older students, this amazing little book will help to set one of America's most unlikely stories into its proper context in the Napoleonic Wars. In this book, history reads like fiction! **MS+**

### **What's the Deal? Jefferson, Napoleon, and the Louisiana Purchase**

**Rhoda Blumberg** • This is worth the search. Learn more about how Napoleon swindled the Spanish king for the Louisiana Territory, and how he broke his promise to never sell it to anyone apart from Spain. **UE+**

## WAR OF 1812

### War of 1812

#### PERSPECTIVES ON HISTORY SERIES

**Mary Alice Burke Robinson, ed.** • A brief overview of the War of 1812, this excellent guide provides students with source documents—letters and speeches—that help explain the war’s motivating factors. Highly recommended. **MS+**

### The Story of the War of 1812

**Colonel Red Reeder** • In order to better understand the events taking place in Europe in the early 1800s, it is helpful to learn about the war between the United States and England/Canada that began in 1812. The seeds of conflict lie deep in the affairs of Napoleon! This is an excellent introduction to the war as seen from all sides. **UE+**

### Tecumseh, Shawnee Warrior-Statesman

**James McCague** • Written for younger children, this biography describes one of the key people of the War of 1812. **E+**

### General Brock and Niagara Falls

#### A WORLD LANDMARK BOOK

**Samuel Hopkins Adams** • General Brock, an English soldier, first fought against the French forces in Holland, then sailed with Lord Nelson to fight the Danes. Hoping to be sent to the Peninsular War in Spain, he was instead assigned to Canada. Read more about this British hero of the War of 1812 in this excellent biography. **UE+**

### New Orleans

#### BATTLEFIELDS ACROSS AMERICA

**David C. King** • This fascinating little book shows the connection between Andrew Jackson and the British soldiers who were veterans of the Napoleonic Wars. Remember, it’s all connected! **E+**

## BEETHOVEN

### Bold Composer: A Story about Ludwig van Beethoven

**Judith Josephson** • Beethoven’s story is fascinating, and this title does an excellent job of communicating both the genius and the struggles of this composer. **UE+**

### Ludwig van Beethoven

#### WHY THEY BECAME FAMOUS SERIES

**Noemi Vicini Marri, translated by Stephen Thorne** • Isn’t it amazing to learn that Beethoven composed a symphony (Eroica) in Napoleon’s honor? When he

learned of Napoleon’s intention to crown himself emperor, Beethoven furiously scratched out his name from the title! Learn more about this epoch-shaping composer in this excellent biography. **RA**

### The Life & Times of Beethoven

#### PORTRAITS OF GREATNESS SERIES

**Gino Pugnetti** • This is an excellent overview of the life of the great composer. Filled with paintings, illustrations, and more, it describes the many facets and events of Beethoven’s life. **UE+**

## HISTORICAL FICTION

### Mr. Midshipman Hornblower

**C. S. Forester** • The Hornblower series is set in the time of the Napoleonic Wars. While the later books in the series show Hornblower’s character becoming increasingly unappealing, the first several titles are an amazing window onto the world of the British Navy. One actually begins to comprehend the British view on the necessity of impressment! **MS+**

### Pride and Prejudice

**Jane Austen** • Wonderful classic literature, this is a story of English society in the early 1800s. Highly recommended! **MS+**

For more books, use these Dewey Decimal numbers in your library:

Napoleon, Trafalgar: 940–944

Biography:

B section, found between 919 and 920

B B for Beethoven

B N for Napoleon and Nelson

B T for Toussaint L'Ouverture and Tecumseh

Slave trade: 382

Louisiana Purchase; War of 1812 in North America: 973

Beethoven: 780.92

Haitian history: 972

## MISSIONS

### From Jerusalem to Irian

**Jaya** A BIOGRAPHICAL HISTORY OF CHRISTIAN MISSIONS

**Ruth A. Tucker** • This is the best book available on the history of world missions and has recently been re-released as a second edition. Included are short biographies of missionaries all over the world, categorized by their geographical area of service. An indispensable resource for the study of *World Empires*, *World Missions*, *World Wars*. For this chapter, read pages 117–139. **UE+**

