

3

THE RESTORATION: LIBERALISM AND NATIONALISM

In this unit students will explore and analyse the restoration of absolutism and the Ancien Régime after the fall of the Napoleonic Empire and the revolutions that swept across Europe as a result. The revolutionary ideals of the 1820, 1830 and 1848 revolutions will be looked at together with the unification of the countries that were divided at the Congress of Vienna; Italy and Germany.

There is also a detailed analysis of events in Spain covering the period from the end of the reign of Fernando VII, through the troubled reign of Isabel II and up to the Democratic Sexennium. In addition, the unit looks briefly at events in Latin America, where revolutions ended Spanish rule over the colonies. Finally, the unit looks at Romanticism, its characteristics and the ideals that underpinned it.

In the **Final task** students will prepare an exhibition of 19th-century art in which they will act as 'expert' guides. They will select the works they wish to include, researching and analysing each one in groups and preparing oral presentations and leaflets to accompany their exhibitions.

Objectives

LEARNING OBJECTIVES

- Understand the concept of Restoration and the alliances formed in Europe after 1815.
- Understand the concepts and political ideals of liberalism, nationalism and democracy.
- Understand the process of the unification of Italy and Germany.
- Identify and analyse the stages of Spanish political evolution in the 19th century, from the reign of Fernando VII to the First Democracy.
- Understand the causes, development and consequences of Latin American independence.
- Identify characteristics, works and artists of the Romantic period.
- Find, select and understand verbal, written, graphic or iconic information from various sources and process the information in order to communicate it.

Suggested timing

This unit can be worked on over a period of approximately 4 weeks (in a maximum of 13 sessions). The number of sessions should be defined by the content and by the interests of the students in the content of the unit, by the teacher's motivation and also how the lesson plan works for the group. Section 5 may need longer than the others.

Sections	No. sessions
Warmer	1
1. The Restoration of the Ancien Régime	1
2. Liberalism, nationalism and democracy	1
3. The political revolutions of the 19th century	1
4. Italian and German unification	1
5. Spain: the Restoration, liberalism and democratic ideas	2
6. Latin American independence	1
7. Romanticism	1
Key concepts	1
Consolidation	1
Final task	2

Connections to other subjects

History of art, architecture, visual arts, language, literature, anthropology, philosophy, history of science, economics.

Mixed-ability needs

Diversity will be covered through the variety of activities in the Student's Book, in the digital sections, as well as the supplementary materials available to the teacher.

Lastly, the teacher can add cross-curricular materials to each session which seem appropriate.

UNIT LESSON PLAN		
Contents	Assessment criteria	Learning outcomes
The Restoration of the Ancien Régime	1. Understand the situation in Europe after the fall of the Napoleonic Empire and the systems of alliances between the main powers. (LC, SCC, CAE)	1.1. Explain the reasons for the fall of the Ancien Régime (the Restoration) and the alliances established between European powers during the Congress of Vienna. (LC, SCC, LL)
	Liberalism, nationalism and democracy	2. Understand the political doctrines of liberalism, nationalism and democracy and the ideological principles of each. (LC, SCC, LL)
2.2. Define nationalism and explain its main ideological principles. (LC, SCC)		
2.3. Define democratic doctrine and explain its main ideological principles. (LC, SCC)		
2.4. Identify and differentiate between the liberal parties of the 19th century; the moderates and the progressives. (LC, SCC)		
The political revolutions of the 19th century	3. Understand the causes of the European revolutions of 1820, 1830 and 1848 and know in which countries they took place. (LC, SCC, LL)	3.1. Put together a graphic organiser showing features of each of the revolutions that took place in Europe during the 19th century and the consequences for each country. (LC, LL)
Italian and German unification		3.2. On a map of Europe, locate and label the countries in which the revolutions of 1820, 1830 and 1848 took place. (LL)
Spain: the Restoration, liberalism and democratic ideas	4. Know the chronology and geography of Italian and German unification. (LC, SCC, DC, LL)	4.1. Put together a graphic organiser showing the stages of the process of unification of Italy and Germany. (LC, SCC, LL)
Latin American independence		4.2. Locate the areas on a map which were important to the process of unification. (LC, LL)
Romanticism	5. Identify and analyse the stages of political evolution in Spain in the 19th century. (LC, SCC, LL, DC)	4.3. Find information in an encyclopedia or online about Garibaldi, Cavour and Bismarck. Use the information to create a brief biographical report about each. (LC, DC, LL)
		5.1. Put together a graphic organiser to show the stages of Fernando VII's reign, including the most important events of each stage. (LC, LL)
		5.2. Find information about Salic law and the Pragmatic Sanction and write a brief report explaining how each is linked to the problems in Spain caused by Fernando VII's death. (LC, LL, DC, SCC)
		5.3. Put together a graphic organiser showing the stages of the reign of Isabel II. (LC, LL)
6. Recognise and explain the causes, development and consequences of Latin American independence. (LC, SCC, LL, MCST)	7. Identify the characteristics and main artists of Romanticism. (LC, SCC, CAE, LL)	5.4. Compare and contrast the federal republic with the central or unitary republic. (LC, SCC)
		6.1. Identify the viceroalties of New Spain, New Granada and Río de Plata on a map of Latin America. Identify the countries they belong to today. Indicate the date each became independent. (LC, SCC, LL)
		7.1. Identify the main works of European Romantic architecture, sculpture and painting. (LC, SCC, CAE)
8. Find, select and understand information from various sources, process the information and present it to others. (DC, LC, LL)	9. Express oneself correctly in both oral and written presentations, using the topic vocabulary. (LC)	7.2. Identify the main works of Spanish Romantic architecture, sculpture and painting. (LC, CAE)
		7.3. Find information about a Romantic work and write a commentary describing the characteristics that can be identified in it. (LC, CAE, LL)
8. Find, select and understand information from various sources, process the information and present it to others. (DC, LC, LL)	9. Express oneself correctly in both oral and written presentations, using the topic vocabulary. (LC)	8.1. Consult different sources of information (webpages, books, encyclopedias etc.). (LL, DC, SIE)
		8.2. Present strategies to organise the information obtained or to transmit it in a coherent and attractive manner. (LC, LL, DC, SIE)
9. Express oneself correctly in both oral and written presentations, using the topic vocabulary. (LC)		9.1. Present oral and written information to one's peers. (LC)

LC: Linguistic communication; MCST: Mathematical competence and basic competences in science and technology; DC: Digital competence; LL: Learning to learn; SCC: Social and civic competence; CAE: Cultural awareness and expression; SIE: Sense of initiative and entrepreneurship.

Unit content map

Interactive activities >>>>>>

Talking book >>>>>>

STUDENT RESOURCES

WEBLINK 1

The French Bourbon monarchs

VIDEO 1

Tom Richey: the Congress of Vienna

WEBLINK 2

The Congress of Vienna by Isabey

VIDEO 2

19th Century Isms

WEBLINK 3

The Spanish Revolution of 1820

VIDEO 3

Les Misérables trailer

WEBLINK 4

Revolutions of France

VIDEO 4

The Revolutions of 1848

VIDEO 5

Three-minute history: Italian unification

WEBLINK 5

BBC Bitesize: German unification

Unit 3. The Restoration, liberalism and nationalism

1. The restoration of the Ancien Régime

2. Liberalism, nationalism and democracy

- 2.1. Liberalism
- 2.2. Nationalism
- 2.3. Democracy

3. The political revolutions of the 19th century

- 3.1. The revolutions of the 1820s
- 3.2. The revolutions of 1830
- 3.3. The revolutions of 1848

4. Italian and German unification

- 4.1. Italian unification (1859–1870)
- 4.2. German unification (1866–1871)
- 4.3. The consequences of Italian and German unification

TEACHER RESOURCES

VIDEO 1 WORKSHEET

VIDEO 2 WORKSHEET

WEBLINK 4 WORKSHEET

WEBLINK 5 WORKSHEET

ANIMATION
CONCEPT MAP
PRESENTATION

Reinforcement worksheets >>>>>>

Curricular adaptation worksheets >>>>>>

Interactive activities

Talking book

WEBLINK 6

Fernando VII

WEBLINK 7

The execution of General Torijos by Gisbert

WEBLINK 8

Isabella II

WEBLINK 9

The monastery of Sant Jeroni de Cotalba

WEBLINK 10

The end of the First Republic

VIDEO 6

The Latin American Revolution

VIDEO 7

Biography of Simón Bolívar

VIDEO 8

Tom Richey: Romantic art

WEBLINK 11

Sparknotes: Important terms

WEBLINK 12

Analysis of Romantic art

5. Spain: the Restoration, liberalism and democratic ideas

- 5.1. The reign of Fernando VII (1814–1833)
- 5.2. The reign of Isabel II
- 5.3. The Democratic Sexennium (1868–1874)

6. Latin American independence

- 6.1. The causes of independence
- 6.2. The sequence of events
- 6.3. The consequences of independence

7. Romanticism

Key concepts

Consolidation

Final task

'Reading' a painting

WEBLINK 6 WORKSHEET

WEBLINK 8 WORKSHEET

WEBLINK 10 WORKSHEET

VIDEO 6 WORKSHEET

VIDEO 8 WORKSHEET

CONCEPT MAP PRESENTATION

**COMPETENCE TEST
EXTENSION WORKSHEET
UNIT TESTS**

Reinforcement worksheets

Curricular adaptation worksheets

3

THE RESTORATION:
LIBERALISM AND
NATIONALISM

YOU WILL LEARN TO...

- Define the Restoration and analyse its characteristics.
- Analyse the 19th-century liberal revolutions in Europe and America.
- Understand the growth of nationalism.
- Understand the emergence of the liberal state and analyse the development of liberalism in Spain.
- Identify the main characteristics of Romanticism.

- Which countries defeated Napoleon?
- What is liberalism? What ideas did liberals support?
- Who were the absolutists? What ideas did they support?
- After which war did Fernando VII return to Spain?

The liberals
in Fernando VII's Spain

However, the second attempt to liberalise Spain also failed: the liberals had no experience of leadership, and lacked sufficient supporters to dismantle the authoritarian system. In addition, they had to fight against the church and the privileged estates. On the other hand, the liberals were divided into several groups which sought to obstruct one another. They left plenty of space for the Holy Alliance, which was a reactionary European international, to act. The Holy Alliance had already put the Bourbons back on the French throne, and it was persecuting the liberal ideas (liberty, equality and fraternity) which the French Revolution had spread across Europe.

J. ESLAVA GALÁN,
*Historia de España contada por
escepticos*, Planeta
(Translated)

Final task

'Reading' a painting

During this era, it was not yet possible to take photos, or to make films and documentaries. However, there were plenty of extraordinary painters who have left us a wide range of works, including portraits, battle scenes, scenes of everyday life and religious events.

Using the information these paintings give us, we can find out about many aspects of life during this period. We can find out how people lived, what social groups there were, how people dressed and even how they thought.

Have you ever visited an art gallery? Which one? Do you remember any of the paintings in particular? Why? In order to deepen your knowledge of this period, you will set up and present your own art gallery in your school. You will become an expert guide, capable of explaining to your classmates the history of the period as shown in its paintings.



PRESENTATION

Use the presentation to show the different sections in the unit and to evaluate the students' prior knowledge. This will stimulate student participation. The presentation tool can also be used as revision at the end of the unit.

As with previous units, start by ascertaining the prior knowledge of the students. Begin by telling them that after Napoleon's defeat and exile to St Helena, Europe was in chaos. The absolute monarchs of European countries wanted to take control of their territories once again, but they were terrified of revolution. In order to try and suppress revolutions, they made agreements with other European monarchs to help each other out if revolutions should develop. Ask: *Why do you think they were so worried about revolutions?* (They were worried the people would overthrow them again, and feared the fate of Louis XVI, who had been executed.)

The restoration of the absolute monarchies across Europe would lead to a redrawing of borders between states. Some states would return to how they had been before the revolution, but others would unify to form new states and confederations. Ask students: *Which country or countries do you think held most power in Europe at this time?* (The countries that had defeated Napoleon, Great Britain, Prussia, Russia and Austria, were most powerful at this time.) Encourage students to explain their ideas. If necessary, scaffold this by asking: *Which countries were largest? Which countries had recently won important battles?* etc.

Then, students should discuss the questions in pairs:

■ Which countries defeated Napoleon?

Great Britain, Prussia, Russia and Austria.

■ What is liberalism? What ideas did liberals support?

A political doctrine that defends individual liberties, such as the right to life, national sovereignty, the separation of powers and constitutional monarchy.

■ Who were the absolutists? What ideas did they support?

Absolutists believed sovereignty resided in the king because the king ruled by divine right.

■ After which war did Fernando VII return to Spain?

He returned to Spain in 1814 after the Spanish victory over Napoleon I in the Spanish War of Independence.

Draw students' attention to the painting *Liberty leading the people* by Eugène Delacroix. Explain that the painting commemorates the July Revolution of 1830, in which the French Bourbon monarch Charles X was overthrown. The painting is full of symbolism. The goddess of liberty is represented by a woman leading her people forward over the bodies of the fallen. Liberty is holding the tricolour flag, the flag of the French Revolution. In the other hand she is holding a musket, symbolising the armed fight for freedom.

The figure of Liberty is also considered to be a symbol of France and the French Republic. She stands on top of a mound

of bodies as if she is on a pedestal, and is barefoot and bare-chested, as if she is emerging from a battle. The people who fight alongside her come from various social classes, which can be seen by the different clothes they are wearing. Ask: *Do you think the restoration of the absolute monarchy in France was successful? (Only for a short time.) How do you think the rest of Europe reacted to this second revolution?* (It sparked revolutions in other European countries and undermined the Vienna Congress and Metternich's hold on Europe.) At this stage, accept all students' suggestions and tell them they will be better able to answer these questions once they have studied this unit. Make a note of their ideas to come back to once the unit is complete.

Students should then access Weblink 1 in pairs. With their partner, students should use the information in the weblink to draw a Bourbon family tree in their notebooks, showing the relationships between Louis XVIII, Charles X and Louis-Philippe I. For homework, students should access the weblink again, adding information to their family trees, including important dates, marriages and ideals for each of the monarchs.

Weblink 1: THE FRENCH BOURBON MONARCHS

This weblink describes the Bourbon dynasty that ruled France after the fall of Napoleon.

Explain to the students that once they have completed the unit, they will carry out the **Final task**. This will help them to better understand the importance of art galleries as a

historical archive, and how to interpret the information shown in a painting. Explain that the steps to carry out the **Final task** are on pages 84 and 85. By completing this, students will be developing the following **key competences**:

- **Linguistic communication (LC)**. In the oral presentations and discussions that will take place in the classroom.
- **Mathematical competence and basic competences in science and technology (MCST)**. Throughout the unit.
- **Digital competence (DC)**. When searching for information.
- **Sense of initiative and entrepreneurship (SIE)**. When students decide by themselves which information is useful for their work.
- **Social and civic competence (SCC)**. When participating in group work.
- **Cultural awareness and expression (CAE)**. When debating and discussing issues.

CONCEPT MAP

To introduce the contents of the unit, you could show an incomplete concept map and ask students to complete the gaps, either in their notebook or orally with the whole group. This will help students visualise the links between the different contents of the unit.

3

1. THE RESTORATION OF THE ANCIEN RÉGIME

The Restoration was a return to the political system of the Ancien Régime that was imposed by the victorious European powers (Austria, Prussia, Russia and Great Britain) after Napoleon's defeat in 1815.

