

CH. 23 SECTION 1

Name: _____ date: _____ hr: _____ class #

GROUP / SOLO

Due on: _____

A. Terms and Names Write the letter or letters of the terms or names that best complete each statement. A term or name may be used more than once or not at all.

- | | | | |
|--------------------|---------------------|---------------------------|----------------------|
| a. Estates-General | d. Third Estate | g. Old Regime | j. bourgeoisie |
| b. First Estate | e. Louis XVI | h. National Assembly | k. Tennis Court Oath |
| c. Second Estate | f. Marie Antoinette | i. Emmanuel-Joseph Sieyès | l. Great Fear |

YOU MAY USE MORE THAN ONE LETTER FOR EACH ITEM. LETTER MAY BE USED MORE THAN ONCE.

- _____ 1. The social and political system in use in France in the 1770s, called the _____, had been in place since the Middle Ages.
- _____ 2. A financial crisis, brought on in part by excessive spending and huge gambling losses by _____, resulted in forcing _____ to call the _____ into session for the first time in 175 years.
- _____ 3. The delegates of the _____, who represented 98 percent of the French population, felt they should have as much say in the decision-making process as the _____ and the _____ combined.
- _____ 4. Although not a member of the Third Estate, _____ was a spokesman for this group who recommended that its delegates should name themselves the _____ and pass laws and make reforms in the name of the French people.
- _____ 5. When Third Estate delegates were forced to find a new meeting place, they made a pledge, called the _____, to continue their meeting until they had drawn up a new constitution.
- _____ 6. The noblemen of the _____ and the clergy of the _____ were forced by the king to join the National Assembly.
- _____ 7. Expecting trouble, _____ called up mercenary troops. This action caused a rebellion that fueled a widespread emotional reaction called the _____.

A.
1. g
2. f, e, a
3. d, b, c
4. i, h
5. k
6. c, b
7. e, l

CH. 23 SECTION 2

- | | | | |
|-------------------------|----------------------|---------------------------|------------------------|
| a. Legislative Assembly | d. left-wing | g. Olympe de Gouges | j. Jean-Paul Marat |
| b. émigrés | e. right-wing | h. Maximilien Robespierre | k. National Convention |
| c. sans-culottes | f. National Assembly | i. guillotine | l. Georges Danton |

- _____ 1. This describes the most conservative members of the Legislative Assembly.
- _____ 2. This was a radical group, named for the style of breeches its members wore.
- _____ 3. This refers to the nobles who fled France but still hoped to restore the monarchy.
- _____ 4. This is the name of the government body that replaced the National Assembly.
- _____ 5. This describes the most radical members of the Legislative Assembly.
- _____ 6. This person wrote a strong response to *Declaration of the Rights of Man and of the Citizen* because it did not give the same rights to women that it gave to men.
- _____ 7. This person claimed it was possible to build a “republic of virtue” by means of what came to be known as the Reign of Terror.
- _____ 8. This radical revolutionary was fatally stabbed by another revolutionary.
- _____ 9. This was invented to further humane goals, though often used in contradiction to such goals.

A.
1. e
2. c
3. b
4. a
5. d
6. g
7. h
8. j
9. i
10. l
11. k

_____ 10. Just before being beheaded, this person suggested that his severed head would be “well worth seeing”.

CH. 23 SECTION 3

_____ 11. Out of fear for their own safety, members of this group finally put an end to the Reign of Terror.

A. **Terms and Names** If the statement is true, write ‘true’ on the line. If false, change the underlined word(s) to make it true.

Example: Napoleon became a hero of the French republic when he led troops against a group of royalists. _____ true _____

Example: Napoleon introduced a system of laws called the Declaration of Rights. _____ Napoleonic Code _____

1. A coup d'état describes a sudden, forceful seizure of governmental control. _____
2. At first, trying to appear to be a constitutionally chosen leader, Napoleon held a vote of the people or plebiscite. _____
3. As part of his reform program, Napoleon set up lycées, or national banks. _____
4. In 1804, Napoleon Bonaparte made himself the president of France. _____
5. To restore good relations between France and the Church, Napoleon and the pope signed a concordat, or agreement. _____
6. In Egypt and later in the Battle of Saint Domingue, Napoleon suffered rare military defeats at the hands of the same man, British Admiral Horatio Nelson. _____

CH. 23 SECTION 4

A. **Terms and Names** Write the letter or letters of the terms or names that best complete each statement. A term or name may be used more than once or not at all.

