

Restoration, Romanticism, unification, and the Industrial Revolution

Chapter 7, Section 5

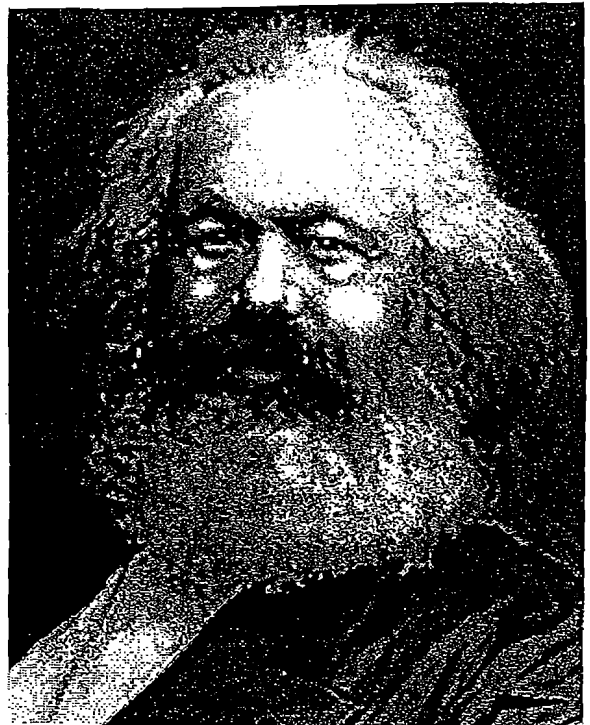
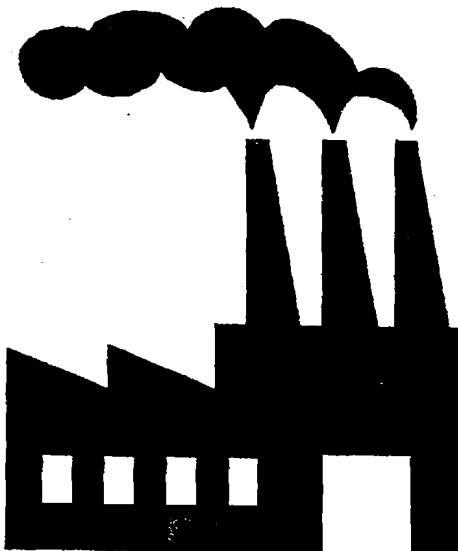
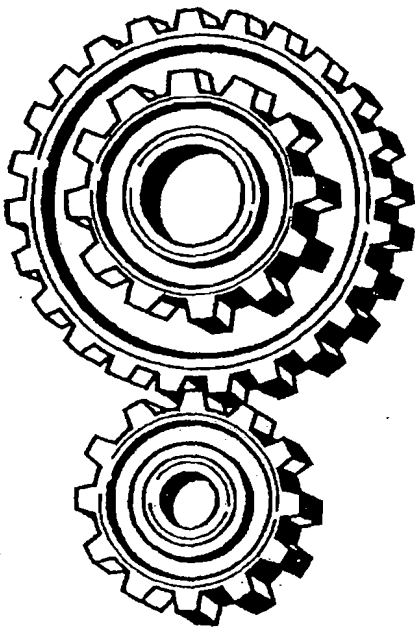
Chapter 8

Chapter 9

Chapter 10

Mr. Mancini

Modern World History



①

33 Europe After the Congress of Vienna, 1815

1. Have students use their text or a reference map to locate and label the following:

France

Poland

Switzerland

Austrian Empire

Kingdom of the

Two Sicilies

Netherlands

Finland

Piedmont

Denmark

Prussia

Russian Empire

Spain

Ottoman Empire

Kingdom of Sardinia

2. Ask students to use different colors or different patterns to shade areas belonging to France, Austria, and Prussia. Note that the heavy rule shows the boundary of the German Confederation.

