Arc de Triomphe, Paris, France

Claude Monet, *Poppies*

Latin American Peoples Win Independence

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES

REVOLUTION Spurred by discontent and Enlightenment ideas, peoples in Latin America fought colonial rule.

Sixteen of today's Latin American nations gained their independence at this time.

- *peninsulare*
- creole
- mulatto
- Simón Bolívar
- José de San Martín
- Miguel Hidalgo
- José María Morelos

SETTING THE STAGE The successful American Revolution, the French Revolution, and the Enlightenment changed ideas about who should control government. Ideas of liberty, equality, and democratic rule found their way across the seas to European colonies. In Latin America, most of the population resented the domination of European colonial powers. The time seemed right for the people who lived there to sweep away old colonial masters and gain control of the land.

Colonial Society Divided

In Latin American colonial society, class dictated people's place in society and jobs. At the top of Spanish-American society were the **peninsulares** (peh•neen•soo•LAH•rehs), people who had been born in Spain, which is on the Iberian peninsula. They formed a tiny percentage of the population. Only *peninsulares* could hold high office in Spanish colonial government. **Creoles**, Spaniards born in Latin America, were below the *peninsulares* in rank. Creoles could not hold high-level political office, but they could rise as officers in

The Divisions in Spanish Colonial Society, 1789

Mestizos (7.3%) 1,034,000
Mulattos (7.6%) 1,072,000
Africans (6.4%) 902,000
EUROPEANS *Peninsulares* and Creoles (22.9%) 3,223,000
Indians (55.8%) 7,860,000
Total 14,091,000
Source: *Colonial Spanish America*, by Leslie Bethell
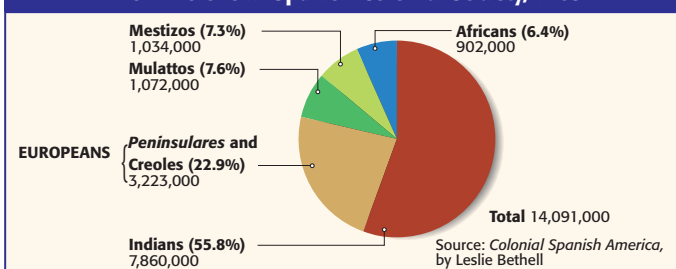
SKILLBUILDER: Interpreting Graphs
1. **Clarifying** *Which two groups made up the vast majority of the population in Spanish America?*
2. **Making Inferences** *Of the Europeans, which group—peninsulares or creoles—probably made up a larger percentage?*

TAKING NOTES
Clarifying Identify details about Latin American independence movements.

Who	Where
When	Why

Nationalist Revolutions Sweep the West **247**

Teacher's Edition **247**

Revolutions in the Americas
10.2.1

Critical Thinking

- How did the American Revolution inspire the slaves of Saint Domingue to revolt? *(Possible Answer: The slaves thought if the American colonists could win freedom, then they could also.)*
- How could just 30,000 French troops force Toussaint and his army of 100,000 to halt the revolution? *(Possible Answer: They were better equipped and trained.)*

Creoles Lead Independence
10.2.1

Critical Thinking

- From the view of the colonial powers, why were the creoles the most dangerous part of the population? *(well-educated, trained as soldiers, wealthy)*
- What factors caused the revolution in Latin America? *(Possible Answer: Creole discontent over privileges of the* peninsulares*; Enlightenment ideas; Napoleon's takeover)*

Tip for Gifted and Talented Students

Toussaint L'Ouverture was one of the most fascinating leaders of a liberation movement. A complex, mysterious man, he was also a brilliant general. Ask students to read the excerpt from *All Souls' Rising,* a novel about Haiti's liberation.

In-Depth Resources: Unit 2
- Literature: from *All Souls' Rising,* p. 85

▼ Toussaint L'Ouverture led enslaved Africans in a revolt against the French that ended slavery and resulted in the new nation of Haiti.

Spanish colonial armies. Together these two groups controlled land, wealth, and power in the Spanish colonies.

Below the *peninsulares* and creoles came the mestizos, persons of mixed European and Indian ancestry. Next were the **mulattos**, persons of mixed European and African ancestry, and enslaved Africans. Indians were at the bottom of the social ladder.

Revolutions in the Americas

By the late 1700s, colonists in Latin America, already aware of Enlightenment ideas, were electrified by the news of the American and French Revolutions. The success of the American Revolution encouraged them to try to gain freedom from their European masters.

Revolution in Haiti The French colony called Saint Domingue was the first Latin American territory to free itself from European rule. The colony, now known as Haiti, occupied the western third of the island of Hispaniola in the Caribbean Sea.

Nearly 500,000 enslaved Africans worked on French plantations, and they outnumbered their masters dramatically. White masters used brutal methods to terrorize them and keep them powerless.

While the French Revolution was taking place, oppressed people in the French colony of Haiti rose up against their French masters. In August 1791, 100,000 enslaved Africans rose in revolt. A leader soon emerged, Toussaint L'Ouverture (too•SAN loo•vair•TOOR). Formerly enslaved, Toussaint was unfamiliar with military and diplomatic matters. Even so, he rose to become a skilled general and diplomat. By 1801, Toussaint had taken control of the entire island and freed all the enslaved Africans.

In January 1802, 30,000 French troops landed in Saint Domingue to remove Toussaint from power. In May, Toussaint agreed to halt the revolution if the French would end slavery. Despite the agreement, the French soon accused him of planning another uprising. They seized him and sent him to a prison in the French Alps, where he died in April 1803.

Haiti's Independence Toussaint's lieutenant, Jean-Jacques Dessalines (zhahn•ZHAHK day•sah•LEEN), took up the fight for freedom. On January 1, 1804, General Dessalines declared the colony an independent country. It was the first black colony to free itself from European control. Dessalines called the country Haiti, which in the language of the Arawak natives meant "mountainous land."

Creoles Lead Independence

Even though they could not hold high public office, creoles were the least oppressed of those born in Latin America. They were also the best educated. In fact, many wealthy young creoles traveled to Europe for their education. In Europe, they read about and adopted Enlightenment ideas. When they returned to Latin America, they brought ideas of revolution with them.

Napoleon's conquest of Spain in 1808 triggered revolts in the Spanish colonies. Removing Spain's King Ferdinand VII, Napoleon made his brother Joseph king of Spain. Many creoles might have supported a Spanish king. However, they felt no loyalty to a king imposed by the French. Creoles, recalling Locke's idea of the consent of the governed, argued that when the real king was removed, power shifted to the people. In 1810, rebellion broke out in several parts of Latin America. The drive toward independence had begun. 📖

A. Possible Answer
The French Revolution inspired Latin Americans; the Haitians rebelled against the French when they were least able to respond.

MAIN IDEA

Recognizing Effects

📖 How did the French Revolution affect the colonists in the Americas?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding Class Structure

Class Time 15 minutes

Task Creating a graphic representation of class structure

Purpose To clarify understanding of class structure in colonial Latin America

Instructions Draw a blank diagram on the chalkboard like the one shown. Then guide a discussion of the hierarchy of social classes in Latin America during the colonial period. Have students create their own diagrams and complete them by writing the names of each class in the correct box. You might extend the activity by having students add the percentages of the population that make

up each group. If students need additional help, use Reading Study Guide, p. 85.

Peninsulares
Creoles
Mestizos
Mulattos
Africans
Indians

Reading Study Guide

History Makers

Simón Bolívar
1783–1830

Called *Libertador* (Liberator), Bolívar was a brilliant general, a visionary, a writer, and a fighter. He is called the "George Washington of South America." Bolívar planned to unite the Spanish colonies of South America into a single country called Gran Colombia. The area of upper Peru was renamed Bolivia in his honor.

Discouraged by political disputes that tore the new Latin American nations apart, he is reported to have said, "America is ungovernable. Those who have served the revolution have ploughed the sea."

José de San Martín
1778–1850

Unlike the dashing Bolívar, San Martín was a modest man. Though born in Argentina, he spent much of his youth in Spain as a career military officer. He fought with Spanish forces against Napoleon. He returned to Latin America to be a part of its liberation from Spain. Fighting for 10 years, he became the liberator of Argentina, Chile, and Peru.

Discouraged by political infighting, San Martín sailed for Europe. He died, almost forgotten, on French soil in 1850.

History Makers

Simón Bolívar and José de San Martín

How were Bolívar and San Martín alike? *(brilliant generals, liberated nations of South America, discouraged by political infighting that followed liberation)*

One of the most important events in the liberation of South America occurred at Guayaquil (now in Ecuador) in 1822 when Bolívar and San Martín met. No records exist of the meeting. What is known is that Bolívar took charge of the combined armies and completed the liberation of Peru. San Martín returned to Lima in disappointment. He resigned his protectorship of Peru a few months later and went into exile in Europe, where he lived the rest of his life.

In-Depth Resources: Unit 2
- Primary Source: from *Proclamation of 1813*, p. 81
- History Makers: Simón Bolívar, p. 88

Electronic Library of Primary Sources
- from *Address to the Second National Congress of Venezuela, 1819*

The South American wars of independence rested on the achievements of two brilliant creole generals. One was **Simón Bolívar** (see•MAWN boh•LEE•vahr), a wealthy Venezuelan creole. The other great liberator was **José de San Martín** (hoh•SAY day san mahr•TEEN), an Argentinian.

Bolívar's Route to Victory Simón Bolívar's native Venezuela declared its independence from Spain in 1811. But the struggle for independence had only begun. Bolívar's volunteer army of revolutionaries suffered numerous defeats. Twice Bolívar had to go into exile. A turning point came in August 1819. Bolívar led over 2,000 soldiers on a daring march through the Andes into what is now Colombia. (See the 1830 map on page 251.) Coming from this direction, he took the Spanish army in Bogotá completely by surprise and won a decisive victory.

By 1821, Bolívar had won Venezuela's independence. He then marched south into Ecuador. In Ecuador, Bolívar finally met José de San Martín. Together they would decide the future of the Latin American revolutionary movement.

San Martín Leads Southern Liberation Forces San Martín's Argentina had declared its independence in 1816. However, Spanish forces in nearby Chile and Peru still posed a threat. In 1817, San Martín led an army on a grueling march across the Andes to Chile. He was joined there by forces led by Bernardo O'Higgins, son of a former viceroy of Peru. With O'Higgins's help, San Martín finally freed Chile.

In 1821, San Martín planned to drive the remaining Spanish forces out of Lima, Peru. But to do so, he needed a much larger force. San Martín and Bolívar discussed this problem when they met at Guayaquil, Ecuador, in 1822.

No one knows how the two men reached an agreement. But San Martín left his army for Bolívar to command. With unified revolutionary forces, Bolívar's army went on to defeat the Spanish at the Battle of Ayacucho (Peru) on December 9, 1824. In this last major battle of the war for independence, the Spanish colonies in Latin America won their freedom. The future countries of Venezuela, Colombia, Panama, and Ecuador were united into a country called Gran Colombia.

Nationalist Revolutions Sweep the West **249**

SKILLBUILDER PRACTICE: HYPOTHESIZING

Examining Bolívar and San Martín

Class Time 15 minutes

Task Asking questions about history

Purpose To develop in-depth knowledge of a historical topic

Instructions Explain to students that historians develop hypotheses, or possible explanations, about events in order to better understand why the events happened, what the consequences were or might be, and why the events are significant. Then they test their hypotheses against historical evidence to check their validity. Ask students to hypothesize about what happened at the meeting in Guayaquil and why San Martín turned over his army to Bolívar. *(Some historians think that San Martín left in anger after a quarrel with Bolívar. Others think San Martín deliberately stepped aside in favor of Bolívar so that the independence movement could unite behind a single leader).* Have students reread the text that describes the character and actions of Bolívar and San Martín. You might also encourage them to do additional research. Then have them write a hypothesis about events at Guayaquil and support it with reasons and facts.

In-Depth Resources: Unit 2

Global Impact

OBJECTIVE

- Understand the impact of Enlightenment ideas on democracy in South America.

INSTRUCT

Explain to students that Bolívar was an inspiration to later revolutionaries throughout Latin America. For example, he inspired the Cubans who rose up against Spain in the struggle for independence in 1895, as well as a later revolution in Cuba led by Fidel Castro in the 1950s. Often these revolutions were influenced by a variety of sources, such as Marxist doctrine, as well as Bolívar's example.

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. Students can view the locations that Bolívar visited and trace the sources of his ideas.

Global Impact: Struggling Toward Democracy

Struggling Toward Democracy

CALIFORNIA STANDARDS
10.2.3, HI 1

Revolutions are as much a matter of ideas as they are of weapons. Simón Bolívar, the hero of Latin American independence, was both a thinker and a fighter. By 1800, Enlightenment ideas spread widely across the Latin American colonies. Bolívar combined Enlightenment political ideas, ideas from Greece and Rome, and his own original thinking. The result was a system of democratic ideas that would help spark revolutions throughout Latin America.

