

# Napoleon & Early Missions (1790–1815)

UNIT

1



Pray with the students  
at the beginning of each Unit.

Enthusiasm and delight  
are the best ways to capture  
a student's interest and  
jump-start motivation, so:

- » **For the Auditory Students:** To capture their attention at the very beginning of class, consider playing a recording of “La Marseillaise,” the French National Anthem. (A link to a YouTube video of this recording—with French and English subtitles—can be found at the online resource page.)
- » **For the Kinesthetic Students:** Have the students play “follow the leader” as one volunteer takes them through physical actions to represent traveling from England to India at the end of the 1700s (a sea voyage and then an astonishingly different culture at journey’s end).
- » **For the Visual Students:** Play a trailer from the movie *Amazing Grace*, the story of William Wilberforce. (A link can be found at the online resource page.)
- » **For the hearts of all:** Pray with them at the beginning of the Unit, that God would help them discover what He has for each one to learn in this Unit.

## Learning Style Emphasis

Teachers can choose to have students do one or two activities, rather than the entire week's schedule. Please use what works for you in your unique setting.

	Week 1: Feeler	Week 2: Thinker	Week 3: Sensor	Week 4: Intuitior
	During this week, students will be introduced to Napoleon & Early Missions, and start reading through the book of Acts. You may follow this suggested schedule or adapt it to meet your students' needs:	Students will explore topics of interest through research and reporting, learn new vocabulary, and construct a time line relating to Napoleon & Early Missions. They should continue reading the book of Acts.	Students will gain cultural understanding through sensory activities as they explore interrelated subject areas through sensory activities pertaining to Napoleon & Early Missions. They should continue reading the book of Acts.	Through creative self-expression, using one or more creative activities, students will present some aspect of what they have learned in the past three weeks relating to Napoleon & Early Missions. Areas of expression include linguistics, art, music, drama, movement, and conceptual design. They should finish reading the book of Acts.
Monday	Informally discuss the Key Concepts Listen to the <i>What in the World?</i> audio recording(s)	Choose topic and begin research	Create a map and discuss the issues in teams	Choose an area of expression and begin work either individually or in teams
Tuesday	Read the article Listen to the other audio recording(s)		Examine and discuss art masterpieces & architectural structures	
Wednesday	Recap the material using activities Talk together	Practice vocabulary	Do an art project*	
Thursday	Conduct class discussion	Construct the time line	Do a science project or field trip**	
Friday	Choose books of interest/Internet search Conduct a review and evaluation	Complete research projects and share in class or hand in Conduct a review and evaluation	Listen to and discuss the music Cook the food listed in the recipe Conduct a review and evaluation	Share creative expressions in class Conduct a review and evaluation


\*Art project will need to be planned ahead of time to acquire materials.

\*\* Field trip will require extra planning time.

## Napoleon & Early Missions (1790–1815)

UNIT

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Wellington at Waterloo

### Key Concepts

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

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

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## Informally discuss the Key Concepts with your students

### KEY CONCEPTS Background Information

These are the main objectives of the Unit. As you proceed through the four weeks, your students will be given various ways of understanding each of these objectives. Explanations of these Key Concepts follow.

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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 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.

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

### 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

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To get an informal discussion started on this Key Concept, ask a simple leading question, such as, “Can you name some of the events that took place during and as a result of the Napoleonic Wars?”

## Napoleonic Wars— EXPLANATION

The Napoleonic Wars were born out of the French Revolution, as Napoleon advanced through the military ranks during the tumult of the decade-long upheaval to the highest position in France. They were a continuation—and yet, in another sense, an utter reversal—of the French Revolution. Napoleon waged war against the rest of the world under the tricolor flag of revolutionary France, but without the liberty, fraternity, or equality it promised.

If you picture a juggler trying to keep a dozen balls in the air, you have a

good idea of the internal and external dynamic of the Napoleonic Wars as Napoleon exerted tremendous effort to keep several different spheres under his control at the same time:

- Dealing with his foreign enemies
- Restructuring his nation
- Making himself emperor
- Controlling the continent

First and foremost was his unrelenting focus upon his perceived enemies, especially Great Britain. He was plagued because their navy seemed unbeatable and their island nation impenetrable. As Napoleon successfully waged war across the European

continent, he was constantly aware of the danger posed by what he called “that island of shopkeepers.” At the same time, Napoleon was seeking to bring all of the other European countries under his power. When they made alliances and amassed vast armies against him, he quickly swung his nearly invincible armies around and crushed them. With his brilliant military strategies and the decisiveness with which he moved his armies, he trounced them all, time after time. One of the most noteworthy results, and perhaps the most unintended consequence of Napoleon's victories, was the fierce resolve of the Prussians to never suffer defeat again. That laid

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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

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the foundation for the great German military machine that would eventually crush France and, in the 1900s, bring the whole world to war.

That was still in the misty future, however. In the year 1802, France and England agreed to lay down their arms. With the long-awaited peace announced, Napoleon began juggling the national needs for economic stability, for an overhaul of the nation's legal code, for architectural monuments suited to the prestige of his nation, and even restyling himself as emperor and rebranding the nation as an empire with a new hereditary family (Napoleon's, of course). Much to the chagrin of the European

community, they learned less than two years later that all of this activity was just a momentary intermission between acts of war.

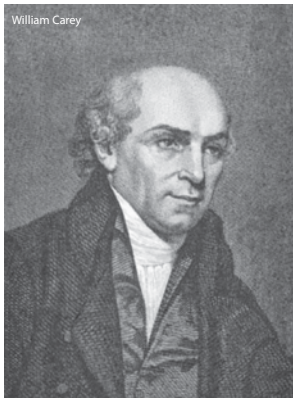
Because of Napoleon's continuing enmity toward England, he built a flotilla of ships to carry his war to England's shores. Defeated by the unceasing labors of the British navy and his own ignorance of naval tactics, Napoleon had to cancel the invasion and turn his focus once again to the concrete actions of his army. This change, coupled with a lack of seagoing wisdom, led to the annihilation of the French fleet at the hands of Admiral Nelson in the Battle of Trafalgar in 1805.

Napoleon, stung by his oceangoing defeat, devised another plan to render Great Britain weak and ineffective. Knowing that England depended heavily on trade for its goods and economy, he proposed the Continental System, which was a trade blockade to keep England's goods out of the continent of Europe. Though this system was not successful, Napoleon continued to try to support it, rushing his armies here and there to plug the leaks, especially in Portugal and Spain.

When Russia refused to comply with the Continental System, Napoleon attacked with half a million soldiers, during what is known as the War of



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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.

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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

1812. In the same year, Great Britain and its Canadian colony went to war with the United States largely over issues that had arisen from the Napoleonic Wars, with the most highly-charged issue being the impressment of US citizens into the British navy. Napoleon lost his Russian war to the bitterly cold "General Winter," while the United States/Canada/Great Britain war was settled diplomatically after a series of inconclusive battles on land and sea.

Meanwhile, the British army was waging an increasingly successful war against the French in the Peninsular War (on the Iberian Peninsula where Portugal and Spain are located). Though the British had landed first in Portugal, the Duke of Wellington determinedly took his troops beyond that land and into Spain. The news of the defeat in Russia gave heart to those who opposed Napoleon, and

Wellington's successes greatly contributed to diminishing the legend of Napoleon's invincibility.