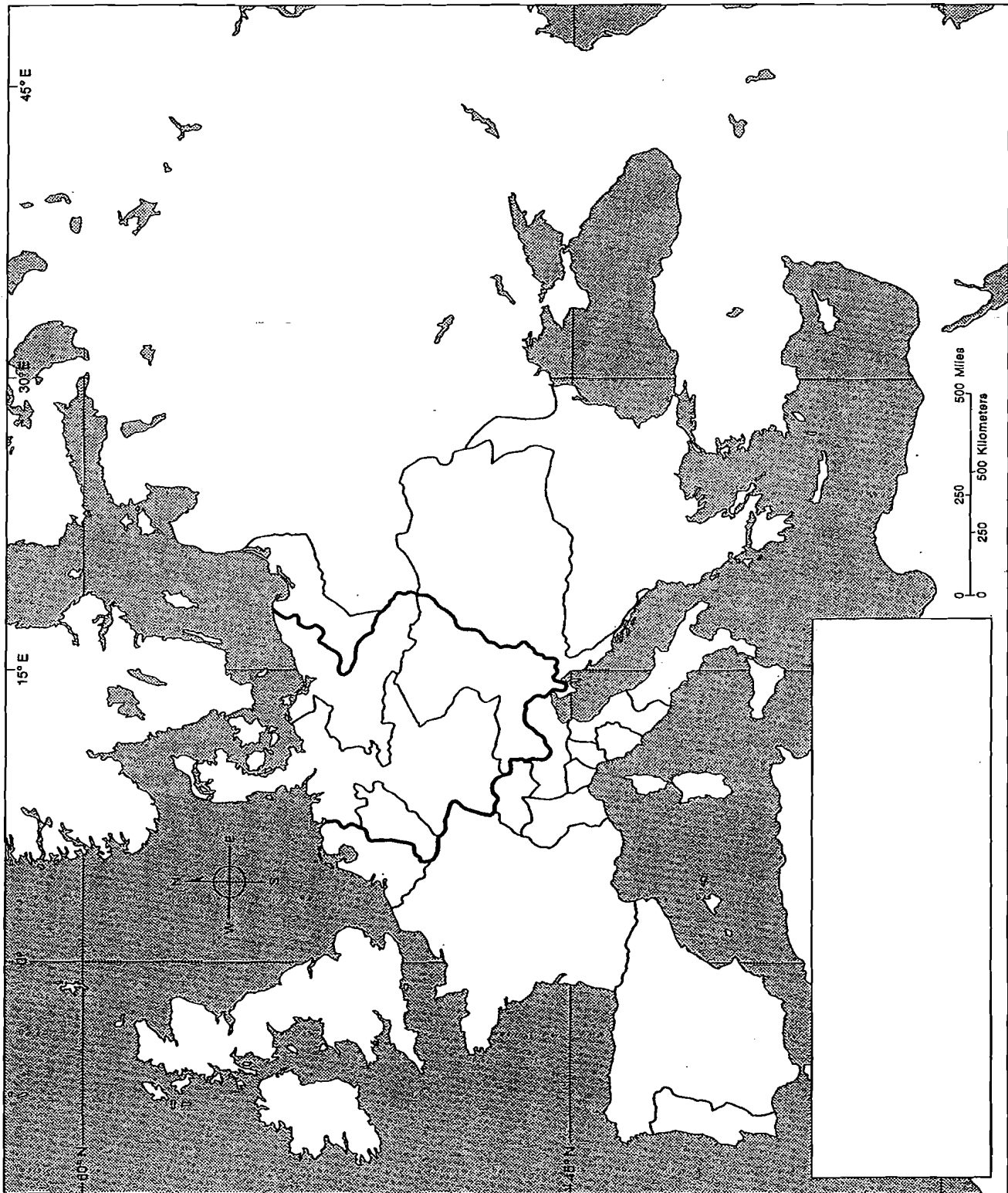
3. Have students create a key in the blank box.

4. Ask: (a) Which nations created by the Congress of Vienna were formerly part of the French Empire? (b) What two nations probably dominated the German Confederation?

5. **Critical Thinking** Did the Congress of Vienna increase or decrease nationalism in Europe? Explain.

33 Europe After the Congress of Vienna, 1815

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Name _____
Class _____

4

Restoration, Romanticism, and Revolution

Chapter _____

METTERNICH'S VIEWS

◆ Section ➤ (pages _____)

Representatives to the Congress of Vienna in 1815 saw the need for future congresses to suppress revolutionary movements. One such congress took place at Troppau, Austria, in 1820. Below are excerpts from Metternich's account of that meeting.