Enlightenment Ideas Spread to Latin America, 1789–1810
INTERACTIVE

Washington — Thomas Jefferson, Benjamin Franklin
John Locke, Thomas Paine
Voltaire, Baron de Montesquieu
Jean-Jacques Rousseau

NORTH AMERICA
Mexico City
ATLANTIC OCEAN
London
Paris
EUROPE
Madrid
AFRICA
Caracas
Bogotá
PACIFIC OCEAN
SOUTH AMERICA
Lima
La Paz
Ascunción
Santiago
Montevideo
Buenos Aires

❶ Bolívar's 1807 return from Europe by way of the United States allowed him to study the American system of government.

❷ In 1810, Bolívar went to London to seek support for the revolution in Latin America. At the same time, he studied British institutions of government.

After winning South American independence, Simón Bolívar realized his dream of Gran Colombia, a sort of United States of South America.

Patterns of Interaction

Struggling Toward Democracy: Revolutions in Latin America and South Africa

The Latin American independence movement is one example of how the Enlightenment spread democratic ideals throughout the world. Democratic ideals continue to inspire people to struggle for political independence and to overthrow oppressive governments.

Connect to Today

1. **Making Inferences** How are Enlightenment thought and the successes of the American and French Revolutions reflected in Bolívar's thinking?

   See Skillbuilder Handbook, page R10.

2. **Comparing** What recent events in today's world are similar to Simón Bolívar's movement for Latin American independence?

CONNECT TO TODAY: ANSWERS

1. Making Inferences

Possible Answer: Bolívar promoted the idea of government by consent of the governed, he believed in the ideal of democracy, and he wanted to unite all of the people.

2. Comparing

Possible Answers: Students might mention the struggles in eastern European nations, the Basques in Spain, East Timor, and Afghanistan.

Mexico Ends Spanish Rule

In most Latin American countries, creoles led the revolutionary movements. But in Mexico, ethnic and racial groups mixed more freely. There, Indians and mestizos played the leading role.

A Cry for Freedom In 1810, Padre **Miguel Hidalgo** (mee•GEHL ee•THAHL•goh), a priest in the small village of Dolores, took the first step toward independence. Hidalgo was a poor but well-educated man. He firmly believed in Enlightenment ideals. On September 16, 1810, he rang the bells of his village church. When the peasants gathered in the church, he issued a call for rebellion against the Spanish. Today, that call is known as the *grito de Dolores* (the cry of Dolores).

The very next day, Hidalgo's Indian and mestizo followers began a march toward Mexico City. This unruly army soon numbered 80,000 men. The uprising of the lower classes alarmed the Spanish army and creoles, who feared the loss of their property, control of the land, and their lives. The army defeated Hidalgo in 1811. The rebels then rallied around another strong leader, Padre **José María Morelos** (moh•RAY•lohs). Morelos led the revolution for four years. However, in 1815, a creole officer, Agustín de Iturbide (ah•goos•TEEN day ee•toor•BEE•day), defeated him.

Mexico's Independence Events in Mexico took yet another turn in 1820 when a revolution in Spain put a liberal group in power there. Mexico's creoles feared the loss of their privileges in the Spanish-controlled colony. So they united in support of Mexico's independence from Spain. Ironically, Agustín de Iturbide—the man who had defeated the rebel Padre Morelos—proclaimed independence in 1821.

Latin America, 1800
INTER**ACTIVE**

ATLANTIC OCEAN
PACIFIC OCEAN

UNITED STATES
VICEROYALTY OF NEW SPAIN
Tropic of Cancer
Gulf of Mexico
SAINT-DOMINGUE
SANTO DOMINGO
Dolores
Mexico City
JAMAICA
CAPTAINCY-GENERAL OF VENEZUELA
BR. HONDURAS
Caribbean Sea
Caracas
DUTCH GUIANA
VICEROYALTY OF NEW GRANADA
Bogotá
FRENCH GUIANA
Quito
Guayaquil
Lima
VICEROYALTY OF BRAZIL
La Paz
Potosí
VICEROYALTY OF PERU
Asunción
Rio de Janeiro
Mendoza
Santiago
Montevideo
Buenos Aires
VICEROYALTY OF RIO DE LA PLATA
Tropic of Capricorn

- British colonies
- Dutch colonies
- French colonies
- Portuguese colonies
- Spanish colonies

N
40°S
0   2,000 Miles
0   4,000 Kilometers
120°W 80°W 40°W

Latin America, 1830
INTER**ACTIVE**

40°N
Tropic of Cancer
ATLANTIC OCEAN
PACIFIC OCEAN

UNITED STATES
MEXICO
Gulf of Mexico
CUBA (Sp.)
HAITI
SANTO DOMINGO (Sp.)
Mexico City
JAMAICA (Br.)
PUERTO RICO (Sp.)
BR. HONDURAS
UNITED PROVINCES OF CENTRAL AMERICA
Caribbean Sea
BRITISH GUIANA
DUTCH GUIANA
Caracas
GRAN COLOMBIA
Boyacá (1819)
Pichincha (1822)
Bogotá
FRENCH GUIANA
0° Equator
Quito
PERU
Lima
BRAZIL
Ayacucho (1824)
BOLIVIA
Rio de Janeiro
CHILE
PARAGUAY
Chacabuco (1817)
Santiago
Maipú (1818)
Buenos Aires
URUGUAY
Tropic of Capricorn
UNITED PROVINCES OF LA PLATA
FALKLAND ISLANDS (Br.)

- Independent countries
- San Martín
- Bolívar
- Major battle

N
40°S
0   2,000 Miles
0   4,000 Kilometers
120°W 80°W 40°W

GEOGRAPHY SKILLBUILDER: Interpreting Maps
1. **Region** What two European countries held the largest colonial empires in Latin America in 1800?
2. **Region** Comparing the two maps, which independent countries had emerged by 1830 from Spanish territory in the Americas?

251

Mexico Ends Spanish Rule
10.4.2

Critical Thinking
- What was there about Padre Miguel Hidalgo that inspired people to follow him in rebellion? *(He was poor like his followers but well educated. They felt they could trust him.)*
- Why did Iturbide first defeat a revolution and then lead one? *(He wanted to keep power for the creoles.)*

History from Visuals

Interpreting the Map
Point out to students that the best way to understand the differences between the two maps is to look at the different elements in each key.
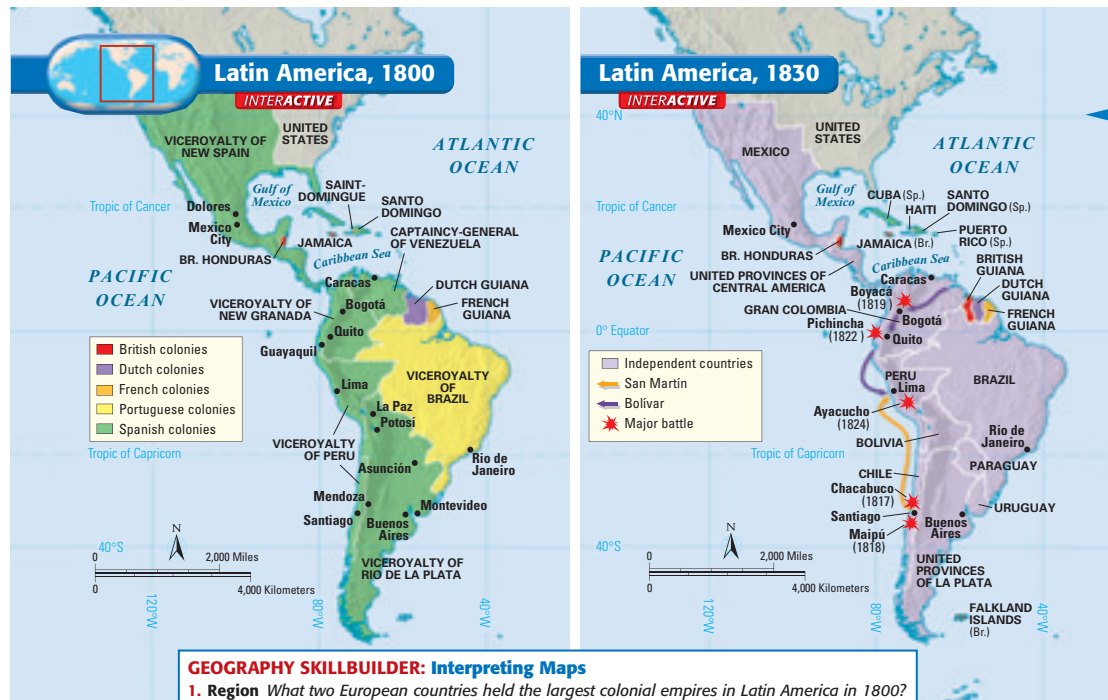
Extension Have students compare the map of 1830 with the map of South America in the atlas to see what countries have remained the same and what political boundaries and names have changed since 1830.

SKILLBUILDER Answers
1. **Region** Spain and Portugal
2. **Region** Mexico, United Provinces of Central America, Gran Colombia, Bolivia, Peru, Chile, Paraguay, Uruguay, United Provinces of La Plata

INTEGRATED TECHNOLOGY

Interactive These images are available in an interactive format on the eEdition. Students can view the colonies ruled by each European nation, the routes of Bolívar and San Martín, and the sites of the battles.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Independence Day Celebrations

Class Time 45 minutes

Task Creating a multimedia presentation

Purpose To learn more about independence day celebrations

Instructions Project Transparency AT52 and discuss the significance of the painting. Point out that it was created to celebrate Mexican Independence Day, which is September 16—the day Padre Hidalgo rallied the people of Dolores to fight for independence. By tradition, each year on this day, the president of Mexico shouts the "el Grito" from the National Palace in Mexico City: *Viva Mexico! Viva la Independencia! Vivan los Heroes!* Mexicans have other traditions for celebrating their liberation as well, and so do many other countries. Have students work together to prepare a multimedia presentation about the independence day celebrations of different countries. They should divide into groups. One group should investigate Mexico's Independence Day traditions. Other groups should investigate the traditions of other countries. Have students combine their work into a class presentation.
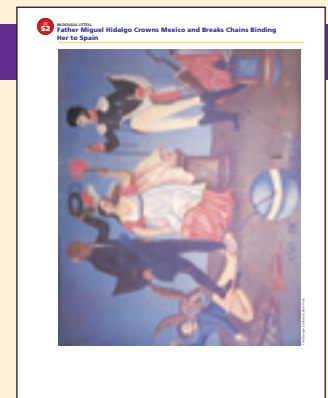
World Art and Cultures Transparencies

Brazil's Royal Liberator
10.4.4
Critical Thinking
- Why did the Brazilians like having the Portuguese capital in Rio de Janiero? *(The king was more concerned about their welfare than when he was across the ocean.)*
- Why didn't King John VI object to giving Brazil its freedom? *(Possible Answers: It had been his refuge for 14 years; his son would be the new leader.)*

❸ ASSESS

SECTION 1 ASSESSMENT
Have students answer the questions individually. Then have them meet in small groups to compare their answers.

Formal Assessment
- Section Quiz, p. 136

❹ RETEACH
Have students work in pairs and use the Reading Study Guide for Section 1 to review the section.

Reading Study Guide, p. 85
(also in Spanish)

In-Depth Resources: Unit 2
- Reteaching Activity, p. 91

Before the Mexican revolution, Central America was part of the viceroyalty of New Spain. It had been governed by the Spanish from the seat of colonial government in Mexico. In 1821, several Central American states declared their independence from Spain—and from Mexico as well. However, Iturbide (who had declared himself emperor), refused to recognize the declarations of independence. Iturbide was finally overthrown in 1823. Central America then declared its absolute independence from Mexico. It took the name the United Provinces of Central America. The future countries of Nicaragua, Guatemala, Honduras, El Salvador, and Costa Rica would develop in this region.

Brazil's Royal Liberator

Brazil's quest for independence was unique in this period of Latin American history because it occurred without violent upheavals or widespread bloodshed. In fact, a member of the Portuguese royal family actually played a key role in freeing Brazil from Portugal.

In 1807, Napoleon's armies invaded both Spain and Portugal. Napoleon's aim was to close the ports of these countries to British shipping. As French troops approached Lisbon, the Portuguese capital, Prince John (later King John VI) and the royal family boarded ships to escape capture. They took their court and royal treasury to Portugal's largest colony, Brazil. Rio de Janiero became the capital of the Portuguese empire. For 14 years, the Portuguese ran their empire from Brazil. After Napoleon's defeat in 1815, King John and the Portuguese government returned to Portugal six years later. Dom Pedro, King John's son, stayed behind in Brazil.