The supporters of the Restoration believed that the monarch was the only person capable of leading a country. Therefore, popular sovereignty and constitutions could no longer exist because they limited the power of the monarchy.

With this objective in view, the European powers met at the 1814–1815 Congress of Vienna. There they adopted a series of measures.

- Absolute monarchies were reinstated. The European monarchs who had been deposed by Napoleon returned to their thrones, although some had to accept constitutions that limited their power.

- Europe's borders were changed. Napoleon's conquests had transformed the map of Europe, so after his defeat another series of changes was needed.

- The European powers agreed to support any monarch who was threatened by revolution or any attempt to limit his or her power.

During the Restoration, two European alliances were formed to enforce the agreements made at the Congress of Vienna, and to assist any absolute monarch who was threatened by revolution.

The Holy Alliance included Russia, Austria and Prussia. The monarchs of these three countries promised to support each other. However, this alliance did not play an important part in international relations.

The Quadruple Alliance included Russia, Austria, Prussia and Great Britain. Their main objective was to hold regular meetings in order to resolve Europe's problems.



The Congress of Vienna (Jean Baptiste Isabey, 1815)

64 Geography and History

Important

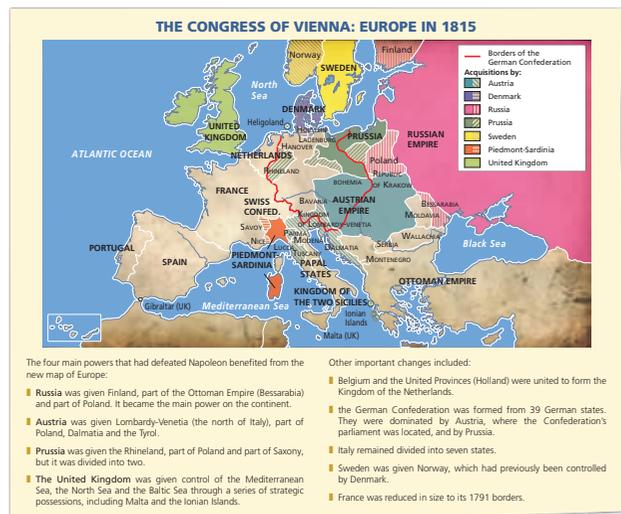
The Holy Alliance

Their majesties the Emperor of Austria, the King of Prussia and the Emperor of Russia:

Article 1. According to the words of the Holy Scriptures, that state that all men are brothers, help and assistance will be offered at any place and any time. Considering themselves as father figures to their subjects and armies, they will rule them with the same spirit of brotherhood as that which moves them to protect religion, peace and justice.

Article 2. In consequence, the only principle that counts, whether to the aforementioned governments or their subjects, is the offer of mutual assistance.

J. PIRENNE,
Historia Universal, las grandes corrientes de la Historia Editorial Exito



Understand

1. Copy and complete the table in your notebook.

The Restoration	
Definition	
Congress	
Agreements	
Alliances	

Apply

2. Use the Internet and reference books to find out which absolute monarchs were returned to the thrones of Spain, France and the Netherlands.

3. Look at the map and answer the questions.

- Compare this map with the current map of Europe. Name five countries that no longer exist.
- Which country was the main continental power in 1815? Which country do you think was the main maritime power?
- How were Italy and the German Confederation affected by these changes?

Analyse

4. Read the text about the Holy Alliance. What term is used to refer to the people? Does this term reflect liberal ideas or those of the Ancien Régime?

3. The Restoration: liberalism and nationalism 65

1. The restoration of the Ancien Régime

tell the students that after Napoleon's final defeat and exile to St Helena, Europe was in disarray. In a decade, Napoleon had redrawn the map of Europe and many of the changes he had made couldn't be reversed. The European monarchs wanted to take advantage of the situation in order to re-establish the balance of power and recuperate lost territories. They also wanted to avoid war at all costs, so although they agreed that France should be punished, they were lenient towards the new French monarch, Louis XVIII. They didn't want to weaken his power because they feared the Jacobins would overthrow him, causing another revolution, if they did.

To introduce the students to the concepts in this section, first read the text in the blue box in open class. Then write the following on the board: *the French, the Russians, the Austrians, the British, the Prussians*. Tell students to think about what changes these groups of people might have wanted after Napoleon's defeat. Students should discuss their ideas in pairs. Then ask volunteers to go up to the board and write their ideas under each nationality. Accept all answers at this stage, as their ideas will be confirmed as they work through the section.

Then read and listen to the text describing the Congress of Vienna. Ask: *Who was reinstated by the Congress of Vienna?* (The absolute monarchs who had been deposed by Napoleon.) *Why did the map of Europe change?* (European countries wanted to return to a pre-Napoleon distribution of territory.) *What alliances were formed?* (The Holy Alliance and

the Quadruple Alliance.) *Which countries belonged to both alliances?* (Austria, Russia and Prussia.)

Now show Video 1 in open class and ask students to complete Video 1 worksheet in pairs.

Video 1: THE CONGRESS OF VIENNA

A detailed description of the Congress of Vienna. After watching complete Video 1 worksheet.

Now students should complete Activity 1 individually.

Refer students to the **Important** box. Read the text in open class. Working in pairs, students should choose three key words or expressions from the text, which they think summarise or describe the Holy Alliance. Then, working in groups of six, students should share their words and expressions and create a word cloud from them. Alternatively, create a class word-wall poster with the words and expressions the class have chosen. Display the word clouds or the poster around the classroom.

Now ask students to complete Activity 2 in pairs. Feedback their answers in open class, clarifying any misconceptions. Then draw their attention to the painting of the Congress of Vienna by Isabey. Ask: *Do you think the monarchs of Spain, France and the Netherlands attended the conference? And the monarchs of the Alliances?* (They didn't.) Access Weblink 2 in open class. Read through the text in open class, and ask students to point out the figures mentioned.

Weblink 2: THE CONGRESS OF VIENNA BY ISABEY

This weblink includes a detailed description of the historical figures shown in the painting.

Draw students' attention to the map and read the text below the map in open class. Ask students to call out the changes caused by the Congress of Vienna. Note the changes on the board. Ask: *Which countries gained territory?* (Russia, Austria, Prussia, Great Britain, Sweden.) *Which countries got smaller?* (France, Denmark.) Students should then complete Activity 3 in pairs. To check their answers, ask students to work with a different partner and compare their ideas. Encourage them to discuss any differences and decide together which answer is correct. Then ask volunteers to call out the answers in open class. Clarify any misconceptions.

Finally, tell students to complete Activity 4 individually for homework. They should write their answers in complete sentences and justify their answers when necessary.

EXTRA RESOURCES

PDF

AUDIO

REINFORCEMENT WORKSHEET 1**CURRICULAR ADAPTATION WORKSHEET 1**

INTERACTIVE ACTIVITIES

Answer key**Understand**

1. Copy and complete the table in your notebook.

Definition: the return to the system of the Ancien Régime imposed by European monarchs after the fall of Napoleon I

Congress: Congress of Vienna

Agreements: the return of European crowns to the deposed monarchs, redrawing of the map of Europe, the right to intervene in any country threatened by revolution

Alliances: the Holy Alliance, the Quadruple Alliance

Apply

2. Use the Internet and reference books to find out which absolute monarchs were returned to the thrones of Spain, France and the Netherlands.

Spain: Fernando VII

France: Louis XVIII

Netherlands: William I

3. Look at the map and answer the questions.

- a) Compare this map with the current map of Europe. Name five countries that no longer exist. Piedmont-Sardinia, the Ottoman Empire, Prussia, the Papal States, the Kingdom of the Two Sicilies
- b) Which country was the main continental power in 1815? Which country do you think was the main maritime power? Russia, Great Britain
- c) How were Italy and the German Confederation affected by these changes? They were divided into several states and dominated by other European powers.

Analyse

4. Read the text about the Holy Alliance. What term is used to refer to the people? Does this term reflect liberal ideas or those of the Ancien Régime?

The populations are called 'subjects'. This reflects the ideas of the Ancien Régime.

3

2. LIBERALISM, NATIONALISM AND DEMOCRACY

The European revolutions of the 19th century took place because many people refused to accept the Restoration and the return of the Ancien Régime. These revolutions were based on two ideologies – liberalism and nationalism – as well as on the idea of democracy.

2.1. Liberalism

Liberalism is an ideology that advocates individual liberties, such as the right to life, freedom of expression and association, the right to choose political representatives and the right to own private property.

This ideology has its origins in British liberalism and in Enlightenment ideas (equality and liberty), which had triumphed with the Glorious Revolution in Great Britain, American independence and the French Revolution.

From a social point of view, liberalism represented the interests of the bourgeoisie, in particular the wealthy bourgeoisie (bankers and large property owners). They fought to maintain the political rights that they had gained in their countries.

The key principles which 19th-century liberals supported were:

- **constitutions** that guaranteed citizens' rights and liberties.
- **constitutional monarchy** as the form of government.
- the **separation of powers**, with executive power held by the monarch and the government, legislative power held by the cortes or parliament and judicial power held by the courts.
- **popular sovereignty** through limited male suffrage based on property ownership.
- **individual liberties**, such as freedom of association and expression, freedom of the press, and freedom of religion.



Fighting at the Hôtel-de-Ville (Jean-Victor Schnetz, 1833) shows the Revolution of 1830 in France.



Important

Liberal political parties in the 19th century

All liberal political parties shared the same principles, but they did not always agree on how to put them into practice.

Moderate liberals

- They supported very limited male suffrage, in which only men with a lot of property could vote. This would ensure that only the wealthy bourgeoisie would be able to vote, thereby protecting their interests.
- They thought that sovereignty should be shared between the monarch and the cortes or parliament. The monarch would have the power to call and dissolve parliament.
- They accepted freedom of speech and of the press, but they supported some prior censorship.

Radical or progressive liberals

- They supported limited male suffrage, but with a much lower property requirement. This would ensure that a greater number of men could vote, including small property owners.
- They thought that sovereignty belonged only to the people, who were represented by the cortes or parliament.
- They believed in unrestricted freedom of speech and of the press.

66 Geography and History

3

2.2. Nationalism

Nationalism is an ideology that advocates the right of people who define themselves as a nation to form independent states.

Nationalism originated in the struggle of many European countries against the Napoleonic Empire.

The key principles that 19th-century nationalists supported were:

- the nation-state based on a population with **common links**, such as a common culture, history and language. It should also have clear territorial boundaries.
 - popular sovereignty, so that all citizens would feel part of the nation.
 - each nation should choose its own form of government.
- There were two types of nationalism in 19th-century Europe.
- Unification nationalism advocated the unification of independent states with a common language and history, such as the various states on the Italian Peninsula.
 - Separatist nationalism advocated independence for regions that formed part of multinational states, such as the Greeks, Serbians and Bulgarians in the Ottoman Empire.



Fighting at Palazzo Litta (Baldassare Verazzi) shows the Revolution of 1848 in Milan.

2.3. Democracy

In the 19th century, democratic movements advocated ordinary people's right to participate in politics. Their supporters wanted to end the social and economic inequalities produced by bourgeois liberalism.

The petite bourgeoisie, labourers and peasants rejected the limited male suffrage imposed by the wealthy bourgeoisie. As these groups did not have much or any property, they did not have the right to vote.

The key principles that 19th-century democrats supported were:

- **universal manhood suffrage**. They thought all men should have the right to vote. Therefore, the people would be able to vote for the political party that best represented their interests, rather than only the interests of the bourgeoisie.
- a preference for the **republic** as a form of government, since they considered hereditary monarchy to be incompatible with democracy.

Remember

5. Why were there numerous revolutions in Europe during the first half of the 19th century? What ideologies and ideas did revolutionaries support?
6. What principles did the liberals support? Which social group did they represent?

Understand

7. What were the differences between moderate and progressive liberals?
8. What was the difference between the two types of nationalism?
9. Match these terms to liberalism, nationalism or democracy: constitutional monarchy, republic, universal manhood suffrage, independence, limited male suffrage.

Analyse

10. Analyse the principles of liberalism, nationalism and democracy. What were their differences and similarities? Could a person be both a liberal and a nationalist, or both a democrat and a liberal? Explain your answer.

Evaluate

11. Do you think it is reasonable that 19th-century democrats supported universal suffrage for men only? Explain your answer.

3. The Restoration: liberalism and nationalism 67

2. Liberalism, nationalism and democracy

this section looks at the ideologies that led to further revolutions in the 19th century. Explain to the students that the French Revolution and the Napoleonic Empire had shown the people of Europe that a different system could work. Liberalism began in France and Spain and soon spread to other European countries. Liberals wanted freedom: freedom to trade, participate in politics and of the press, etc., whereas in the countries which had been changed during the Napoleonic Empire, for instance Germany and Italy, people looked towards countries with strong national identities, such as Great Britain and France as the example to follow.

Read and listen to the introductory paragraph in open class. Say: *Liberals believed in individual freedom and equality.* Working in pairs, ask students to brainstorm answers to the following question: *What do you think liberals wanted to change about absolute monarchies?* After a few minutes, write *Liberals wanted...* in the centre of the board. Ask volunteers to come up to the board and write their ideas. Accept all ideas at this stage.

2.1. Liberalism

Then read and listen to the text in section 2.1. in open class. Refer students to their ideas on the board. In open class elicit which of their ideas were correct, which were not, and add any ideas that are missing. If you use an IWB, you can save their work. Otherwise, ask students to copy their ideas into their notebooks to refer to later on.

2.2. Nationalism

Now read and listen to the text in section 2.2. in open class. Put students in groups of three. Give each group two pieces of paper, one blue, and the other green. Tell students that blue paper represents liberalism and green represents nationalism. The groups should hold up the respective papers to classify statements about these ideologies. Tell the groups that some sentences may refer to both nationalists and liberals. Then read out the following sentences in open class: *They believed a nation was made up of people with a common language, culture and history.* (Nationalists.) *They wanted a constitutional monarchy.* (Liberals.) *They believed in popular sovereignty.* (Both.) *They wanted limited male suffrage.* (Liberals.) *They wanted to form individual states.* (Nationalists.) *They wanted freedom of the press and freedom of speech.* (Liberals.) In their same groups, students should then complete Activities 5 and 6.

Draw students' attention to the images showing *Fighting at the Hôtel-de-Ville* by Jean-Victor Schnetz and *Fighting at Palazzo Litta* by Baldassare Verazzi. Ask: *What flags can you see?* (The Tricolour, a red flag and the Italian flag.) *What social groups are shown?* (The bourgeoisie.)

Now draw students' attention to the text in the Important box. Students should read the text individually and then complete Activity 7 in their notebooks. Once they have finished, ask students to work in pairs to compare their answers. The pairs should try to combine the texts of both of their answers to form one, complete answer to the question. Finally, ask volunteers to read out their final answers in open class. Clarify

any misconceptions. Ask: *How many forms of liberalism were there? (Two.) And how many forms of nationalism were there? (Two.)* Refer students to the text in section 2.2. again. In their same pairs, ask students to complete Activity 8.

Show video 2 in open class and ask students to complete the Video 2 worksheet.

Video 2: 19TH CENTURY ISMS

Description of the 19th-century ideas of conservatism, liberalism, romanticism, socialism, nationalism and feminism. Complete Video 2 worksheet after watching.