In 1814, the European and British armies finally brought Napoleon to a standstill. He fled to Paris, where he abdicated his throne in exchange for the small island kingdom of Elba. As the allies breathed a huge sigh of relief, Napoleon began to consider the possibilities of staging a comeback. In one of the most remarkable scenes of history, Napoleon clandestinely left Elba and returned to France. The people of France, heartily sick of their new Bourbon king, welcomed their former emperor with great enthusiasm. That enthusiasm undoubtedly

waned when Napoleon took their remaining men and boys to fight his final battle.

The allies were stunned to learn that Napoleon was loose once more. They were still settling the diplomatic details of reestablishing the nations of Europe after having been forced into the Napoleonic empire. They quickly gathered their armies and marched to the inevitable war. The Battle of Waterloo was the last act of Napoleon's military show, as he tried once again to use his strategic genius to its greatest effect. It almost worked—almost, but not quite. As they say in the books, "He met his Waterloo."

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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

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To get an informal discussion started on this Key Concept, ask a simple leading question, such as, "Why do you think the British, after centuries of lucrative African slave trade, ended it in 1807?"



## Abolition of Slave Trade—EXPLANATION

One must always keep in mind both the context and the personalities of a historic event. In the case of the African slave trade, the context of Great Britain's decision is somewhat startling. As we have just noted in the Key Concept above, the British were in a life and death struggle with the conqueror of Europe. As Napoleon ably noted, they were utterly dependent upon trade for their economic stability, and the African slave trade was the most lucrative of all. When one discounted the suffering and misery of the Africans (which

many easily did), it was an incredibly profitable source of revenue for an extremely eager market.

As difficult as it is for us to understand today, few people in Western societies saw any problem with the slave trade. They viewed Africans as a commodity, much like sheep or cows, so it did not bother European consciences to trade in human life—as long as it was African life. Even the Great Awakening, though it influenced many areas of British society, did not permeate deep enough to make a difference in this issue. Perhaps that is not surprising, since Scripture tells us that the love of money is the root of all kinds of evil.

In God's amazing grace and timing, the root of this evil was about to be exposed. When the life of one member of the British Parliament was transformed by the gospel, the repercussions were felt throughout the halls of power and throughout the country. William Wilberforce was a man gifted by God with tremendous oratory skills, and he put those gifts to use in service that would benefit millions of the poor, needy, and oppressed.

Psalm 72 says, "For He will deliver the needy when he cries, the poor also, and him who has no helper. He will spare the poor and needy, and will save the souls of the needy. He will

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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 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

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redeem their life from oppression and violence; and precious shall be their blood in His sight."

It seems from Scripture that the wisest explanation for the ending of the British slave trade in 1807 is that God moved on behalf of those who were oppressed. He raised up an incredibly determined politician who persevered through enormous

difficulties and failures, and who eventually rallied the conscience of an entire nation on behalf of African slaves. In a stunning reversal of previous votes of Parliament—and in the very midst of the Napoleonic Wars—the majority voted to abolish the African slave trade.

To God be the glory, great things He has done!



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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.”*

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## Modern Missions— EXPLANATION

In order to answer this question, we need to consider the results of William Carey’s life and work that caused the church to change its thinking about missions. Prior to Carey, there were a few small groups of believers, such as the Moravians and the Danish-Halle Mission, who emphasized missions to the far-flung peoples of the world. But overall, the Protestant church seems to have interpreted Jesus’s Great Commission as being applicable only to the apostles in the New Testament.

William Carey, whose imagination was fired by accounts of Captain

Cook’s travels, began not only to learn more about the world and its people but also to study the Scriptures to better understand God’s intention toward these “heathen” peoples who were outside the realm of Christendom. What, for instance, was God’s desire for the multitudes of Hindus in India? What did He desire His people to do to share the good news with those who had never heard it?

These types of questions began to have deep ramifications in his life. It is reported that at a meeting of church leaders, when Carey shared what he believed God was showing him from Scripture, he was rebuked by an

To get an informal discussion started on this Key Concept, ask a simple leading question, such as, “Why do you think Protestant church historians designated William Carey the “father” of a new missionary movement when there had been Protestant missionary endeavors at least since the late 1600s?”



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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.

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older minister, who said, “Sit down, young man. When God pleases to convert the heathen, He will do it without your aid or mine.”

However, the idea that Scripture actually commanded believers to take the gospel to the four corners of the earth was so firmly cemented in Carey’s soul that he published a booklet explaining these concepts, entitled *An Enquiry into the Obligation of Christians to Use Means for the Conversion of the Heathens*. The written word has always spoken volumes. The transformed life, which led Carey to leave England and move his family

to India, spoke even louder.

Though the majority of the people of India did not embrace Christianity as a result of Carey’s work, yet he had significant impact on a few individual Hindus, and his influence was subtly felt in various aspects of the culture. Beyond his specific work in India, however, William Carey’s writings and work opened the floodgates of Protestant Christian missions. From that point on, multitudes of Christian missionaries would leave their homes in Europe and America and go to the ends of the earth—all for the sake

of fulfilling the Great Commission.

And Jesus came and spoke to them, saying, “All authority has been given to Me in heaven and on earth. Go therefore and make disciples of all the nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all things that I have commanded you; and lo, I am with you always, even to the end of the age.” Matthew 28:18–20

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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



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## Growth of United States—EXPLANATION

For those alive in the twenty-first century, it may be inconceivable to consider just how frail and tenuous the United States was at the beginning of its history as a nation. But, as evidenced in the writings of European diplomats, many fully expected this experiment in civil liberty to quickly fail and were somewhat amazed when it survived.

During the American Revolution, representatives of the thirteen colonies-become-states came together to establish a governing agreement. They created a system that gave

sovereign rights to each state while allowing a measure of authority to a "confederated" government, which would address issues for all the states. These "Articles of Confederation" included the right to negotiate diplomatic agreements such as treaties, the prerogative to make war when necessary, and the ability to resolve issues arising over the newer western territories that were not part of the original thirteen colonies.

Within two years of the end of the American Revolution, the American people were suffering tremendous economic hardship due to high taxes, bankruptcies, farm foreclosures, and a shortage of hard currency. A revolt

To get an informal discussion started on this Key Concept, ask a simple leading question, such as, "What do you think the first few decades were like for the new nation known as the United States of America?"



## 1

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*)

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took place because debtors were being imprisoned. An American Revolutionary War captain named Daniel Shays, who had become a bankrupt farmer, led a group of armed men to shut down a court session in Massachusetts. Things got out of hand, and suddenly there were thousands of soldiers involved in "Shays's Rebellion."

To many, the system under the Articles of Confederation seemed to be falling apart. That prompted the states to call for a new convening of representatives who would, hopefully, find a way out of the mess.

It was this convention that wrote

the Constitution used in the United States today. It provided far more authority to the central—or federal—government, including the ability to tax. In addition, the Constitution formed a new type of government divided into three mutually dependent and equal branches: legislative, executive, and judicial.

Though this new government proved to be much more functional, the young nation was not yet out of trouble. Those who liked the idea of a stronger central government were known as Federalists, and those who opposed the idea were first known as anti-Federalists, and later as Repub-

licans (in identification with the aims of Revolutionary France).

These two groups had competing and vastly different ideas of what was best for their country.

Compounding the troubles, France—America's former friend and ally—underwent a major upheaval as the French Revolution overthrew the established monarchy, and eventually descended into the anarchy of the Reign of Terror. Those in America who approved of the Revolution saw similarities between the two countries: that each had sought liberty from the oppression of monarchies.