King John planned to make Brazil a colony again. However, many Brazilians could not accept a return to colonial status. In 1822, creoles demanded Brazil's independence from Portugal. Eight thousand Brazilians signed a petition asking Dom Pedro to rule. He agreed. On September 7, 1822, he officially declared Brazil's independence. Brazil had won its independence in a bloodless revolution. 📖

Meanwhile, the ideas of the French Revolution and the aftermath of the Napoleonic Wars were causing upheaval in Europe, as you will learn in Section 2.

B. Possible Answer Dom Pedro lived in Brazil and agreed with the creoles' demands to become independent.

MAIN IDEA

Making Inferences
📖 In what way did the presence of the royal family in Brazil help Portugal's largest colony?

SECTION ① ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
- *peninsulare* • creole • mulatto • Simón Bolívar • José de San Martín • Miguel Hidalgo • José María Morelos

USING YOUR NOTES	MAIN IDEAS	CRITICAL THINKING & WRITING
2. Which independence movement was led by Toussaint L'Ouverture? (10.2.1)	**3.** How was Spanish colonial society structured? (10.4.2)	**6. COMPARING AND CONTRASTING** Compare and contrast the leadership of the South American revolutions to the leadership of Mexico's revolution. (10.4.4)
Who / Where / When / Why	**4.** How was the Haitian Revolution different from revolutions in the rest of Latin America? (10.4.4)	**7. FORMING AND SUPPORTING OPINIONS** Would creole revolutionaries tend to be democratic or authoritarian leaders? Explain. (10.4.3)
	5. Which groups led the quest for Mexican independence? (10.4.4)	**8. ANALYZING CAUSES** How were events in Europe related to the revolutions in Latin America? (HI 1)
		9. WRITING ACTIVITY REVOLUTION Write a **response** to this statement: "Through its policies, Spain gave up its right to rule in South America." (Writing 2.2.d)

INTEGRATED TECHNOLOGY INTERNET ACTIVITY
Use the Internet to find information on the Mexican Indian rebel group, the *Zapatistas*. Create a **multimedia presentation** describing the group and its goals. (10.4.4)

INTERNET KEYWORD
Zapatistas

ANSWERS

1. *peninsulares*, p. 247   • creoles, p. 247   • mulattos, p. 248   • Simón Bolívar, p. 249   • José de San Martín, p. 249   • Miguel Hidalgo, p. 251
• José María Morelos, p. 251

2. Sample Answer: Haiti—Slaves; fought France; new nation. Spanish South America—Creoles, fought Spain; new nations. Mexico—Indians, mestizos, creoles; fought Spain; new nation. Brazil—Creoles, royal family; end colonial rule; royal declaration; new nation. **Answer:** Brazil only nation formed by royal decree.

3. *peninsulares* at the top, then creoles, mestizos, mulattos, slaves, and Indians

4. This revolt was accomplished by slaves.

5. Indians and mestizos

6. Possible Answers: Similar—Fought Spain, led by creoles. Different—South America, two liberation groups; Mexico, led by Indians and mestizos, then creoles, Central American countries split away.

7. Possible Answers: Democratic—Creoles educated, knew Enlightenment, economic interests. Authoritarian—military background; felt superior to lower classes; economic interests to protect.

8. French Revolution set off events linked to Haiti and the Spanish-held colonies.

9. Rubric The response should
- take a position either pro or con.
- support the position with logic.
- contain a summary and support of the position.

INTEGRATED TECHNOLOGY
Rubric The multimedia presentation should
- present up-to-date information.
- use facts from several media sources.
- use appropriate software.

Europe Faces Revolutions

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
REVOLUTION Liberal and nationalist uprisings challenged the old conservative order of Europe.	The system of nation-states established in Europe during this period continues today.	• conservative • nation-state • liberal • the Balkans • radical • Louis-Napoleon • nationalism • Alexander II

SETTING THE STAGE As revolutions shook the colonies in Latin America, Europe was also undergoing dramatic changes. Under the leadership of Prince Metternich of Austria, the Congress of Vienna had tried to restore the old monarchies and territorial divisions that had existed before the French Revolution. (See Chapter 7.) Internationally, it was met with success. For the next century, European countries seldom turned to war to solve their differences. Within countries, however, the effort failed. Revolutions erupted across Europe between 1815 and 1848.

Clash of Philosophies

In the first half of the 1800s, three schools of political thought struggled for supremacy in European societies. Each believed that its style of government would best serve the people. Each attracted a different set of followers. The list below identifies the philosophies, goals, and followers.

- **Conservative**: usually wealthy property owners and nobility. They argued for protecting the traditional monarchies of Europe.
- **Liberal**: mostly middle-class business leaders and merchants. They wanted to give more power to elected parliaments, but only the educated and the landowners would vote.
- **Radical**: favored drastic change to extend democracy to all people. They believed that governments should practice the ideals of the French Revolution—liberty, equality, and brotherhood.

Nationalism Develops

As the three schools debated issues of government, a new movement called nationalism emerged. **Nationalism** is the belief that people's greatest loyalty should not be to a king or an empire but to a nation of people who share a common culture and history. The nationalist movement would blur the lines that separated the three political theories.

When a nation had its own independent government, it became a **nation-state** that defended its territory and way of life. It represents the nation to the rest of the world. In Europe in 1815, only

◄ Prince Clemens von Metternich shaped conservative control of Europe for almost 40 years.

CALIFORNIA STANDARDS

10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.
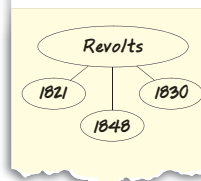
10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.9.6 Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

CST 2 Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.

TAKING NOTES

Summarizing Identify major revolutions in Europe.

Revolts

1821 *1830*

1848

Nationalist Revolutions Sweep the West **253**

Analyzing Key Concepts

OBJECTIVE

• Analyze the characteristics and effects of nationalism.

INSTRUCT

Emphasize to students that nationalism arose in the early 1800s as a relatively new and vital point of view, and it drove many of the events that occurred during the 1800s and 1900s. Tell students to look for evidence of nationalism as a leading cause of the events they will read about in the remaining pages of this chapter.
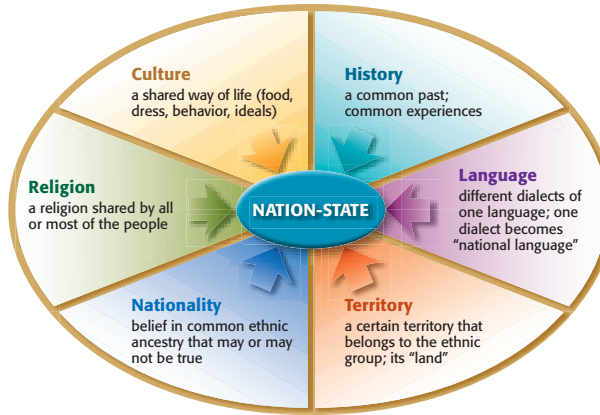
More About . . .

Nationalism

Prior to the American and French Revolutions, nationalism wasn't a common consideration in establishing a government or defining a civilization. People gave their loyalty to a religion, a dynasty, an empire, a feudal fief, or a city-state. The Roman Empire is an example. People were loyal to the empire, even though it included people of many different cultures, languages, and lands. Only with the rise of an educated middle class did values shift to nationalism with its emphasis on nationality—a common language, culture, and ethnicity.

> **Analyzing Key Concepts**

Nationalism

Nationalism—the belief that people should be loyal to their nation—was not widespread until the 1800s. The rise of modern nationalism is tied to the spread of democratic ideas and the growth of an educated middle class. People wanted to decide how they were governed, instead of having monarchs impose government on them.

Bonds That Create a Nation-State

Culture
a shared way of life (food, dress, behavior, ideals)

History
a common past; common experiences

Religion
a religion shared by all or most of the people

Language
different dialects of one language; one dialect becomes "national language"

NATION-STATE

Nationality
belief in common ethnic ancestry that may or may not be true

Territory
a certain territory that belongs to the ethnic group; its "land"

Positive and Negative Results of Nationalism

Nationalism has not always been a positive influence. For example, extremely strong nationalistic feelings sometimes lead a group to turn against outsiders. The chart below lists some positive and negative results of nationalism. Note how some results, such as competition, can be both positive and negative.

Positive Results	Negative Results
• People within a nation overcoming their differences for the common good	• Forced assimilation of minority cultures into a nation's majority culture
• The overthrow of colonial rule	• Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s
• Democratic governments in nations throughout the world	• The rise of extreme nationalistic movements, such as Nazism
• Competition among nations spurring scientific and technological advances	• Competition between nations leading to warfare

CALIFORNIA STANDARDS

10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

INTEGRATED TECHNOLOGY
RESEARCH LINKS For more on nationalism, go to **classzone.com**

> **DATA FILE**

IMPACT OF NATIONALISM

• Between 1950 and 1980, 47 African countries overthrew colonial rulers and became independent nations.

• In the 1990s, the republics of Bosnia and Herzegovina, Croatia, Slovenia, and Macedonia broke away from Yugoslavia.

• In 2003, Yugoslavia changed its name to Serbia and Montenegro.

• Europe has 47 countries. (Some of those lie partially in Europe, partially in Asia.) About 50 languages are spoken in the region.

• In most of Latin America, Spanish or Portuguese is the official language. However, many native languages are still spoken. For example, Bolivia has three official languages: Spanish and the Indian languages of Aymara and Quechua.

Connect *to* Today

1. Forming and Supporting Opinions
Do you think nationalism has had more of a positive or negative impact on the world? Support your opinion with evidence.

See Skillbuilder Handbook, page R20.

2. Comparing and Contrasting
Which of the bonds used to create nation-states are found in the United States?

CONNECT TO TODAY: ANSWERS

1. Forming and Supporting Opinions

Possible Answers: Positive—Even though nationalism resulted in Nazism, it has given rise to many more democracies. It also led to the end of colonialism. It spurred scientific and technological advances, which have made life better for millions of people. Negative—It may force a group to assimilate an unwanted culture. It may promote persecution or ethnic cleansing as in Bosnia and Herzegovina. It could promote extremist groups such as the Nazis. It may encourage nationalistic competition between nations leading to war.

2. Comparing and Contrasting

Possible Answers: national language, shared way of life, certain territory or land, shared national institutions

France, England, and Spain could be called nation-states. But soon that would change as nationalist movements achieved success.

Most of the people who believed in nationalism were either liberals or radicals. In most cases, the liberal middle class—teachers, lawyers, and businesspeople—led the struggle for constitutional government and the formation of nation-states. In Germany, for example, liberals wanted to gather the many different German states into a single nation-state. Other liberals in large empires, such as the Hungarians in the Austrian Empire, wanted to split away and establish self-rule.

Nationalists Challenge Conservative Power

The first people to win self-rule during this period were the Greeks. For centuries, Greece had been part of the Ottoman Empire. The Ottomans controlled most of **the Balkans**. That region includes all or part of present-day Greece, Albania, Bulgaria, Romania, Turkey, and the former Yugoslavia. Greeks, however, had kept alive the memory of their ancient history and culture. Spurred on by the nationalist spirit, they demanded independence and rebelled against the Ottoman Turks in 1821.

Greeks Gain Independence The most powerful European governments opposed revolution. However, the cause of Greek independence was popular with people around the world. Russians, for example, felt a connection to Greek Orthodox Christians, who were ruled by the Muslim Ottomans. Educated Europeans and Americans loved and respected ancient Greek culture.

Eventually, as popular support for Greece grew, the powerful nations of Europe took the side of the Greeks. In 1827, a combined British, French, and Russian fleet destroyed the Ottoman fleet at the Battle of Navarino. In 1830, Britain, France, and Russia signed a treaty guaranteeing an independent kingdom of Greece.

1830s Uprisings Crushed By the 1830s, the old order, carefully arranged at the Congress of Vienna, was breaking down. Revolutionary zeal swept across Europe. Liberals and nationalists throughout Europe were openly revolting against conservative governments.

Nationalist riots broke out against Dutch rule in the Belgian city of Brussels. In October 1830, the Belgians declared their independence from Dutch control. In Italy, nationalists worked to unite the many separate states on the Italian peninsula. Some were independent. Others were ruled by Austria, or by the pope. Eventually, Prince Metternich sent Austrian troops to restore order in Italy. The Poles living under the rule of Russia staged a revolt in Warsaw late in 1830. Russian armies took nearly an entire year to crush the Polish uprising. By the mid-1830s, the old order seemed to have reestablished itself. But the appearance of stability did not last long.