2.3. Democracy

Now read and listen to the text in section 2.3. in open class. Ask: *Why did some people criticise liberalism? (It favoured some social groups over others.) Which social groups criticised liberalism? (The petite bourgeoisie, labourers and peasants.)* Working in groups of three, students should now complete Activity 9.

Working in their same groups, students should create a poster to show key words and ideas connected to each social group. Give each group of students a large piece of card or A3 paper. Tell them to divide the paper vertically into three. At the top of each section, students should write *liberalism*, *nationalism* and *democracy*. Then the groups should fill the space below each title with words, sentences, drawings and cartoons.

Now students should complete Activity 10 individually in their notebooks. Encourage them to refer to their posters as they do this. Finally, set Activity 11 for homework.

EXTRA RESOURCES

PDF
REINFORCEMENT WORKSHEET 2
CURRICULAR ADAPTATION WORKSHEET 2
INTERACTIVE ACTIVITIES

Answer key

Remember

5. Why were there numerous revolutions in Europe during the first half of the 19th century? What ideologies and ideas did revolutionaries support?

European citizens rejected the Restoration. They supported liberalism, nationalism and democracy.

6. What principles did the liberals support? What social group did they represent?

A constitution to guarantee rights, constitutional monarchy, separation of powers, national sovereignty etc.

Understand

7. What were the differences between the moderate and the progressive liberals?

Moderates: very limited suffrage, shared sovereignty between the king and the *Cortes*
Progressives: less restricted suffrage, popular sovereignty, no restrictions on freedom.

8. What was the difference between the two types of nationalism?

Unifying: wanted territories to unite.

Separatists: wanted independence from larger states.

9. Match these terms to liberalism, nationalism or democracy: constitutional monarchy, republic, universal manhood suffrage, independence, limited male suffrage.

Liberalism: constitutional monarchy, limited male suffrage

Nationalism: independence

Democracy: republic, universal male suffrage

Analyse

10. Analyse the principles of liberalism, nationalism and democracy. What were their differences and similarities? Could a person be both a liberal and a nationalist, or both a democrat and a liberal? Explain your answer.

Open answer. It was possible to be liberal and nationalist, but not democrat and liberal.

Evaluate

11. Do you think it is reasonable that 19th-century democrats supported universal suffrage for men only? Explain your answer.

Open answer.

3

3. THE POLITICAL REVOLUTIONS OF THE 19TH CENTURY

The political revolutions that took place during the 19th century finally brought an end to absolute monarchy. These revolutions came about because many people did not accept either the Restoration or the return of the Ancien Régime.

The political revolutions of the 19th century were based on **liberalism, nationalism and democracy**.

3.1. The revolutions of the 1820s

- In Spain and Portugal there were liberal revolutions that aimed to establish constitutional monarchies. In Portugal this succeeded, but in Spain absolutism was re-established after three years of liberal rule known as the Liberal Triennium.
- Greece wanted independence from the Ottoman Empire, and in 1821 a liberal-nationalist revolution began. It was supported by other European countries who wanted to end Ottoman power in the Mediterranean, such as Russia, Great Britain and France. In 1829, the Treaty of Adrianopolis recognised Greek independence.



Important

The Greek Proclamation of Independence, 27 January 1825

We, the descendants of the wise and noble Hellenes [...] can no longer suffer [...] the cruel yoke of Ottoman power to which we have been submitted for more than four centuries; a power that does not listen to reason and knows no other law than its own wishes, that gives orders and commands despotically, according to its whim. Having suffered this long slavery, we have decided to take up arms [...]

[...] it is a national war, a sacred war, a war whose objective is to reconquer the rights of individual liberty, the rights of property and honour [...].

H. Koxen, *El nacionalismo. Su significado e historia*, Paidós

3.2. The Revolutions of 1830

- Belgium wanted independence from Holland, with which it had been united to form the Netherlands as a result of the Congress of Vienna. These two countries had many differences, particularly in language and religion: most Belgians were Catholics and most Dutch were Protestants. Holland imposed its politics on Belgium, until a nationalist and liberal revolution in 1830 gave Belgium its independence. Leopold I of Saxe-Coburg became Belgium's constitutional monarch.

- During the Restoration in France, the Bourbons had returned to the throne. First, Louis XVIII ruled from 1814 to 1824, followed by his brother, Charles X, from 1824 to 1830. Charles X strengthened the absolute monarchy and suppressed liberties.

The revolution began when Charles X approved various decrees, such as the restriction of press freedom, without consulting the Legislative Assembly. After his abdication, the assembly voted for a new king. They chose Charles X's cousin, Louis Philippe of Orleans, who ruled as a constitutional monarch from 1830 to 1848.



Louis Felipe I de Orleans, King of France (Franz-Xaver Winterhalter, 1839)

68 Geography and History

3

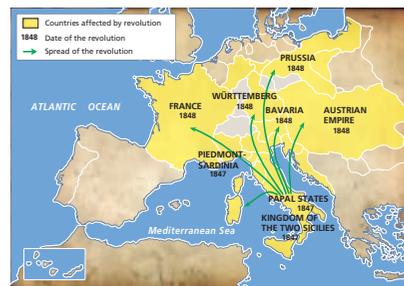
3.3. The Revolutions of 1848

1848 marked a more radical phase of the 19th-century revolutions, as the petite bourgeoisie and workers advocated democratic principles that would give them access to political power. These revolutions failed everywhere except in France.

In France, the petite bourgeoisie and workers were successful in securing democratic objectives, in particular universal manhood suffrage. After Louis Philippe abdicated in 1848, the Second Republic was established. Louis Napoleon Bonaparte (Napoleon's nephew) was elected president. He staged a coup and proclaimed himself emperor in 1852. He ruled France as Napoleon III until 1870, although he maintained universal manhood suffrage.



Sándor Petőfi was a poet and leader of the Hungarian Revolution of 1848.



Understand

- Which countries gained their independence in the 1820s, or as a result of the Revolutions of 1830 or 1848?
- Make an outline diagram of the three periods of revolution. Include the dates, countries affected, type of revolution and the results.

Apply

- Make a timeline showing France's rulers, systems of government and revolutions during the 19th century. Then answer the questions.
 - What form of government did France have after each revolution?
 - When did the First Republic begin? Who governed it?
 - Do you think France's political evolution in this period was positive? Explain your answer.

- Look at the map. Which countries were affected by the Revolutions of 1848? Where was the revolution successful?

Analyse

- Compare and contrast Greek and Belgian independence. What aspects did they have in common?

Evaluate

- In all of these revolutions, violence was used to achieve change. What other methods can be used to achieve political objectives? Are there occasions in which the use of violence is justified? Explain your answer.

Create

- Look for information about Greek independence. Find out what happened in these three places: Agia Lavra Monastery, Chios island and Missolonghi. Write a fact file using the information you found.

3. The Restoration: liberalism and nationalism 69

3. The political revolutions of the 19th century

The revolutions presented in this section were the first challenge to the conservative stability created by the Congress of Vienna. Although most failed, they showed the strength of the liberal-nationalist movement at the time, which would eventually put an end to the conservative order in Europe.

Read and listen to the text. Refer students to the map. Ask: *Where is (Greece, Belgium, Italy)?* (These countries didn't exist at that time.) *Why do you think there were revolutions in Greece, Belgium and Italy at this time?* In pairs, students should write their ideas on post-it notes and stick them around the classroom. Tell students that they will come back to these at the end of this section to check their ideas.

3.1. The revolutions of the 1820s

Read and listen to the text in open class. Ask: *What political ideas did the revolutionaries in (Spain/Portugal/Greece) have?* (Spain and Portugal were liberal; Greece was nationalist and liberal.) Students should read the text in the **Important** box in pairs. As they read, write the following questions on the board: *Who are the Hellenes?* (Greeks.) *How is the Ottoman Empire described?* (Cruel, doesn't listen to reason, gives orders and commands, despotic.) Students should then access Weblink 3 in pairs.

Weblink 3: SPANISH REVOLUTION OF 1820

A brief description of the causes and consequences of the failed 1820 revolution in Spain.

Ask: *What is a 'pronunciamento'?* (A declaration of principles.) *Why was there an uprising in 1820?* (Troops were unhappy about low pay and poor food.) *How long did the Constitutional Triennium last?* (3 years.)

3.2. The revolutions of 1830

Read and listen to the text. Ask: *How was the revolution in Belgium different from the revolution in Spain?* (It was caused by religious differences.) *What was the result of the revolution in France?* (Charles X abdicated and Louis-Philippe I was proclaimed king.) Then, show Video 3 in open class.

Video 3: LES MISÉRABLES TRAILER

The trailer for the film *Les Misérables*, released in 2012.

Elicit the name of the film and ask students if they have seen the film or musical or read the book. Ask: *What conflict is shown at the end of the film?* Do not confirm students' ideas at this stage. Make a note of them on the board, then in pairs, students should access Weblink 4 and complete the Weblink 4 worksheet.

Weblink 4: REVOLUTIONS OF FRANCE

This weblink gives a detailed description of the revolutions in France from 1789 to 1848. Complete Weblink 4 worksheet.

3.3. The revolutions of 1848

Read and listen to the text. Refer students to the map. Ask: *Where did the 1848 revolutions begin?* (Italy.) Then students should complete Activity 12 in pairs.

Refer students to the reasons they gave for the revolutions in Greece, Belgium and Italy at the start of this section. Ask: *Were you right? Why?* Then students should complete Activity 13 in their same pairs. Now put students into multi-ability groups of four to complete Activity 14.

Ask students to complete Activity 15 individually. Volunteers share their answers. Then show Video 4 in open class.

Video 4: THE REVOLUTIONS OF 1848

A description of the causes of the 1848 revolutions.

Ask students to work in pairs to complete Activities 16 and 17. Check answers in open class. Finally, set Activity 18 as homework.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 3

CURRICULAR ADAPTATION WORKSHEET 3

INTERACTIVE ACTIVITIES

Answer key**Understand**

12. Which countries gained their independence in the 1820s, or as a result of the Revolutions of 1830 or 1848?

1820s: Greece; 1830: Belgium; 1848: France changed its political system.

13. Make an outline diagram of the three periods of revolution. Include the dates, countries affected, type of revolution and the results.

Open answer.

Apply

14. Make a timeline showing France's rulers, systems of government and revolutions during the 19th century. Then answer the questions.

- a) What form of government did France have after each revolution? Constitutional monarchy, Second Republic.

- b) When did the First Republic begin? Who governed it? 1792. The Girondins, then the Jacobins and finally the Directory.
- c) Do you think France's political evolution in this period was positive? Explain your answer. Open answer.

15. Look at the map. Which countries were affected by the Revolutions of 1848? Where was the revolution successful?

Countries affected: France, Prussia, Württemberg, Bavaria, the Austrian Empire, Piedmont-Sardinia, the Papal States, the Kingdom of the two Sicilies. The revolution only succeeded in France.

Analyse

16. Compare and contrast Greek and Belgian independence. What aspects did they have in common?

Both wanted independence. Both revolutions were national-liberal and depended on foreign support.

Evaluate

17. In all of these revolutions, violence was used to achieve change. What other methods can be used to achieve political objectives? Are there occasions in which the use of violence is justified? Explain your answer.

Open answer.

Create

18. Look for information about Greek independence. Find out what happened in these three places: Agia Lavra Monastery, Chios island and Missolonghi. Write a fact file using the information you found.

Agia Lavra: The Archbishop of Patras called the people to arms. Chios island: A bloody massacre of Greeks and enslavement of the survivors. Missolonghi: Byron's death.

4. ITALIAN AND GERMAN UNIFICATION

For many centuries, Germany and Italy had been divided into numerous small states. These divisions were confirmed by the Congress of Vienna. However, in the 19th century, nationalist movements succeeded in unifying these countries.

4.1. Italian unification (1859–1870)

Various factors caused a growth in nationalism.

- The Congress of Vienna left the Italian Peninsula divided into seven states. Some of these states, including Lombardy-Venetia, were under Austrian control.
- Nationalist and liberal successes in other countries, such as Belgium and Greece, encouraged Italian nationalists.
- The failure of the Revolutions of 1848 also encouraged nationalism. The King of Piedmont-Sardinia, Charles Albert, wanted to unite Italy. He declared war on Austria but was defeated.
- Important figures supported Italian unification, both in Italy and overseas. These included Napoleon III, King Victor Emmanuel II of Piedmont-Sardinia and his prime minister, Cavour.

The unification process was initiated by Piedmont-Sardinia. Victor Emmanuel II and Cavour tried to extend their kingdom's constitutional system to other parts of Italy. This process began in 1859, when the Piedmontese expelled the Austrians from Lombardy (northern Italy), with the help of Napoleon III (the Battles of Magenta and Solferino). After this Piedmont annexed Parma, Modena and Tuscany.

In the south, Italian nationalists, led by the prestigious politician and military leader, Garibaldi, conquered the Kingdom of the Two Sicilies in 1860. In 1866, the Piedmontese and Garibaldi took control of Venetia after Austria had been defeated by Prussia. In 1870 Rome was occupied and annexed.

Italy became a **parliamentary monarchy**, with Victor Emmanuel II as its king. Rome became the capital of the new kingdom.



Did you know?

Garibaldi's expedition

The people of Naples [...] imagined themselves after Garibaldi's arrival raising their index fingers, which meant 'one', a kind of code for the sacred phrase 'long live the one Italy'. One Sunday, when Garibaldi was in Naples visiting the wounded, [...] he waved to the crowds, who asked him to say a few words. He thought for a few seconds and then said 'What can I say to you, oh beloved people of Naples, who with one gesture teach all Italy its rights and obligations.' Then he raised his index finger and shouted 'One!' [...].

M. Du CAMP, *Expédition des Deux-Siciles*, Everest



Giuseppe Garibaldi

4.2. German unification (1866–1871)

German unification began as a result of these factors.

- After the Congress of Vienna, the German Confederation was divided into 39 states, united by the Federal Diet (parliament) – which was dominated by Austria.
- Like in Italy, liberal and nationalist ideas were popular in Germany. There was a desire to build a solid political union.
- During the Revolution of 1848, the Frankfurt Parliament tried to create a unified state with universal manhood suffrage. Austria and Prussia were strongly opposed to democratic principles, so the attempt failed.
- In 1834, a customs union (the *Zollverein*) had been established. This economic union encouraged support for a political union.

Otto von Bismarck, who had been named Chancellor (prime minister) of Prussia in 1862, started the process of unification. In Prussia, nationalism was strong, and in addition it had a large army and a developed economy. Bismarck expelled the Austrians after the Battle of Sadowa in 1866, and achieved the unification of the northern states.

In the second phase of unification, Bismarck defeated Napoleon III of France, who wanted to limit Prussian expansion. Prussia annexed Alsace-Lorraine from France, and after this victory the German princes decided to unite with Prussia. In 1871 Germany became the **Second Reich** (empire) and the unification process ended. Berlin became the capital and Wilhelm I became emperor (kaiser).

4.3. The consequences of Italian and German unification

Both unifications affected European international relations. The German Empire became Europe's dominant power. The Austro-Hungarian Empire lost power and influence in both Italy and Germany. France's defeat by Prussia led to the collapse of Napoleon III's Second Empire, which was replaced by the Third Republic.

Since France and the Austro-Hungarian Empire had been weakened by these events, the Russian Empire decided to expand towards the Balkans (south-eastern Europe) in order to gain access to the Mediterranean Sea.



Remember

19. Match these events and people to Italian or German unification: Bismarck, the *Zollverein*, Cavour, the annexation of Venetia, the annexation of Alsace-Lorraine, Garibaldi, Victor Emmanuel II.