### Imprisoned in the Golden City

**Dave & Neta Jackson** • This historical fiction for children presents the story of Adoniram and Ann Judson who went to Burma as missionaries in the early 1800s. **UE+**

### William Carey

**CHRISTIAN HEROES THEN AND NOW**  
**Geoff & Janet Bengé** • Wonderfully written, this series of Christian biographies is fascinating, factual, and historically accurate. William Carey can be considered the father of the modern missions movement since it was his willingness to venture out to India in the late 1700s that opened the eyes of many Christians to the possibilities of missions in foreign lands. **UE+**

### William Carey

**MEN OF FAITH SERIES**  
**Basil Miller** • This biography was developed from the actual letters and journals of William Carey. It was William Carey's "Expect great things from God; attempt great things for God" that electrified nineteenth century Christians. **MS+**

## VIDEO

### Amazing Grace

A powerful film, this is the well-researched story of William Wilberforce and his struggle to end the slave trade in the British Empire. (Depictions of his illness, and of the cruelty of horse handlers of the era, may not be appropriate for younger viewers.) Highly recommended!

### War and Peace

This film, made during the 1950s and based on Tolstoy's novel, is very long and somewhat depressing. However, it does portray the burning of Moscow during the French invasion, as well as the conditions of battle, and the retreat of Napoleon's army during the winter.

### Horatio Hornblower

This A&E swashbuckling adventure does a great job of showing aspects of the Napoleonic Wars from the viewpoint of the British Navy. (Due to the graphic nature of some of the scenes, not recommended for younger students.)

### Beethoven Lives Upstairs

Produced in 1992, this wonderful movie directed by David Devine shows a young boy's gradual acquaintance with the "madman" who lives upstairs, the genius composer Beethoven. (Also available as an audio CD under the same title, part of the Classical Kids series.)

**What books did you like best?**

---

---

---

---

The Internet also contains a wealth of information about Napoleon & Early Missions.

**What sites were the most helpful?**

---

---

---

---

# ▶ Student Self-Evaluation

UNIT 1, PHASE 1

Dates and hours: \_\_\_\_\_

## Key Concepts

Rephrase the four Key Concepts of this Unit and confirm your understanding of each:

- Napoleonic Wars

---

- Abolition of Slave Trade

---

- Modern Missions

---

- Growth of United States

---

## Tools for Self-Evaluation

Evaluate your personal participation in the discussions of this Phase. Bearing in mind that a good participant in a discussion is not always the most vocal participant, ask yourself these questions: Were you an active participant? Did you ask perceptive questions? Were you willing to listen to other participants of the discussion and draw out their opinions? Record your observations and how you would like to improve your participation in the future:

---



---

Every time period is too complex to be understood in one Phase of study. Evaluate your current knowledge of Napoleon & Early Missions. What have you focused on so far? What are your weakest areas of knowledge?

---



---

Based on the evaluation of this introduction, project ahead what you would like to study more of in the following Phases.

---



---

# Phase 2

## ► Research & Reporting

Explore one or more of these areas to discover something significant!

### **Napoleon**

Compare and contrast Napoleon with other notable conquerors in history, such as Alexander the Great, Julius Caesar, or Genghis Khan. In what ways did Napoleon follow their patterns of conquest, and in what ways did he diverge?

Research and report on the Napoleonic Wars, detailing the rise of Napoleon, the major battles (both land and sea), Napoleon's tactical mistakes, and his defeat at the Battle of Waterloo. Describe the reasons why Napoleon is considered to be one of the greatest military minds in history.

Investigate the Spanish Peninsular War. What were the tactics of the British under the Duke of Wellington? What were the policies of the French armies in Spain? Describe how the Spanish reacted to having Napoleon's brother on the throne. How did this differ from the reaction of the other countries in Europe who also had a member of Napoleon's family ruling?

### **Beethoven**

Describe the life and work of Beethoven. How did his childhood experiences and deafness contribute to both his music and his rough personality? Describe Beethoven's attitude toward the French Revolution and Napoleon. How did this attitude change?

### **Lord Nelson**

Study the naval genius of Horatio Nelson. Describe his naval battles, showing how he defeated the French fleet at the Battle of the Nile, defeated the Danish at Copenhagen, and defeated the French again at the Battle of Trafalgar. Why is Lord Nelson considered to be one of the greatest naval tacticians in history?