1848 Revolutions Fail to Unite In 1848, ethnic uprisings erupted throughout Europe. (See the map on page 245.) After an unruly mob in Vienna clashed with police, Metternich resigned and liberal uprisings broke out throughout the Austrian empire. In Budapest, nationalist leader Louis Kossuth called for a parliament and self-government

MAIN IDEA
Analyzing Motives
Why would Europeans and Americans support the Greek revolutionary movement?

A. Possible Answers They appreciated the culture; they wanted the area to be free of Ottoman control; they felt connected with Greek Orthodox Christians.
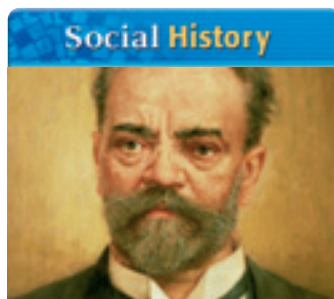
Social History

Nationalistic Music

As the force of nationalism began to rise in Europe, ethnic groups recognized their music as a unique element of their culture. Composers used folk melodies in their works. For example, Czech composer Antonin Dvořák (DVAWR•zhahk), pictured above, and the Norwegian composer Edvard Grieg incorporated popular melodies and legends into their works. These works became a source of pride and further encouraged the sense of nationalism. Richard Wagner created a cycle of four musical dramas called *Der Ring des Nibelungen*. His operas are considered the pinnacle of German nationalism.

Nationalist Revolutions Sweep the West **255**

Nationalists Challenge Conservative Power
10.2.5; 10.3.7
Critical Thinking
- Why did leaders of powerful countries oppose revolution even when not directed against them? *(They knew revolutions could spread and bring down their own government.)*
- How were the revolutions in Italy different from the revolutions in Greece, Belgium, and Poland? *(Italian revolution sought to combine smaller states; the other revolutions sought to split up a larger nation.)*

In-Depth Resouces: Unit 2
- Primary Source: *Letter to Thomas Moore*, p. 82

Tip for Struggling Readers
Remind students that many Russians belonged to the Greek Orthodox Church and had other close ties to Greek culture.

Social History

Nationalistic Music
Nationalistic music developed out of the romantic tradition. As such it is rich in color and sound. It also grew out of the 19th century interest in exoticism. People wanted to experience faraway places and cultures. So the music that made people proud of their German or Italian or Bohemian culture was also popular in other parts of Europe and America for its romantic and exotic qualities.

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS
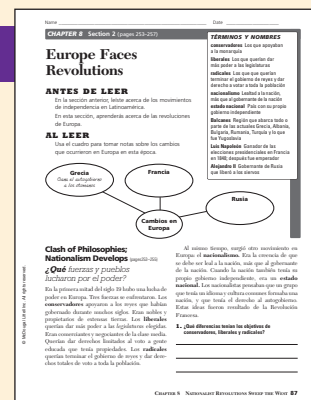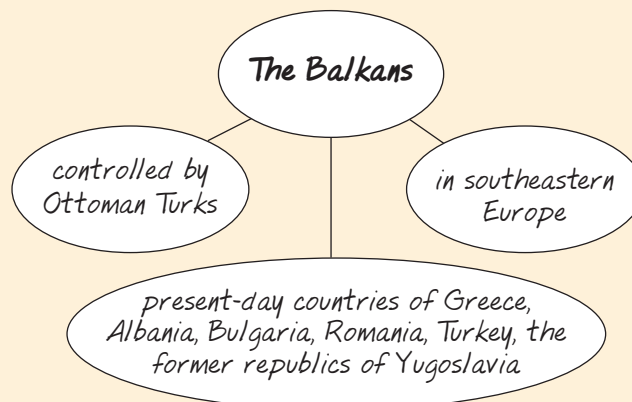
Nationalist Revolutions: Key Terms

Class Time 20 minutes

Task Developing a concept web for key terms

Purpose To develop deeper understanding of key terms

Instructions Write the key terms for this section on the chalkboard. Then project Critical Thinking Transparency CT78 and write *The Balkans* in the center circle. Guide students in providing details about the term.

Then have students work in pairs. Tell them to create a concept web for each of the other key terms in the section. When students finish, review the terms with the group. Use the Reading Study Guide in Spanish for additional help.

The Balkans
- controlled by Ottoman Turks
- in southeastern Europe
- present-day countries of Greece, Albania, Bulgaria, Romania, Turkey, the former republics of Yugoslavia

Reading Study Guide: Spanish Translation

Radicals Change France

10.2.4

Critical Thinking

• How were the actions of the radicals contrary to their philosophy? *(They advocated rule by democracy but tried to get their way through violence.)*

• Was the election of Louis-Napoleon a victory for the radicals? Explain. *(Possible Answers: No, because he later declared himself emperor. Yes, because he was elected by the people.)*

Reform in Russia

10.2.5

Critical Thinking

• How did Russia's defeat in the Crimean War push it toward political reform? *(It proved that Russia's political system must be reformed for Russia to compete with western Europe.)*

• Were the peasants better off after the serfs were freed? Explain. *(Possible Answers: Yes, because they were free. No, because they were poor and still tied to the land by debt.)*

▲ In *Combat Before the Hotel de Ville, July 28th, 1830*, Victor Schnetz portrays the riots in Paris that forced Charles X to flee to Great Britain.

for Hungary. Meanwhile in Prague, Czech liberals demanded Bohemian independence.

European politics continued to seesaw. Many liberal gains were lost to conservatives within a year. In one country after another, the revolutionaries failed to unite themselves or their nations. Conservatives regained their nerve and their power. By 1849, Europe had practically returned to the conservatism that had controlled governments before 1848.

Radicals Change France

Radicals participated in many of the 1848 revolts. Only in France, however, was the radical demand for democratic government the main goal of revolution. In 1830, France's King Charles X tried to stage a return to absolute monarchy. The attempt sparked riots that forced Charles to flee to Great Britain. He was replaced by Louis-Philippe, who had long supported liberal reforms in France.

The Third Republic However, in 1848, after a reign of almost 18 years, Louis-Philippe fell from popular favor. Once again, a Paris mob overturned a monarchy and established a republic. The new republican government began to fall apart almost immediately. The radicals split into factions. One side wanted only political reform. The other side also wanted social and economic reform. The differences set off bloody battles in Parisian streets. The violence turned French citizens away from the radicals. As a result, a moderate constitution was drawn up later in 1848. It called for a parliament and a strong president to be elected by the people.

France Accepts a Strong Ruler In December 1848, **Louis-Napoleon**, the nephew of Napoleon Bonaparte, won the presidential election. Four years later, Louis-Napoleon Bonaparte took the title of Emperor Napoleon III. A majority of French voters accepted this action without complaint. The French were weary of instability. They welcomed a strong ruler who would bring peace to France.

As France's emperor, Louis-Napoleon built railroads, encouraged industrialization, and promoted an ambitious program of public works. Gradually, because of Louis-Napoleon's policies, unemployment decreased in France, and the country experienced real prosperity.

Reform in Russia

Unlike France, Russia in the 1800s had yet to leap into the modern industrialized world. Under Russia's feudal system, serfs were bound to the nobles whose land they worked. Nobles enjoyed almost unlimited power over them. By the 1820s, many Russians believed that serfdom must end. In their eyes, the system was morally wrong. It also prevented the empire from advancing economically. The czars, however, were reluctant to free the serfs. Freeing them would anger the landowners, whose support the czars needed to stay in power.

MAIN IDEA

Hypothesizing
Why weren't the revolutions of 1830 and 1848 successful?

B. Possible Answers The conservatives held far more power; the uprisings were ethnic in nature and may not have attracted enough people to be successful.

C. Answer Absolute monarchy (Charles X) to liberal monarchy (Louis-Philippe) to radical republic (1848 revolution) to constitutional government (Louis-Napoleon Bonaparte) to monarchy (Emperor Napoleon III)

MAIN IDEA

Summarizing
How would you describe the political swings occurring in France between 1830 and 1852?

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Role Playing Political Positions

Class Time 45 minutes

Task Role playing conservatives, liberals, radicals

Purpose To identify causes of events

Instructions Group students into pairs. Assign each pair a role as a conservative, liberal, or radical. Then have them choose one of the revolutions or situations discussed in this chapter as the subject for a position statement. For example, they might choose the subject of Louis-Napoleon's decision to make himself emperor. Tell them to review the text and notes they've taken from class discussion. You might encourage them to talk

about the situation with other students who have chosen the same topic. The Guided Reading worksheet for Section 2 will help them choose a revolution or situation. Then ask them to state their position on the revolution or situation. Their statement should

• reflect their point of view as conservative, liberal, or radical.

• give reasons for their point of view.

• tell what has happened and why.

• suggest a solution.

Have students make their statements to the group.

In-Depth Resouces: Unit 2

Defeat Brings Change Eventually, Russia's lack of development became obvious to Russians and to the whole world. In 1853, Czar Nicholas I threatened to take over part of the Ottoman Empire in the Crimean War. However, Russia's industries and transportation system failed to provide adequate supplies for the country's troops. As a result, in 1856, Russia lost the war against the combined forces of France, Great Britain, Sardinia, and the Ottoman Empire.

After the war, Nicholas's son, **Alexander II**, decided to move Russia toward modernization and social change. Alexander and his advisers believed that his reforms would allow Russia to compete with western Europe for world power.

Reform and Reaction The first and boldest of Alexander's reforms was a decree freeing the serfs in 1861. The abolition of serfdom, however, went only halfway. Peasant communities—rather than individual peasants—received about half the farmland in the country. Nobles kept the other half. The government paid the nobles for their land. Each peasant community, on the other hand, had 49 years to pay the government for the land it had received. So, while the serfs were legally free, the debt still tied them to the land.

Political and social reforms ground to a halt when terrorists assassinated Alexander II in 1881. His successor, Alexander III, tightened czarist control over the country. Alexander III and his ministers, however, encouraged industrial development to expand Russia's power. A major force behind Russia's drive toward industrial expansion was nationalism. Nationalism also stirred other ethnic groups. During the 1800s, such groups were uniting into nations and building industries to survive among other nation-states. 📄

D. Possible Answer The czars needed to reform Russia to bring its power up to the level of western European powers.

MAIN IDEA
Analyzing Issues
📄 Why did czars push for industrialization?

History in Depth

Emancipation
In 1861, on the day before Abraham Lincoln became president of the United States, Czar Alexander II issued the Edict of Emancipation, freeing 20 million serfs. Less than two years later, President Lincoln issued the Emancipation Proclamation, freeing enslaved peoples living under the Confederacy.

The emancipation edicts did not entirely fulfill the hopes of Russian serfs or former slaves in the United States. Russian peasant communities, like the one pictured above, were still tied to the land. And Lincoln did not free enslaved people in the border states.

History in Depth

Emancipation
How were the serfs and slaves alike? *(Neither had many rights; neither could move without the master's or noble's approval.)*

An important difference between serfs and slaves was that serfs were tied to the land, which they didn't own, whereas slaves in the United States were owned by white masters. Serfs could own property, including cattle and tools, although not the land, and they had some rights in choosing who to marry. Slaves owned nothing and had no rights in choosing spouses. Serfs could also be made to pay taxes and serve in the military; slaves did not have these obligations.
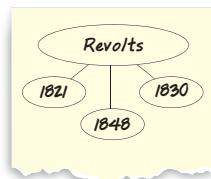
SECTION 2 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
• conservative • liberal • radical • nationalism • nation-state • the Balkans • Louis-Napoleon • Alexander II

USING YOUR NOTES
2. Why did most of the revolts fail? (10.2.5)

Revolts
1821
1830
1848

MAIN IDEAS
3. How were radicals different from liberals? (10.2.5)
4. Why did France's Third Republic fail? (10.2.4)
5. What was the driving force behind Russia's industrial expansion? (10.2.5)

CRITICAL THINKING & WRITING
6. **MAKING INFERENCES** Why might liberals and radicals join together in a nationalist cause? (10.2.5)
7. **DRAWING CONCLUSIONS** Why did some liberals disapprove of the way Louis-Napoleon ruled France after the uprisings of 1848? (10.2.4)
8. **EVALUATING DECISIONS** What consequences did Alexander's reforms have on Russia? (10.2.5)
9. **WRITING ACTIVITY** REVOLUTION Imagine you live in Europe in 1848. Write a **letter** to a friend, stating your political position—conservative, liberal, or radical. Relate your feelings about the uprisings and Europe's future. (Writing 2.4.d)

CONNECT TO TODAY WRITING A TV NEWS SCRIPT
Early in the 21st century, hostility between Greeks and Turks on the island of Cyprus was reduced. Prepare a **TV news script** about the current status of governing the island. (CST 2)

Nationalist Revolutions Sweep the West **257**

3 ASSESS

SECTION 2 ASSESSMENT

Have students work in pairs to complete the assessment. Ask volunteers to share their answers with the class.