Understand

20. Make an outline diagram in your notebook of the causes and consequences of Italian and German unification.
21. Listen to the recording about Garibaldi and answer the questions in your notebook.

22. How did the Revolutions of 1848 affect Italian and German nationalism?

Apply

23. Use the information on the maps and in the text to make two timelines showing Italian and German unification.

Evaluate

24. Which do you think had a greater impact on European international relations: Italian unification or German unification? Explain your answer.

4. Italian and German unification

explain that after the failure of the liberal and nationalist ideals of a united people overthrowing an authoritarian, repressive government and forming their own nation, Italian and German revolutionaries realised they would have to take a different approach if they were to achieve their aims. Ask: *What were the consequences of the Congress of Vienna for Italy and Germany?* Then refer students to the text in the blue box to check their ideas.

4.1. Italian unification (1859–1870)

Prior to the class, write **anagrams** of Italian and German states on the board. With their books closed, working in pairs, give students two minutes to solve the anagrams. Then give the students another two minutes to guess if each state is in Germany or Italy. Give a point for each correctly unscrambled anagram and a bonus point if students identify the country correctly.

Ask: *Why was there a revolution in Italy in 1848?* (Nationalist groups wanted a unified Italy.) *Was the revolution successful?* (No.). Then read and listen to the text in section 4.1. as far as the **Did you know?** box, projecting the map of Italy and pointing out the places as they are mentioned in the text. Then show Video 5 in open class.

Video 5: ITALIAN UNIFICATION

This three-minute history video summarises the events that led to the unification of Italy.

Working in pairs, students should then take turns to describe the following historical figures: *Victor Emmanuel II, Cavour, Garibaldi, Charles Albert, Napoleon III*. Then draw students' attention to the text in the **Did you know?** box. Read the text in open class, then ask: *What symbol did nationalists use?* (A single finger raised.) *What did the gesture mean?* ('One' Italy.)

4.2. German unification (1866–1871)

Read and listen to the text in section 4.2, projecting the map and indicating the places mentioned. Pay particular attention to the *Zollverein* border and the subsequent border of the united Germany. Elicit that they are almost entirely the same. In pairs, students should access Weblink 5 and complete the Weblink 5 worksheet with their partner.

Weblink 5: GERMAN UNIFICATION

Summary of German unification. After watching complete Weblink 5 worksheet.

Working in pairs, students should then complete Activity 19. Draw a line dividing the board in half. Write Italy at the top of one side, and Germany at the other. Ask two volunteers to write the names from Activity 19 onto the correct side of the board. Then ask volunteers to add more names to the lists. These can be place-names or the names of historical figures. Finally, ask students to copy the names that were added in open class into their notebooks.

4.3. The consequences of Italian and German unification

In pairs, students should read the section and complete Activity 20. Then they should change partners and compare their diagrams, finding similarities and differences. Finally, play the recording for Activity 21 twice in open class. The first time students should listen, writing down the questions in their notebooks as you pause the recording. Then, in their same pairs, students should discuss what they think the answers are. They can do this from memory, having listened once to the recording, or by predicting if they didn't hear the answer on first listening. Finally, play the recording again so that students can check their ideas and complete the Activity. Ask volunteers to share their answers in open class.

Working in multi-ability groups of four, students should complete Activities 22 and 23. Check their answers to Activity 22 in open class, clarifying any misconceptions. Then ask the groups to display their timelines around the classroom. Time permitting, hold a discussion in open class to prepare students for Activity 24. Make a note of their ideas on the board. Students should take notes. Finally set Activity 24 for homework.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 4

CURRICULAR ADAPTATION WORKSHEET 4

INTERACTIVE ACTIVITIES

Answer key

Remember

19. Match these events and people to Italian or German unification: Bismarck, the *Zollverein*, Cavour, the annexation of Venetia, the annexation of Alsace-Lorraine, Garibaldi, Victor Emmanuel II

Italian: the annexation of Venetia, Garibaldi, Victor Emmanuel II, Cavour

German: Bismarck, the *Zollverein*, the annexation of Alsace-Lorraine

Understand

20. Make an outline diagram in your notebook of the causes and consequences of Italian and German unification.

Open answer.

21.  Listen to the recording about Garibaldi and answer the questions in your notebook.

Giuseppe Garibaldi was one of the key figures in the unification of Italy, and is widely seen as an Italian national hero. As a young man, he became involved in a series of revolutionary activities. As a result, he was forced to spend much of his life in exile because he was wanted by the authorities. Garibaldi eventually returned to Italy, and in May 1860 he led his red-shirted followers, known as 'The Thousand' to victory in the Kingdom of the Two Sicilies. He then handed the kingdom to Piedmontese King Victor Emmanuel II. In 1866, Garibaldi and his followers fought with the Piedmontese against the Austrians. After Italian reunification, Garibaldi retired to a farm on an island close to Sardinia and died in 1882.

- a) *Why did Garibaldi spend a long time in exile?* He was wanted by the authorities.
- b) *How did he help bring about the unification of Italy?* He won a victory in the Kingdom of the two Sicilies, then handed the territories to Victor Emmanuel II.
- c) *What name were Garibaldi's followers given?* The Thousand
- d) *What type of uniform did they wear?* Red shirts
- e) *What did Garibaldi do at the end of his life?* Retired to an island near Sardinia.
22. How did the revolutions of 1848 affect Italian and German nationalism?

The failed revolutions encouraged nationalism.

Apply

23. Use the information on the maps and in the text to make two timelines showing Italian and German unification.

Open answer.

Evaluate

24. Which do you think had a greater impact on European international relations: Italian unification or German unification? Explain your answer.

Open answer.

5. SPAIN: THE RESTORATION, LIBERALISM AND DEMOCRATIC IDEAS

In the 19th century, Spain experienced similar political processes to the rest of Europe. During the reign of Fernando VII, **absolutism** was restored. Later on, under Isabel II there was a **liberal period**. Finally, there was a brief **democratic phase** when Spain became a republic.

5.1. The reign of Fernando VII (1814–1833)

After the defeat of Napoleon in the Spanish War of Independence, Joseph I was forced to leave Spain and Fernando VII returned. His reign was divided into three phases based on the events that took place in each.

■ **The absolutist phase (1814–1820):** at the start, Fernando VII enjoyed the support of the Spanish people, the Cádiz Cortes and the absolutists. The Cádiz Cortes hoped he would uphold the Constitution of 1812, while the absolutists wanted a return to the Ancien Régime, as outlined in the 'Persian Manifesto'. Fernando VII agreed with the absolutists' demands, so he dismissed the Cortes, abolished the Constitution of 1812 and re-established absolute monarchy.

■ **The liberal phase (1820–1823):** a period of political instability followed, as some liberals organised **military coups**¹ designed to overthrow absolutism. In 1820, a coup led by Riego and Quiroga succeeded. Fernando VII was forced to reinstate the Constitution of 1812 and to guarantee the freedoms that had been suppressed during the previous phase.

■ **The ominous decade (1823–1833):** in 1823 Fernando VII asked the Holy Alliance for assistance. They sent a French army, the '100 000 Sons of St Louis', who defeated the liberals. Fernando VII re-established the absolute monarchy and persecuted the liberals. There were more liberal revolts, but none of them succeeded.



The execution of General Torrijos (Antonio Gisbert, 1887–1888)

72 Geography and History



At the end of his reign, Fernando VII proclaimed his **Pragmatic Sanction**. This replaced Salic law, which had been in place since Felipe V's reign and which excluded females from the line of succession. The Pragmatic Sanction meant that on Fernando VII's death, his daughter Isabel¹ became queen. This angered Fernando's brother Carlos, and became a source of conflict.

Important

Don Carlos's protest to King Fernando VII

What you want to know is if I will support your daughter becoming Princess of Asturias or not. Oh, how I wish I could! [...] but my conscience and honour will not permit me: my right to the throne is legitimate as long as I outlive you and you have no son, and I cannot put aside my rights [...] only God can deny them to me by giving you a son.

J.L. COMELLAS, *Historia de España*, Durban S.A. de Ediciones (Translated)

Remember

- Who supported Fernando VII on his return to Spain?
- Why did some military figures lead coups against Fernando VII?
- Why did Fernando VII proclaim the Pragmatic Sanction? How did his brother react?

Understand

- What was the relationship between the Restoration and the first and third phases of Fernando VII's reign?

- Look at the timeline. Which form of government was new for Spain? Which monarch was not a Bourbon?

Analyse

- Read Don Carlos's protest. What event is he responding to? In what situation would Don Carlos give up his claim to the throne? Do you think Fernando VII's actions regarding the succession were consistent with absolutism?

Create

- Find out about Gisbert's painting on page 72 and write a commentary on it. Include:
 - the date of the event shown.
 - what happened and why.
 - the phase of Fernando VII's reign in which it took place.

3 The Restoration: liberalism and nationalism 73

5. Spain: the restoration, liberalism and democratic ideas

this section reviews some of the events in Spain during this period, setting the scene for the events that followed. After the Spanish War of Independence, Spain had been in turmoil. But it took a long time for political ideals to settle down, and opinions swung from nationalism, to liberalism until finally a republic was established. Added to these internal problems, Spain gradually lost its American colonies, which increased economic and political instability.

To introduce the topic, copy the text in the blue box. Blank out the words in bold in the text. Stick the text to a wall in the corridor outside the classroom and hold a **running dictation**. One student from each pair reads and memorises part of the text and dictates it to their partner, who writes it down. Once they have recreated the text, they should work in pairs to guess the missing words from the clues in the text and their previous studies. Listen to the text in open class for students to check their ideas.

5.1. The reign of Fernando VII (1814–1833)

Read and listen to the text in section 5.1. as far as the section on the liberal phase. Students should then complete Activity 25 individually. Ask volunteers to call out their answers in open class, then continue to read and listen to the rest of the text in this section. Ask: *Why did Fernando VII lose the support of the Spanish people?* (He dismissed the Cádiz Cortes and the 1812 Constitution.) Tell students that Spain was fighting many

battles in Latin America at this time and that its soldiers were poorly paid and badly fed. Ask: *How do you think they felt about this?* (There was a lot of discontent.) In pairs, students should discuss Activity 26. Ask volunteers to write their ideas on the board, then clarify any misconceptions.

Draw students' attention to the painting by Antonio Gisbert. Ask: *What is happening?* (Liberals are being executed.) *In which phase do you think these events occurred?* (In the ominous decade, when Fernando VII was persecuting liberals.) Working in multi-ability groups of four, students should access Weblink 6 and complete Weblink 6 worksheet.

Weblink 6: FERNANDO VII

A summary of the life and reign of Fernando VII. After watching complete Weblink 6 worksheet.

Draw students' attention to the timeline at the top of the page. Ask: *Who reigned after Fernando VII?* (Isabel II.) Read and listen to the text under the timeline as far as the **Important** box. Ask: *What did Salic law state?* (Females could not be monarchs.) *What was the Pragmatic Sanction?* (A correction to this law, which enabled Isabel II to become Queen on her father's death.) Now students should read the text in the **Important** box individually. In groups of three, students should role-play a conversation between Fernando VII, his brother Carlos and his wife, María Cristina. Before beginning, students should, individually, make notes about their point of view in their notebooks. Give the groups ten minutes to

plan and practise their role-plays before asking each group to perform their role-play in front of the class. Still in their groups of three, students should now complete Activity 27.

Now, working in pairs, students should complete Activities 28 and 29. In their same pairs, students should discuss the questions in Activity 30 together. Then ask volunteers to share their ideas with the class. Finally ask students to summarise their answers individually in their notebooks.

Time permitting, put students into multi-ability groups of four. Each group should access Weblink 7 and complete Activity 31 together.

Weblink 7: THE EXECUTION OF GENERAL TORIJOS BY GISBERT

The Prado museum website's short description of the painting.

Each group should then prepare a short oral presentation about the painting, using the information they have found. If necessary, ask students to complete Activity 31 for homework and prepare their presentations at a later date.

EXTRA RESOURCES

PDF
REINFORCEMENT WORKSHEET 5
CURRICULAR ADAPTATION WORKSHEET 5
 INTERACTIVE ACTIVITIES

Answer key

Remember

- 25. Who supported Fernando VII on his return to Spain?**
 The Spanish people, the *Cortes*, the absolutists
- 26. Why did some military figures lead coups against Fernando VII?**
 Because he suppressed the 1812 Constitution.
- 27. Why did Fernando VII proclaim the Pragmatic Sanction? How did his brother react?**
 He wanted his daughter to reign after his death. Don Carlos was angry.

Understand

- 28. What was the relationship between the Restoration and the first and third phases of Fernando VII's reign?**
 In both, Fernando VII restored absolutism.
- 29. Look at the timeline. Which form of government was new for Spain? Which monarch was not a Bourbon?**
 The Republic. Amadeo I of Savoy.

Analyse

- 30. Read Don Carlos's protest. What event is he responding to?**
 Fernando VII's Pragmatic Sanction.
 In what situation would Don Carlos give up his claim to the throne? If Fernando fathered a son. Do you think Fernando VII's actions regarding the succession were consistent with absolutism?
 Students should explain their reasoning.

Create

- 31.** Find out about Gisbert's painting on page 72 and write a commentary on it. Include:
- the date of the event shown. 11th December 1831
 - what happened and why. General Torijos was executed without trial for treason.
 - the phase of Fernando's reign in which it took place. The ominous decade

5.2. The reign of Isabel II

Absolutism ended in Spain with the reign of Isabel II. She established a **liberal constitutional monarchy**, although it had its own special features.

- The crown retained power, but this power was shared with the Cortes, which the crown could call and dissolve. This was called **shared sovereignty**.
- The queen was supported by the liberal political parties, the **Moderates** and the **Progressives**. However, Isabel favoured the Moderates, who governed for most of her reign.
- Various constitutions** were approved, depending on which party was in government: a Progressive constitution in 1837 and a Moderate constitution in 1845. There was limited male suffrage throughout Isabel II's reign.
- The **military** participated actively in politics, as heads of government and ministers, and also leading military revolts to acquire more power.

The regency period

From 1833 to 1843, when Isabel was still a minor, two **regents**² governed in her name: her mother, **María Cristina Bourbon**, and General **Espartero**, who was a Progressive. During this period the first Carlist War took place, and the monarchy changed from absolute to liberal.

The **first Carlist War (1833–1839)** took place because Fernando VII's brother Carlos claimed the throne, and did not accept either the Pragmatic Sanction or Isabel II as queen. He was supported in the war by the absolutists and by those who supported the **fueros**: the church, Navarra, Vascongadas, Aragón and Cataluña. The liberals supported Isabel II in exchange for the government becoming more liberal.

In 1839, the Convention of Vergara was signed. In this treaty, Isabel was recognised as Queen of Spain, and she agreed to respect the **fueros** of Navarra and Vascongadas. However, Carlos did not accept the treaty, and his son, Carlos Luis Bourbon, continued to fight for his right to the Spanish crown.