## 1

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.*

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Those in America who were horrified by the Revolution saw the anarchy of mob rule and feared that it might come to American shores. Again, these were two opposing views of reality. They led to a significant splintering in American politics, especially after the much-honored George Washington ended his second term as president. Those who came after him were not given the same measure of esteem, and regardless of the actions of subsequent presidents, there were many who vocally and relentlessly derided their decisions in public. Jesus had said that a house divided against itself cannot stand,

and it must have appeared to many outsiders that the American experiment was so divided against itself that it was doomed to fall.

Add to the young nation's difficulties one more issue: commerce.

The ongoing enmity between France and England during the French Revolution and Napoleonic Wars, much of which was carried out on the high seas and in the trade routes, could have been a recipe for disaster for the fledgling nation seeking to gain a foothold in the extremely lucrative business of merchant shipping—which was especially good in a time

of war. It nearly undid the United States, as it led to the Quasi-War with France and the War of 1812 with Great Britain and Canada.

Amazingly, despite all of these troubles, the United States managed to emerge from its first few decades with more land, more people, a better economy, an effective navy, and a greater stature among the powerful nations of the world.



## 1



Toussaint L'Ouverture

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 reinstituted 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.

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The article for Unit 1 is designed to help students learn about Napoleon and Early Missions, and to cause them to consider the implications for people today of the events of this time period. The materials covered in the audio recordings offer another look at this historic moment, covering slightly different information. In the article and recordings, along with introducing the basic understanding of history we are also bringing in the biblical worldview.



You may choose to have your students read the article first and then listen to the audio recordings, or vice versa.

## Read the article

## Listen to the audio recordings in Listen to This

- The main concepts and chronological flow are contained in *What in the World?* Volume 3.
- Discover more amazing stories about William Carey, the father of modern missions, and William Wilberforce, who brought about the end of the slave trade in the British Empire, in *True Tales* Volume 3.
- Learn about the desperate state of affairs in America in the late 1700s, the “Concert of Prayer” that sought God’s deliverance, and the revival that came, in *Digging Deeper* Volume 3.

### 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 unrelenting 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.*

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## Read the Scriptures in Read For Your Life

The Scriptures are central to our understanding, our character, and our decisions. Therefore, we must give the greatest weight possible to them.

Help your students gain this perspective as they watch you handle the Scriptures with reverence and awe.

Pray that your students will gain a greater understanding of God's heart for the nations, tribes, and people groups of the world as they consider the Great Commission's significance to and impact upon Christians in the late 1700s.





## KEY PEOPLE

The main characters in this Unit are listed in the Student Manual, along with a brief identifier, so that the students can familiarize themselves with these people.

## Recap the material with an activity

In different parts of the room, set up stations for the Eight Intelligences Recap Activities. Then allow students to work alone or together in small groups to accomplish THEIR CHOICE OF ONE of the following suggestions. At the start of the next class, ask for 3–4 groups of volunteers to share.

**Homeschoolers: rather than setting up all eight stations, allow student(s) to choose which activity they would most enjoy, and do it.**

### Recap Suggestions:

**Spatial:** Create an advertisement to attract new recruits for Napoleon's army, emphasizing the glamour of travel and of being on the winning side. Be sure to deemphasize how many soldiers Napoleon loses each month.

**Bodily-Kinesthetic:** Physically illustrate, through pantomime or some physical action, some of the most compelling reasons for the War of 1812 between Great Britain (with its colonial ally, Canada) and the United States. Have others guess which reasons you are illustrating.

**Interpersonal:** In a small group, hold a discussion concerning the influence of William Carey on India and on the modern missions movement. Also consider whether you think his life is a good model for Christians today.

**Musical:** Sing together "Amazing Grace," written by John Newton, a former slave trader turned preacher.

# Phase 1

Introduction  
Week

### 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

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Afterward, talk together about the most interesting or important facts studied in this Unit concerning the abolition of the slave trade in the British Empire.

**Linguistic:** Create a short rhyming poem that will help students remember the main points of Napoleon's life, his rise to power, and his sudden descent.

**Math-Logical:** Analyze the similarities and the differences between the French Empire under Napoleon and the British Empire. Make a simple chart to show this information.

**Intrapersonal:** Brainstorm ways you personally might have been able to assist Toussaint L'Ouverture in

his struggle to keep Haiti free from foreign control, while maintaining a vibrantly Christian approach to the difficult issues facing this new republic.

**Naturalist:** Allow outdoor-loving students to go outside and find a place that could represent one of the major sea battles between the British navy under the command of Lord Nelson versus the French navy. If you can find a shallow bit of water and reconstruct the Battle of the Nile, so much the better!

**Or . . . Activity of Your Choice:** What would you like to have your students do for a review activity concerning this week's introduction to Napoleon & Early Missions?

## ► 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*

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## ■ Talk together

### Individual Preparation

After completing their recap activities, students may begin to consider the questions in the Opinion Column and Critical Puzzling.

### Class Discussion

Use the questions under Talk Together to get the students primed and to create a discussion environment in the classroom. You may also want to draw from the open-ended questions listed here.

The British and Foreign Bible Society was founded in 1804 to print Bibles in different languages. Imagine what it would be like for you to not have a Bible in your own native tongue but only in a language that you barely understand. With this in mind, how do you think this organization made a difference in missions?

Do you think the War of 1812 would have occurred between the United States and Great Britain if Napoleon had not been aggressively seeking to master the European continent?

In 1816, the “Réveil,” or Awakening, took place in France and Switzerland under the ministry of Robert Haldane. Why do you think the people of post-Revolutionary, post-Napoleonic France might have been hungry for the things of God? Can you think of other times in history when God has moved mightily among people in deep need? How does Psalm 107:4–22 describe God’s response to deep needs?

### 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.

### NAPOLÉON & THE NAPOLÉONIC 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

E+ Elem & up

MS+ Middle school & up

RA Read aloud

UE+ Upper elem & up

HS High school

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## ■ Choose books of interest/ internet search

A list of possible books for further reading is given in the Student Manual. Encourage your students to look for books or videos concerning Napoleon's day and early missions from this list and from other sources. You may want to gather a selection of

further resources prior to beginning Unit 1, or you may encourage the students to be treasure hunters and find them on their own. It would be helpful and time-saving before the Unit begins to check availability of these titles on your local library website.

Remember:

*Beware of Arrogance,  
Embrace Humility!*

## THE BRITISH NAVY &amp; 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 &amp; 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 TRAILBLAZER BOOKS

**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 Benge** • 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?**

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

**What sites were the most helpful?**

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## Conduct a review and evaluation

In this Phase of Unit 1, your students should have had the opportunity to explore Napoleon & Early Missions through reading, listening, thinking, and discussing by completing a selection from the following:

- informally discussed the Key Concepts;
- read the article;
- listened to the audio recordings;
- read the online articles;
- read the Scriptures;
- explored the recap activities;
- considered the Opinion Column and Critical Puzzling answers on their own;
- participated in class discussion;
- chosen books of interest or searched the Internet;
- completed their self-evaluation for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student participation:

Create an evaluation system of your own, or refer to the evaluation rubric in the introduction, as a tool for assessing participation. The categories you will probably find most useful are "Introduction," "Process: Teamwork" and "Process: Originality." To help students develop good discussion skills, encourage them to participate actively, ask content-based questions, and stay focused on the discussion at

# 1

Phase 1

UNIT 1, PHASE 1

## ▶ Student Self-Evaluation

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.

