

LITERATURE

Worksheet for *Diary of an Early American Boy*, by Eric Sloane

There were a number of words that look unusual or have different meanings than their usual meaning today. Look for the following words in your reading and write down what they meant in Noah Blake’s time.

- 1 holyday _____
- 2 sallet _____
- 3 lettice _____
- 4 dogs _____
- 5 rick _____
- 6 chapmen _____
- 7 plumber _____

Answer the following questions about everyday life in the early 1800’s.

- 1. What was the most common type of farm lantern?

- 2. What was a common way to treat serious ailments?

- 3. How did Noah transport the planks of oak?

- 4. What were fences made of?

- 5. What was a common method of carrying water?

- 6. What was the cost for crossing the Blake’s bridge with a four-wheel carriage?

“In modern times when everything a person needs may be bought in a store, there are very few hand-made things left. So we are robbed of that rare and wonderful satisfaction that comes with personal accomplishment. ... Nowadays modern conveniences allow us to be forgetful, and we easily become less aware of the wonders of life” (40).

- 7. Do you use any hand-made (or “home-made”) items on a daily basis? What are they?

- 8. Describe any items that you like to make from scratch.

- 9. What are some modern conveniences that you feel you can’t live without? Why can you not live without them?

DIALECTIC LEVEL

HISTORY

Accountability Questions

1. Who was Horatio Nelson and in what battles was he made famous?
2. Who was William Pitt (the Younger), and what part did he play in the Napoleonic Wars?
3. List important battles of the Napoleonic Wars that occurred between 1800 and 1806.
4. Briefly summarize the events of the Battle of Trafalgar.
5. Who were some of the countries that formed an alliance against Napoleon in 1805? How did Napoleon oppose this alliance?
6. After the Battle of Trafalgar, how did Napoleon plan on defeating Great Britain?

Thinking Questions

1. Assess Napoleon as a man from what you have read of him. What were his personal gifts and talents? What seemed to be his strengths and weaknesses.
2. Why do you think that the domination of England was so appealing to Napoleon? Why did Napoleon plan to invade Ireland first?
3. What was the result of the Battle of Austerlitz, and how did the outcome affect Europe?
4. Prepare to compare and contrast Napoleon with George Washington, whom he admired, by copying, expanding, and filling in the chart below in your notebook. Assess both men in the categories of their attitudes (or actions) towards power and leadership, and compare what their lives reveal about their individual characters.

	WASHINGTON	NAPOLEON
POWER		
LEADERSHIP		
CHARACTER		

FINE ARTS AND ACTIVITIES

1. Work on your display board about major figures of the Napoleonic era. This week, include information about Napoleon or Horatio Nelson. (Week 2 of 6)
2. Napoleon wrote a code of laws, called the Code of Napoleon. If you could write a code of laws from scratch, what laws would you change? What new laws would you create? Write a list of suggested “laws” for your family or co-op.
3. Make a poster that describes the flora and fauna of France. Include a couple of sentences of description about each animal or plant that you affix to your poster.
4. In Paris, France, a monument was built for those who fought for their country during the Napoleonic Wars. This week, build a model of the Arc de Triomphe using old boxes and scraps of cardboard. After you have formed your model, paint the entire structure and embellish it with miniature sculptures that you buy from a craft store.

5. Ask students, “Why did Napoleon want to invade Ireland? Did his plan succeed?”
 - Napoleon hoped to remove the English “barrier” by first conquering Ireland. He believed that an invasion through Ireland would be easier than invading England first.*
 - The English and Irish were often at odds, so Napoleon supposed the Irish would offer little resistance and perhaps even be willing to help the French.*
 - His plan might have succeeded if his fleet had not encountered the same tempestuous conditions as the Spanish Armada had in 1588. The rough seas forced them to abandon their mission.*
 - Not only did the plan fail, but it also gave the English time to prepare for any future French invasion.*

6. As Napoleon sought to invade England, Great Britain employed the intelligence and skill of their greatest naval hero of the time, Horatio Nelson, to oppose the French on the sea. Ask students, “Who was Horatio Nelson, and how did he become Britain’s hero?”

Horatio Nelson was a British naval commander who was famous for his naval victories during the Napoleonic Wars and his dedication to his men and his duty.

 - At the Battle of the Nile, Nelson successfully defeated the French fleet at Abu Qir (also spelled Aboukir) Bay in the Mediterranean, which left the French army stranded in Egypt.*
 - At the Battle of Copenhagen, Nelson crushed the strong Danish fleet, which had joined Russia and Sweden in an armed neutrality to secure their trade with France.*
 - The Battle of Trafalgar is considered Nelson’s most glorious hour. With courage and valor, Nelson’s fleet withstood the Spanish and French. Nelson’s strategy crippled the French fleet and secured British naval supremacy. It was also during this battle that Nelson was mortally wounded and died aboard his ship, Victory.*

7. Students know that the Battle of Trafalgar was a British success. Discuss with students the details of the battle and how it changed Napoleon’s plans of conquest. (You may wish to refer to maps while discussing this battle.)
 - In 1805, French Admiral Pierre de Villeneuve had been commanded by Napoleon to land troops in Naples to aid the French troops fighting in southern Italy.*
 - He encountered Nelson off Cape Trafalgar, and the battle began.*
 - The Spanish and French fleet of thirty-three ships, led by Admiral Pierre de Villeneuve, was defeated by the English fleet of twenty-seven ships.*
 - Under Lord Horatio Nelson, the English fleet formed two squadrons that cut the French and Spanish fleet in two, enabling a brilliant victory.*
 - It was at this battle that Nelson famously said, “England expects that every man will do his duty.”*
 - 1,500 Englishmen were wounded or killed, but no ships were lost.*
 - 1,400 of Villeneuve’s men were taken prisoner, and his fleet lost about twenty ships.*
 - The Battle of Trafalgar is considered the most important naval battle in the Napoleonic Wars for the following reasons:*
 - It significantly weakened France’s navy and ruined Napoleon’s chances of naval conquest. The battle made it impossible for Napoleon to invade England for the rest of his career.*
 - It established England as the “monarch of the seas” for the next one hundred years.*

8. Talk to students about the Third Coalition.

NOTE: Students’ reading may not have covered all the following details, so be sure to supplement their answers with any information below that they do not know. Again, maps will be a handy aid on this question.