Isabel II (Carlos Luis de Ribera c.1835)

²**regent**: person who rules when the monarch is a minor, or is absent or incapable of ruling

THE MODERATES AND PROGRESSIVES DURING ISABEL II'S REIGN		
	Moderates	Progressives
Sovereignty	Shared between the monarch and the Cortes, but with royal power strengthened	Popular sovereignty; sovereignty should reside in the Cortes, and royal power should be reduced.
The Cortes	Bicameral: Congress (elected) and the Senate (chosen by the monarch).	Bicameral: both chambers should be elected.
Suffrage	Limited male suffrage: only those with a large amount of property could vote.	Limited male suffrage, but with a lower property requirement
Access to power	Through elections and royal appointment	Through military coups
Supporters	The nobility, the church and the wealthy bourgeoisie	The middle and petite bourgeoisie: lawyers, doctors, small and medium property owners.
Governments	<ul style="list-style-type: none"> María Cristina's regency: 1833–1835 and 1837–1840 Moderate decade: 1843–1854 Moderate government: 1856–1868 	<ul style="list-style-type: none"> María Cristina's regency: 1835–1837 Espartero's regency: 1840–1843 Progressive Biennium: 1854–1856

The majority of Isabel II

In 1843 Isabel II reached the age of majority, although she was only 13 years old. Important features of her reign include:

- the **alternation in power** between the **Moderates** and **Progressives**. These governments were usually led by a military figure, such as Generals Espartero, Narvaez and O'Donnell.
- the **second Carlist War (1846–1849)**. The war was caused by Isabel II's refusal to marry Carlos Luis Bourbon, the Carlist claimant. If they had married, the succession dispute would have ended. The war ended with the defeat of the Carlists.
- Spain's division into 49 provinces. The Civil Guard was created to maintain order in rural areas, and a railway law was introduced in 1855 to improve transport.
- social instability** caused by discontent among the peasants over poor working conditions. There was also tension between workers and factory owners over increasing unemployment and low wages.
- expropriations**³ that aimed to solve Spain's **economic problems** by paying the state's debt and breaking up large estates (*latifundios*) belonging to the church, the nobility and municipalities that were unproductive and did not pay tax. At the same time the crown hoped this policy would create a new class of landowners that would support the liberal regime.

³**expropriation**: state confiscation of land belonging to the church, the nobility and municipalities. In return, the owners were given an amount of money. Then the state sold the land at a public auction



Juan Alvarez Mendizábal



Important

During Isabel II's reign, **expropriations** were carried out by Progressive ministers, such as **Mendizábal (1836–1837)** and **Madoz (1855)**. The **social consequences** of this policy for the peasants were negative.

- Peasants could not buy the lands at auction as they did not have enough money. Instead they were bought by the wealthy bourgeoisie.
- The situation of the poorest peasants got worse as a result of the expropriations. This was because many common lands were also sold, so the peasants could no longer use them as pasture, hunt, fish or collect wood there.
- Many religious institutions stopped providing charity for the poor.

Remember

32. What were the political characteristics of Isabel II's reign?
33. How many constitutions were there during Isabel II's reign? Why?
34. What role did the military play in Isabel II's reign?
35. What caused the second Carlist War? What was the result?

Understand

36. What were the differences between the Moderates and the Progressives?

37. Look at the map of Mendizábal's expropriations. Answer the questions in your notebook.

- What were the expropriations? What were their objectives?
- Who benefited from the expropriations and who suffered as a result?
- Which provinces had the highest value of expropriations?

Evaluate

38. Do you think the expropriations were a sensible policy for reducing the state's debt? What alternative measures could have been adopted? Explain your answer.

5.2. The reign of Isabel II

Isabel II was only three when her father Fernando VII died, so during the first years of her reign, her mother, María Cristina, and General Espartero ruled on her behalf. Her reign was plagued by conflict, unrest, war and revolution. Isabel only maintained her rule because she had the support of the army. Isabel II was declared of majority at only 13 years old after a 'pronunciamiento' forced General Espartero to resign as regent.

Read and listen to the text in section 5.2. as far as the section on the regency period. Working in groups of three, ask students to play **Call my bluff**. Give each group a word or expression from the text. For example: *shared sovereignty, liberal constitutional monarchy, moderates, progressives*, etc. Each group should write one true and two false definitions for their word or expression. Encourage them to use dictionaries to help them write their definitions. Each group should then read out their definitions. The other groups try to guess which definition is true. Then in their same groups of three, students should complete Activities 32, 33 and 34 together. Ask volunteers to share their answers in open class and clarify any misconceptions.

Draw students' attention to the title of the next section: The regency period. Ask: *What does regency mean?* Ask volunteers to share their ideas in open class before referring students to the definition of regent. After reading the definition, confirm or correct their previous ideas. Ask: *How old was Isabel II when she became queen?* (Three.) Elicit that a three-year-old cannot rule a country. Then read and listen to the text in open

class. Ask: *Who ruled Spain while Isabel was a minor?* (María Cristina and General Espartero.) *Who disagreed with Isabel II's right to the monarchy?* (Her uncle, Carlos Luis Bourbon.) Students should then complete Activity 34 in pairs.

Now read and listen to the text about the majority of Isabel II. Ask: *Was Isabel an absolute monarch?* (No.) *Who controlled the government while she reigned?* (Power alternated between the moderates and the liberals.) *Why was there a second Carlist War?* (Isabel refused to marry her uncle, Carlos Luis Bourbon.) Working in pairs, students should now access Weblink 8 and complete the Weblink 8 worksheet.

Weblink 8: ISABELLA II

This encyclopedia.com page contains a summary of the reign of Isabel II. Complete Weblink 8 worksheet.

Write the following on the board: *Isabel's education was... She enjoyed... She married... but...* In pairs, students should complete the sentences in an appropriate way, using the information in the weblink and their Student's Books to help them. Then, in their pairs, students should complete Activity 35.

Draw students' attention to the yellow box about the Moderates and Progressives during Isabel II's reign. Students should read the information individually, then complete Activity 36 in their notebooks. To scaffold the Activity, write the following on the board: *The Moderates ... whereas the Progressives...* Volunteers should read out their sentences in open class. Clarify any misconceptions, then, time permitting,

students should make a timeline of the Spanish governments between 1833 and 1856. Elicit that the government changed fairly regularly from one group to the other. Elicit the names of the two main political parties today in Spain and draw students' attention to the fact that nowadays, government changes regularly between these two parties too.

Now refer students to the text in the **Important** box. Read the text in open class. Working in pairs, students should access the map of Mendizábal's expropriations and complete Activity 37. In their same pairs, students should then access Weblink 9 to read about a monastery expropriated by Mendizábal.

Weblink 9: THE MONASTERY OF SANT JERONI DE COTALBA

This weblink contains the history of a monastery which was expropriated in 1835.

Ask: *Who owns the monastery today?* (The Trénor family.) *In what ways has the monastery been used?* (A monastery, a private home, a vineyard, a hospital and a nunnery.)

Working in multi-ability groups, ask students to discuss the questions in Activity 38. Time permitting, each group should give a brief oral presentation describing alternative measures. Then hold a class vote to decide which alternative measure would have been the best option for Isabel II. Finally, students should write a short essay summarising their answers to Activity 38 for homework.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 5

CURRICULAR ADAPTATION WORKSHEET 5

INTERACTIVE ACTIVITIES

Answer key

Remember

32. What were the political characteristics of Isabel II's reign?
End of absolutism, liberal constitutional monarchy
33. How many constitutions were there during Isabel II's reign? Why?
Two: 1837 and 1845. Because the different governing parties had differing ideals.
34. What role did the military play in Isabel II's reign?
They participated actively in politics as heads of government, ministers or leading 'pronunciamientos'.
35. What caused the second Carlist War? What was the result?
Isabel II refused to take Carlos Luis of Bourbon as a husband.

Understand

36. What were the differences between the Moderates and the Progressives?
Moderates: royal power strengthened, very limited male suffrage, elections and royal appointment to access government, represented the nobility and wealthy.
Progressives: Popular sovereignty, less limited suffrage, military coups to access government, represented middle and poorer classes.
37. Look at the map of **Mendizábal's expropriations**. Answer the questions in your notebook.
 - a) What were the expropriations? What were their objectives? The crown seized land from large landowners to raise money.
 - b) Who benefited from the expropriations and who suffered as a result? The bourgeoisie who bought the land benefited. The peasants who lost common land suffered.
 - c) Which provinces had the highest value of expropriations? Sevilla, Madrid, Toledo, Ciudad Real and Cádiz

Evaluate

38. Do you think the expropriations were a sensible policy for reducing the state's debt? What alternative measures could have been adopted? Explain your answer.
Open answers.

The crisis and the end of Isabel II's reign

Isabel II's public image was damaged by a number of **political problems**. These included the **manipulation of election results** by successive governments, and the emergence of **new political parties** who opposed the monarchy. These political parties were the **Democrats**, who believed in universal manhood suffrage, and the **Republicans**, who wanted Spain to be a republic.

In the last years of Isabel II's reign there was also a **major economic crisis**. This was caused by poor harvests and by a halt in railway construction, which caused the stock market to crash as railway shares collapsed. As a result unemployment increased and many small and medium investors were ruined. Both the political and economic situation caused extensive social unrest.

Did you know?

The manipulation of election results

Political parties used whatever means they could to get the election results they wanted.

- They sent groups of people to beat up their opponents' supporters.
- They interfered with the ballot boxes after voting had finished to make sure they got the result they wanted.
- They voted in the name of a person who had died.
- The **caciques*** put pressure on farm workers to vote for the candidate they wanted to win. They were threatened with unemployment or offered money for their votes.



Caricature from *La Flaca* magazine showing manipulation of election results.

5.3. The Democratic Sexennium (1868–1874)

In 1868, a military revolt began in Cádiz, led by Admiral Topete and Generals Prim and Serrano. The uprising, known as the **Glorious Revolution**, was well supported in all the major cities in Spain. It was successful, and Isabel II was forced into exile. A provisional government was established, and a new political period began, known as the **Democratic Sexennium**. This was the first attempt to establish a democratic political system in Spain.

This period can be divided into **three different phases**.

- **The provisional government (1868–1870):** General Serrano, who was regent, and General Prim, who was the head of the government, looked for a new king for Spain who was not a Bourbon. They also called the Constituent Cortes in order to write a new constitution.

The **Constitution of 1869** was 19th-century Spain's most democratic constitution. It introduced universal manhood suffrage, freedom of religion, and guaranteed a range of other rights and freedoms. It also established a constitutional monarchy.

* **cacique:** a person with economic or political power in a rural area, such as a landowner or local mayor

■ **The constitutional monarchy (1871–1873):** Amadeo of Savoy, the son of the Italian king, Victor Emmanuel II, was named King Amadeo I of Spain. During his reign, the **third Carlist War (1872–1876)** began because the provisional government had not chosen the Carlist candidate, Carlos VII, as king.

In the end Amadeo abdicated because he faced opposition from both the Republicans and the supporters of Alfonso, Isabel II's son.

■ **The First Republic (1873–1874):** when Amadeo I abdicated, the Cortes proclaimed Spain a republic. This was the first time that Spain was not ruled by a monarch.

The First Republic faced many problems. The third Carlist War continued, and Alfonso's supporters rejected the republic. There were revolts in Andalucía, Levante and Murcia that demanded the creation of a federal republic.

However, the main problem the republic faced was the divisions among the Republicans. They disagreed on the type of republic they wanted. There were various alternatives:

- a **federal republic**, divided into 17 federal states.
- a **centralised, or unitary, republic**, in which the central government would control all the political and administrative institutions.

This caused so much political instability in the republic that there were four different presidents in one year: **Figueras, Pi y Margall, Salmerón and Castelar**.

The Republicans were working on a **new constitution**, but they did not have time to have it approved before General Pavia entered the Cortes in January 1874 and dissolved it. In December of the same year, there was another military revolt which aimed to bring back the Bourbons, and the First Republic ended.



Allegory of the First Republic

Remember

39. Answer the questions in your notebook.

- a) Which political parties were opposed to Isabel II?
- b) What was the Democratic Sexennium? How did it begin?
- c) What problems did the First Republic face?
- d) What was the difference between a unitary republic and a federal republic?
- e) How did the First Republic end?

Understand

40. Make a mind map showing the political, social and economic problems of Isabel II's reign.

41. Listen to the recording about the Constitution of 1869 and answer the questions.

- a) Name two constitutions that influenced it.
- b) Name three freedoms it guaranteed.
- c) When was it suspended?

Apply

42. Use the Internet to find out why the Carlist candidate in this period, Carlos VII, styled himself as 'VII'.

Create

43. Look at the image above symbolising the First Republic. Find out what these objects symbolise: the hat, the cockerel, the scales and the board that the woman is holding. Write an essay analysing the image.

The crisis and the end of Isabel II's reign

To revise the concepts in sections 5.1. and 5.2., put students into multi-ability groups of three. Prior to the class prepare a set of six cards for each group. Each card should have one of the following sentences on it: *Fernando VII died. María Cristina and Espartero ruled as regents. The first Carlist War took place. Isabel II came into her majority. The second Carlist War took place. The crown began a series of expropriations.* In their groups, students should order the sentences chronologically to describe the reign of Isabel II.

Elicit that the crown was in debt. Remind students that the expropriations of land were a measure introduced to raise money for the crown. Ask: *Do you think it was an effective measure?* Read and listen to the text on the crisis and the end of Isabel II's reign in open class. Ask: *What was the political situation in Spain at this time?* (Unstable, there were many parties and corruption was rife.) *What was the economic situation?* (Also unstable with high unemployment, poor harvests and a stock market crash.)

Refer students to the text in the **Did you know?** box. Read the text in open class. Refer students to the caricature showing electoral fraud. Elicit that around the central figure, the 'cacique', are many cooking pots, or 'pucheros' with pieces of paper inside. Explain that these refer to the practice of hiding votes in cooking pots and then adding them to the voting urns later on, in order to gain the required result. Time permitting, in groups of three, ask students to search the Internet for other caricatures from this period and analyse them.

5.3. The Democratic Sexennium (1868–1874)

Read and listen to the first paragraph of the text in section 5.3. in open class, as far as the provisional government. Now divide the class into three groups. The first group should read about *the provisional government*, the second group should read about *the constitutional monarchy* and the third group should read about the *First Republic*. Tell the students that they will have to tell their classmates about what they have read and encourage them to take notes to help them do this. Now put the students in groups of three, where the students in each group have read a different part of the text. In their groups, students should now complete Activity 39 together. Finally, in open class, ask volunteers to share their answers. Clarify any misconceptions.

In their same groups of three, students should now access Weblink 10 and complete Weblink 10 worksheet in pairs.

Weblink 10: THE END OF THE FIRST REPUBLIC

This weblink summarises the period from 1868 to 1874. Complete Weblink 10 worksheet.

Still in their same groups, students should now complete Activity 40, referring to the information in the Student's Book and the weblink to complete their mind maps.

Now play the audio for Activity 41 in open class. While listening, students should complete the Activity individually. Next, ask students to compare their answers with a partner.

Encourage them to explain to their partner any answers that are different. Then play the recording again for students to check their answers. Finally, ask volunteers to call out their answers in open class.

Ask students to work individually to complete Activity 42. They should write a brief paragraph in their notebooks, summarising what they find out. If they need help finding relevant information on the Internet, tell them to search for Carlos María Isidro, or Carlos, Duke of Madrid.