Having been informed of the false and exaggerated rumors which have been circulated by ill-intentioned and credulous persons in regard to the results of the conferences at Troppau, the allied courts deem it necessary to transmit authentic explanations to their representatives at foreign courts, in order to enable them to refute the erroneous ideas to which these rumors have given rise. The brief report here annexed will enable them to do this. . . .

The events which took place in Spain March 8 and at Naples July 2, as well as the catastrophe in Portugal, could not but arouse a feeling of the deepest indignation, apprehension, and sorrow in those who are called upon to guard the tranquility of the nations; and, at the same time, it emphasized the necessity of uniting in order to determine in common the means of checking the misfortunes which threaten to envelop Europe. . . .

The powers are exercising an incontestable right in taking common measures in respect to those States in which the overthrow of the government through a revolt, even if it be considered simply as a dangerous example, may result in a hostile attitude toward all constitutions and legitimate governments. The exercise of this right becomes an urgent necessity when those who have placed themselves in this situation seek to extend to their neighbors the ills which they have brought upon themselves and to promote revolt and confusion around them. . . .

It is needless to prove that the resolutions taken by the powers are in no way to be attributed to the idea of conquest, or to any intention of interfering with the independence of other governments . . . Their only desire is to preserve and maintain peace and to deliver Europe from the scourge of revolution, . . .

1. The Congress of Troppau was convened because of "misfortunes which threaten to envelop Europe." What do you think those misfortunes were?

2. Why did Metternich feel the need to write this account of Troppau?

3. (a) Why, according to Metternich, are revolutions dangerous? _____

(b) According to Metternich, under what circumstances are nations compelled to take action against a revolutionary nation? _____

4. How does this document reflect conservative views (textbook page 493)?

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Name _____

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Independent Practice Worksheet

European leaders sought stability.
(pages _____)

For each statement, identify the group whose political philosophy it represented in the early 1800's. Some statements reflect the beliefs of more than one group.

C. Conservatives L. Liberals R. Radicals

- _____ 1. justified the Reign of Terror
- _____ 2. favored drastic and sometimes violent change
- _____ 3. believed that the best form of government was an absolute monarchy
- _____ 4. controlled Europe after the Congress of Vienna
- _____ 5. favored the ideals of the French Revolution
- _____ 6. liked the early reforms of the French Revolution
- _____ 7. wanted more power for elected assemblies
- _____ 8. protected traditional forms of government
- _____ 9. believed in the idea of a true democracy
- _____ 10. appealed to the bourgeoisie, business leaders, and merchants
- _____ 11. found support among the working classes and students
- _____ 12. wanted civil participation by educated property owners
- _____ 13. supported primarily by the upper class
- _____ 14. wanted elected Parliaments with enfranchisement for all the people
- _____ 15. believed that the French Revolution accomplished little or nothing
- _____ 16. feared mobs
- _____ 17. favored the principle of legitimacy
- _____ 18. had the support of Metternich
- _____ 19. committed to the ideals of liberty, fraternity, and equality
- _____ 20. believed that it was wrong to bar people from politics because they were not of noble birth

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**THINKING
SKILL
WORKSHEET**

48

Name _____ Date _____

**The Revolution of 1848:
Analyzing a Primary Source**

The following analysis of the causes of the 1848 revolution in France is by Alexis de Tocqueville. De Tocqueville was a French historian active in French politics at the time. Read the analysis carefully and answer the questions that follow.

The Revolution of February, in common with all other great events of this class, sprang from general causes fertilized by accidents. . . .

The industrial revolution . . . turned Paris into the principal manufacturing city of France, and attracted within its walls an entire new population of workmen . . . and tended more and more to inflame this multitude. Add to this the democratic disease of envy . . . the economical and political theories which strove to prove that human misery was the work of laws and not of Providence, and that poverty could be suppressed by changing the conditions of society; the contempt into which the governing class, and especially the men who led it, had fallen. . . . And lastly, the mobility of all things, institutions, ideas, men and customs. . . . These were the general causes without which the Revolution of February would have been impossible. The principal accidents which led to it were the passions of the dynastic Opposition, which brought about a riot. . . . And above all, the senile imbecility of King Louis Philippe, his weakness, which no one could have foreseen, and which still remains almost incredible.