\_\_\_\_\_

\_\_\_\_\_

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hand. Students demonstrate a higher level of discussion skills when they incorporate comments and questions from others into their own questions, and draw out opinions or ask for points of clarification from others.

Do not critique the self-evaluation page your student completes and do not direct the answers the student gives to the questions. Instead, allow sincere and personal completion of the evaluation, then discuss the responses and incorporate those comments into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

Exploration  
& Discovery Week

## Phase 2

## ► Research &amp; 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.

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This reporting project will be like going on a Napoleonic treasure hunt, naming the battles based on the clues given. First, set up different sites, inside or outside, that will represent each of the major battles in the Napoleonic Wars. Then place objects at each site that will be helpful clues to the identity of that battle. These clues could reflect the name of the battle (such as Waterloo) or the nature of the battle (such as, the overwhelming obstacle of the Russian winter). Give participants a "cheat sheet" that tells them the names of the battles, two or three relevant facts concerning each, and blank spaces in which to write the identity of each as they recognize it in your prepared site. As soon as everyone understands what is expected, it will become a race to see who can correctly identify the sites first.

Consider how you would have felt as a Spaniard when Napoleon set his brother on the throne of your beloved country. Then write a description of the motivations you believe were present among the betrayed and suffering Spanish people during the Peninsular War. How did these affect the final outcome of the war? As an addendum, write about how you think a believer, fully devoted to serving Jesus, should react if placed in a similar situation.

**Lord Nelson**

Create a flip chart that will illustrate the daring tactics used by Lord Nelson in each of his successful sea battles against the French navy. In order to get a sense of how you might create this chart, look at the ways a football coach shows on paper what each member of his team needs to do during each play. The goal is to have Lord Nelson's methods become perfectly understandable to your audience!

Go outside and recreate these sea battles on land. You will either need groups of volunteers who are willing to become the British Royal Navy ships and the French Navy ships, or you can use ships you make out

## Choose a topic and begin research

Allow the students the freedom to choose one of the topics listed under research & reporting in the Student Manual, or to suggest their own area which they would like to research.

### Motivating Suggestions:

Especially for Non-linguistic students, and those who are not motivated by written or oral reports, here are suggestions for alternative ways of reporting what has been researched.

**Napoleon**

Two students can work together to create a television news-style program for an audience. This edition: an interview with Napoleon Bonaparte. One of the students will act the part of Napoleon while the other is the interviewer. Be sure to question Napoleon himself on how he views his accomplishments when compared with other great conquerors from history. The interviewer may want to allow questions from the studio audience.

of materials found in nature. Once you have adequate representation of the two navies, set the scene and reenact the battles for interested bystanders. If you are working with live “ships,” encourage them to make appropriate sounds of cannons, splintering wood, etc. (You might want to watch a bit of the *Horatio Hornblower* series to learn the types of sounds that would be appropriate.) If you are using nature “ships,” you might consider creating a soundtrack to go with the reenactment.

## Toussaint L’ouverture

Using paints, photographs, or other pictorial aids, make a large poster that will give others a graphic representation of the life and struggles of Toussaint L’ouverture. Be sure to address each of the issues listed in the Research & Reporting question.

Find or create a selection of music that represents to you the life of Toussaint L’ouverture. Write up program notes for the audience, explain to them what you would like them to listen for in the music—what has spoken to you personally—and why you chose this music to represent Toussaint L’ouverture. Be prepared to answer questions on his life after the short concert is over.

## Beethoven

Write a book for young children that will describe, appropriately for their age, the life and musical genius of Beethoven. You have the choice to make him a very sympathetic figure or a very strange and hard-to-live-with man, since he was both! Don’t forget the difficulties he faced due to his increasing deafness.

Choose a short selection from your favorite composition by Beethoven. Your assignment is to explain to your audience how this composition reflects his “cutting-edge” musical genius. You will want to give a short synopsis of Beethoven’s life prior to playing and explaining the selection. If you are able to create a PowerPoint

### 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.

presentation, the visual aids will greatly assist many in the audience to understand the points you make.

## Egyptology

Create a solo performance depicting the difficulties surrounding the deciphering of the Rosetta Stone by dramatizing Jean François Champolion’s amazing success.

Hold a debate with three other people. The topic to be discussed is this: Did colonizing countries have the right to remove valuable antiquities from the country in which they were found? Be sure to include examples both for and against this topic from Napoleon’s trip to Egypt, along with

its impact on Egyptology.

## Louisiana Purchase

Using a large wall map of the United States, explain to your audience where the Louisiana Territory was located, how Spain came to possess it, who lived there, why France initially took it in a secret treaty from Spain, what caused Napoleon to relinquish it, and Thomas Jefferson’s reasons for sending Lewis and Clark on their epic journey. It would be appropriate to make this presentation in the guise of a National Parks ranger, preparing guests for the journey they are about to take. Be prepared to answer their questions!

## ► 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

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Napoleon & Early Missions (1790–1815) 41

Analyze the costs and benefits (or pros and cons) to Spain in “owning” the Louisiana Territory. Do that same cost and benefit analysis for France, keeping in mind that they saw it as a way to rebuild a vast North American empire. Do a third analysis for the United States as they recognized the huge opportunity to extend their nation. To make things really interesting, create a fourth cost and benefit analysis for the Native American tribes who inhabited most of this land. Then, comparing all four of these, make a spreadsheet or chart to show your work.

## War of 1812

Putting yourself in the shoes of the British Admiralty, write a defense of the policy of impressment. Then, considering the sentiments of the citizens of the United States, write a defense of their decision to go to war. In addition, think about the very difficult position of the Native American nations that went to war against the United States, and write a defense of their actions. Finally, explain or write a statement of what you would have believed to be the right answer to the issues during this very volatile time, as a British navy officer, an American worker, and a Native American warrior.

Find materials from nature for a “show and tell” that will represent the American/British/Canadian War of 1812, as well as different materials that will appropriately represent Napoleon’s War of 1812 in Russia. Then present your work, helping your audience understand the vast differences between these two wars and the reasons they were intrinsically connected.

## William Carey

Perform a series of pantomimes to depict the three or four most significant events in the life of William Carey, showing the reality of his ups and downs. Demonstrate the obstacles he faced, both in England and in India. Be sure to express his trust in the faithfulness of God through it all. (It might be helpful to enlist a narrator who could give some background to prepare the audience for what they will see.)

With two or three other students, discuss whether you think William Carey was justified in taking his wife to India, knowing she was very fearful and timid. Should he have remained after the death of their child, as she became more and more unbalanced? In this discussion, be sure to consider the long-term results of his life and ministry in India and his effect on the modern missions movement.

## Adoniram Judson

Imagine you are a Burmese living next door to Adoniram and Ann Judson. Write about what you have been hearing them describe concerning their God and how Christianity is so different from your own religion. If you are almost persuaded that they are right, explain what you have been realizing—how this would not only change your own relationship to God, but would also dramatically change the way your family and culture respond to you.