- | | | | |
|-----------------|--------------------------|-----------------------|---------------------|
| a. blockade | d. Peninsular War | g. Battle of Waterloo | j. Creoles |
| b. guerrillas | e. scorched-earth policy | h. Continental System | k. Czar Alexander I |
| c. Hundred Days | f. King Louis XVIII | i. Elba | l. St. Helena |

A.

1. true
2. true
3. public schools
4. emperor
5. true
6. Trafalgar

↙

↘

1. h
2. a
3. h
4. p, b, f
5. e
6. k, i
7. f
8. c, g

- _____ 1. In 1806, Napoleon attempted to make Europe more self-sufficient through the use of what he termed the _____.
- _____ 2. Great Britain responded with a _____ against France, which became the major cause of a war between Great Britain and the United States.
- _____ 3. Because Portugal refused to honor the _____, Napoleon sent an army through Spain to invade Portugal.
- _____ 4. French actions in Spain led to armed resistance by _____ and a long and draining conflict called the _____.
- _____ 5. In 1812, Napoleon and 400,000 troops encountered severe difficulties as a result of the _____ used by the Russian leader in response to France’s invasion.
- _____ 6. After suffering defeat at the hands of King Frederick William III of Prussia and _____ of Russia, Napoleon was exiled to the island of _____.
- _____ 7. After escaping from exile, Napoleon gathered volunteers from the French countryside and seized power from _____.
- _____ 8. Napoleon’s last bid for power, called _____, ended with his defeat at the _____.

CH. 23 SECTION 5

A. **Terms and Names** Write the letter of the best answer.

- _____ 1. The person most responsible for the accomplishments of the Congress of Vienna was
 - a. Czar Alexander I of Russia.
 - b. Emperor Francis I of Austria.
 - c. King Frederick William III of Prussia.
 - d. Prince Klemens von Metternich of Austria.
- _____ 2. The accomplishments of the Congress of Vienna included all of the following EXCEPT
 - a. reinstating the royal families dethroned by Napoleon.
 - b. creating a balance of power among European nations.
 - c. surrounding France with strong neighboring countries.
 - d. signing the alliances that made up the Concert of Europe.

___ 3. The actions of the Congress of Vienna helped to generate an independence movement in

- a. Africa. b. N. America. c. S. America. d. Asia.

___ 4. All of the following were members of the Holy Alliance EXCEPT

- a. Italy. b. Russia. c. Austria. d. Prussia.

A.	1. d	2. d	3. c	4. a	5. a
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___ 5. As a result of actions taken by the Congress of Vienna, the monarchy was restored on the basis of 'legitimacy' in

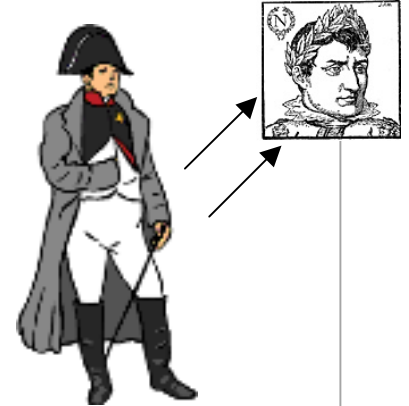
- a. Spain. b. Russia. c. Prussia. d. Great Britain.