### **Toussaint L'Ouverture**

Discover more about Toussaint L'Ouverture. Why was he called the "Black Napoleon"? What significance did his ability to read have for the slaves of Haiti? What were the three different groups of people and the two cultures on the island? Describe Toussaint L'Ouverture's battle tactics and his strategies for improving life on the island.

### **Egyptology**

Research and report on Napoleon's conquest of Egypt, particularly its effect on the study of Egyptology. Include the Rosetta Stone, Jean François Champollion, and the impact of the researchers who accompanied Napoleon to Egypt.

## Louisiana Purchase

Discover the circumstances surrounding this land deal between Napoleon and Thomas Jefferson. Why would the United States have preferred Spain to be the owner of the Louisiana Territory rather than Napoleonic France? Why did Napoleon abandon his plan to occupy it? What had Lewis and Clark been commissioned to do in the Louisiana Territory?

## War of 1812

Investigate the war that took place between Great Britain, the United States, and Canada. What were the causes of this war from the viewpoint of the Americans? The British? What was the United States' intention toward Canada? Why were Native Americans involved in this war, and who were they fighting? What were the results of this war?

Compare and contrast the War of 1812, fought in North America and the Atlantic, with the other War of 1812, the one Napoleon was waging in Russia. What, if any, were the connections between these two wars?

## William Carey

Research and report on the life and ministry of William Carey. Include information on his life in England, his accomplishments in India, the "Serampore Trio," and his tragic family life.

## Adoniram Judson

Adoniram and Ann Judson were among the first American missionaries to go to a foreign field. They traveled to India in 1812, then on to Burma. Discover more about their life and ministry in Burma (now known as Myanmar).

## William Wilberforce

Learn more about William Wilberforce, his life's work (including the "reformation of manners"), and the abolitionist movements in different parts of the world.



## ► Brain Stretchers

### **Napoleonic Code**

Napoleon, in his exile to St. Helena, remarked that his best work, and what the world would remember about him, was the Napoleonic Code of Law. Research and report on this work. Be sure to include the prior history of law in France, the implementation of the Napoleonic Code throughout the French-speaking world, and some of the most significant aspects of the Code.

### **Father of Modern Germany**

Napoleon has been called the father of modern Germany. Research and report on the impact of Napoleon's actions in the Holy Roman Empire, the Confederation of the Rhine, and the defeat of the Prussians.

### **Clapham Community**

Research and report on the Clapham Community, of which William Wilberforce was a member. What were the effects of the Clapham Community on Great Britain? On the world?