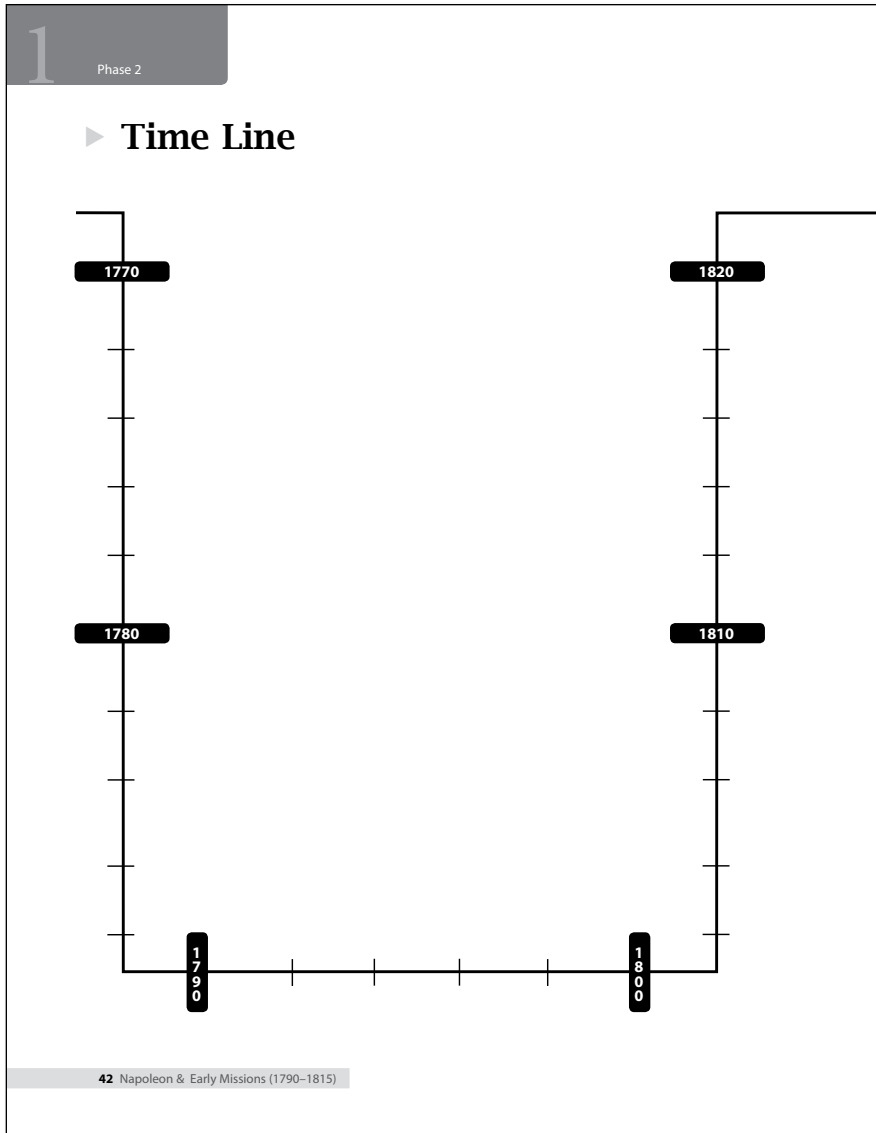
Create a visual display of Myanmar (Burma) that shows the beauty of the land and people along with the religious beliefs in that country. Next,

create a visual display of Adoniram Judson's life and work and the obstacles he faced in ministry. Make another one to show the results that are visible on this side of eternity. You may choose to do this as a series of posters, as a PowerPoint presentation, or using any artistic medium you prefer.

### William Wilberforce

Set up a museum of William Wilberforce's life, showing the many aspects of British society and culture he impacted. Then be a museum curator and explain what the different objects in the museum mean and how they represent the "reformation of manners" in Great Britain, and the abolition of the slave trade in the British Empire and its far-flung colonies. Be prepared to answer the museum guests' questions.

Compose a hymn of praise to God that expresses what William Wilberforce experienced and believed. You may choose to compose a new tune for this hymn, or you may want to rewrite the words from another hymn such as "Amazing Grace." Remember, the focus of the hymn must be, as was the focus of William Wilberforce's life, the glory of God alone. *"Not unto us, O Lord, not unto us, but to Your name give glory, because of Your mercy, because of Your truth."* Psalm 115:1



## Construct the time line

Read the information listed with the Key Events in the Student Manual. Dialogue with your students about the issues involved.

Find the dates for the Key People and Key Events listed.



Phase 2

1

**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.

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**Key Events**

- Battle of the Nile: 1798
- Quasi-War: 1798–1800
- Abolition of the slave trade in the British Empire: 1833
- Battle of Trafalgar: 1805
- Peninsular War: 1808–1814
- Continental System: 1806–1814
- War of 1812: 1812–1815
- Battle of Waterloo: 1815

**Time Line Key****Key People in the Church**

- William Wilberforce: 1759–1833
- William Carey: 1761–1834
- Robert Haldane: 1764–1842
- Hans Nielsen Hauge: 1771–1824
- Adoniram Judson: 1788–1850

**Key People in the World**

- Thomas Jefferson: 1743–1826
- Toussaint L'Ouverture: 1743–1803
- Lord Horatio Nelson: 1758–1805
- Tecumseh: 1768–1813
- Napoleon: 1769–1821
- Duke of Wellington: 1769–1852
- Muhammad Ali Pasha: 1769–1849
- Ludwig van Beethoven: 1770–1827
- Alexander I: 1777–1825

When we look back, we recognize that Napoleon was in power for less than two decades and his continent-wide empire fell apart after his death. But the people who were alive in Europe during that time did not have the luxury of our perspective. To them, he undoubtedly seemed like a superman—a nearly unbeatable dictator who was able to conquer everything he set his sights on. In light of this, read Psalm 73 with your students and talk with them about how our perspective changes when we evaluate current events in light of eternity.



## ► Words to Watch

despotism	society	abdication	dictator
abolition	vanquish	exile	Quasi-War
nepotism	dissolution	tactician	coalition
annexation	alliance	diplomacy	coup
tactical	occupation	capitulate	

### 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	munitions	rearguard	besiege
total war	invasion	offensive	ships-of-the-line
guerilla	squadron	blocking action	impregnable
earthworks	standing army	reconnoiter	scorched-earth policy
conscription	drive	auxiliary	theater of war
campaign	flank	pre-emptive strike	casualty

Other words you need to look up:

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Here is one idea for making vocabulary study interesting and fun: These vocabulary words all have to do with politics in a time of war. So, incorporating the list of words, write a stirring campaign speech that you will use to try to win the election by emotionally swaying the voters who tend to vote with a different political party. If more than one student is involved, have them read their speeches and then have the group vote for the politician they think will do the job and get this war won!



A list of definitions can be found at the back of the book in Appendix B.

## ■ Practice vocabulary

You may find other words in this Unit that are especially appropriate for younger children. Feel free to

substitute another vocabulary list for the one provided.

## ■ Complete research projects and share in class or hand in

Create a safe environment for the presentations. Set ground rules prior to the presentations, so that students know how much time is available for

each of them, and so that they know they will be honored and respected by all those observing.

## ► Student Self-Evaluation UNIT 1, PHASE 2

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

### Research Project

Summarize your research question:

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

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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:

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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.

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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:

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to their evaluation of sources. Older students should learn how to make a “Sources Cited” list according to academic standards—refer them to English usage books or websites for formatting rules. Younger students should learn how to obtain a balanced view of their research subject; if they use more than one source they will get a bigger picture of what was happening. Encourage your students to make use of their self-evaluations for their next research projects, in order to practice good research skills.

Do not critique the self-evaluation page your student completes in the Student Manual—spelling errors are not to be considered in such an exercise. Students should feel free to humbly evaluate themselves without that added complexity. Instead, discuss with them the intention of their written comments and incorporate those into your evaluation.