Formal Assessment
• Section Quiz, p. 137

4 RETEACH

Have students use the Reteaching Activity to review Section 2.

In-Depth Resources: Unit 2
• Reteaching Activity, p. 92

ANSWERS

1. conservative, p. 253   • liberal, p. 253   • radical, p. 253   • nationalism, p. 253   • nation-state, p. 253   • the Balkans, p. 255
   • Louis-Napoleon, p. 256   • Alexander II, p. 257

2. **Sample Answer:** 1821—Greece rebels against Ottomans. 1830—Belgians rebel against Dutch; Poles rebel against Russia; French depose Charles X. 1848—Hungarians demand self-government; Czechs demand Bohemian independence; liberal revolt in German states; French demand democratic government. **Answer:** Conservatives still held enough power to put down the revolts.

3. Radicals wanted to extend democratic government to all people. Liberals would limit power to elected parliaments of the educated or landholders.

4. There were sharp divides between the goals of radicals, which led to fights between factions. Moderates took over.

5. nationalism

6. **Possible Answer:** They might cooperate to get rid of the conservative control of the country.

7. Liberals wanted a strong parliament, but Louis-Napoleon made himself sole ruler.

8. **Possible Answer:** Terrorists assassinated Alexander II. However, eventually some industrialization and modernization did take place.

9. **Rubric** The letter should
• clearly state your position.
• express an opinion about the uprisings.
• predict a future course for Europe.

CONNECT TO TODAY
Rubric The news script should
• give a brief history of past disputes.
• identify the current status.
• include suggestions for visuals.

OBJECTIVES

- Identify the links that create nation-states and explain how nationalism weakened empires.
- Summarize how Cavour unified Italy.
- Describe the unification of Germany and explain shifts in power.

❶ FOCUS & MOTIVATE

Ask students if nationalism still provokes rebellions and violence. What are some examples? *(Yes. Examples include Palestine, Bosnia and Herzegovina, Taiwan, Korea, some areas of Africa.)*

❷ INSTRUCT

Nationalism: A Force for Unity or Disunity
10.2.5

Critical Thinking

- How was the revolt in the Balkans an example of nationalism? *(Greeks broke away from an empire of many cultures.)*

CALIFORNIA RESOURCES
California Reading Toolkit, p. L39
California Modified Lesson Plans for English Learners, p. 73
California Daily Standards Practice Transparencies, TT31
California Standards Enrichment Workbook, pp. 31–32
California Standards Planner and Lesson Plans, p. L69
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

3

Nationalism

CASE STUDY: Italy and Germany

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
POWER AND AUTHORITY Nationalism contributed to the formation of two new nations and a new political order in Europe.	Nationalism is the basis of world politics today and has often caused conflicts and wars.	• Russification • Camillo di Cavour • Giuseppe Garibaldi • Junker • Otto von Bismarck • realpolitik • kaiser

SETTING THE STAGE Nationalism was the most powerful idea of the 1800s. Its influence stretched throughout Europe and the Americas. It shaped countries by creating new ones or breaking up old ones. In Europe, it also upset the balance of power set up at the Congress of Vienna in 1815, affecting the lives of millions. Empires in Europe were made up of many different groups of people. Nationalism fed the desire of most of those groups to be free of the rule of empires and govern themselves in their traditional lands.

Nationalism: A Force for Unity or Disunity

During the 1800s, nationalism fueled efforts to build nation-states. Nationalists were not loyal to kings, but to their people—to those who shared common bonds. Nationalists believed that people of a single "nationality," or ancestry, should unite under a single government. However, people who wanted to restore the old order from before the French Revolution saw nationalism as a force for disunity.

Gradually, authoritarian rulers began to see that nationalism could also unify masses of people. They soon began to use nationalist feelings for their own purposes. They built nation-states in areas where they remained firmly in control.

TAKING NOTES
Following Chronological Order List major events in the unification of Italy and of Germany.

```
1800            1900
|------+------|
```

Types of Nationalist Movements

Type	Characteristics	Examples
Unification	• Mergers of politically divided but culturally similar lands	• 19th century Germany • 19th century Italy
Separation	• Culturally distinct group resists being added to a state or tries to break away	• Greeks in the Ottoman Empire • French-speaking Canadians
State-building	• Culturally distinct groups form into a new state by accepting a single culture	• The United States • Turkey

SKILLBUILDER: Interpreting Charts
1. **Categorizing** What types of nationalist movements can evolve in lands with culturally distinct groups?
2. **Drawing Conclusions** What must be present for state-building to take place?

SECTION 3 PROGRAM RESOURCES

ALL STUDENTS
In-Depth Resources: Unit 2
- Guided Reading, p. 75
- Geography Application, p. 79

Formal Assessment
- Section Quiz, p. 138

ENGLISH LEARNERS
In-Depth Resources in Spanish
- Guided Reading, p. 69
- Geography Application, p. 72

Reading Study Guide (Spanish), p. 89
Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS
In-Depth Resources: Unit 2
- Guided Reading, p. 75
- Building Vocabulary, p. 77
- Geography Application, p. 79
- Reteaching Activity, p. 93

Reading Study Guide, p. 89
Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS
In-Depth Resources: Unit 2
- Primary Sources: *Proclamation of 1860,* p. 83; Nationalist Speech, p. 84
- Connections Across Time and Cultures, p. 90

Electronic Library of Primary Sources

INTEGRATED TECHNOLOGY

eEdition CD-ROM
Power Presentations CD-ROM
Geography Transparencies
- GT24 Ethnic Groups of Austria-Hungary, 1867

Critical Thinking Transparencies
- CT24 The Unification of Germany and Italy

Electronic Library of Primary Sources
- from "Duties of Country"

classzone.com

In the chart on page 258, you can see the characteristics and examples of three types of nationalist movements. In today's world, groups still use the spirit of nationalism to unify, separate, or build up nation-states.

Nationalism Shakes Aging Empires

Three aging empires—the Austrian Empire of the Hapsburgs, the Russian Empire of the Romanovs, and the Ottoman Empire of the Turks—contained a mixture of ethnic groups. Control of land and ethnic groups moved back and forth between these empires, depending on victories or defeats in war and on royal marriages. When nationalism emerged in the 19th century, ethnic unrest threatened and eventually toppled these empires.

The Breakup of the Austrian Empire The Austrian Empire brought together Slovenes, Hungarians, Germans, Czechs, Slovaks, Croats, Poles, Serbs, and Italians. In 1866, Prussia defeated Austria in the Austro-Prussian War. With its victory, Prussia gained control of the newly organized North German Confederation, a union of Prussia and 21 smaller German political units. Then, pressured by the Hungarians, Emperor Francis Joseph of Austria split his empire in half, declaring Austria and Hungary independent states, with himself as ruler of both. The empire was now called Austria-Hungary or the Austro-Hungarian Empire. Nationalist disputes continued to weaken the empire for more than 40 years. Finally, after World War I, Austria-Hungary broke into several separate nation-states.

The Russian Empire Crumbles Nationalism also helped break up the 370-year-old empire of the czars in Russia. In addition to the Russians themselves, the czar ruled over 22 million Ukrainians, 8 million Poles, and smaller numbers of Lithuanians, Latvians, Estonians, Finns, Jews, Romanians, Georgians, Armenians, Turks, and others. Each group had its own culture.

The ruling Romanov dynasty of Russia was determined to maintain iron control over this diversity. They instituted a policy of **Russification**, forcing Russian culture on all the ethnic groups in the empire. This policy actually strengthened ethnic nationalist feelings and helped to disunify Russia. The weakened czarist empire finally could not withstand the double shock of World War I and the communist revolution. The last Romanov czar gave up his power in 1917. 🔊

The Ottoman Empire Weakens The ruling Turks of the Ottoman Empire controlled Greeks, Slavs, Arabs, Bulgarians, and Armenians. In 1856, under pressure from the British and French, the Ottomans granted equal citizenship to all the people under their rule. That measure angered conservative Turks, who wanted no change in the situation, and caused tensions in the empire. For example, in response to nationalism in

A. Possible Answer Trying to force a culture or language on a group of people will probably create resentment. As a reaction, the group may take even greater pride in its own language and culture.

MAIN IDEA

Making Inferences
🔊 Why might a policy like Russification produce results that are opposite those intended?

◄ Driven from their homes, Armenians beg for bread at a refugee center.

CASE STUDY **259**

Nationalism Shakes Aging Empires
10.2.5
Critical Thinking
- What did Francis Joseph hope to achieve by breaking his empire into two states? *(satisfy nationalist spirit while keeping control of both states)*
- How was Russification supposed to strengthen the empire? *(If people shared the same culture they would identify with the empire.)*

Geography Transparencies
- GT24 Ethnic Groups of Austria-Hungary, 1867

More About . . .

Russification

Russification, which began in the 1860s, had various elements. In many places, a strong effort was made to make Russian the principal language. In Poland, for example, school instruction was entirely in Russian, even in the primary grades. And in the Baltic provinces, the German university was closed. Conversion to the Orthodox Church was also encouraged, and people who converted were not allowed to return to their old religions.

In-Depth Resources: Unit 2
- Geography Application: Languages Fuel Nationalism, p. 79

CONNECTIONS ACROSS TIME AND CULTURES

The United States as a Nation-State

Class Time 15 minutes

Task Identifying characteristics of the nation-state

Purpose To identify ways in which the United States is a nation-state

Instructions Remind students that nationalist movements can occur in one of three ways: by unification, separation, or state-building. People of the United States have very strong feelings of nationalism, yet it is a highly diverse country made up of immigrants from many different countries. In coming to this country, however, people have adopted a common culture that unites them. For example,

beginning with the first colonies, immigrants have brought different languages with them. Many languages are still spoken, and yet English has developed as the common language of the land and acts as one of the unifying elements of the national spirit. Give students a copy of Connections Across Time and Cultures from In-Depth Resources: Unit 2, p. 90. Then break them into small groups and have them complete the chart. Encourage them to use encyclopedias, almanacs, or other resource materials. After 15 minutes, bring the groups together, and discuss students' ideas.

In-Depth Resources: Unit 2

Cavour Unites Italy
10.2.5
Critical Thinking
- Why would Napoleon III agree to help Sardinia drive out Austria? *(It would weaken Austria, a rival of France.)*
- Why was Rome made the capital of Italy? *(Possible Answers: largest city; as the capital of ancient Rome, it had symbolic importance)*

Electronic Library of Primary Sources
- from "Duties of Country"

History from Visuals

Interpreting the Map

Have students identify areas that were added to Sardinia and areas that were later added to Italy.

Extension Ask students to read about one or more regions shown on this map, and write a brief report describing its history and any other distinguishing characteristics.

INTEGRATED TECHNOLOGY

Interactive This image is available in an interactive format on the eEdition. A time line shows which areas were added to Italy at different times during unification.

SKILLBUILDER Answers
1. **Movement** 1859–1860
2. **Region** the provinces of Savoy and Nice

Armenia, the Ottomans massacred and deported Armenians from 1894 to 1896 and again in 1915. Like Austria-Hungary, the Ottoman Empire broke apart soon after World War I.

CASE STUDY: ITALY

Cavour Unites Italy

While nationalism destroyed empires, it also built nations. Italy was one of the countries to form from the territory of crumbling empires. Between 1815 and 1848, fewer and fewer Italians were content to live under foreign rulers.

Cavour Leads Italian Unification Italian nationalists looked for leadership from the kingdom of Piedmont-Sardinia, the largest and most powerful of the Italian states. The kingdom had adopted a liberal constitution in 1848. So, to the liberal Italian middle classes, unification under Piedmont-Sardinia seemed a good plan.

In 1852, Sardinia's king, Victor Emmanuel II, named Count **Camillo di Cavour** (kuh•VOOR) as his prime minister. Cavour was a cunning statesman who worked tirelessly to expand Piedmont-Sardinia's power. Using skillful diplomacy and well-chosen alliances he set about gaining control of northern Italy for Sardinia.

Cavour realized that the greatest roadblock to annexing northern Italy was Austria. In 1858, the French emperor Napoleon III agreed to help drive Austria out of the northern Italian provinces. Cavour then provoked a war with the Austrians. A combined French-Sardinian army won two quick victories. Sardinia succeeded in taking all of northern Italy, except Venetia.

Garibaldi Brings Unity As Cavour was uniting northern Italy, he secretly started helping nationalist rebels in southern Italy. In May 1860, a small army of Italian nationalists led by a bold and visionary soldier, **Giuseppe Garibaldi** (GAR•uh• BAWL•dee), captured Sicily. In battle, Garibaldi always wore a bright red shirt, as did his followers. As a result, they became known as the Red Shirts.