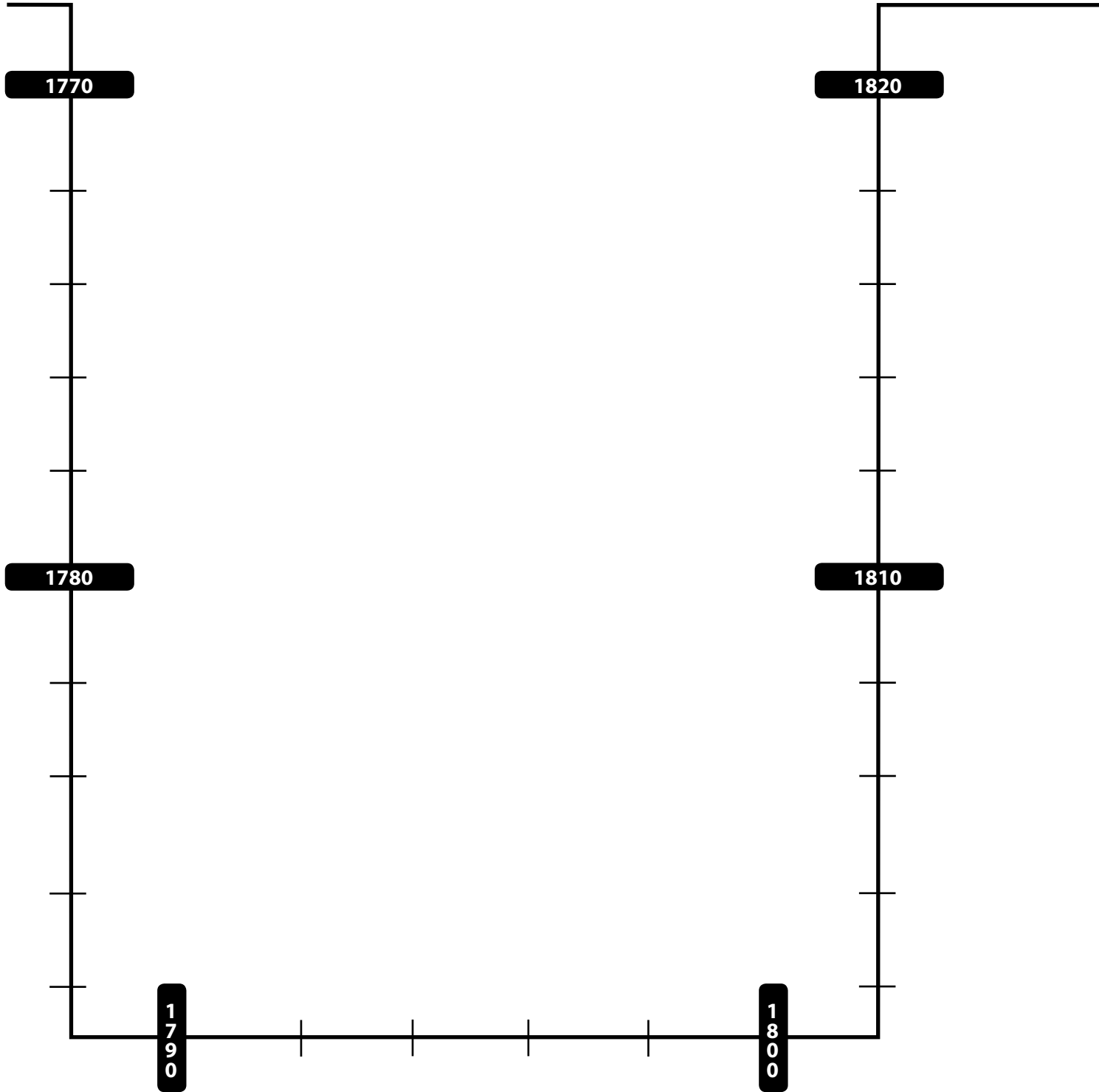
### **Create Your Own Research Topic**

---

---

---

# ▶ Time Line





### Consider this for your time line

The Napoleonic Age was the first time the entire European continent had been united since the days of Roman Empire, though the man responsible wreaked havoc in culture after culture to accomplish this goal. Across the Atlantic, the United States, a newcomer in the world of nations, was becoming a force to be reckoned with. In this same time period, the man considered to be the father of the modern missions movement imparted a new way of seeing Christian responsibility toward the peoples of the world through his writing and his work. And the diabolical African slave trade, which had been operating for centuries, was finally outlawed. All in all, this was an eventful two decades!

### Key Events

- Battle of the Nile
- Quasi-War
- Abolition of the slave trade in the British Empire
- Battle of Trafalgar
- Peninsular War
- Continental System
- War of 1812
- Battle of Waterloo

Be sure to include the people listed in Key People in Phase 1.

## ► Words to Watch

despotism

abolition

nepotism

annexation

tactical

society

vanquish

dissolution

alliance

occupation

abdication

exile

tactician

diplomacy

capitulate

dictator

Quasi-War

coalition

coup

### Consider:

Military terminology, for both army and navy, is important to know as you study Napoleon and the Napoleonic Wars. Some of the words listed below have more than one meaning, so discover how each is used as it concerns warfare.

blockade

total war

guerilla

earthworks

conscription

campaign

munitions

invasion

squadron

standing army

drive

flank

rearguard

offensive

blocking action

reconnoiter

auxiliary

pre-emptive strike

besiege

ships-of-the-line

impregnable

scorched-earth policy

theater of war

casualty

Other words you need to look up:

---



---



---



---

# ▶ Student Self-Evaluation

UNIT 1, PHASE 2

Dates and hours: \_\_\_\_\_

## Research Project

Summarize your research question:

---



---

List your most useful sources by author, title, and page number or URL where applicable (continue list in margin if necessary):

---



---

Now take a moment to evaluate the sources you just listed. Do they provide a balanced view of your research question? Should you have sought an additional opinion? Are your sources credible (if you found them on your own)? Record your observations:

---



---



---

Evaluate your research project in its final presentation. What are its strengths? If you had time to revisit this project, what would you change? Consider giving yourself a letter grade based on your project's merits and weaknesses.