**Determine a final grade for this Phase:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

## ● Conduct a review and evaluation

In this second Phase of Unit 1, your students should have had the opportunity to explore Napoleon & Early Missions through researching, thinking, and reporting by completing a selection from the following:

- done a research project;
- learned the vocabulary;
- constructed a time line;
- created a project report on what was researched;
- completed their self-evaluation procedure for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student effort in the research and reporting projects.

Create an evaluation system of your own, or refer to the evaluation rubric in the introduction, as a tool for assessing research and reporting. The categories you will probably find most useful are “Introduction,” “Task,” “Process: Teamwork” (if students are working together), along with Grammar, Format, and Spelling. As a tool for helping your students develop better research skills, pay attention

## 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?

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Answers for this map activity can be found at the back of this book in Appendix A.

## ■ Create a map and discuss the issues in teams

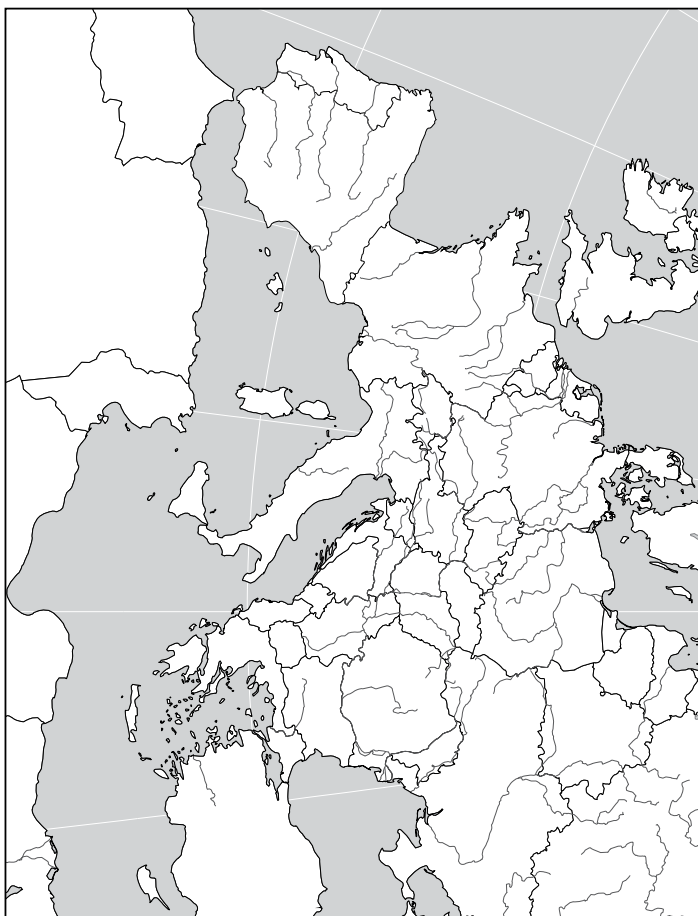
The students each have an outline map in their manuals. They will be given assignments for drawing in the rivers, mountains, cities, and regional boundaries that are listed. For details on where these things are, please consult Appendix A, a historical atlas, an encyclopedia, or another source of geographic information.

**Upper elementary students** might be satisfied to accomplish only this portion:

- **Physical terrain:** This part of the mapping exercise will help students locate and mark the Eurasian countries involved in the Napoleonic Wars, including Russia. Students will also locate the major regions of India.

Phase 3

1



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**Middle school students** might be satisfied to complete both the previous mapping exercise and this exercise:

- **Geopolitical:** This section of the mapping exercise will provide students an opportunity to locate and mark the specific sites where Napoleon conquered various European nations, as well as the cities

where William Carey and Adoniram Judson served as missionaries.

**High school students** might be satisfied to complete both the previous mapping exercises and at least one exploration topic of this exercise:

- **Explore** a selection from this portion of the mapping exercise in teams.

### WHO'S IN CONTROL



Students might find it helpful to see where the boundary lines were between the British and the Dutch East India Company lands and the lands governed by independent Indian rulers. It will give them greater insight into the dynamics that produced the British Raj in India, the time from 1858 to 1947 when the entire subcontinent was governed by the British.

### STRATEGIES

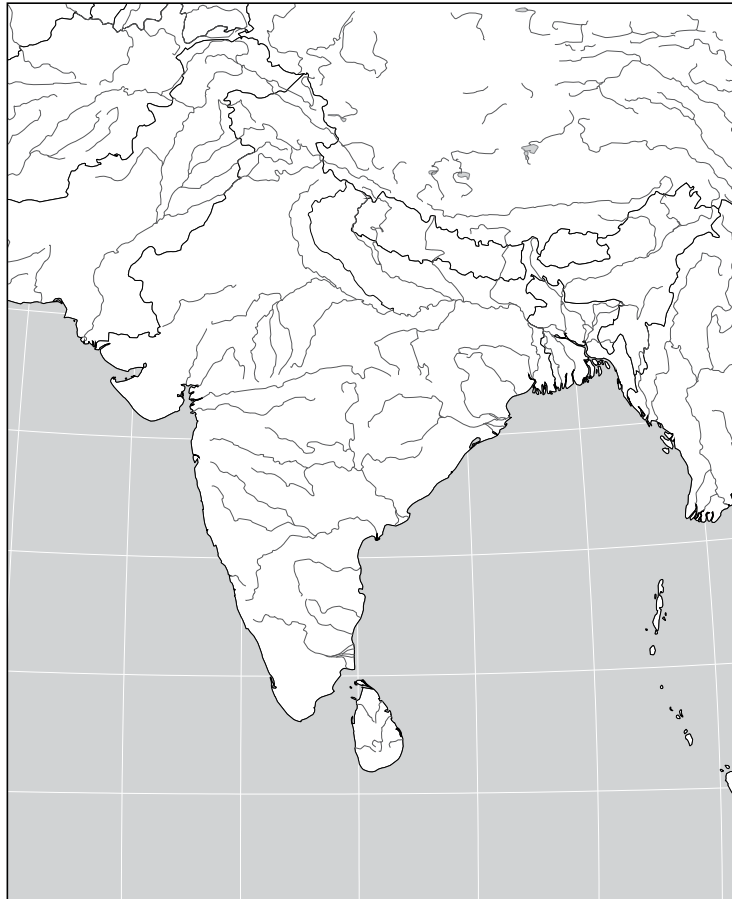


Encourage students to think about these dynamics in each of Napoleon's military moves, including Egypt, Haiti, Russia, England, and Europe, as they consider this geographic puzzle.

### CHRISTIAN OUTREACH



Students might wish to locate information about current missionary endeavors in India or Bangladesh. If possible, interview someone who has worked in these fields to provide more help and insight.



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## ► 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.

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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.



When we idolize someone (apart from God), we lose sight of who they truly are. With your students, consider the differences between David's painting of Napoleon crossing the Alps and Delaroche's painting. Then pray together that you each might be equipped by the Holy Spirit to see people as they really are and to not be deceived by the perceived glamour of "stars."



## ■ Examine and discuss art and architecture

The online resource page at [www.HistoryRevealed.org](http://www.HistoryRevealed.org) has links to view each of the items listed. Allow the students time to observe the paintings without any conversation, and then, when they are ready, engage them in some or all of the questions listed below or in the Student Manual.

### **Art Appreciation**

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

Jacques-Louis David was not only an

artist, but also a passionate follower of the French Revolution and, subsequently, of Napoleon Bonaparte. His painting style, which was Neoclassical, was used in the service of politics to give his subjects an almost religious quality. He was the most influential French artist of this very unstable time.