1. According to de Tocqueville, how did the Industrial Revolution contribute to the 1848 revolution in France? _____

2. What underlying causes of the revolution does de Tocqueville identify? _____

3. What was the main "accident" that de Tocqueville thinks contributed to the revolution? _____

4. Which of the causes noted by de Tocqueville do you think were most important? Why? _____

Chapter 21 Primary Source Activity

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When the 1848 rebellions in the German states failed to bring reform, many Germans emigrated to the United States (textbook page 535–536). One was Carl Schurz (1829–1906), who became a well-known journalist, reformer, and political leader in the United States. Schurz helped in the election of Abraham Lincoln as President and also fought in the Civil War. This excerpt from his autobiography tells about his experiences in the student movement in Bonn, Germany. ♦ As you read, consider why the students were so willing to fight for reforms. Then, on a separate sheet of paper, answer the questions that follow.

A Movement for Democracy

The democrats in Bonn, among whom we students played a prominent part, were zealous in demonstrating their determination to support the Constituent Assembly. . . . We believed we could strike a demonstrative blow by stopping the levying of . . . duties [taxes] which were levied at the gates of the city on the food-stuffs brought to the town. We did this in driving the revenue officers from their posts, which pleased the peasants, who were at once ready to bring their products free of duty into the city. This led to conflicts with the police in which, however, we easily had the upper hand.



approaching, sound of a military band playing the Prussian national air. The music sounded nearer and nearer in the street leading up from the Rhine. In a few minutes it reached the market place and behind it came the heavy tramp of an infantry column which presently filled a large part of the square in front of the city hall. Our conversation with the Burgomaster of course came to a sudden end. . . .

Now it appeared to us necessary to seize upon the general machinery of the tax department. The next day a committee, of which I was a member, appeared at the city hall to take possession of it. The Burgomaster [mayor]. . . listened quietly . . . but he tried to amuse us with all sorts of evasive talk. . . . Suddenly we noticed a change in the expression of the Burgomaster's face. He seemed to hearken to something going on outside and then, still politely but with a sort of triumphant smile on his lips, he said: "Gentlemen, your answer you will have to receive from somebody else. Do you hear that?" Now we hearkened too and heard a still distant, but

In the evening we had a meeting of our democratic committee to consider what was next to be done. The first impulse was to attack the soldiers and if possible to drive them out of the town. This would have been a desperate enterprise, but it was taken seriously in view. After mature consideration, however, we all recognized that a fight in Bonn, even a successful one, could have real importance only as a part of a more general uprising. Cologne was naturally regarded as the capital of the Rhineland and as the central focus for all political movements. . . . We had already received from Cologne a report that feverish excitement prevailed in that city, and that the signal for a general uprising was to be expected from the democratic leaders.

Source: *The Autobiography of Carl Schurz*, ed. Wayne Andrews (Charles Scribner's Sons, 1961).

ILLUSTRATION/PHOTO CREDIT: SMITHSONIAN INSTITUTION/ART RESOURCE, NY.

Questions to Think About

1. What was the first move the students made to show their support for the elected Constituent Assembly? Whom did it benefit?
2. What happened when the democratic students tried to take over the city tax department?
3. **Predicting Consequences** What do you suppose would have happened if the students in Bonn had gone ahead with their uprising against the soldiers?
4. **Activity** Many American cities have large populations of people whose ancestors came from Europe during this period of revolution. Look into your own local history to see if this is true for your area. Then find out what other events in history brought large numbers of people to your city. You can contact your local library and historical society for help.

CHAPTER 21

7

1. _____

2. _____

3. _____

4

Name _____
Class _____
Date _____

Critical Thinking Worksheet 23

Topic: Romanticism
Skill: Making Generalizations

Romanticism was a reaction against the Enlightenment's reliance on reason. The following excerpts are examples of the new ideas and points of view. They are the writings of an English poet, a German composer, a French novelist, and a German jurist.

Come forth into the light of things,
Let Nature be your teacher . . .
One impulse from the vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

—William Wordsworth

Prince, what you are, you are by
accident of birth; but what I am, I am
of myself. There are and there will be
thousands of princes. There is only
one Beethoven.