Working in multi-ability groups of four, students should then complete Activity 43. In order to carry out the task, tell them to each research one of the objects in the picture. They should use reference books and the Internet to find out as much as they can about the symbolism of the object. Then the groups should share the information they found out in order to answer the questions. Time permitting, the groups should prepare a short presentation using slides to show the objects. Each student should explain the symbolism of their object. Finally, as homework, students should write up their group's research in essay format.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 5

CURRICULAR ADAPTATION WORKSHEET 5

INTERACTIVE ACTIVITIES

Answer key

Remember

39. Answer the questions in your notebook.
- Which political parties were opposed to Isabel II?
The Democrats and the Republicans
 - What was the Democratic Sexennium? How did it begin? An attempt to establish a republic. The economic crisis generated public discontent, and a military uprising.
 - What problems did the First Republic face?
The continuing Carlist Wars and divisions between members of the Republican party
 - What was the difference between a unitary republic and a federal republic? Federal: Spain was divided into 17 autonomous regions.
Unitary: power resided in the capital.
 - How did the First Republic end? By military revolt

Understand

40. Make a mind map showing the political, social and economic problems of Isabel II's reign.

Open answer.

41.  Listen to the recording about the Constitution of 1869 and answer the questions.

The Constitution of 1869 was 19th-century Spain's most democratic constitution. It was influenced by the Belgian Constitution of 1831, which was one of the most democratic constitutions of the 19th century. It was also influenced by the US Constitution (1787) in areas such as the separation of powers. The Constitution of 1869 guaranteed a range of rights and freedoms, such as freedom of association and assembly, freedom of the press, freedom of religion. However, the constitution was only in force for a few years. It was suspended in 1874 and replaced by the more conservative Constitution of 1876.

- Name two constitutions that influenced it. The Belgian and US constitutions
- Name three freedoms it guaranteed. Freedom of association and assembly, freedom of the press, freedom of religion
- When was it suspended? 1874

Apply

42. Use the Internet to find out why the Carlist candidate in this period, Carlos VII, styled himself as 'VII'.

He believed his father, Carlos María Isidro, was the legitimate king. In this case, he would have been Carlos VII.

Create

43. Look at the image above symbolising the First Republic. Find out what these objects symbolise: the hat, the cockerel, the scales and the board that the woman is holding. Write an essay analysing the image.

Open answer. Hat: liberty; scales: justice; cockerel: vigilance; the board: the Constitution.

3

6. LATIN AMERICAN INDEPENDENCE

During the Spanish War of Independence, the process that led to the independence of Spain's American colonies began.

6.1. The causes of independence

There were various factors that led to the emergence of revolutionary independence movements:

- the influence of **Enlightenment ideas**, which were brought to America by **Creole**⁵ students who travelled to Europe, and by the Spanish directors of trading companies that had been established in America.
- the American Revolution, the French Revolution and the Spanish War of Independence encouraged some of the colonists to fight for their own freedom.
- Great Britain gave financial assistance to the supporters of independence because they wanted to end Spain's dominance of trade with America.
- the Creole bourgeoisie wanted political and economic control of the colonies and an end to their dependence on Spain when it came to trade.

6.2. The sequence of events

The independence movements began during the **Spanish War of Independence**, when the colonies refused to accept Joseph I as King of Spain. As in Spain, the colonists created councils (*juntas*), which removed the colonial authorities and governed in the name of Fernando VII.

In 1810, the councils declared their autonomy and in some viceroalties, the idea of independence began to spread.

- In the Viceroyalty of **New Spain (Mexico)**, a priest called **Hidalgo** led a social uprising of Indians and *mestizos* against the Spanish authorities in 1810.
- In the Viceroyalty of **New Granada (Santa Fe de Bogotá)** and the Captaincy General of **Venezuela**, **Simón Bolívar** led a liberal bourgeois revolution which ended with the proclamation of the First Venezuelan Republic.

- In the Viceroyalty of the **Río de la Plata (Buenos Aires)**, General **José de San Martín** led a series of revolts which spread from Argentina, across Chile, Uruguay and to the Viceroyalty of Peru. Paraguay declared its independence in 1811.

When **Fernando VII** returned to the throne, he sent troops to America to end the revolts. However, this was only successful in New Spain, and in other regions the independence movements continued.

From 1816 onwards, the process of independence advanced thanks to British military and economic support. In addition, there was also political instability in Spain at that time.

- The military victories of José de San Martín and the Chilean General O'Higgins at Chacabuco (1817) and Maipú (1818) led to Chile's independence.
- Simón Bolívar defeated the Spanish at Carabobo (1821) and Pichincha (1822). He established **Gran Colombia**, which was made up of present-day Venezuela, Colombia and Ecuador.
- The military victory of General Sucre at Ayacucho (1824) led to the independence of Peru and Bolivia (which was named after Simón Bolívar).

During the first half of the 19th century, all of Spain's American colonies gained their independence, except for Cuba and Puerto Rico.

Important



Simón Bolívar was a Venezuelan military commander who made possible the independence of Venezuela, Colombia, Peru, Ecuador and Bolivia. He was the founder and President of Gran Colombia. His dream was to create a great South American republic, similar to that of the United States, but he did not succeed.

⁵ Creole: a descendant of European settlers born in a Spanish, Portuguese or French colony

6.3. The consequences of independence

The **consequences** of Latin American independence were disastrous for Spain.

- Spain lost its hegemony over Latin America.
- The loss of the American colonies dramatically reduced Spain's international prestige and power. Spain became a second-rate power.
- The Spanish economy suffered, especially the Catalan manufacturing industry, as Spain lost its trade monopoly over the American colonies. In addition, the crown stopped receiving the large amounts of riches that had always come from America (precious metals, colonial products and taxes).

The **consequences** for the new South American countries were different.

- The Creole bourgeoisie gained the political and economic power it had been fighting for.
- New countries were formed, such as Venezuela, Argentina and Mexico. They became independent republics.
- Most of the new republics now came under the influence of Great Britain, until the 1823 Monroe Doctrine, in which the United States President warned the European powers not to interfere in America. After that British influence was gradually replaced by that of the United States.
- The establishment of free trade damaged the economies of many countries as they were unable to compete with European and North American products.



Remember

44. Answer the questions in your notebook.

- What role did the Creoles play in Latin American independence?
- What was the political impact on Spain of Latin American independence?
- How did the United States benefit from Latin American independence?

Understand

45. Make an outline diagram showing the causes of Latin American independence.

Apply

46. Use the map above to make a timeline showing the dates the different countries became independent. Then answer the questions.

- In which decade did most become independent?
- What was the political situation in Spain at that time?

Create

47. Use the Internet to find more information about one of the independence leaders mentioned in this section. Make a slideshow presentation, including important dates, events and achievements.

6. Latin American independence

This section explores events in Latin America during the period. As Europe did, Latin America went through a series of revolutions during the 19th century, which would change its map completely. Other European countries were involved in encouraging independence in Latin America, as they could see how it would benefit them. The role of Simón Bolívar in the sequence of events is hugely important. He was a charismatic leader, adored by some and detested by others. In fact, many Latin Americans wanted him to be their dictator or their king, but others attempted to assassinate him. His importance can be seen in the fact that a country, a city and a currency have all been named after him.

To introduce the content of this section, put students into multi-ability groups of three. Prior to the class, print copies of an unlabelled map of Latin America. In their groups, ask students how many of the countries they can name. Students should write the names of the countries in pencil on the maps. Award one point for each correctly-labelled country and half a point for correct names that are incorrectly placed on the map. Award bonus points if groups can identify the countries that were once Spanish colonies. Then, read and listen to the text at the top of the page in open class.

6.1. The causes of independence

Read and listen to the text in section 6.1. in open class. In their same groups of three, students should prepare a role-play to

summarise the opinions of the people mentioned in the text. Each member of the group should represent one group of people: the Creoles, the British and the Spanish. They should prepare a brief role-play in which they tell each other their points of view, according to the points mentioned in the text.

6.2. The sequence of events

Read and listen to the text in section 6.2. in open class. Working in pairs, ask students to make a mind map summarising the information in the text. They should include important figures, places and dates on their mind maps. Now, join the pairs to form groups of four. Tell the groups of four to create a poster about the sequence of events. In the centre of the poster, they should include a map of Latin America. Around the map, they should place sentences describing events and dates. They should refer to their mind maps to do this. Then they should connect these sentences to the relevant places on the map, using the Internet or atlases to help them find them. Finally, they should print out or copy pictures of the important historical figures connected to each event. They should then add these to their posters and write the name of the figure below each picture. The posters can then be displayed around the classroom or in the corridors. Time permitting, each group could give a brief oral presentation of their poster to the class.

Show Video 6 in open class. Students should work in pairs to complete the Video 6 worksheet.

Video 6: THE LATIN AMERICAN REVOLUTION

This video summarises the events of the Latin American revolutions. After watching complete Video 6 worksheet.

6.3. The consequences of independence

Now read and listen to the text in section 6.3., in open class. Ask: *Were the effects positive or negative for Spain?* (Negative.) Elicit some of the negative effects. Then ask: *Were the effects positive or negative for Latin America?* (Mostly positive, although free trade damaged Latin American economies.) Elicit some of the effects on Latin America. Then ask: *Apart from Latin America, what other country benefited?* (The USA.) Working in pairs, students should then complete Activities 44 and 45.

Refer students to the map and ask: *How do we know when each country gained independence?* (The date is written in brackets below the name of the country.) Working in their same pairs, students should now complete Activity 46.

Read the text in the **Important** box in open class. Ask: *What was Bolívar's objective?* (To form a South American republic.) *Did he succeed?* (No.) Then show Video 7 in open class. Students should take notes of key information as they watch.

Video 7: BIOGRAPHY OF SIMÓN BOLÍVAR

This video contains a brief biography of Simón Bolívar.

Having watched the video, students should work in pairs, using their notes, to try and remember as many key facts as they can from the video. Finally, students should work in multi-ability groups of four to complete Activity 47.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 6

CURRICULAR ADAPTATION WORKSHEET 6

INTERACTIVE ACTIVITIES

Answer key

Remember

44. Answer the questions in your notebook.

- What role did the Creoles play in Latin American independence? Creole students brought Enlightened ideas from Europe and businessmen wanted more control over politics and the economy.
- What was the political impact on Spain of Latin American independence? Spain lost hegemony over Latin America, international prestige and income from trade.
- How did the United States benefit from Latin American independence? Increased political and economic influence

Understand

45. Make an outline diagram showing the causes of Latin American independence.

Open answer.

Apply

46. Use the map above to make a timeline showing the dates the different countries became independent. Then answer the questions.

- In what decade did most become independent? 1820s
- What was the political situation in Spain at that time? High political instability

Create

47. Use the Internet to find more information about one of the independence leaders mentioned in this section. Make a slideshow presentation, including important dates, events and achievements.

Open answer.

3

7. ROMANTICISM

Romanticism was a cultural and artistic movement which developed in Europe during the first half of the 19th century. It affected music and literature, as well as painting, sculpture and architecture. Romanticism's main characteristics were:

- **creative freedom for the artist** – in this respect Romanticism reflected liberalism, which also emphasised freedom.
- **respect for the individual** – artists should reflect their own inner worlds, without having to follow any established rules.
- **the expression of feelings** – it was important for the artist to transmit his or her emotions, as these were the true reflection of the soul.
- **the glorification of national history** – in the countries that Napoleon had ruled over, nationalist sentiment had increased. People looked to the past to find the nation's origins, in particular to the Middle Ages. Romantic artists tried to express their nation's feelings in their works.

Romantic architecture glorified national history and imitated Gothic style. This was known as Neo-Gothic style. An example of this style is the British Parliament buildings in London, designed by Charles Barry.

Romantic sculpture reflected the struggles of peoples who fought for freedom and independence. This was transmitted through drama and movement. One of the main sculptors was François Rude, who created the *Marseillaise relief* on the Arc du Triomphe in Paris.

Romantic painting reflected the anguish, death and political passion of this period in an idealised way. Warm colours were used, such as red and earth tones, and paintings represented movement. The main painters of the era were Théodore Géricault (*The raft of the Medusa*) and Eugène Delacroix (*Liberty leading the people*). Many Romantic paintings depicted landscapes, for example Caspar David Friedrich painted symbolic landscapes such as *The sea of ice*. John Constable (*Cloud study*) and J. M. W. Turner (*Rain, steam and speed*) captured changes in the weather.

Romanticism in Spain

Spanish Romanticism developed later on, towards late the 19th and early 20th centuries. In architecture, the Neo-Mudéjar style developed, which imitated the Mudéjar style of the Middle Ages. An example of Neo-Mudéjar architecture is the Gran Teatro Falla in Cádiz. Bull-rings were also built in this style, such as the Monumental in Barcelona and Las Ventas in Madrid. Spanish Romantic painting depicted historical events and popular traditions. One of the main painters of the era was Antonio Gisbert, who painted historical scenes such as *The visit of King Amadeo*.

Remember

48. When did Romanticism develop in Spain? Was this later on than in the rest of Europe?

Understand

49. In what ways did Romanticism reflect liberalism and nationalism?
50. What was the difference between Romantic architecture in Spain and in the rest of Europe?

Apply

51. Look at the image of the Parliament buildings. What features of Romanticism can you see?

52. Read the information about Géricault's *The raft of the Medusa*. What real event does the painting depict?

Create

53. Write a commentary on Géricault's *The raft of the Medusa*, including the information you found in activity 52.



Parliament buildings, London



The raft of the Medusa (Théodore Géricault, 1819)

80 Geography and History

7. Romanticism

Romanticism was an artistic style that reflected the social and political ideals of the time. It was also a reaction to the Enlightenment. In romantic painting, landscapes were idealised and paintings often celebrated nature's power over man, rather than man conquering nature.

To introduce the topic, put students in pairs. Each student should take turns to find and describe a painting from this unit to their partner, without their partner seeing the painting. Their partner should listen to the description and try and find the painting in their own Student's Book.

Read and listen to the text. Ask: *What were the characteristics of Romantic art?* (Freedom, individualism, feelings, glorification of nationalism.) *What were the characteristics of landscape paintings?* (They were symbolic.) Then show Video 8 and ask pairs of students to complete Video 8 worksheet.

Video 8: TOM RICHEY: ROMANTIC ART

In this video, Tom Richey describes the features of Romanticism.

Romanticism in Spain

Read and listen to the text in open class. Complete Activity 48, volunteers answering the questions. Ask: *Why do you think it was later in Spain?* (Open answer. Students should refer to some of the events they have studied in this unit.) Students should then complete Activities 49 and 50 individually.

Draw students' attention to the images on this page. In open class, elicit some of the features of Romanticism that can be seen. Then, working in pairs, students should complete Activity 51. Time permitting, each pair should then briefly summarise their answers orally in open class. In their same pairs, ask students to complete Activity 52. Set Activity 53 for homework.

EXTRA RESOURCES

PDF

REINFORCEMENT WORKSHEET 7

CURRICULAR ADAPTATION WORKSHEET 7

INTERACTIVE ACTIVITIES

Answer key

Remember

48. When did Romanticism develop in Spain? Was this later on than the rest of Europe?

The first half of the 19th century, so later than the rest of Europe

Understand

49. In what ways did Romanticism reflect liberalism and nationalism?

Romantic artists believed in the creative freedom of the individual and often painted nationalistic themes.

50. What was the difference between Romantic architecture in Spain and in the rest of Europe?

Spanish architecture: Mudéjar; European architecture: Gothic

Apply

51. Look at the image of the Parliament buildings. What features of Romanticism can you see?

Gothic style

52. Read the information about Géricault's *The raft of the Medusa*. What real event does the painting depict?

It shows the wreck of the French ship Méduse.

Create

53. Write a commentary on Géricault's *The raft of the Medusa*, including the information you found in Activity 52.

Open answer.