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

Francisco de Goya started painting in the Rococo style but eventually changed to Neo-Baroque (the style

of Rembrandt and Velazquez). He created portraits for the Spanish royalty prior to 1808, when Napoleon's troops occupied Spain. Goya had hoped that the French Revolution would bring a long-awaited liberty, equality, and fraternity to the Spaniards, but found, much to his shock, that the French were interested in control rather than freedom. His paintings from 1810 until Napoleon's final defeat are dramatic testimony to the type of treatment Spaniards experienced at the hands of the French.



## Architecture

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

After the French Revolution began, the exterior windows of the Church of Saint Genevieve were walled up, changing the transparency of glass at the outer walls to the cold blankness of stone, as the church was converted to its new use as a mausoleum to honor dead French heroes.

Try to locate a photo of the Pantheon, the first neoclassical building built in Paris. Discuss with your students the majestic nature of this architectural style. The location of the Pantheon is also a significant part of its importance to Paris. Ask students to discover why this is so.

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

Though this park was originally envisioned to be a beautifully landscaped setting for the Prince Regent's palace, as well as a site for fifty-six villas, amazingly, no palace was ever built and few villas remain.

You can see a photo of the beautifully curved building known as *Park Crescent* in Regent's Park at the online resource page. There is also a link to a photo of the Royal Pavilion in Brighton, also designed by Nash. Discuss with students the contrast between these two buildings, both originally part of a design for the Prince Regent.

## ► 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.

## ■ Do an art project

### Neoclassical Art

To gain a better understanding of how Neoclassical art is connected to classical Roman and Greek art, look at Jacques-Louis David's painting *The Oath of the Horatii* at the online resource page. It depicts a story, well known to the Romans, of the sacrifice willingly made by three brothers for the sake of the Roman Republic.

Painted in 1784, during the years leading up to the turbulent French Revolution, this painting had a dramatic effect upon the French people, as it hearkened back to the Romans. Encourage students who are interested in these art projects to observe the stark simplicity of David's paintings and study the way he creates "heroic" scenes.

## ► 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?

## ■ Do a science field trip

If your students can speak with *agape* and not arrogance, the curators and shopkeepers might be responsive to questions.

## ■ Listen to and discuss the music

Beethoven actually dedicated his third symphony to Napoleon until he learned that his “hero of humanity” had betrayed the Revolution and crowned himself emperor!

### Listen

#### Fifth Symphony

In its form, the Fifth Symphony is similar to the symphonies of the classical era, but the emotion that is displayed in its famous theme—“da da da DAAA”—is indicative of the emotional and expressive sound that

was to come in the Romantic era.

This motif was played by the BBC to introduce their radio news broadcasts during WWII—because those four notes resembled the Morse code for “V” (three dots and a dash), which stood for Victory. A German composer's music was used to represent Allied efforts. Isn't that ironic?

### 1812 Overture

Understanding the historical background of the time enriches the listening experience. It helps us know what to listen for in the music. The online resource page has a link to an article that is particularly easy to understand.

## ► 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 so taken with this dish.

### Chicken Marengo

½ cup flour  
¼ cup butter  
1 tsp salt  
1 cup dry white cooking wine  
(or substitute 1 cup of chicken broth)  
½ tsp black pepper

2 cups canned tomatoes  
1 tsp dried tarragon  
1 clove garlic, finely chopped  
3 lbs. chicken, cut in pieces  
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!



If you can obtain fresh tarragon, use that instead, substituting one tablespoon of chopped fresh tarragon for the one teaspoon of dried. Fresh herbs are absolutely the best, if you have them available!

## ■ Cook the food

## ► 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?

\_\_\_\_\_

\_\_\_\_\_

cally the enthusiasm, the precision of approach, and the efforts toward improving skills and completing activities, rather than rating the project as compared to a masterpiece.

Do not critique the self-evaluation page your student completes in the Student Manual—it is acceptable for students to occasionally leave lines blank if a question does not apply. Instead, discuss with the student the intention of the written comments and incorporate those into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials: what worked and what did not? Consider your time management. Were you able to recognize and respond to your students' needs? Did you make your expectations clear? In what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

## ■ Conduct a review and evaluation

In this Phase of Unit 1, your students should have had the opportunity to explore Napoleon & Early Missions through various hands-on and creative sessions by completing a selection from the following:

- completed a mapping section;
- observed and discussed art & architecture;
- worked on an art project;
- experimented with a science project or taken a field trip;
- listened to music;
- tasted a food related to this Unit;

- completed their self-evaluation procedure for this Phase.

**Record student hours:** \_\_\_\_\_

### Assess student involvement in the hands-on activities.

Create an evaluation system of your own or refer to the evaluation rubric in the introduction as a tool for assessing participation. The categories you will probably find most useful for evaluating projects are “Task” and “Process: Teamwork.” Consider speci-

## Choose an area of expression

Students may work either individually or in teams.

### Linguistics:

#### Journalism

*Exposé* is a term that means a report, especially a journalistic report, that reveals something scandalous. There are many examples of this type of reporting that students could examine for this project. A fascinating online report on the valuable role played by investigative reporters in a free democracy, “The Withering Watchdog,” can be found at the online resource page.

To find current interviews of international politicians, students might consider going online to [reuters.com](http://reuters.com). Once there, search for “interview” to see how professional journalists handle this type of article.

Encourage students to scan local newspapers for the “Letter to the Editor” section. That is a great place for taking the “pulse” of a community about various issues.

#### Poetry

Though the subject is serious, students may choose to do this project in the style of Dr. Seuss, with interesting rhymes and a humorous telling of truth.

#### Prose

To better understand how one might address Napoleon, whose power to swallow a country was legendary, encourage students to observe

## Phase 4

The Expression  
Week

### ► 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.

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the protocol and etiquette used by Columbus as he wrote to King Ferdinand and Queen Isabella. A link to the letter can be found at the online resource page.

There are excellent resources online for writing your résumé. These might be helpful for students to consider as they write a fictional job application for Carey or Judson, since a résumé would be an essential part of the package.

A fable is a short allegorical tale, written with a proverb or moral at the end. Jacob Grimm, one of the two Brothers Grimm, said this about the crafting of fables: “In the first place,

the fable must exhibit the animals as being endowed with human reason, and initiated into all the customs and conditions of our mode of living, so that their behavior has nothing at all odd in it.” Students would find it helpful to read some of Aesop's fables in order to better understand how to write their own fable. See a link at the online resource page.

### Art:

#### Painting/Drawing

Students interested in gaining ideas for a painting or drawing could do an online image search for “Battle of the Pyramids.” There are many depic-

## 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.

tions of this very famous battle and its ancient setting. A link to some of them can be found at the online resource page.

**Graphic Design**

A trip to a clothing store might provide inspiration for this project, if students take careful note of the use of color, design, images, and wording on popular T-shirts.

**Cartooning**

Ask students to consider the elements of political cartooning that would provide the most interest for viewers, and those areas that would best lend themselves to lampooning

Napoleon's visions of grandeur. (One suggestion would be to discover who went with Napoleon to Elba and who, noticeably, did not.)

**Sculpting**

If students need inspiration for this project, suggest that they watch the historical retelling of Wilberforce's work in the DVD *Amazing Grace*. Beyond that, there are many powerful images online for African slavery and its abolition that may give ideas.