—Ludwig van Beethoven
to Prince Lichnowsky

The greater number of naturalists have attempted
to explain Nature like a good government, . . . but
it is in vain that we try to transfer this prosaic
system to creation . . . Nature is by turns too cruel
and too magnificent to permit us to subject her to
that sort of calculation . . .

—Madame de Stael

Every generation . . . must acknowledge some
heritage which . . . is created by the higher nature
of the people as a continuously growing,
developing whole . . . History then becomes not
merely a collection of examples, but the sole
means to a true understanding of our own
situation.

—Karl von Savigny

Based on these sources and on your text, pages 533–535, make four generalizations about the characteristics of Romanticism. Explain how the sources support the generalizations.

1. _____

2. _____

3. _____

4. _____



HISTORYMAKERS

Ludwig van Beethoven

Innovative Genius

Section 4

"... My most prized possession, my hearing, has greatly deteriorated. . . . You will realize what a sad life I must now lead, . . . cut off from everything that is dear and precious to me."—Beethoven, letter to a friend (1801)

Ludwig van Beethoven was a towering genius whose struggles in life gave his music great power. Born into the classical tradition, he launched the romantic movement. Where vocal music had been thought the greatest achievement that music could reach, he made instrumental music supreme. He did all this despite being completely deaf for the last ten years of his life.

Beethoven's struggles began early. His family became steadily poorer when his grandfather died and his father became an alcoholic. Beethoven had to leave school, and by age 18 he was supporting his family. He was a talented piano player, and music became his career and his life. He studied for two months with another musical genius, Wolfgang Amadeus Mozart, who proclaimed "this young man will make a great name for himself in the world."

In 1792, at age 22, Beethoven left his home in Germany for Vienna, Austria. At the time, Vienna was the center of European music. There were many different professional groups, and the wealthy nobles were an eager audience. Beethoven played the piano at concerts. He also composed music, writing for both the piano and the orchestra. These early pieces were similar to the classical style of music then in fashion.

Around 1800, Beethoven found he was growing deaf. He played fewer concerts and spent more of his time writing music. Each year, he spent the warmer months in a rural village. He took walks in the country, stopping only to jot down a new musical idea. His notes show that he worked on some pieces for many years. Parts of his famous Fifth Symphony were first written in 1804, but the symphony was not completed until 1808.

Beethoven's music became extremely popular. Critics praised his work, and wealthy nobles paid Beethoven to dedicate a piece to them. Starting in 1808—and until his death in 1827—he received an annual salary from several nobles so that he could devote himself to writing. His life was without luxury, however, and visitors might have thought him

poor. He never married, but after his death three letters that had never been sent were found addressed to a woman he called his "Immortal Beloved." Her identity has never been revealed.

In 1804, Beethoven launched a new style of music when he wrote his Third Symphony. It is called the *Eroica*, or heroic, symphony and was written on a grand scale. He dedicated the work to Napoleon. However, Beethoven, who supported republican government, removed the dedication in disgust after the French leader made himself emperor. Still, the piece reflects the great force of will that Napoleon brought to politics.

Beethoven produced many pieces, from piano music to string quartets to symphonies. His Sixth Symphony, called the *Pastoral*, was the first of a new kind of work called "program music." The composition was meant to tell a story. For example, light-hearted sections might suggest a pleasant day in the country, while darker, faster sounds might hint at a summer storm.

In his last 12 years, Beethoven hardly left his home at all. Complete deafness overtook him, and he could only communicate with friends by writing and reading notes. He wrote less music, but his new works were his most complex and moving yet. His crowning achievement was the Ninth Symphony, first performed in 1824. It combined an extra-large orchestra and a chorus, which ends the work by singing the stirring "Ode to Joy," a call for the fellowship of all people. At the performance, Beethoven turned the pages of the score for the conductor, keeping time with his foot. Unable to hear, he was unaware of the audience's enthusiastic applause.

Questions

1. **Recognizing Main Ideas** How did Beethoven suffer in his life?
2. **Making Inferences** How did Beethoven's work show the values of romanticism?
3. **Making Judgments** In what ways was Beethoven an innovator? Explain.