KEY CONCEPTS



3

The Restoration

- The **Restoration** was the return to the political system of the Ancien Régime that was imposed by the European powers (Austria, Prussia, Russia and Great Britain) after the defeat of Napoleon in 1815.
- During the Restoration, **two alliances** were formed to enforce the agreements that had been made at the Congress of Vienna, and to offer assistance to any kingdom under threat from revolution: the **Holy Alliance** and the **Quadruple Alliance**.

Liberalism, nationalism and democracy

- The **revolutions** that took place in 19th-century Europe were caused by the fact that many people did not accept the Restoration and the return to the Ancien Régime. The revolutions were based on two ideologies, **liberalism** and **nationalism**, and on the idea of **democracy**.
- The 19th-century revolutions brought an end to absolute monarchy. Many reflected liberalism and nationalism, and in 1848 democratic ideas were important too.

Italian and German unification

- Italy and Germany had been divided into various states for many centuries, and these divisions were confirmed by the Congress of Vienna. During the 19th century, **nationalist movements** emerged in both areas. They were successful in achieving unification.

Spain: Restoration, liberalism and democratic ideas

- During the 19th century, Spain experienced the same political processes as the rest of Europe.
- Fernando VII restored **absolutism**. Under Isabel II Spain went through a **liberal** phase. This was followed by a **democratic** phase, during which the First Republic was established.



The visit of Amadeo I (Antonio Gisbert, 1870)

Latin American independence

Peru's proclamation of independence

- During the Spanish War of Independence, and throughout Fernando VII's reign, Spain's Latin American colonies **fought for their independence**.
- In the first half of the 19th century, all of Spain's American colonies gained their independence, except **Cuba** and **Puerto Rico**.

Romanticism

- **Romanticism** was a cultural and artistic movement that developed in Europe in the **first half of the 19th century**.
- Its **main characteristics** were:
 - creative freedom for the artist.
 - respect for the individual.
 - expression of feelings.
 - the glorification of national history.



The Fighting Temeraire (J.M.W. Turner, 1839)

3. The Restoration: liberalism and nationalism 81

Weblink 11: SPARKNOTES: IMPORTANT TERMS

This weblink contains a list of important terms and figures from the 19th century, with definitions.

In their groups, they should select about ten terms or figures, which have been studied in the unit, on which to test their peers. Then they should add five questions using the content of the unit. To make their quizzes more interactive, encourage the groups to use Internet-based quiz creation sites, or to produce a slideshow or prezi presentation. When all the groups are ready, they should take turns to hold their quizzes. Award points for correct answers and keep a record of how many points each team scores.

Finally, to revise all the concepts in the unit, make a whole class timeline. Working in their same groups, allocate a section of the unit to each group. Each group should then prepare cards to add to the timeline with information on their section. Encourage the groups to use the Student's Book, the Internet and reference books for this. Then create a giant timeline using a roll of paper. Each group should add their information cards and decorate the timeline.

Students could use the virtual exploration materials and some of the study aids in the unit and digital pack to make the revision task more varied and enjoyable.

EXTRA RESOURCES

PDF

AUDIO

REINFORCEMENT WORKSHEET 8

CURRICULAR ADAPTATION WORKSHEET 8

INTERACTIVE ACTIVITIES

KEY CONCEPTS

Students could read the **Key concepts** at home as a revision activity, going back to the unit sections to check anything they are not sure about. Alternatively, there is an **Audio version** they could listen to, as well as doing the activities in the digital sections **Activities with images** and **Interactive activities**.

Working in multi-ability groups, students should prepare a quiz for the other groups on the contents of the unit. To create their quizzes, they should access Weblink 11.

3

CONSOLIDATION

54. Define these terms:

- Restoration.
- liberalism.
- shared sovereignty.
- limited male suffrage.
- nationalism.
- the Pragmatic Sanction.
- expropriation.
- cacique.
- the Glorious Revolution.
- Romanticism.

55. Look at the map and answer the questions.

- In which decade did most of Spain's American colonies gain independence?
- Which countries were part of Gran Colombia?
- Which colonies belonged to Spain until the late 19th century?
- Which groups and individuals participated in the independence movements?
- What were the consequences for Spain?



56. Write a short essay in your notebook explaining what the Restoration was, and the measures that the European powers used to implement it.

82 Geography and History

57. Draw a timeline in your notebook. Include these events.

- The start of the French Second Republic
- The start of Fernando VII's reign
- The Congress of Vienna
- The end of German unification
- The start of Maria Cristina's regency
- The end of Amadeo I's reign
- The start and end of the Spanish First Republic
- The independence of Greece
- The end of Italian unification

58. Explain the differences between these concepts.

- Liberalism and nationalism
- Unification nationalism and separatist nationalism
- Limited male suffrage and universal manhood suffrage
- Shared sovereignty and popular sovereignty
- Constitutional monarchy and a republic

59. Copy and complete the table in your notebook

19TH-CENTURY REVOLUTIONS			
Date	Characteristics	Countries	Consequences
1820s			
1830			
1848			

60. Match the people to the descriptions.

Bismarck	Queen of Spain
Isabel II	German chancellor
Victor Emmanuel II	Venezuelan independence leader
Simón Bolívar	Romantic painter
Théodore Géricault	King of Italy

61. Copy and complete the table in your notebook.

FERNANDO VII'S REIGN	
Type of monarchy	
Periods of his reign	
Relationship to the Restoration	
Successor	



3

62. Read the texts and answer the questions below.

The Plombières interview

Napoleon III's personal intervention led to him establishing contact with Cavour [...] at the Plombières baths, in the Vosges region. He was looking for a *casus belli* against Austria and for a way to precipitate a conflict in which Piedmont would be able to consolidate its dominance over northern Italy and secure control of Lombardy, Venetia and the dukesdoms, and in which France would be able to recover the French-speaking regions of Savoy and Nice.

The Plombières agreements were reflected in the treaty that the two powers signed in January 1859. It was also agreed that the Piedmontese would cover the financial costs of the war, while the French would contribute a larger number of troops: 200 000 French troops, as opposed to 100 000 Piedmontese.

The Biarritz interview

[...] the interview that took place between Bismarck and the French emperor in Biarritz, in October 1865. With the prospect of a hypothetical, yet desired, confrontation with Austria, Prussian interests required that France remain neutral. This was what Napoleon III offered in return for a Prussian promise of future territorial gains in Belgium or Luxembourg.

Various Aumes, *Manual de Historia Universal: Ilustración y revoluciones burguesas* Ediciones Nájera

- Which historical figures met at Plombières and at Biarritz? Which countries did they represent?
- Which historical figure was at both meetings?
- What was the main objective of each meeting, and what commitments resulted from them?
- What consequences did these meetings have for Piedmont-Sardinia and for Prussia?

63. Explain the consequences that these events had for the countries involved.

- The intervention of the 100 000 Sons of St Louis
- The Revolution of 1820 in Portugal
- The *Zollverein*
- The Revolution of 1830 in Belgium
- Venezuelan independence
- The 1868 military revolt in Cádiz

64. Are these sentences true or false? Correct the false ones in your notebook.

- Isabel II established a constitutional monarchy.
- The Republicans and the Democrats supported Isabel II.
- The expropriations under Isabel II aimed to clear the state's debt.
- During the Democratic Sexennium absolutist ideas triumphed.
- The First Spanish Republic occurred during Fernando VII's reign.
- General Prim was head of the provisional government.

65. Look at the images and answer the questions about each one.

- What type of art is shown?
- Who was the artist and what artistic style is this?
- What characteristics of that style can you see?



The Marsellaise relief (François Rude, 1833-1836)



Liberty leading the people (Eugène Delacroix, 1830)

3. The Restoration: liberalism and nationalism 83

Answer key

54. Define these terms:

Restoration: return to the political system of the Ancien Régime imposed by the European powers after the fall of Napoleon in 1815

liberalism: political doctrine that defends the freedom of the individual

shared sovereignty: principle supported by moderate liberals in which supreme power was shared between the king and the *Cortes*

limited male suffrage: political principle of the liberals during the 19th century in which only males with sufficient economic resources had the right to vote

nationalism: a political doctrine which stated that people had the right to form independent nation states

the Pragmatic Sanction: a law by which the Salic law was removed, allowing women to inherit the crown

expropriation: nationalisation of land by the state in exchange for a sum of money

cacique: person with economic power or political influence who controlled rural areas

the Glorious Revolution: military uprising which took place in Cádiz in 1808, led by Topete and Generals Prim and Serrano. Isabel II was forced into exile and the Democratic Sexennium began.

Romanticism: a cultural and artistic movement which developed in Europe during the first half of the 19th century

55. Look at the map and answer the questions.

a) In which decade did most of Spain's American colonies gain independence? Between 1820 and 1830

b) Which countries were part of Gran Colombia? Ecuador, Venezuela and Colombia

c) Which colonies belonged to Spain until the late 19th century? Cuba and Puerto Rico

d) Which groups and individuals participated in the independence movements? The Creoles, who introduced Enlightenment ideas to Latin America

e) What were the consequences for Spain? Spain lost hegemony over Latin America and international prestige. The Spanish economy declined.

56. Write a short essay in your notebook explaining what the Restoration was, and the measures that the European powers used to implement it.

Open answer. Students should mention the main players (Austria, Prussia, Russia and Great Britain), the Congress of Vienna, absolute monarchs, changes to the map of Europe and the agreements and alliances made (Holy Alliance and Quadruple Alliance).

57. Draw a timeline in your notebook. Include these events.

- 1814 The start of Fernando VII's reign
- 1815 The Congress of Vienna
- 1829 The independence of Greece
- 1833 The start of María Cristina's regency
- 1848 The start of the French Second Republic
- 1870 The end of Italian unification
- 1871 The end of German unification
- 1873 The end of Amadeo I's reign
- 1873–1874 The start and end of the Spanish First Republic

58. Explain the differences between these concepts.

Liberalism and nationalism. Liberalism is a political doctrine that defends individual freedoms. Nationalism is a political doctrine that defends people's right to form independent nation states.

Unification nationalism and separatist nationalism. Unification nationalism aimed to unite territories with the same language, culture and history. Separatist nationalism aimed to give independence to specific ethnic groups within countries.

Limited male suffrage and universal manhood suffrage. In limited male suffrage, only men with a high economic standing could vote. In universal manhood suffrage all of the male population had the right to vote.

Shared sovereignty and popular sovereignty. Shared sovereignty is the political system in which power is shared between the king and the *Cortes*. Popular sovereignty is the political system in which sovereignty resides in the people.

Constitutional monarchy and a republic. In a constitutional monarchy, the king is head of state and is governed by a constitution. A republic has no king and the law is based on the constitution.

59. Copy and complete the table in your notebook.

19th-century revolutions			
Year	Characteristics	Countries	Consequences
1820s	liberal	Portugal	Portugal – succeeded
	liberal and nationalist	and Spain Greece	Spain – failed Greece – succeeded
1830	liberal and nationalist liberal	Belgium France	Both succeeded
1848	democratic	France	Succeeded

60. Match the people to the descriptions.

- Bismarck: German chancellor
- Isabel II: Queen of Spain
- Victor Emmanuel II: King of Italy

Simón Bolívar: Venezuelan independence leader

Theodore Géricault: Romantic painter

61. Copy and complete the table in your notebook.

Fernando VII's reign	
Type of monarchy	Absolute
Periods of his reign	Absolutist stage (1814–1820) Liberal stage (1820–1823) Ominous decade (1823–1833)
Relationship to the Restoration	He returned Spain to absolutism.
Successor	Isabel II

62. Read the texts and answer the questions below.

- a) Which historical figures met at Plombières and at Biarritz? Which countries did they represent?
Plombières: Napoleon III (France) and Cavour (Italy).
Biarritz: Napoleon III and Bismarck (Prussia).
- b) Which historical figure was at both meetings?
Napoleon III
- c) What was the main objective of each meeting, and what commitments resulted from them?
Plombières: to initiate a war against Austria so that Piedmont could consolidate its northern Italian dominance. Biarritz: Prussia wanted France to remain neutral in the event of a Prussian-Austrian war.
- d) What consequences did these meetings have for Piedmont-Sardinia and for Prussia? Piedmont-Sardinia was able to expand its territories. Prussia secured France's neutrality.

63. Explain the consequences that these events had for the countries involved.

The intervention of the 100 000 Sons of St Louis. In 1823 Fernando VII asked the Holy Alliance for help in defeating the liberals. The 100 000 Sons of St Louis, a French army, was sent and Fernando VII re-established absolutism in Spain.

The Revolution of 1820 in Portugal. This revolution re-established a constitutional monarchy in Portugal.

The Zollverein. This trade agreement between German states stimulated the nationalist movement in this area.

The Revolution of 1830 in Belgium. Belgium won independence from the Netherlands.

Venezuelan independence. The Declaration of Independence of Venezuela in 1811 encouraged other Latin American colonies to revolt against Spain.

The 1868 military revolt in Cádiz. Isabel II was forced into exile and the Democratic Sexennium began.

64. Are these sentences true or false? Correct the false ones in your notebook.

Isabel II established a constitutional monarchy. False. Isabel II established a liberal constitutional monarchy.

The Republicans and the Democrats supported Isabel II. False. The liberal parties supported Isabel II.

The expropriations under Isabel II aimed to clear the state's debt. True.

During the Democratic Sexennium absolutist ideas triumphed. False. During the Democratic Sexennium, democratic ideas triumphed.

The First Spanish Republic occurred during Fernando VII's reign. False. The First Spanish Republic occurred when Amadeo I abdicated.

General Prim was head of the provisional government. True.

65. Look at the images and answer the questions about each one.

Image a) What type of art is shown? Sculpture

Who was the artist and what artistic style is this?
François Rude – Romantic

What characteristics of that style can you see?
The fight for liberty and freedom, dramatic movement

Image b) What type of art is shown? Painting

Who was the artist and what artistic style is this?
Eugène Delacroix – Romantic

What characteristics of that style can you see? The idealised interpretation of aspects such as death or political exaltation. Warm colours and movement.

EXTRA RESOURCES TO REVIEW THE UNIT

PDF

EXTENSION WORKSHEET

COMPETENCE TEST

UNIT TESTS

INTERACTIVE ACTIVITIES

3
'Reading' a painting

Have you ever visited an art gallery? Which one? Do you remember any of the paintings in particular? Why? In order to deepen your knowledge of this period, you will set up and present your own art gallery. You will become an expert guide, capable of explaining to your classmates the history of this period as shown in its paintings.

Preparation

Work in groups. Decide together which painter or painters you are going to specialise in, and which works you are going to exhibit in your art gallery. You can look at art books, magazines and encyclopedias, use the Internet and watch documentaries.

It is important that you know about the period in which the works were painted. In this case, you are going to find out about the 19th century by focusing on Romanticism. Remember that paintings can include portraits, depictions of historical events and landscapes.

MATERIALS

- Notebook
- Computer with Internet access
- Encyclopedias, historical atlases, art history books, documentaries
- Large colour copies of 19th-century paintings

In a big group or individually

Procedure

We suggest that you follow these steps.

Analysis of the paintings

- Do a technical analysis of each painting. Use the list on the right to help you.
- Write a brief biography of each painter.
- Check which historical event, or which political, social, economic or cultural aspect of the period each painting reflects.
- Collect information about the event or aspect and write a summary.
- Check if the paintings you have chosen can be divided into different time periods or phases, and put them in order.