**Music:****Compose**

A well-known sea shanty sung about

Napoleon is “Boney.” Though you can find the lyrics online, it is much more satisfying to listen to the actual shanty. A music store online would be one source. At the online resource page you can find a link where you can listen to a 30-second clip for free or purchase the song for a small price.

**Performance Practice**

For musical students, this selection may be a wonderful opportunity to express what they have learned. Make sure they have selected a piece that they have adequate time to prepare.

**Drama:****Comedy**

This is a wonderful opportunity for students to learn the “Rule of Three.”

If something happens once, it is an accident. If it happens twice, it's a coincidence. If it happens three times, it's a comedy. Commonly used in theater, as well as dance, visual arts and music, this is a technique which will allow students to create a comedic moment. What makes it work is that the third time it happens, something has to change. (Find further comments regarding this principle in Unit 4 Phase 4 Dance.) In this particular example, students could build the scene repeating some element of things going wrong as Carey keeps ruining shoe leather. The comedy will work if the timing is right as his boss walks in during the third repetition.

If students want some ideas to add a touch of slapstick to this comedy, they could watch a 3-minute clip from the *I Love Lucy* show, where Lucy and Ethel wrap candy at the chocolate factory. You can find a link to the video on the online resource page.

**Puppetry**

Students interested in this drama might find it helpful to use a “chorus.” Greek tragedy had a very definite

style with a chorus that served as a collective, often poetic voice. The chorus commented on the story as it progressed, using a variety of techniques including singing, dancing, narration, and acting. Since it is more interesting to set people in triangles on stage rather than straight lines, students will find it helpful in this puppet show to add a chorus group along with the two opposing sides of the struggle. This chorus will be ones the opposing sides are trying to convince, which gives the chorus an opportunity to repeat after them, to take what they say and turn it into quick songs, etc. This will not only add dramatic interest, it will also help interpret the action to the audience.

There are online resources for crafting your own puppets, from sock puppets to more complex papier-mâché head puppets. Puppet patterns for sewing are also available for purchase online. Students who enjoy this form of theater may find it motivational to create their own puppets for long-term use.

## Drama

In theater, the use of height and vertical levels can be used to depict emotional states and social status. Just as a judge in court is seated in the highest place to depict authority, just as fighting a battle from the high ground takes advantage of gravity, and just like arrogant persons raise their chins in disdain, the physical act on stage of growing taller or stepping higher communicates emotions and circumstances effectively.

So, in this drama, consider using changing levels and heights to visually represent the transformation that occurs among the French and the Russians.

In her book *Jack and Jill*, Louisa May Alcott describes a theatrical performance by children portraying the winter at Valley Forge during the American Revolution. Students searching for inspiration for this project might find it helpful to read how this group of students created such

1 Phase 4

**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)

**Prop Needs**  
\_\_\_\_\_

**Costume Ideas**  
\_\_\_\_\_

**Role/Player**  
\_\_\_\_\_

**Set Suggestions**  
\_\_\_\_\_

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.

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a moving drama about the effects of winter on a group of soldiers. A link to this chapter can be found at the online resource page.

## Movement:

### Miniature Action

You can do this either two-dimensionally or three-dimensionally. For two-dimension, use color to depict the different levels of terrain and the physical elements. For three-dimension, find creative ways to depict hills or valleys and natural elements like trees, rivers, etc.

With the assistance of the Internet, you can actually get a satellite view of

the land where the Battle of Waterloo was fought! You can find a Google Maps link at the online resource page. Zoom in to see the details.

## Pantomime

In English-speaking countries, center stage is the most powerful. In a spiral effect, upstage right (audience left) is the second most powerful, upstage left (audience right) is third, downstage left is fourth, and downstage right is the weakest, most vulnerable position. Audiences tend to be more sympathetic with actors on their left. So suggestions for this pantomime of William Wilberforce's work could be: when students wish to depict a slave



**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**


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in a merchant ship, use the downstage right corner of the stage; when they wish to depict a court listening to William Wilberforce, put them upstage left; when they wish to depict a slave trader, put them downstage left; when they wish to depict William Wilberforce praying by himself, place it upstage right. Reserve center stage for Wilberforce's attempts to convince the Parliament that the slave trade is wrong.

Olaudah Equiano, the former African slave who was part of the fight to abolish the slave trade in the British Empire, wrote this about his experience of the dreadful Atlantic crossing: "I was soon put down under

the decks, and there I received such a salutation in my nostrils as I had never experienced in my life; so that, with the loathsomeness of the stench and crying together, I became so sick and low that I was unable to eat." Students choosing to pantomime this project will need to read some of the descriptions of the crossing in order to have a good understanding of what they are to portray.

**Dance**

A beautiful and expressive tool in dance can be "order versus chaos." Students wishing to create the choreography of this battle might use straight lines for the British patterns

of movement but carefully choreographed chaotic circles to depict the confusion of the French and Spanish ships. Because one of the primary British strategies was to cut off the French flag ship from its fleet, appoint two dancers as admirals—one British, one French—and show how the British managed this, throwing the remaining French and Spanish forces into chaos. A visual clue that would help the audience could be to dress in costumes that clearly identify the British from the French and Spanish forces.

To better understand the dynamics and strategies of the Battle of Trafalgar, students intending to choreograph a dance might find a certain BBC article very helpful. A link to this article can be found at the online resource page.

**Conceptual Design:**

If students wish to combine geography with history in this game, they can start with a laminated map of Europe and move their players along the battle lines in various countries. Another idea is to set up a Monopoly-style game, where players can move around a board that includes different categories pertinent to Napoleon's empire. As always, great inspiration can come from seeing what others before you have done: visit a well-stocked game shop to discover some of the ways game-makers craft successful sellers.

**Share creative expressions in class**

Create a safe environment for the presentations. Set ground rules prior to the presentations, so that students know how much time is available for each of them, and so that they know they will be honored and respected by all those observing.

## ■ Conduct a review and evaluation

In this Phase of Unit 1, your students should have had the opportunity to express what they have learned about Napoleon & Early Missions through one or more various creative selections of their own choosing. These include:

- Linguistics;
- Art;
- Music;
- Drama;
- Movement;
- Conceptual Design.

**Record student hours:** \_\_\_\_\_

### Assess student effort in the creative expressions, as individuals or as teams.

Create an evaluation system of your own, or refer to the evaluation rubric in the introduction, as a tool for assessing participation. The categories you will probably find most useful for evaluating their projects are “Task,” “Process: Teamwork,” “Process: Originality,” and Grammar, Format, and Spelling.

In this Phase especially, do not critique the self-evaluation page your student completes in the Student Manual—consider how the very soul of an artist has been exposed and

vulnerable, so be encouraging and not belittling. Again, consider enthusiasm, precision of approach, and efforts toward improving skills and completing the activity, rather than rating the project as compared to a masterpiece. Instead, discuss with the student the intention of the written comments and incorporate those into your evaluation.

**Determine a grade for this Phase, if using grades:** \_\_\_\_\_

### Teacher Self-Evaluation:

Evaluate your own use of materials and teaching opportunities: what worked and what did not; how effective was your time-management; how

were your responses to the needs of your student; did you make your expectations clear; in what ways would you like to improve your approach for the next Unit? Incorporate suggestions from your students in your own evaluation (*this requires humility!*).

Take a moment now to evaluate the whole Unit. What would you like to remember if you taught this subject again? What do you recognize that your students gained most—either as students of history or as creative individuals? What did you learn about Napoleon & Early Missions or about teaching?

## ► 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:  
\_\_\_\_\_