French Revolution Review Puzzle

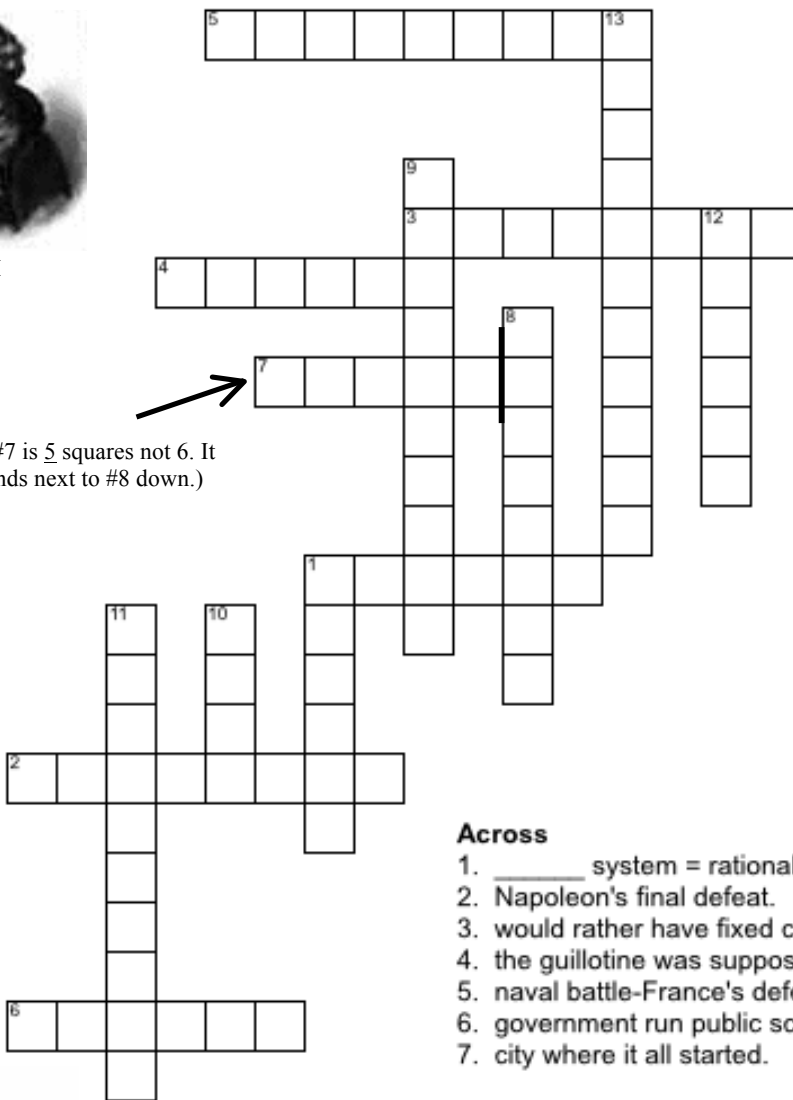
Complete the puzzle using the clues shown below.



Louis XVI



(#7 is 5 squares not 6. It ends next to #8 down.)



Across

- _____ system = rational set of weights/units of measurement.
- Napoleon's final defeat.
- would rather have fixed clocks.
- the guillotine was supposed to be this.
- naval battle-France's defeat in it saved England from invasion.
- government run public schools.
- city where it all started.

Down

- city where Napoleon stayed too long.
- members of a radical political 'club'.
- 'yes' or 'no' vote of the people.
- the guillotine was also supposed to be this.
- 'architect' of post-Napoleon Europe's 'balance of power'.
- city where a congress met.
- led during Reign of Terror.



CELL PHONES of the

Name: _____ date: _____ hr: _____ class # _____

GROUP **SOLO**

Due on: _____

Choose someone from our current unit and

- Draw a picture of them or their screen's wallpaper on the middle cellphone.
- For contacts, list people they would have been in touch with based on what we've learned about them.
- Show a few text messages; show a back and forth between the phone's owner; show who they're texting with.
- For missed calls, think of who they *wouldn't* have answered—who would they ignore—or, someone who might have contacted them when they *couldn't* have responded.
- Show the apps—real or imagined—the person would have found useful.

Contacts

Text Messages

Missed Calls

Apps

Phone owned by:

Slide to unlock

www.Louisiana101.com

http://www.teacherspayteachers.com/Store/latrevelo