 - Ask students, “Who were some of the countries that formed an alliance against Napoleon in 1805?”

In 1805, an alliance (called the Third Coalition) consisting of Austria, Russia, Great Britain, and smaller allies opposed Napoleon’s growing power and expansion.
 - How did Napoleon oppose this alliance?
 - Napoleon’s troops marched into Germany and forced the Austrians to surrender at the Battle of Ulm (fought within days of Trafalgar, underscoring that Napoleon ruled on land, but Great Britain dominated the seas).*
 - Next, Napoleon’s army of 68,000 Frenchmen met the Russian army (led by Alexander I) and the Austrian army (led by Francis I) of 90,000 at Austerlitz, where they fought a fierce battle.*
 - What was the result of these events?
 - The Austrians and Russians suffered terrible casualties, and Napoleon’s army was victorious.*
 - The Battle of Austerlitz was considered one of Napoleon’s greatest victories.*
 - As a result, the Third Coalition dissolved in 1805. Austria sued for peace to end the war, and Russian*

troops returned to their home soil.

- ❑ The French now controlled much territory in Germany. In 1806, Napoleon's new German state, the Confederation of the Rhine, officially placed all of western Germany under French authority.
- ❑ Although opposed by other European countries, Napoleon's power and territories continued to grow. In 1807, Alexander I of Russia signed a treaty (known as the Treaty of Tilsit) that in essence split control of Europe between Alexander and Napoleon and created an alliance between them.

9. Talk to the students about Napoleon's Continental System.

- ❑ Ask students, "After the Battle of Trafalgar, how did Napoleon plan to defeat Great Britain?"
After the Battle of Trafalgar, Napoleon realized that he could not attempt another military attack on Britain. The only way he saw to weaken Britain was to ruin her economy. He devised an alliance system with other nations to close their ports against the British.
- ❑ This plan (called the Continental System) was initiated in 1806. In addition to his allies, such as Russia and Austria, Napoleon pressured neutral countries to join the scheme.
- ❑ However, the system was not wholly successful: "Because the British had an overwhelming superiority at sea, ... enforcing the system proved disastrous for Napoleon. His efforts to halt evasions of his blockade stretched French forces too thin, and ultimately provoked his calamitous invasion of Russia in 1812."¹

10. Who was William Pitt the Younger and what was his attitude towards war with Napoleon?

William Pitt was the British prime minister during the French Revolution and the Napoleonic Wars. When Napoleon took power, Pitt wished to keep Britain out of war, but he was not able to avoid it.

11. If you desire, lecture students on the following details about William Pitt, what he accomplished for Great Britain, and why his death was significant.

- ❑ Remind students that Pitt's father, often called Pitt the Elder, was prime minister during the French and Indian War.
- ❑ Pitt the Younger had an intense love for his country and did all he could to keep Britain out of Napoleon's control.
- ❑ He was elected in 1783 at the age of twenty-four—the youngest prime minister in England's history.
- ❑ He was a great friend of William Wilberforce, whom students will study in Church History in Weeks 5 and 6.
- ❑ Pitt resigned his office in 1801 but became prime minister again in 1804 and served until his death in 1806.
- ❑ During the years he was not in office, England had entered into the Treaty of Amiens, which was an attempt at peace with France that was problematic and short-lived.
- ❑ During Pitt's second term as prime minister, England joined the Third Coalition with Austria, Russia, and Sweden in an effort to once again oppose Napoleon. As we know, this coalition was defeated.
- ❑ His death in 1806 marked an unstable time in England. Two significant heroes had died (Nelson and Pitt), and the future of the nation was uncertain.

HISTORY: RHETORIC DISCUSSION OUTLINE

1st Hour: Discuss Napoleon's personal traits and the first half of his career, to 1807.

1. Ask students for observations from their readings on Napoleon, the man.

- ❑ Start with his gifts and talents as a man.
 - ❑ *Napoleon was not prepossessing in appearance. He was below average in height and not particularly handsome, but contemporaries spoke of his vivacity, ardent spirit, and piercing gaze.*
 - ❑ *He was extremely intelligent.*
 - ❑ *He had an unusual capacity for sustained effort and intense concentration. He would often work 20 out of 24 hours and show no signs of fatigue.*
 - ❑ *Though not initially experienced in government administration, he brought to his discussions with his ministers "an astonishing clarity, exactness, power of argument, and width [of] view. An untiring worker, and full of resource, he collected and co-ordinated facts and opinions relating to every part of a huge system of administration with unrivalled sagacity" (Breunig and Levinger 70).*
 - ❑ *"He manifested some of these same qualities as a military commander, his decisions being based on careful*

¹ "Continental System." *Encyclopædia Britannica*. 2008. Encyclopædia Britannica Online. 7 Feb. 2008 <<http://www.britannica.com/eb/article-9026061>>.