---



---



---

Letter grade: \_\_\_\_\_

You have just completed an area of specific research in the time of Napoleon & Early Missions. Now what would you like to explore in the upcoming Phases? Set some objectives for yourself:

---



---



---

# Phase 3

## ► Maps and Mapping

### Physical Terrain

- » Label as many as possible of the major mountain ranges, rivers, and seas affecting Napoleon's troops. (Don't forget Egypt and Russia!)
- » Label the major mountain ranges, deserts, plains, and rivers of India. As you look these up, discover also the four general climatic zones in this vast subcontinent.

### Geopolitical

- » Shade France in one color, then shade with a different color the area of Europe that was brought into the Napoleonic Empire.
- » Mark and label the sites of Napoleon's victories. Mark and label the sites of Napoleon's defeats.
- » Mark the places in India where William Carey lived and ministered. Locate Burma (Myanmar) and show the area where Adoniram Judson ministered.

### Explore

- » **Who's in Control:** Mark the areas that were, during the time period of this unit (1790–1815), under the jurisdiction of the British East India Company, the Dutch East India Company, and those areas ruled independently by Indian royalty.
- » **Strategies:** Consider the impact of the various terrains and climates Napoleon faced in his bid for empire. In what ways was he helped by the terrain? In what ways was he hindered? What part did the seas and oceans play in this political drama? Mark the map with symbols to show where his troops were favored by these factors and conditions and where they were hindered.
- » **Christian Outreach:** What is the status of evangelical outreach today in India? What opportunities and what difficulties face those who share the gospel in these areas?







## ► Art Appreciation

### ***Napoleon at the St. Bernard Pass*** by Jacques-Louis David

You can find links to see these paintings at the online resource page.

- » What sense of Napoleon's accomplishment does this painting convey to you? In what ways does it convey the message of triumph in the undertaking? In what ways could you compare this image of Napoleon with Alexander the Great and his horse, Bucephalus?
- » Would you describe this painting as realistic? What other terms could be used?
- » Compare this with Paul Delaroche's painting of the same event, *Bonaparte Crossing the Alps*. In what ways are the paintings similar? In what ways are they different?

### ***The Third of May, 1808*** by Francisco de Goya

This is one of Goya's most powerful paintings. It shows Napoleon's army carrying out retribution for an uprising of Spaniards against Napoleon in Madrid.

- » Goya might have been an eyewitness to the massacre of Spanish citizens in Madrid. How does this painting differ in style, content, and message from David's painting?
- » In what ways could you describe this painting to someone who had never seen it? For what reasons might you recommend this painting to someone studying Napoleon's military career?

#### **CONSIDER:**

The French Revolution and the reign of Napoleon had a dramatic effect upon art, especially on the continent of Europe. It ushered in neoclassicism—a return to the classical style of ancient Rome and Greece. In painting, this meant that figures would resemble sculptures in form and simplicity, objects would have very defined outlines, and colors would be kept to a minimum (though bright colors could be used).

The online resource page at [www.HistoryRevealed.org](http://www.HistoryRevealed.org) contains many helpful Internet links to artwork, architecture, music, project helps, and more.

## ► Architecture

The neoclassical style was evident in architecture beginning in the mid-1700s and continuing into the 1800s. This was due in part to the excavations at Pompeii and Herculaneum, which provided architects with excellent models of Roman architecture. You can find links to see these buildings at the online resource page.

### ***The Pantheon, Paris by Jacques-Germain Soufflot***

- » Built originally to be the Church of Saint Genevieve, the patron saint of Paris, this building was not completed until 1789. With the French Revolution at hand, the building was renamed and used as the most esteemed burial site for France's heroes. How does this building reflect a classical style of architecture? How would you describe the exterior? The interior draws from the Gothic style of architecture. What are some terms you could use to describe the inside of the Pantheon?