From Sicily, Garibaldi and his forces crossed to the Italian mainland and marched north. Eventually, Garibaldi agreed to unite the southern areas he had conquered with the kingdom of Piedmont-Sardinia. Cavour arranged for King Victor Emmanuel II to meet Garibaldi in Naples. "The Red One" willingly agreed to step aside and let the Sardinian king rule.

In 1866, the Austrian province of Venetia, which included the city of Venice, became part of Italy. In 1870,

B. Possible Answer He may have felt the king had more supporters than he did, or that he trusted the king to rule well.

MAIN IDEA

Hypothesizing What reasons might Garibaldi have had to step aside and let the Sardinian king rule?

The Unification of Italy, 1858–1870
INTERACTIVE

GEOGRAPHY SKILLBUILDER: Interpreting Maps
1. **Movement** During what time period was the greatest share of territory unified in Italy?
2. **Region** Which territories did the Italians lose to France during their process of unification?

Creating a News Report about Garibaldi

Class Time 45 minutes

Task Presenting a news report featuring Giuseppe Garibaldi

Purpose To learn more about Garibaldi and his times

Instructions Tell students that Garibaldi was one of the most fascinating figures of the 19th century. He was a fisherman, trader, naval commander, guerrilla fighter, poet, teacher, and idealistic revolutionary who fought in Latin America as well as in Italy. He was even offered a command in the Union Army by President Abraham Lincoln. The French writer Alexandre Dumas wrote of him:

"Once mention the word independence, or that of Italy, and he becomes a volcano in eruption." Have students work as a group and do research to learn more about Garibaldi. Then have them imagine that they can bring him into the 21st century for a TV news feature. Have them share responsibilities and write a script and present the news feature for the class. They should take different roles as Garibaldi, news reporters, a news anchor, Lincoln, Dumas, and other key historic figures. Tell them to try to present the character as well as the facts about Garibaldi.

In-Depth Resources: Unit 2

> Analyzing Political Cartoons

"Right Leg in the Boot at Last"
In this 1860 British cartoon, the king of Sardinia is receiving control of lands taken by the nationalist Garibaldi. The act was one of the final steps in the unification of Italy.

SKILLBUILDER: Analyzing Political Cartoons
1. **Clarifying** What symbol does the cartoonist use for the soon-to-be nation of Italy?
2. **Making Inferences** How is Garibaldi portrayed?
3. **Analyzing Bias** What does the title of the cartoon say about the cartoonist's view of Italian unification?

See Skillbuilder Handbook, page R29

Italian forces took over the last part of a territory known as the Papal States. With this victory, the city of Rome came under Italian control. Soon after, Rome became the capital of the united kingdom of Italy. The pope, however, would continue to govern a section of Rome known as Vatican City.

CASE STUDY: GERMANY

Bismarck Unites Germany

Like Italy, Germany also achieved national unity in the mid-1800s. Beginning in 1815, 39 German states formed a loose grouping called the German Confederation. The Austrian Empire dominated the confederation. However, Prussia was ready to unify all the German states.

Prussia Leads German Unification Prussia enjoyed several advantages that would eventually help it forge a strong German state. First of all, unlike the Austro-Hungarian Empire, Prussia had a mainly German population. As a result, nationalism actually unified Prussia. In contrast, ethnic groups in Austria-Hungary tore the empire apart. Moreover, Prussia's army was by far the most powerful in central Europe. In 1848, Berlin rioters forced a constitutional convention to write up a liberal constitution for the kingdom, paving the way for unification.

Bismarck Takes Control In 1861, Wilhelm I succeeded Frederick William to the throne. The liberal parliament refused him money for reforms that would double the strength of the army. Wilhelm saw the parliament's refusal as a major challenge to his authority. He was supported in his view by the **Junkers** (YUNG•kuhrz), strongly conservative members of Prussia's wealthy landowning class. In 1862, Wilhelm chose a conservative Junker named **Otto von Bismarck** as his prime minister. Bismarck was a master of what came to be known as **realpolitik**. This

CASE STUDY 261

Analyzing Political Cartoons

Remind students that the unification of Italy took place through the efforts of Garibaldi and the king of Sardinia. Point out that this is a British cartoon. Ask students what tone the cartoonist uses. What is his opinion of unification? *(Tone is respectful. Opinion—Unification of Italy is a good development and probably overdue.)*

SKILLBUILDER Answers
1. **Clarifying** a boot
2. **Making Inferences** in his trademark red shirt acting as a servant to the king
3. **Analyzing Bias** *Possible Answer: The cartoonist believes that Italian unification will finally take place with the cooperation of Garibaldi and the king of Sardinia.*

Bismarck Unites Germany
10.2.5
Critical Thinking
• What can you infer from the liberal parliament's refusal to provide money for Wilhelm I's reforms? *(Possible Answer: Parliament wanted to undermine the monarchy so it could be replaced with a democratic government.)*
• How did Bismarck's provocation of war with Austria demonstrate realpolitik? *(He unethically provoked a war he knew Prussia would win.)*

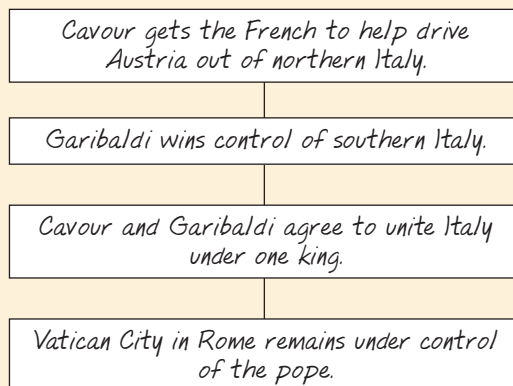---

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Understanding Italian and German Unification

Class Time 20 minutes

Task Creating flow charts

Purpose To develop understanding of the unification of Italy and Germany

Instructions To help students understand how Italy and Germany were unified, have them make flow charts for both Italy and Germany. Remind students that before they became single nations, both Italy and Germany were divided into smaller states and often had rulers who were outside of the area. Here is a chart for Italy.

Cavour gets the French to help drive Austria out of northern Italy.

Garibaldi wins control of southern Italy.

Cavour and Garibaldi agree to unite Italy under one king.

Vatican City in Rome remains under control of the pope.

Critical Thinking Transparencies

Reading Study Guide: Spanish Translation

History Makers

Otto von Bismarck

How could Bismarck evoke such strong and different responses from people? *(He was single-minded and uncompromising.)*

For his unshakable determination and his "blood and iron" policies, Bismarck earned the title "the Iron Chancellor." One of Bismarck's acquaintances said, "He listens only to himself, and if once in a while he hears someone else it is only something that suits his purpose; then he picks up a phrase and drops everything else. This can all be attributed to the fundamental trait of his character: concentrated energy."
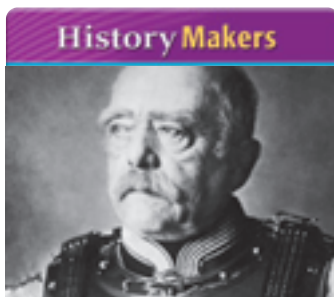
INTEGRATED TECHNOLOGY

Rubric The time line should
- list Bismark's actions to unite Germany
- be accurate and brief

In-Depth Resources: Unit 2
- Primary Source: Nationalist Speech, p. 84

More About . . .

The Seven Weeks' War

The Austrian troops outnumbered the Prussian troops, but the brilliant Prussian general Helmuth von Moltke made use of a new invention, the railroad, to move troops quickly and efficiently. He also used other new inventions such as the telegraph and the rapid-fire "needle gun" to win a quick and decisive victory.

History Makers

Otto von Bismarck
1815–1898

To some Germans, Bismarck was the greatest and noblest of Germany's statesmen. They say he almost single-handedly unified the nation and raised it to greatness. To others, he was nothing but a devious politician who abused his powers and led Germany into dictatorship.

His speeches, letters, and memoirs show him to be both crafty and deeply religious. At one moment, he could declare, "It is the destiny of the weak to be devoured by the strong." At another moment he might claim, "We Germans shall never wage aggressive war, ambitious war, a war of conquest."

INTEGRATED TECHNOLOGY

INTERNET ACTIVITY Create an interactive time line of Bismarck's actions to unite Germany. Go to **classzone.com** for your research.

German term means "the politics of reality." The term is used to describe tough power politics with no room for idealism. With realpolitik as his style, Bismarck would become one of the commanding figures of German history.

With the king's approval, Bismarck declared that he would rule without the consent of parliament and without a legal budget. Those actions were in direct violation of the constitution. In his first speech as prime minister, he defiantly told members of the Prussian parliament, "It is not by means of speeches and majority resolutions that the great issues of the day will be decided—that was the great mistake of 1848 and 1849—but by blood and iron."

Prussia Expands In 1864, Bismarck took the first step toward molding an empire. Prussia and Austria formed an alliance and went to war against Denmark to win two border provinces, Schleswig and Holstein.

A quick victory increased national pride among Prussians. It also won new respect from other Germans and lent support for Prussia as head of a unified Germany. After the victory, Prussia governed Schleswig, while Austria controlled Holstein.

Seven Weeks' War Bismarck purposely stirred up border conflicts with Austria over Schleswig and Holstein. The tensions provoked Austria into declaring war on Prussia in 1866. This conflict was known as the Seven Weeks' War. The Prussians used their superior training and equipment to win a devastating victory. They humiliated Austria. The Austrians lost the region of Venetia, which was given to Italy. They had to accept Prussian annexation of more German territory.

With its victory in the Seven Weeks' War, Prussia took control of northern Germany. For the first time, the eastern and western parts of the Prussian kingdom were joined. In 1867, the remaining states of the north joined the North German Confederation, which Prussia dominated completely.

The Franco-Prussian War By 1867, a few southern German states remained independent of Prussian control. The majority of southern Germans were Catholics. Many in the region resisted domination by a Protestant Prussia. However, Bismarck felt he could win the support of southerners if they faced a threat from outside. He reasoned that a war with France would rally the south.

Bismarck was an expert at manufacturing "incidents" to gain his ends. For example, he created the impression that the French ambassador had insulted the Prussian king. The French reacted to Bismarck's deception by declaring war on Prussia on July 19, 1870.

The Prussian army immediately poured into northern France. In September 1870, the Prussian army surrounded the main French force at Sedan. Among the 83,000 French prisoners taken was Napoleon III himself. Parisians withstood a German siege until hunger forced them to surrender.

The Franco-Prussian War was the final stage in German unification. Now the nationalistic fever also seized people in southern Germany. They finally accepted Prussian leadership. On January 18, 1871, at the captured French palace of

MAIN IDEA

Hypothesizing
Bismarck ignored both the parliament and the constitution. How do you think this action would affect Prussian government?
C. Possible Answer The parliament and constitution would grow weaker. The king and prime minister would grow stronger.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Images Related to Nationalism

Class Time 45 minutes

Task Preparing a collage

Purpose To improve student understanding of nationalism

Instructions Many images can be associated with the rise of nationalism and the fall of empires. Ask students to work in pairs and choose one of the main topics in the section, such as the breakup of the Ottoman Empire, the fall of Russia, the Franco-Prussian War, or a leader such as Bismarck or Garibaldi. Have students review the text and brainstorm a list of visual images. For example, the rise of

Prussia evokes images of the distinctive Prussian military uniform; the stern portrait of Bismarck; Bismarck's idea of "blood and iron"; trains carrying Prussian troops; the siege of Paris and the suffering of the Parisians; and the crowning of King William I as emperor. Then have them find and photocopy pictures from books, print images from the Internet, or create their own images. Have students combine their images and create a collage on the subject. They should display their collages in class. For help in thinking about their subjects, give students the Guided Reading worksheet for Unit 2, p. 75.

In-Depth Resources: Unit 2

Versailles, King Wilhelm I of Prussia was crowned **kaiser** (KY•zuhr), or emperor. Germans called their empire the Second Reich. (The Holy Roman Empire was the first.) Bismarck had achieved Prussian dominance over Germany and Europe "by blood and iron."

A Shift in Power

The 1815 Congress of Vienna had established five Great Powers in Europe—Britain, France, Austria, Prussia, and Russia. In 1815, the Great Powers were nearly equal in strength. The wars of the mid-1800s greatly strengthened one of the Great Powers, as Prussia joined with other German states to form Germany.

By 1871, Britain and Germany were clearly the most powerful, both militarily and economically. Austria and Russia lagged far behind. France struggled along somewhere in the middle. The European balance of power had broken down. This shift also found expression in the art of the period. In fact, during that century, artists, composers, and writers pointed to paths that they believed European society should follow.