101

1. _____

2. _____

3. _____

4

11

Name _____

Date _____



Section 1

PRIMARY SOURCE *from* Proclamation of 1813 by Simón Bolívar

Venezuela declared its independence from Spain in 1811. However, Spain regained control of the country by July of 1812. Simón Bolívar fled to New Granada—present-day Colombia—to continue the fight against Spain. Chosen to lead an army to drive the Spanish from Venezuela, Bolívar issued this proclamation in June 1813. He appealed to Venezuelans in the city of Trujillo for support in liberating Venezuela from Spanish rule. By August, Bolívar's army captured the capital, and Venezuela gave Bolívar the title of liberator. According to the proclamation, what was Bolívar's mission?

Venezuelans: An army of your brothers, sent by the Sovereign Congress of New Granada has come to liberate you. Having expelled the oppressors from the provinces of Mérida and Trujillo, it is now among you.

We are sent to destroy the Spaniards, to protect the Americans, and to reestablish the republican governments that once formed the Confederation of Venezuela. The states defended by our arms are again governed by their former constitutions and tribunals, in full enjoyment of their liberty and independence, for our mission is designed only to break the chains of servitude which still shackle some of our towns, and not to impose laws or exercise acts of dominion to which the rules of war might entitle us.

Moved by your misfortunes, we have been unable to observe with indifference the afflictions you were forced to experience by the barbarous Spaniards, who have ravished you, plundered you, and brought you death and destruction. They have violated the sacred rights of nations. They have broken the most solemn agreements and treaties. In fact, they have committed every manner of crime, reducing the Republic of Venezuela to the most frightful desolation. Justice therefore demands vengeance, and necessity compels us to exact it. . . .

Despite our just resentment toward the iniquitous Spaniards, our magnanimous heart still commands us to open to them for the last time a path to reconciliation and friendship; they are invited to live peacefully among us, if they will abjure their crimes, honestly change their ways, and cooperate with us in destroying the intruding Spanish government and in the reestablishment of the Republic of Venezuela.

Any Spaniard who does not, by every active and effective means, work against tyranny in behalf of this just cause, will be considered an enemy and

punished; as a traitor to the nation, he will inevitably be shot by a firing squad. On the other hand, a general and absolute amnesty is granted to those who come over to our army. . . .

And you Americans who, by error or treachery, have been lured from the paths of justice, are informed that your brothers, deeply regretting the error of your ways, have pardoned you as we are profoundly convinced that you cannot be truly to blame, for only the blindness and ignorance in which you have been kept up to now by those responsible for your crimes could have induced you to commit them. Fear not the sword that comes to avenge you and to sever the ignoble ties with which your executioners have bound you to their own fate. You are hereby assured, with absolute impunity, of your honor, lives, and property. The single title, "Americans," shall be your safeguard and guarantee. Our arms have come to protect you, and they shall never be raised against a single one of you, our brothers. . . .

Spaniards and Canary Islanders, you will die, though you be neutral, unless you actively espouse the cause of America's liberation. Americans, you will live, even if you have trespassed.

from Vincente Lecuna and Harold A. Bierck, eds., *Selected Writings of Bolívar* (New York: Colonial Press, 1951), Vol. I, 31–32. Reprinted in Peter N. Stearns, ed., *Documents in World History* (New York: Harper Collins Publishers, 1988), 89–90.

Discussion Questions

Recognizing Facts and Details

1. What did Bolívar hope to accomplish?
2. According to the proclamation, why were Venezuelans justified in rebelling against Spain?
3. **Making Judgments** Do you think Bolívar's policies in dealing with the Spanish and the Americans were fair? Why or why not?

12

1. _____

2. _____

3. _____

4)

Simón Bolívar

The Liberator

Section 1

"The bonds that united us to Spain have been severed."—Bolívar, The Letter from Jamaica (1814)

Simón Bolívar led his people's fight for independence from Spain. He envisioned the formation of a single country extending from present-day Venezuela to modern Bolivia. However, his plans clashed with those of his followers, and the grand nation he dreamed of creating fell apart.

Bolívar was born in 1783 to a wealthy family from the colony of Venezuela. His education included several years of study in Europe. While there, he married, but soon after the couple reached South America his wife died of yellow fever.

Bolívar then returned to Europe and met with several important thinkers and politicians. One of them told Bolívar that the Spanish-American colonies had vast resources that could make them powerful—if only they could become free of Spanish control. Bolívar returned to South America and joined the movement for independence.