In England, the beginning of the 1800s ushered in the Regency Period, which saw a revival of Greek architecture. The main architect of this time was John Nash. His most famous classic architectural design is Regent's Park in London.

### ***Park Crescent, Regent's Park***

- » What are some of the possible reasons you can imagine for creating this type of structure? In what ways does it resemble the classical architecture of antiquity?

## ► Arts in Action

Select one or more, and let your artistic juices flow!

### **Neoclassical Art**

Create an artistic piece in the neoclassical style! You may wish to draw, paint, or use modeling clay or LEGO® blocks. Create a backdrop with simple Greek or Roman columns, stairs, marble flooring, and other classical touches. Add a few subjects, dramatically posed, and compose a title, such as "Dianacus Awaiting Inspiration." Have fun!

### **Realism**

Choose an adventure from your life (or from one of your family members). Create a stylized depiction of the adventure, showing the heroic nature of the central character. This is not an exercise in realism; it is to emphasize the dramatic nature of the event, similar to David's painting of Napoleon crossing the Alps.

## ► Science

George Cuvier (1769–1832) was a scientist in France during the time of the Revolution, Napoleon, and the “Restoration” (when the Bourbon kings regained the throne). He is best remembered for his work in establishing the sciences of comparative anatomy and paleontology (the study of fossil remains). He maintained that the fossil record showed clearly the reality of Creation (no in-between species), and he carefully refuted the notion of evolution.

### Visit a Fossil!

- » The Creation Museum, natural history museums, paleontological digs, zoos, and fossil shops all have interesting fossil specimens to examine. Ask yourself these questions: Is this a marine animal, land animal, or plant? Is it extinct? Where was it found? Is it an unusual fossil? (*Dry Bones and Other Fossils* by Dr. Gary Parker is an excellent introduction to fossils for younger students. *The Fossil Book*, by Dr. Gary & Mary Parker, is appropriate for ages 12 & up.)

## ► Music

The music of Ludwig van Beethoven predominated during the early 1800s—the Napoleonic era. It is the bridge between the classical style of music (Haydn, Mozart) and the romantic style (Schubert, Berlioz, Mendelssohn, Schumann, Liszt, Chopin, Tchaikovsky). The neoclassical movement in painting and architecture, with its emphasis on form, simplicity, and control, gave way to romanticism and realism (with their emotion, imagination, and lack of restraint). Beethoven’s music moves similarly from classical to romantic. You can find links to listen to the music at the online resource page.

### Symphony No. 5 in C minor, Op. 67 by Beethoven

Beethoven’s Fifth Symphony is one of the most popular symphonies ever written. After listening, talk together about why this might be so. What is the famous theme, or *motif*, in the second movement of the symphony? Can you sing it?

### “The Year 1812,” Festival Overture in E flat major, Op. 49 by Tchaikovsky

Though composed long after the actual event, the 1812 Overture by Pyotr Ilyich Tchaikovsky is an amazing musical celebration of the Russian victory over Napoleon’s troops. The piece was first played in 1882 in Moscow.

- » Listen carefully to this entire piece, thinking about Napoleon’s experiences in Russia as you do. Did you find any particular messages that the composer was trying to convey within the music?

## ► Cooking

According to tradition, Napoleon demanded a meal after the Battle of Marengo. His chef had to make do with the scanty items he could find: a chicken, some eggs, tomatoes, olive oil, garlic, herbs, onions, and crayfish. From these ingredients (plus some of Napoleon's cognac), the chef came up with a dish that pleased Napoleon. In fact, he considered it lucky and refused to have the recipe altered on future occasions. Fix some for yourself, and see why Napoleon was taken with this dish.

### Chicken Marengo

½ cup flour	2 cups canned tomatoes
¼ cup butter	1 tsp dried tarragon
1 tsp salt	1 clove garlic, finely chopped
1 cup dry white cooking wine (or substitute 1 cup of chicken broth)	3 lbs. chicken, cut in pieces
½ tsp black pepper	10 mushrooms, sliced
	¼ cup olive oil

Preheat oven to 350° F. Mix flour, salt, pepper, and tarragon, then dredge the chicken in this mixture. In a frying pan, heat the olive oil and butter together. When it is sufficiently hot, brown the chicken on all sides. Place the chicken in a heavy casserole dish. Whisk the remaining flour mixture into the oil and butter until smooth, then gradually add wine until sauce is thickened and smooth. Pour it over the chicken and add the tomatoes, garlic, and mushrooms. Cover casserole with an ovenproof lid, and bake until chicken is tender (about 45 minutes). If you would like, sprinkle fresh parsley over the chicken just before serving. Serves 6.