The Unification of Germany, 1865–1871
INTERACTIVE

Map legend:
- Prussia, 1865
- Annexed by Prussia, 1866
- Joined Prussia in North German Confederation, 1867
- South German States (joined Prussia to form German Empire, 1871)
- Conquered from France, 1871
- German Empire, 1871

GEOGRAPHY SKILLBUILDER: Interpreting Maps
1. **Location** What was unusual about the territory of Prussia as it existed in 1865?
2. **Movement** After 1865, what year saw the biggest expansion of Prussian territory?
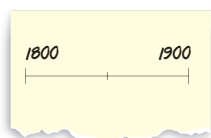

SECTION 3 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

USING YOUR NOTES
2. Identify an event that made the unification of Italy or Germany possible. (10.2.5)

1800   1900

MAIN IDEAS
3. Which aging empires suffered from the forces of nationalism? (10.2.5)
4. What role did Garibaldi play in the unification of Italy? (10.2.5)
5. What advantages did Prussia have in leading the German states to unify? (10.2.5)

CRITICAL THINKING & WRITING
6. **CLARIFYING** How can nationalism be both a unifying and a disunifying force? (10.2.5)
7. **FORMING GENERALIZATIONS** Why did the Austrian, Russian, and Ottoman Empires face such great challenges to their control of land? (10.2.5)
8. **EVALUATING COURSES OF ACTION** Many liberals wanted government by elected parliaments. How was Bismarck's approach to achieving his goals different? (10.2.5)
9. **WRITING ACTIVITY** POWER AND AUTHORITY Write a one paragraph **biographical essay** on either Garibaldi or Cavour. (Writing 2.1.a)

CONNECT TO TODAY CREATING A MAP AND DATABASE
Study the chart on page 258. Research the names of nations that have emerged in the last ten years. Categorize each nation's nationalist movement using the chart. Then create a **database** and **map** showing the location of the new nations and the category into which each new nation falls. (CST 3)

CASE STUDY **263**

History from Visuals

Interpreting the Map
Point out that the German Empire was built in just six years.

Extension Have students compare this map with a political map of Europe in the atlas. Ask, What territory was lost? *(East Prussia, most of West Prussia)*

SKILLBUILDER Answers
1. **Location** Hanover divided Westphalia from the rest of Prussia.
2. **Movement** 1871

A Shift in Power
10.2.5
Critical Thinking
- What effect might the shift in power have? *(Possible Answers: war between Germany and Britain; war to dominate lesser powers)*
- How did nationalism create the shift? *(Germany grew stronger through unification; Russia and Austria grew weaker through separation.)*

❸ ASSESS

SECTION 3 ASSESSMENT
Have students work in pairs to answer the questions.

Formal Assessment
- Section Quiz, p. 138

❹ RETEACH

Give students the Reteaching Activity for Section 3 to use in reviewing the section.

In-Depth Resources: Unit 2
- Reteaching Activity, p. 93

ANSWERS

1. Russification, p. 259 • Camillo di Cavour, p. 260 • Giuseppe Garibaldi, p. 260 • Junker, p. 261 • Otto von Bismarck, p. 261 • realpolitik, p. 261 • kaiser, p. 263

2. **Sample Answer:** Italy—1848 Cavour appointed prime minister; 1858 French help drive out Austria; 1860 Garibaldi gives up power to King Victor Emmanuel. Germany—1862 Bismarck appointed prime minister; 1866 Seven Weeks' War; 1870 Franco-Prussian War.
3. Austrian, Russian, and Ottoman Empires
4. His forces took control of Sicily and southern Italy.
5. It had a mainly German population and a powerful army. It was industrialized.

6. **Possible Answers:** unite people of the same ethnic group; unify different groups who have the same beliefs; separate people along ethnic lines; cause persecution of certain groups
7. **Possible Answers:** All had large ethnic groups who wished to be separate; all were controlled by conservatives who did not want to give up power.
8. He used military power to achieve goals and had little use for speeches and resolutions.

9. **Rubric** The biographical essay should
- identify the individual and his role in history.
- list significant events in the person's life.

CONNECT TO TODAY
Rubric The database and map should
- identify any new nations that have emerged in the last 10 years.
- categorize each nationalistic movement based on the chart.
- locate the new nations and their category.

.7.OBJECTIVES

- Define romanticism and give examples of romantic literature and music.
- Explain the shift to realism and give examples of realistic art and literature.
- Explain why impressionists reacted against realism.

① FOCUS & MOTIVATE

Ask students if they enjoy romantic or realistic books, art, and movies. Have students write their answers on a sheet of paper. Tell them to check their answers when they finish the section.

② INSTRUCT

The Romantic Movement
10.3.7; 10.2.2; 10.2.5
Critical Thinking

- Which ideas of romanticism would encourage nationalism? *(Possible Answer: idealizing the past; glorifying heroes and their actions; cherishing folk traditions, music, and stories.)*

CALIFORNIA RESOURCES

California Reading Toolkit, p. L40
California Modified Lesson Plans for English Learners, p. 75
California Daily Standards Practice Transparencies, TT32
California Standards Enrichment Workbook, pp. 25–26, 31–32, 45–46
California Standards Planner and Lesson Plans, p. L71
California Online Test Practice
California Test Generator CD-ROM
California Easy Planner CD-ROM
California eEdition CD-ROM

Arc de Triomphe, Paris, France

④

Claude Monet, *Poppies*

Revolutions in the Arts

MAIN IDEA	WHY IT MATTERS NOW	TERMS & NAMES
CULTURAL INTERACTION Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.	Romanticism and realism are still found in novels, dramas, and films produced today.	• romanticism • impressionism • realism

CALIFORNIA STANDARDS

10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

10.3.7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

REP 4 Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

SETTING THE STAGE During the early 1800s, artists focused on ideas of freedom, individual rights, and an idealistic view of history. After the great revolutions of 1848, political focus shifted to realpolitik. Similarly, intellectuals and artists expressed a "realistic" view of the world in which the rich pursued selfish interests while ordinary people struggled and suffered. Newly invented photography became both a way to detail this struggle and a tool for scientific investigation.

The Romantic Movement

At the end of the 18th century, the Enlightenment idea of reason gradually gave way to another major movement in art and ideas: **romanticism**. This movement reflected deep interest both in nature and in the thoughts and feelings of the individual. In many ways, romantic thinkers and writers reacted against the ideals of the Enlightenment. They turned from reason to emotion, from society to nature. Romantics rejected the rigidly ordered world of the middle class. Nationalism also fired the romantic imagination. For example, George Gordon, Lord Byron, one of the leading romantic poets of the time, fought for Greece's freedom.

The Ideas of Romanticism Emotion was a key element of romanticism. However, romanticism went beyond feelings. Romantics expressed a wide range of ideas and attitudes. In general, they shared these beliefs:

- emphasized inner feelings, emotions, and imagination
- focused on the mysterious, the supernatural, and the exotic, grotesque, or horrifying
- loved the beauties of untamed nature
- idealized the past as a simpler and nobler time
- glorified heroes and heroic actions
- cherished folk traditions, music, and stories
- valued the common people and the individual
- promoted radical change and democracy

Romanticism in Literature Poetry, music, and painting were best able to capture the emotion of romanticism. To romantics, poetry was the highest

TAKING NOTES

Outlining Organize ideas and details about movements in the arts.

    I. The Romantic
       Movement
       A.
       B.
    II. The Shift to
        Realism in the Arts

► Romantic poet Lord Byron fought with Greek nationalists. He did not live to see their victory.

SECTION 4 PROGRAM RESOURCES

ALL STUDENTS
In-Depth Resources: Unit 2
- Guided Reading, p. 76
- History Makers: Beethoven, p. 89

Formal Assessment
- Section Quiz, p. 139

ENGLISH LEARNERS
In-Depth Resources in Spanish
- Guided Reading, p. 70

Reading Study Guide (Spanish), p. 91
Reading Study Guide Audio CD (Spanish)

STRUGGLING READERS
In-Depth Resources: Unit 2
- Guided Reading, p. 76
- Building Vocabulary, p. 77
- Reteaching Activity, p. 94

Reading Study Guide, p. 91
Reading Study Guide Audio CD

GIFTED AND TALENTED STUDENTS
Electronic Library of Primary Sources
- "Kubla Khan"
- from *Frankenstein*

INTEGRATED TECHNOLOGY

eEdition CD-ROM
Power Presentations CD-ROM
World Art and Cultures Transparencies
- AT53 *Couturiere*

Critical Thinking Transparencies
- CT60 Chapter 8 Visual Summary

Electronic Library of Primary Sources
- "Kubla Khan"
- from *Frankenstein*

classzone.com

form of expression. The British romantic poets William Wordsworth and Samuel Taylor Coleridge both honored nature as the source of truth and beauty. Later English romantic poets, such as Lord Byron, Percy Bysshe Shelley, and John Keats, wrote poems celebrating rebellious heroes, passionate love, and the mystery and beauty of nature. Like many romantics, many of these British poets lived stormy lives and died young. Byron, for example, died at the age of 36, while Shelley died at 29.

Germany produced one of the earliest and greatest romantic writers. In 1774, Johann Wolfgang von Goethe (YO•hahn VUHLF•gahng fuhn GER•tuh) published *The Sorrows of Young Werther*. Goethe's novel told of a sensitive young man whose hopeless love for a virtuous married woman drives him to suicide. Also in Germany, the brothers Jakob and Wilhelm Grimm collected German fairy tales and created a dictionary and grammar of the German language. Both the tales and the dictionary celebrated the German spirit.

Victor Hugo led the French romantics. His works also reflect the romantic fascination with history and the individual. His novels *Les Misérables* and *The Hunchback of Notre Dame* show the struggles of individuals against a hostile society.

The Gothic Novel Gothic horror stories became hugely popular. These novels often took place in medieval Gothic castles. They were filled with fearful, violent, sometimes supernatural events. Mary Shelley, wife of the poet Percy Bysshe Shelley, wrote one of the earliest and most successful Gothic horror novels, *Frankenstein*. The novel told the story of a monster created from the body parts of dead human beings.

Composers Emphasize Emotion Emotion dominated the music produced by romantic composers. These composers moved away from the tightly controlled, formal compositions of the Enlightenment period. Instead, they celebrated heroism and national pride with a new power of expression.

As music became part of middle-class life, musicians and composers became popular heroes. Composer and pianist Franz Liszt (lihst), for example, achieved earnings and popularity comparable to those of today's rock stars.

One of the composers leading the way into the Romantic period was also its greatest: Ludwig van Beethoven (LOOD•vihg vahn BAY•toh•vuhn). His work evolved from the classical music of the Enlightenment into romantic compositions. His Ninth Symphony soars, celebrating freedom, dignity, and the triumph of the human spirit.

Later romantic composers also appealed to the hearts and souls of their listeners. Robert Schumann's compositions sparkle with merriment. Like many romantic composers, Felix Mendelssohn drew on literature, such as Shakespeare's A *Midsummer Night's Dream*, as the inspiration for his music. Polish composer and concert pianist Frederic Chopin (SHOH•pan) used Polish dance rhythms in his music. Guiseppe Verdi and Richard Wagner brought European opera to a dramatic and theatrical high point. 🔊

A. Possible Answers beauty, mystery, terror, heroism, passion, love, tragedy, isolation

MAIN IDEA

Summarizing
📖 What are some of the themes that are key to romantic literature and art?

History Makers
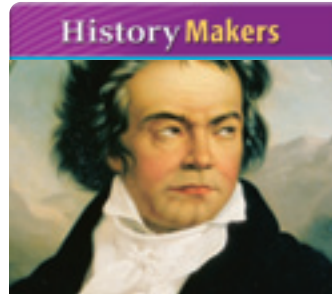
**Ludwig van Beethoven
1770–1827**

A genius of European music, Beethoven suffered the most tragic disability a composer can endure. At the age of 30, he began to go deaf. His deafness grew worse for 19 years. By 1819, it was total.

At first, Beethoven's handicap barely affected his career. By 1802, however, he knew that his hearing would only worsen. He suffered from bouts of depression. The depression would bring him to the brink of suicide. Nonetheless, he would rebound:

It seemed unthinkable for me to leave the world forever before I had produced all that I felt called upon to produce.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on Ludwig van Beethoven, go to **classzone.com**

Nationalist Revolutions Sweep the West **265**

DIFFERENTIATING INSTRUCTION: ENGLISH LEARNERS

Words Related to the Arts

Class Time 45 minutes

Task Identifying and explaining art terminology

Purpose To better understand text on the arts

Instructions Have students identify words used in the text that relate to the arts. List the terms on the chalkboard. Have students work in pairs, and assign four or five terms to each pair. Then draw a chart on the chalkboard like the one shown. Have students copy and complete the chart with information about their assigned terms. Have them use the text, a dictionary, an encyclopedia, or other references. Encourage students to use examples from the text or with which they are familiar.