In 1810, a group of rebels in Venezuela removed the Spanish governor from office and took control. The next year Venezuela declared itself independent. By 1813, Bolívar commanded the army. In 1814, however, the Spanish fought back and defeated his troops, forcing him to flee the country.

During Bolívar's exile, he called for all Spanish colonies to rise against European rule to "avenge three centuries of shame." In 1814, he wrote a famous call to arms, *The Letter from Jamaica*, which outlined a plan to create republics reaching from Mexico to Argentina and Chile. Unable to win British or American support, he turned to Haiti. With money and guns from this newly independent republic, he returned to Venezuela to face the largest army Spain had ever sent across the Atlantic.

From 1815 to 1817, neither side won any decisive battles. However, Bolívar began to build the foundation of victory. He declared the end of slavery to be one of his goals, thus winning wider support. He made alliances with two groups of guerrilla soldiers, who harassed the Spanish army. He also hired veteran European troops. Then in 1819, he devised a daring plan to cross the Andes Mountains and surprise the Spanish. His army of 2,000 first had to cross the hot jungles of the Orinoco River

and then the freezing mountain passes. Many died, but Bolívar's army was strong enough to defeat the Spanish in four different battles.

Bolívar returned to the city of Angostura, Venezuela, and joined a congress working on forming the new government. With his urging, members voted to create the republic of Gran Colombia, which would include modern Colombia, Ecuador, and Venezuela. "The lessons of experience should not be lost on us," he said. Europe had too many countries that constantly fought each other. "A single government," he argued, "may use its great resources [to] lift us to the summit of power and prosperity." Bolívar was named president and military dictator of the new republic.

Bolívar won independence for Venezuela in 1821 and Ecuador in 1822. He freed Peru from Spain in 1824 and Upper Peru in 1825, which renamed itself Bolivia. He was president of Gran Colombia, Peru, and Bolivia. Bolívar hoped that these nations would unite and thus become stronger.

Others did not share this vision. Even Bolívar's closest allies in the fight for independence believed that there should be several countries, not one large one. By 1826, civil war had broken out. Two years later, Bolívar reacted to the crisis by declaring himself military dictator. Opponents attacked his palace and tried to assassinate him. The Liberator was now seen as an enemy of the state. Venezuela withdrew from Gran Colombia, and Ecuador followed. Finally, with his body wracked by tuberculosis and his heart sick over the conflict, Bolívar retired in 1830. He died later that year.

Questions

- Perceiving Relationships** Was Bolívar a better military or political leader? Explain.
- Organizing Facts and Details** What lesson did Bolívar draw from European history? What did he suggest doing in South America to prevent this problem?
- Making Judgments** Would you say that Bolívar was a success or a failure? Explain.

1. _____

2. _____

3. _____

4) _____

36 Unification of Italy, 1858–1870

1. Have students use their text or a reference map to locate and label the following:

Savoy •	Austria •
Lombardy •	Trieste
Modena •	Milan •
Papal States •	Kingdom of the
France •	Two Sicilies •
Venice •	Piedmont •
Florence •	Parma •
Ottoman Empire.	Tuscany •
Nice •	Sardinia •
Venetia •	Switzerland •
Romagna	Rome •
Corsica •	Turin

2. Ask students to use different colors or different patterns to shade the Kingdom of Sardinia in 1858, the area added to Sardinia in 1859 and 1860, the area added to Italy in 1866, and the area added in 1870.