Be sure to serve with French bread and a salad. Bon appetit!

# ▶ Student Self-Evaluation

UNIT 1, PHASE 3

Dates and hours: \_\_\_\_\_

## Evaluate your projects

- List which of the activities listed in this Phase you did:

---

---

- Rate your enthusiasm: \_\_\_\_\_

Explain: \_\_\_\_\_

---

- Rate the precision of your approach: \_\_\_\_\_

Explain: \_\_\_\_\_

---

- Rate your effort toward the completion of the project: \_\_\_\_\_

Explain: \_\_\_\_\_

---

- Ask yourself what worked and what did not. What would you do differently in the future, and what would you repeat?

---

---

- How specifically did these hands-on activities enhance your knowledge of Napoleon & Early Missions? What made them worthwhile?

---

---

- In the first three Phases of this Unit, what aspect of the time period has most captured your imagination? What would you like to creatively pursue to conclude your study?

---

---

# Phase 4

## ► In Your Own Way...

We have seen the newly forged empire of the French Revolution rise to European dominance while the centuries-old Holy Roman Empire fades to a mere memory in the history books; the British Navy become the formidable ruler of the seas through the genius of admirals and the power of impressment; William Carey powerfully share the gospel as he wends his way through the difficulties of missionary life; the United States successfully navigate its first three decades of existence while growing in size and power, despite two wars; the creation of the first black republic; and a near-miraculous end to the African slave trade. Now, choose a selection of these activities, or create your own, which will best express what you have learned from this Unit.

### LINGUISTICS

#### Journalism

As an investigative reporter for the hard-hitting monthly magazine *The Christian Persuader*, you have been given the job of uncovering the dark secrets and exploitive reasons why the British East India Company refuses to allow Christian missionaries to live or work within their territories. Remember, in this era shortly after the Great Awakening, you have a chance to impact policy by mobilizing British opinion on this issue—if people are sufficiently outraged.

As a reporter for the *Island Insider*, interview Toussaint L'Ouverture to discover the volatile situation in Haiti. In your article, analyze his chances of holding out against the Napoleonic Empire. What does he have going for him? What things are working against him?

Write a letter to the editor of the *Empire Herald* expressing your views of Napoleon's decision to divorce Josephine and marry Mary Louise. Are you shocked? Tell the readers why, but remember to couch it in such a way that the imperial temper is not provoked!

#### Poetry

Create a rhyming poem about the possible anticipated invasion of England by French troops. You may write it either from the viewpoint of the

English, who are fearful but trusting in the prowess of the British Navy, or from the viewpoint of the French soldiers, who are eager to go but frustrated by their lack of seamanship.

#### Prose

You are the king of Spain. When you turned over the Louisiana Territory in the Americas to Napoleon, you required that it never be transferred to someone else unless it was back to you. You just learned that he had the audacity to sell it to Thomas Jefferson of the United States. Write Napoleon your thoughts on this action (in the language of a king). Be sure to remind him of your former agreement. Remember, your desire is to influence him to cancel the deal with Jefferson before it's too late!

Write a job application to William Carey or Adoniram Judson. Tell him why you would like to work alongside him in ministry and how your skills and experience would qualify you, being careful to display your familiarity with the work he has accomplished in his ministry country, whether India or Burma.

In the style of Aesop's fables, tell the story of the rise and fall of *The Very Important Person*, using what you have studied of Napoleon's life as the model and the lessons learned as the moral.

**ART****Painting/Drawing**

Create a visual presentation of the Battle of the Pyramids, with the backdrop of antiquity setting the stage for Napoleon's famous engagement with the Egyptian Mamluks.