Term	Meaning or characteristics	Example
fairy tale	fanciful story	"Cinderella"
Gothic story	story of horror, mystery, medieval castles	Frankenstein
symphony	long orchestral piece	Beethoven's Ninth Symphony
opera	theatrical piece set to music	The Flying Dutchman

The Shift to Realism in the Arts

10.3.7

Critical Thinking

- Why were novels particularly suitable for describing the realism of workers' lives? *(smallest details of workers' lives could be presented)*
- Who were the villains and the heroes of realist art? *(Villains—Upper class, businesspeople; Heroes—Working class)*

The Shift to Realism in the Arts

By the middle of the 19th century, rapid industrialization deeply affected everyday life in Europe. The growing class of industrial workers lived grim lives in dirty, crowded cities. Industrialization began to make the dreams of the romantics seem pointless. In literature and the visual arts, **realism** tried to show life as it was, not as it should be. Realist painting reflected the increasing political importance of the working class in the 1850s. Along with paintings, novels proved especially suitable for describing workers' suffering.

Photographers Capture Reality As realist painters and writers detailed the lives of actual people, photographers could record an instant in time with scientific precision. The first practical photographs were called daguerreotypes (duh•GEHR•uh•TYPS). They were named after their French inventor, Louis Daguerre. The images in his daguerreotypes were startlingly real and won him worldwide fame.

British inventor William Talbot invented a light-sensitive paper that he used to produce photographic negatives. The advantage of paper was that many prints could be made from one negative. The Talbot process also allowed photos to be reproduced in books and newspapers. Mass distribution gained a wide audience for the realism of photography. With its scientific, mechanical, and mass-produced features, photography was the art of the new industrial age.

Writers Study Society Realism in literature flourished in France with writers such as Honoré de Balzac and Émile Zola. Balzac wrote a massive series of almost 100 novels entitled *The Human Comedy*. They describe in detail the brutal struggle for wealth and power among all levels of French society. Zola's novels exposed the

Analyzing Photographs

Motion Studies

Muybridge used a series of 12 to 24 cameras to take his motion pictures. Even then, some people criticized his pictures, arguing, for example, that a horse's legs could not be in such positions. Muybridge went on a lecture tour to explain animal locomotion. He used a zoopraxiscope to project his photographs in rapid succession. It was a predecessor of the movie camera.

SKILLBUILDER Answers

1. **Drawing Conclusions** There is a moment or two in which all four legs are off the ground.
2. **Developing Historical Perspective** *Possible Answers:* They would have seemed fantastic and unreal. They might be seen as scientific.

> Analyzing Photographs

Motion Studies

Eadweard Muybridge had a varied career as a photographer. He devoted part of his career to motion studies. These photographic studies froze the motion of an object at an instant in time. They allowed scientists to study motion and to better understand time. The equipment he built helped lead to the development of motion pictures.

This series of photographs taken in 1878, titled "The Horse in Motion," was designed to discover if all of a running horse's legs ever left the ground at the same time.

SKILLBUILDER: Interpreting Visual Sources

1. **Drawing Conclusions** What do the series of photographs reveal about the question of whether all the legs of a horse ever left the ground at the same time?
2. **Developing Historical Perspective** What reaction do you think these pictures would have generated among the general public?

See Skillbuilder Handbook, page R23.

DIFFERENTIATING INSTRUCTION: STRUGGLING READERS

Understanding Art Movements

Class Time 45 minutes

Task Creating a piece of romantic, realistic, or impressionist art

Purpose To develop deeper understanding of the romantic, realistic, and impressionist movements

Instructions Tell students that the best way to understand any art movement is to create a piece of art that responds to the goals and incorporates the qualities of that movement.

- Have students choose one of the art movements featured in this section.

- Ask them to carefully review the description of the movement in the text and to take notes of the specific characteristics and goals of that movement. Have them use the Reading Study Guide, pp. 91–92.
- Have students create a work of art that fits the characteristics of that movement. Students might choose to write a brief story or poem, create a painting or drawing, or compose music.
- Allow students a few minutes to present their work to the class. Ask them to explain how their work follows the criteria for the movement they've chosen.

Reading Study Guide

miseries of French workers in small shops, factories, and coal mines. His revelations shocked readers and spurred reforms of labor laws and working conditions in France. The famous English realist novelist Charles Dickens created unforgettable characters and scenes of London's working poor. Many of the scenes were humorous, but others showed the despair of London's poor. In his book *Little Dorrit*, Dickens described the life of a working-class person as sheer monotony set in a gloomy neighborhood. 📖

Impressionists React Against Realism

Beginning in the 1860s, a group of painters in Paris reacted against the realist style. Instead of showing life "as it really was," they tried to show their impression of a subject or a moment in time. For this reason, their style of art came to be known as **impressionism**. Fascinated by light, impressionist artists used pure, shimmering colors to capture a moment seen at a glance.

Life in the Moment Unlike the realists, impressionists showed a more positive view of the new urban society in western Europe. Instead of abused workers, they showed shop clerks and dock workers enjoying themselves in dance halls and cafés. They painted performers in theaters and circuses. And they glorified the delights of the life of the rising middle class. Claude Monet (moh•NAY), Edgar Degas (duh•GAH), and Pierre-Auguste Renoir (ruhn•WHAR) were leaders in the movement that became very popular.

Composers also created impressions of mood and atmosphere. By using different combinations of instruments, tone patterns, and music structures, they were able to create mental pictures of such things as flashing lights, the feel of a warm summer day, or the sight of the sea. French composers Maurice Ravel and Claude Debussy are the most notable members of the impressionist music movement.

Changes in political, social, artistic, and intellectual movements during the 19th century signaled important changes in daily life. One of the most significant causes of change was industrialization, which you will learn about in Chapter 9.

SECTION 4 ASSESSMENT

TERMS & NAMES 1. For each term or name, write a sentence explaining its significance.
• romanticism   • realism   • impressionism

USING YOUR NOTES

2. What was the goal of realist writers? (10.3.7)

> I. The Romantic Movement
> A.
> B.
> II. The Shift to Realism in the Arts

MAIN IDEAS

3. What was the key element of romanticism? (10.3.7)

4. What characteristics did photography have that made it the art of the industrial age? (10.3.7)

5. What was the goal of impressionist painters? (10.3.7)

CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** How are the movements of romanticism and realism alike and different? (10.3.7)

7. **ANALYZING CAUSES** How might a realist novel bring about changes in society? Describe the ways by which this might happen. (10.3.7)

8. **SUMMARIZING** How did nationalism influence the artistic movements you read about? (10.2.5)

9. **WRITING ACTIVITY** CULTURAL INTERACTION Listen to a piece of music by Beethoven, and then listen to a piece of contemporary music that you like. Write a **comparison-and-contrast essay** on the two pieces of music. (Writing 2.6.a)

CONNECT TO TODAY Creating an Arts Chart

Look at newspaper listings for films being shown today. Make a **chart** showing which of them might be categorized as romantic and which might be categorized as realistic. Present reasons why each film fell into the designated category. (REP 4)

Nationalist Revolutions Sweep the West **267**

Critical Thinking

• How is impressionism similar to and different from photography? *(Possible Answers: Similar—Captures moment in time; Different—More positive, colorful, fanciful)*

• Is impressionism more like realism or romanticism? Explain. *(Possible Answers: Romanticism—Gives a positive, optimistic view of life; Realism—Accurately captures a moment in life)*

❸ ASSESS

SECTION 4 ASSESSMENT

Have students work in pairs to answer the questions.

Formal Assessment
• Section Quiz, p. 139

❹ RETEACH

Review the section and chapter with students, using the Visual Summary.

Critical Thinking Transparencies
• CT60 Chapter 8 Visual Summary

In-Depth Resources: Unit 2
• Reteaching Activity, p. 94

ANSWERS

1. romanticism, p. 264   • realism, p. 266   • impressionism, p. 267

2. **Sample Answer:** I. A. The Ideas of Romanticism, B. Romanticism in Literature, C. The Gothic Novel, D. Composers Emphasize Emotion. II. A. Photographers Capture Reality, B. Writers Study Society. III. A. Life in the Moment. **Possible Answer:** give impression of moment in time

3. emotion

4. **Possible Answers:** scientific, mechanical, mass production of photos

5. to show a moment in time at a glance

6. Both occurred in painting, literature, and music. Romanticism saw ideal world; realism saw flawed world.

7. describes unhealthy conditions in factories, neighborhoods, the suffering of workers; these facts could affect news reporters, voters, and political scene

8. **Possible Answers:** provided themes for writers, composers, and artists; brought heroes and realistic situations to mind; encouraged dreams of better place

9. **Rubric** The comparison-and-contrast essay should
• identify both pieces of music.
• evaluate pieces using a set of standards.
• draw conclusions about the pieces of music.

CONNECT TO TODAY

Rubric The chart should
• list at least 10 films.
• categorize all listed films.
• present reasons for each categorization.

OBJECTIVES

1. Describe changes in art during the 19th century.
2. Appreciate the differences between romantic, realist, and impressionist paintings.

FOCUS & MOTIVATE

Ask students which of the three paintings seems the most modern? Why? *(Possible Answers: Romantic—Shows heroic action, occurs in the past like many movies; Realist—It's accurate, detailed, more like a photograph; Impressionist—It's brighter, more colorful like magazine art, not so dull as the other pictures)*

INSTRUCT

Critical Thinking

- What emotions are evoked by the romantic painting? *(Possible Answers: passion, determination, fear, anger)*
- How are society's values and ideas during a particular period of time expressed in the art produced? *(Artists are members of society and share society's values and ideas; these views are expressed in their paintings.)*

History *through* Art

Revolutions in Painting

European painting underwent revolutionary changes during the 1800s. In the early years, romanticism—which stressed emotion above all else—was the dominant style. As revolutions swept Europe in the 1840s, some artists rejected romanticism in favor of realism. They portrayed common people and everyday life in a realistic manner. Toward the end of the century, art underwent another revolution, influenced by scientific discoveries about vision. Impressionist painters experimented with light and color to capture their impressions of a passing moment.

INTEGRATED TECHNOLOGY

RESEARCH LINKS For more on 19th-century painting go to **classzone.com**

CALIFORNIA STANDARDS

10.3.7 Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.

HI 1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

▼ **Romanticism**

In their eagerness to explore emotion, romantic artists had certain favorite subjects: nature, love, religion, and nationalism. This painting, *The Lion Hunt* by Eugène Delacroix, shows that violence and exotic cultures were also popular themes. The swirling capes, snarling lions, and bold reds and yellows help convey the ferocity of the hunt.

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RECOMMENDED RESOURCES

Books

Segalen, Victor. *Essay on Exoticism: An Aesthetics of Diversity*. Trans. Yael Rachel Schlink. Durham, NC: Duke UP, 2002. Writing between 1904 and 1918, Segalen attempts to define "true Exoticism."

Vaughan, William. *Romanticism and Art (The World of Art).* London and New York: Thames and Hudson, 1994. A concise but thorough explanation of romanticism in painting. Also includes romantic writings.

Video

Art: A Question of Style. VHS and DVD. Films for the Humanities & Sciences, 1997. 800-257-5126.

The 19th Century: Romanticism and Realism. VHS and DVD. Films for the Humanities & Sciences, 2003. 800-257-5126. Respected authorities elaborate on the lives and works of the masters of romanticism and realism.

Software

Romanticism. CD-ROM. Society for Visual Education, 1994. 800-829-1900.

▲ Realism
The Stone Breakers by Gustave Courbet shows that realist artists tried to portray everyday life just as it was, without making it pretty or trying to tell a moralistic story. Notice how the workers' clothes are torn and shabby. The boy rests the heavy basket of stones on his knee to ease his burden, while the man bends to his task. The colors are dull and gritty, just as the job itself is.

▼ Impressionism
The impressionists wanted to record the perceptions of the human eye rather than physical reality. To do this, they tried to portray the effect of light on landscapes and buildings. They combined short strokes of many colors to create a shimmering effect. They also used brighter, lighter colors than the artists before them had used. As the painting *Ducal Palace, Venice* by Claude Monet shows, the impressionists often painted water because of its reflective nature.

Connect *to* Today

1. **Developing Historical Perspective** If you were a political revolutionary of the 1800s, which of these artistic styles would you use for your propaganda posters? Why?
   See Skillbuilder Handbook, page R12.

2. **Drawing Conclusions** Impressionism remains extremely popular more than a century after it was first developed. What do you think accounts for its popularity today?

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CONNECT TO TODAY: ANSWERS

1. Developing Historical Perspective
Possible Answer: realism, because it was best suited to portray the problems of common people for whom the revolutionaries were fighting

2. Drawing Conclusions
Possible Answers: Many people find the bright colors cheerful and pretty. Also, the subjects are usually not upsetting.