Napoleon and his Empire

## Goals & Objectives

Students will learn about the rise of Napoleon, the Napoleonic Empire, and Napoleon’s downfall. Students will discuss how and why Napoleon rose to power, enlarged the French Empire, and eventually lost power.

## California State Content and Common Core Standards

California State Standards

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

* + 1. Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.

Common Core Standards

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

### Lesson Introduction

The students will be given the following quotes that originate with Napoleon Bonaparte.

“The battlefield is a scene of constant chaos. The winner will be the one who controls that chaos, both his own and the enemies.”

Napoleon Bonaparte

“There are only two forces that unite men - fear and interest.”

Napoleon Bonaparte

“The army is the true nobility of our country.”

Napoleon Bonaparte

The students will be asked to do a brainstorm on how these quotes may be indicative of how Napoleon rose to power. The students will not have to come up with a lot of ideas since this will be fully covered in the lesson body.

### Vocabulary

The students will be given a vocabulary sheet with terms relating to Napoleon and the Napoleonic Empire so that they will understand academic terms that will appear in the simulations/interactives.

Key Terms:

Admiral Horatio Nelson

Continental System

Nationalism

Plebiscite

Hundred Days

Duke of Wellington

Tsar Alexander I

### Content Delivery

The teacher will preface the simulations/interactives with a short presentation on the rise of the Napoleon as the two simulations are about battles during the height of the Napoleonic Empire and the fall of Napoleon. The teacher will then split the class in two with one half playing one simulation and the other half playing the other. The first half will play a simulation that takes place in the height of the Napoleonic Empire. In order to play this simulation the students will go the following website: [http://www.bbc.co.uk//history/british/empire\_seapower/launch\_gms\_trafalgar\_bfacademy.shtml](http://www.bbc.co.uk/history/british/empire_seapower/launch_gms_trafalgar_bfacademy.shtml).

After going to this website they will create their own username to play it. The other half will play a simulation that takes place at the fall of Napoleon. In order to play this simulation the students will go to the following website:

[http://www.bbc.co.uk//history/british/empire\_seapower/launch\_gms\_battle\_waterloo.shtml](http://www.bbc.co.uk/history/british/empire_seapower/launch_gms_battle_waterloo.shtml). This simulation does not need any login.

### Student Engagement

Once the students have gone to their respective websites they will play the simulations on their respective sites. The first simulation is a recreation of the Battle of Trafalgar where the students attempt to defeat Napoleon’s French and Spanish fleet to the same degree as the British Navy under Admiral Horatio Nelson did. During this simulation the students will learn of Napoleon’s continental conquests and the reasons why Britain could not be defeated by Napoleon. The second simulation is a recreation of The Battle of Waterloo where the students can play as either Napoleon or the Duke of Wellington in an attempt to defeat the other side. Students will be given a chance to play as both sides since the simulation gives different information pertaining to Napoleon’s fall when choosing a side.

### Lesson Closure

The students will come together as a class once again and a discussion will follow on what the two halves of the class have learned. In this way the one half of the class will teach the other half of the class about the different eras of the Napoleonic Empire.

### Assessment

Formative- During the simulation the teacher will move around the room and periodically ask both comprehension and critical thinking questions about the information from their respective simulations.

Summative-The class will have a discussion on what they have learned after they have completed the simulations they have been assigned.

## Accommodations for English Learners, Striving Readers and Students with Special Needs

These students will be allowed to work in pairs with other students so that they may understand the information better and which could help them in the decision making necessary for the simulations.