**Graphic Design**

As a captured British sailor/artist, you have been given the opportunity to win your freedom. The price? Design an award-winning T-shirt graphic for use by members of Napoleon's Grande Armée, which was unbeatable on land at the height of the French Empire. If you are extremely careful, you may be able to work in a visual reminder that your country's navy is unbeatable on the seas.

However, if it's too obvious, your design will be disqualified. Good luck!

**Cartooning**

Draw a political cartoon of Napoleon's exile on Elba. Remember that he didn't stay long—as a kingdom, it was much too small for a conqueror of his stature!

**Sculpting**

With clay or another sculpting medium, create a piece of symbolic or abstract art that expresses your thoughts on the long-awaited and hard-won victory achieved by William Wilberforce in outlawing the African slave trade in the British Empire.

**MUSIC****Compose**

Sea shanties are a time-honored form of folk music—actually work music—for sailors. A song like “Blow the Man Down” is an example of a sea shanty. Compose your own sea shanty with lyrics focused on the British Navy's habit of impressing unwilling sailors into their fleet during the Napoleonic Wars.

**Performance Practice**

With your teacher's help, select an appropriate piece of music that expresses a particular aspect studied in this Unit, whether from the Napoleonic Wars, William Carey's experiences, the abolition of slavery, or the struggles of the United States during this volatile time.

**DRAMA****Comedy**

Depict the scene from William Carey's life when his employer asked him to stop ruining his good shoe leather and to focus on preaching the gospel. Be sure to set the scene with Carey trying to make shoes while at the same time diligently studying a world map and learning several languages!

**Puppetry**

With puppets, portray the story of the tension in America between those who supported the French Revolution (like Thomas Jefferson)

and those who opposed it (like John Adams). Remember, men (and puppets) should wear powdered wigs to represent the fashion in those days.

**Drama**

Dramatize the War of 1812 in Russia. Half of your actors should play the part of the French army (which was smug going into Russia) and the other half should play the part of the Russian peasants (who were smug when the Russian winter destroyed the French). Remember that Napoleon made it to safety in his comfortable coach.

**Prop Needs**


---



---

**Costume Ideas**


---



---

**Role/Player**


---



---

**Set Suggestions**


---



---



**MOVEMENT****Miniature Action**

Set up a miniaturized (and simplified) version of the Battle of Waterloo. The hilly terrain of this area in Belgium was a factor in the outcome, so be sure to create the appropriate geographical elements.

**Pantomime**

Pantomime the role of William Wilberforce as the abolitionist who led the fight against the slave trade in the British Empire. He brought the horrific issues of slavery to the gaze of the nation, despite

tremendous opposition to his message. Be sure to include the type of treatment slaves experienced in the Atlantic crossing and the full power of the merchants who profited from the trade.

**Dance**

Choreograph a dance that will help viewers envision the victory at Trafalgar, with Admiral Nelson as the central figure in planning and executing the brilliant tactics that decided this sea battle. Remember, he lost his life at the end—an opportunity to add a dramatic element to your dance.

**CONCEPTUAL DESIGN****See the Hill, Take the Hill**

It's hard to believe. One man grabbing Europe—and succeeding! (At least for a time.) From the humble beginnings of non-French-speaking foreigner to emperor of the French Empire, all in one short lifetime. Your assignment is to create a board game where the scores add up rapidly to exceedingly high values, which will help players grasp the vast extent of what Napoleon accomplished. You will want to highlight whether his actions were constructive or destructive. Consider his impact (for good and bad) on France, the Holy Roman Empire, Germany/Prussia, England, Russia, Italy, America, and Haiti.

**CREATE YOUR OWN EXPRESSION**

---

---

---

---

# ▶ Student Self-Evaluation

UNIT 1, PHASE 4

Dates and hours: \_\_\_\_\_

## Evaluate your projects

- What creative project did you choose?

---

- What did you expect from your project, and how does the final project compare to your initial expectations?

---

---

- What do you like about your project? What would you change?

---

---

## In Conclusion

Revisit the four Key Concepts from the beginning of this Unit. Explain how your understanding of and appreciation for each has grown over the course of your study.

- \_\_\_\_\_

---

- \_\_\_\_\_

---

- \_\_\_\_\_

---

- \_\_\_\_\_

---

Record your concluding thoughts on Napoleon & Early Missions:

---