Technical analysis of a painting

- The image can be a portrait, a still life, a landscape, a historical event (such as a battle), or a mythological or religious scene.
- It can be painted on a wall, a board, canvas or paper.
- The medium varies according to what the image is painted on: fresco (on a wall), oil (on a board), acrylic (on canvas), or watercolour (on paper).
- You should note whether the painting is a line drawing, or whether blocks of colour predominate.
- A painting can be polychromatic or monochromatic. You should also note whether the figures are flat or have volume.
- A painting can be three-dimensional or flat (with no depth).




84 Geography and History

Final task

Carrying out the task

Decide with your group who will be responsible for each part of the task.

- Preparing the pictures for the exhibition
- Writing information panels about each painting, including the painter, the title and the date it was painted
- Producing a simple leaflet with a list of the works chosen, the order in which they are displayed and where they are displayed
- The members of the group who are best at communicating should prepare the guided tours of the gallery for visitors (other students or parents). Explanations should be clear and concise. They should include a brief biography of each painter, the technical aspects of the paintings and an explanation of the event or aspect they show.



Portrait of Isabel II (Federico de Madrazo, 1849)

Communication and publication

The exhibition could be in your school, or in a suitable place in your local area, such as an exhibition hall or a cultural centre.

The visitors can be divided into groups. They will walk around the exhibition from painting to painting. At each painting, a guide will present the information you have prepared.

Finally, you can record a video or publish an article in your school magazine. You could also publish your video or article on the Internet, on the school's webpage or even on the local council's webpage.



The sea of ice (Caspar David Friedrich, 1823-1824)

SELF-ASSESSMENT
✓

1. Are paintings from a period primary or secondary sources? Explain your answer.
2. What have you learnt about Romantic painting?
3. Who is your favourite Romantic painter? Explain why.
4. Which of his or her paintings is your favourite? Why?
5. What have you learnt about the painters of this era?
6. Can we consider painters to be visual reporters of their era? Explain your answer.
7. What events or aspects of the period did you learn about when you were preparing your art gallery?
8. Does the style of dress tell us clearly in which period a person lived? What did you notice about the style of dress of this period?
9. In what ways did searching for information and preparing to communicate it to others help you personally? How did you feel?

3. The Restoration: liberalism and nationalism 85

The aim of the task is for students to learn how to analyse and interpret works of art, linking them to the historical context in which they were created. Students will be increasing and deepening their knowledge of the era, by learning to examine and evaluate non-written historical sources.

Brainstorm the names of some of the artists the students have studied in this unit. If possible, ask them to name some of their works, with reference to their books in necessary. Write up examples. Then brainstorm the characteristics of Romantic art.

Preparation

Ensure the correct materials are available in accordance with the list on the page.

In multi-ability groups, students should decide what they will specialise in, creating a list of painters and/or works of art that they want to include. Ensure that they have chosen at least as many works as there are members of the group, so that each member can be responsible for analysing and researching at least one of the paintings. Encourage the groups to look for common themes. For example, works by a single painter, or paintings showing nationalism, or natural landscapes, works by French painters... They should share their findings in open class.

Procedure

The procedure is explained in detail on pages 84 and 85. Ensure that the students are clear about the steps to follow when analysing a work of art. If possible exemplify by analysing a painting in open class. Refer students to Weblink 12.

Weblink 12: ANALYSIS OF ROMANTIC ART

A detailed analysis with references to the historical events and ideas of the era.

Students should decide who is to be responsible for analysing each of the paintings on their list. Once they are ready, they should, individually, follow the procedure and prepare their analysis. Help the weaker students when necessary. Finally, the groups should get back together and share their analyses with the whole group and decide on the presentation order.

Carrying out the task

Now tell students to look at the instructions in the **Final task** section. In their groups, students should allocate the preparatory tasks and begin to prepare their final presentation and texts. Encourage the groups to think about the specific abilities of each member when deciding who will be responsible for what. They should also spend some time rehearsing the oral presentation to make sure they can speak about the paintings fluently.

Communication and publication

Ideally, the groups should present their work to other classes or external visitors to the school.

Finally, in the **Self-assessment**, each student should reflect on what they have learnt, how they felt when they were carrying out the task and what they contributed to the group task. You can add questions to the assessment if you wish.

An example of how to assess the **Final Task** is shown in the task assessment rubric on the final page of this unit.

UNIT TEST A

Name: _____ Course: _____ Date: _____

1. What countries belonged to the Holy Alliance?
 - a) Spain, France and Russia
 - b) Austria, France and Great Britain
 - c) Austria, Russia and Prussia
 - d) The USA, Austria and Russia
2. What type of government did the supporters of democracy want?
 - a) Constitutional monarchy
 - b) Parliamentary monarchy
 - c) Absolute monarchy
3. Who became the president of the Second French Republic in 1848?
 - a) Louis Napoleon Bonaparte
 - b) Louis Phillippe of Orleans
 - c) Louis XVIII
 - d) Carlos X
4. Which empire did the Greeks fight against to gain their independence?
 - a) The Russian Empire
 - b) The Austro-Hungarian Empire
 - c) The Ottoman Empire
 - d) The Second French Empire
5. Who did not participate in Italian unification?
 - a) Victor Emmanuel II
 - b) Garibaldi
 - c) The Count of Cavour
 - d) Amadeo I of Savoy
6. Who was the first emperor of the Second Reich?
 - a) Wilhelm II
 - b) Wilhelm I
 - c) Otto von Bismarck
 - d) Simón Bolívar
7. In which phase of Fernando VII's reign was the Pragmatic Sanction approved?
 - a) The absolutist stage
 - b) The revolutionary stage
 - c) The ominous decade
 - d) The liberal stage
8. Which of these measures was not introduced during the reign of Isabel II?
 - a) The formation of autonomous communities
 - b) The expropriation of land

- c) The creation of the Civil Guard
 - d) The division of Spain into 49 provinces
9. In what year did the Glorious Revolution take place?
- a) 1820
 - b) 1830
 - c) 1848
 - d) 1868
10. Who reigned during the Second Carlist War?
- a) María Cristina Bourbon
 - b) Isabel II
 - c) Amadeo I of Savoy
 - d) Fernando VII
11. What democratic decree was included in the 1869 Constitution?
- a) Limited suffrage
 - b) Universal manhood suffrage
 - c) Shared sovereignty
 - d) Concentration of powers
12. What was the name of the country created by Simón Bolívar?
- a) Gran Venezuela
 - b) The United Latin States
 - c) The United States of South America
 - d) Gran Colombia
13. What battle led to independence for Peru and Bolivia?
- a) Chacabuco
 - b) Maipu
 - c) Ayacucho
 - d) Carabobo
14. Which of these is not a characteristic of Romanticism?
- a) The creative freedom of the artist
 - b) Respect for individualism
 - c) Repression of feelings and emotions
 - d) Glorification of national historical events
15. What style did Spanish Romantic architecture imitate?
- a) Neoclassical
 - b) Baroque
 - c) Mudéjar
 - d) Renaissance

UNIT TEST B

Name: _____ Course: _____ Date: _____

1. Briefly define the following terms.

Congress of Vienna

Otto von Bismarck

Holy Alliance

Unification nationalism

Regent

2. Complete the table.

	Definition	Principles
Liberalism		
Nationalism		
Democracy		

3. Read the following text about the independence of Latin American colonies and answer the questions below.

The electric fire of the French Revolution, simultaneously injuring all other nations, destroying some of them, moving and agitating others, set in motion in these countries the first signs of division and the burning desire for independence [...]. The extent and brilliance of these events cultivated for Napoleon across the globe a huge crowd of admirers.

On the other hand, in these countries, the population is made up of European Spaniards and Latin Americans (Creoles). The European Spaniards are in charge and own almost all of the property in these colonies. But the Latin Americans would like to run things themselves and be the only owners.

C. HERREJÓN PEREDO, Del sermón al discurso cívico. México 1760–1834, Colegio de Michoacán: el Colegio de México (translated)

- Which two phenomena favoured the movement for independence in Latin American colonies?
- Explain what other events favoured the movement for independence.
- What were the consequences for Spain?

4. Look at the images below. Which period of the Democratic Sexennium do they belong to?



Portrait of Amadeo I
by Antonio Gisbert
Tomás



Allegory of the First Republic
by Padró
Pedret

5. Classify the historical figures and events: Spain or Europe. Then, put them into chronological order.

The unification of Italy

Isabel II

The Second French Empire

The Congress of Vienna

The triumph of General Riego

The Pragmatic Sanction

The independence of Greece

The First Spanish Republic

Espartero's Regency

The Second French Republic

The Democratic Sexennium

The independence of Belgium

The unification of Germany

Fernando VII

ANSWER KEY

Unit Test A	1. c)	4. c)	7. c)	10. b)	13. c)
	2. d)	5. d)	8. a)	11. b)	14. c)
	3. a)	6. b)	9. d)	12. d)	15. c)

Unit Test B

1. **Congress of Vienna:** meeting between European powers after the fall of Napoleon I with the objective of restoring the Ancien Régime

Otto von Bismarck: Prussian chancellor or Prime Minister who led the process of unification of Germany

Holy Alliance: the alliance between Russia, Austria and Prussia in which each agreed to help the others in the case of a revolution

Unification nationalism: the type of nationalism in which separate countries with common aspects join together to form a nation

Regent: a person who governs in the name of a monarch when the monarch is too young, or unable to rule

2.

	Definition	Principles
Liberalism	Political doctrine that supports individual liberty	Constitution, with rights and liberties Constitutional monarchy Separation of powers National sovereignty through restricted suffrage Individual liberties
Nationalism	Political doctrine that supports the right to form a nation state	Nations should be made up of peoples with common links National sovereignty Each nation has the right to choose its own form of government
Democracy	Political doctrine that supports the participation of the whole population in politics	Universal manhood suffrage Republics

3. a) The triumph of the French Revolution encouraged Latin American people to fight for their independence. They wanted control over politics and the economy.

b) Enlightened ideas brought to Latin America by Creole students who had studied in Europe, and Creole company owners. Economic support offered by Great Britain, which wanted to put an end to the commercial monopoly of Spain in its colonies.

c) Spain lost hegemony in Latin America and international prestige. The economy suffered from losing control over Latin American trade.

4. **First image:** Second stage of the Democratic Sexennium (1870–1873)

Second image: The First Spanish Republic (1873–1874)

5. **Europe:** Congress of Vienna, independence of Greece, Belgium independence, Second French Republic, Second French Empire, unification of Italy, unification of Germany

Spain: Fernando VII, triumph of General Riego, Pragmatic Sanction, Espartero's regency, Isabel II, Democratic Sexennium, First Spanish Republic

TASK ASSESSMENT RUBRIC: 'READING' A PAINTING					
Students will create and present a small art gallery.					
DESCRIPTION	Dimensions and assessable aspects	Performance levels			
		Excellent (3)	Satisfactory (2)	Ongoing (1)	Not achieved (0)
<p>Learning standards</p> <p>7.2 Identify and describe Romantic Spanish works of architecture, sculpture and painting. (LC, CAE)</p> <p>7.3 Search for information about a Romantic work and write a commentary describing the characteristics of Romanticism it shows. (LC, CAE, SCC)</p> <p>8.1 Collect information about a specific object and consult various sources (web pages, books, encyclopedias etc.). (LL, DC, SIE)</p> <p>8.2 Use strategies to organise information in order to communicate it in a coherent and attractive way. (LC, LL, DC, SIE)</p> <p>9.1 Present written and oral information to one's peers. (LC)</p>	<p>Organisation and planning of the task</p> <p>Division of responsibilities within the group</p> <p>Selection of the works to be included</p> <p>Selection of a space in which to hold the exhibition</p>	<p>Finds and selects the material necessary to complete the task.</p> <p>Creates a checklist of jobs to complete on paper or in digital format.</p> <p>Shares various outlines suggesting architectural works, sculptures and paintings to include. Assigns tasks to group members.</p> <p>Plans the exhibition and finds a suitable space in which to hold it.</p>	<p>Helps find and select the material necessary to complete the task. Takes responsibility for finding some of the information.</p> <p>Shares outlines suggesting architectural works, sculptures and paintings to include.</p> <p>Participates in assigning tasks to group members.</p> <p>Participates actively in the planning of the exhibition.</p>	<p>Only uses the Internet to find information. Doesn't make an effort to consult other sources.</p> <p>Doesn't participate actively in sharing ideas or assigning tasks.</p>	<p>Relies on the group to provide the information for the task.</p> <p>Doesn't participate in the group tasks.</p>
	<p>Research of information</p> <p>Documentation of works selected</p>	<p>Consults various sources of information in order to find the relevant information.</p> <p>Finds various different types of information, including images.</p>	<p>Extracts information from the sources suggested, selecting appropriate material for the task.</p>	<p>Relies on peers to provide information and images.</p>	<p>Finds little or no information, and is incoherent and disorganised when working.</p> <p>Has to rely on the group in order to complete the task.</p>
	<p>Organisation of information</p> <p>Creation of a written document describing the works</p>	<p>Writes the descriptions of the works and the commentaries in a digital format.</p> <p>Selects all the images of works to be included, including details of the works. Collaborates in the organisation of the works assigned to peers.</p>	<p>Writes the descriptions of the works selected in digital format although the explanations are sometimes imprecise or unclear.</p>	<p>Writes a part of the information. Is not able to produce texts or images in a digital format.</p>	<p>Writes the information obtained in digital format, but with no specific format.</p>

TASK ASSESSMENT RUBRIC: 'READING' A PAINTING							
Students will create and present a small art gallery.							
DESCRIPTION	Learning standards	Dimensions and assessable aspects	Performance levels				
			Excellent (3)	Satisfactory (2)	Ongoing (1)	Not achieved (0)	Score
		Creation of the material to be exhibited and leaflets	<p>Creates printed images of words on A3 paper.</p> <p>Creates leaflets using a simple word processing programme or writes leaflets by hand, about each of the works.</p>	Collaborates in the creation of some printed images.	Contributes little information and collaborates to a limited degree in the creation of printed images and leaflets.	Doesn't contribute to the production of the leaflet or the exhibition.	
		Presentation of the material Participation in the role of an 'expert' guide	<p>Explains the process of creating the exhibition.</p> <p>Uses appropriate vocabulary relating to Romanticism.</p> <p>Participates in the role of 'expert' guide and describes each of the works and the leaflet. Holds the attention of peers.</p> <p>Publishes the leaflet on paper or in a digital format and shows it on the IWB.</p>	<p>Uses vocabulary that is usually appropriate.</p> <p>Participates in the publication of part of the images and leaflets.</p>	<p>Uses vocabulary that is sometimes appropriate.</p> <p>Doesn't participate in the publication of images or leaflets.</p>	<p>Uses inappropriate vocabulary. Contributes to the presentation in an inconsistent manner, and is unable to maintain the interest of the audience.</p>	
		Working as part of a team	<p>Contributes information and useful ideas.</p> <p>Coordinates the contributions of other team members to form a consensus.</p> <p>Along with the team members, has successfully created an art exhibition.</p>	<p>Contributes most of the time by offering useful and relevant material.</p> <p>Along with the team members, has successfully created an art exhibition.</p>	<p>Sometimes contributes information. Has achieved the task with the support of the group, but without making an effort.</p>	<p>Doesn't contribute, or contributes very little to the completion of the task.</p> <p>Makes no effort to complete the task.</p>	