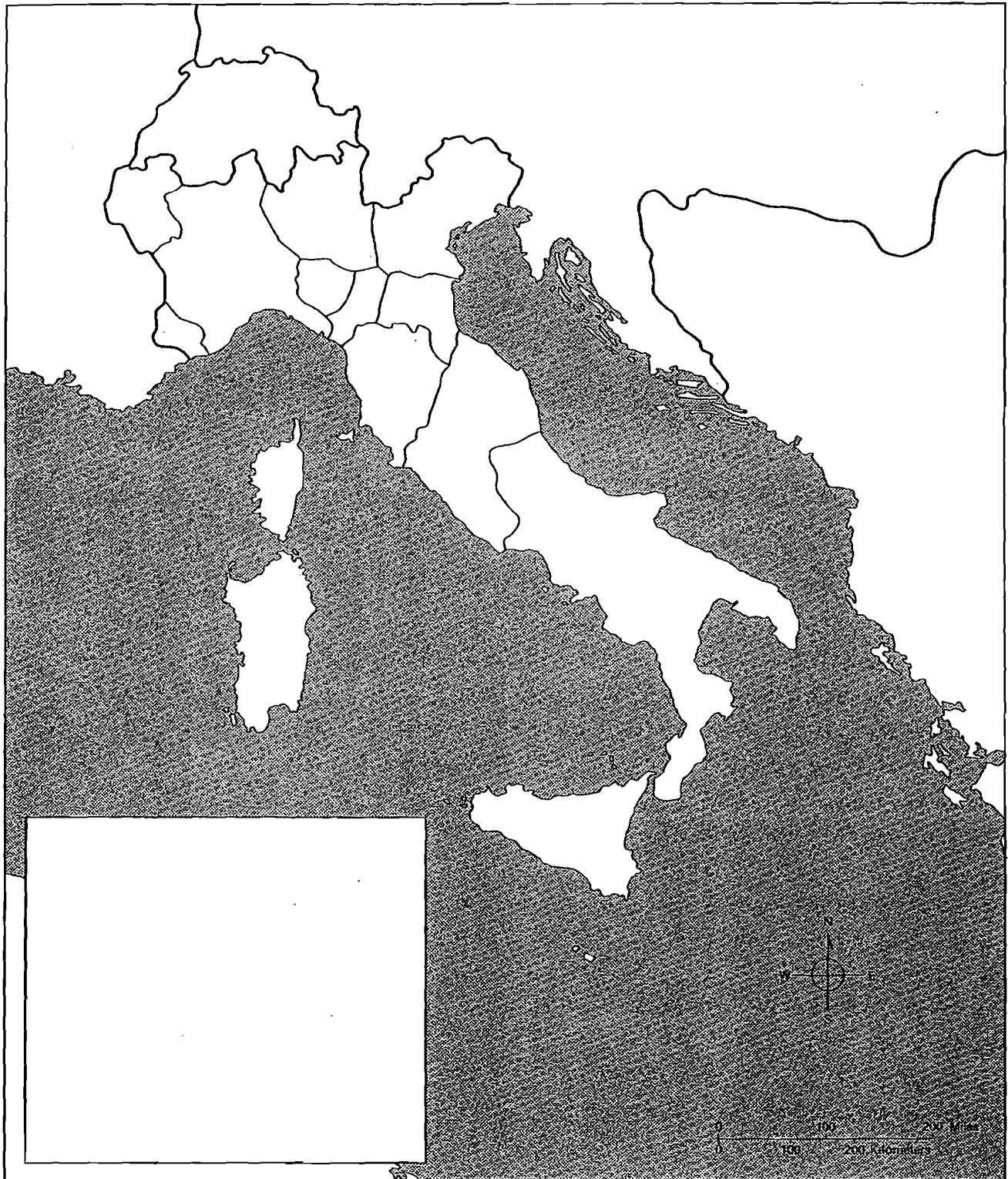
3. Have students create a key in the blank box.

4. Ask: (a) What area was added to Italy in 1866? (b) What was the last area added to Italy?

5. **Critical Thinking** In what way was Italy unified geographically before it was unified politically?

36 Unification of Italy, 1858-1870

16



(17)

37 Unification of Germany, 1865–1871

1. Have students use their text or a reference map to locate and label the following:

Denmark •	East Prussia •
Lorraine •	Netherlands •
Bavaria •	Austria-Hungary •
West Prussia •	Westphalia •
Belgium •	Saxony •
Switzerland •	Brandenburg •
Hanover •	France •
Alsace •	Russian Empire •
Mecklenburg •	Schleswig-Holstein •

2. Ask students to use different colors or different patterns to shade Prussia in 1865, territory annexed by Prussia in 1866, states joined with Prussia in 1867, and territory added to form the German Empire in 1871.

3. Have students create a key in the blank box.

4. Ask: (a) Name two states that became part of the German Confederation in 1867. (b) What part of Germany remained outside the Confederation until 1871?

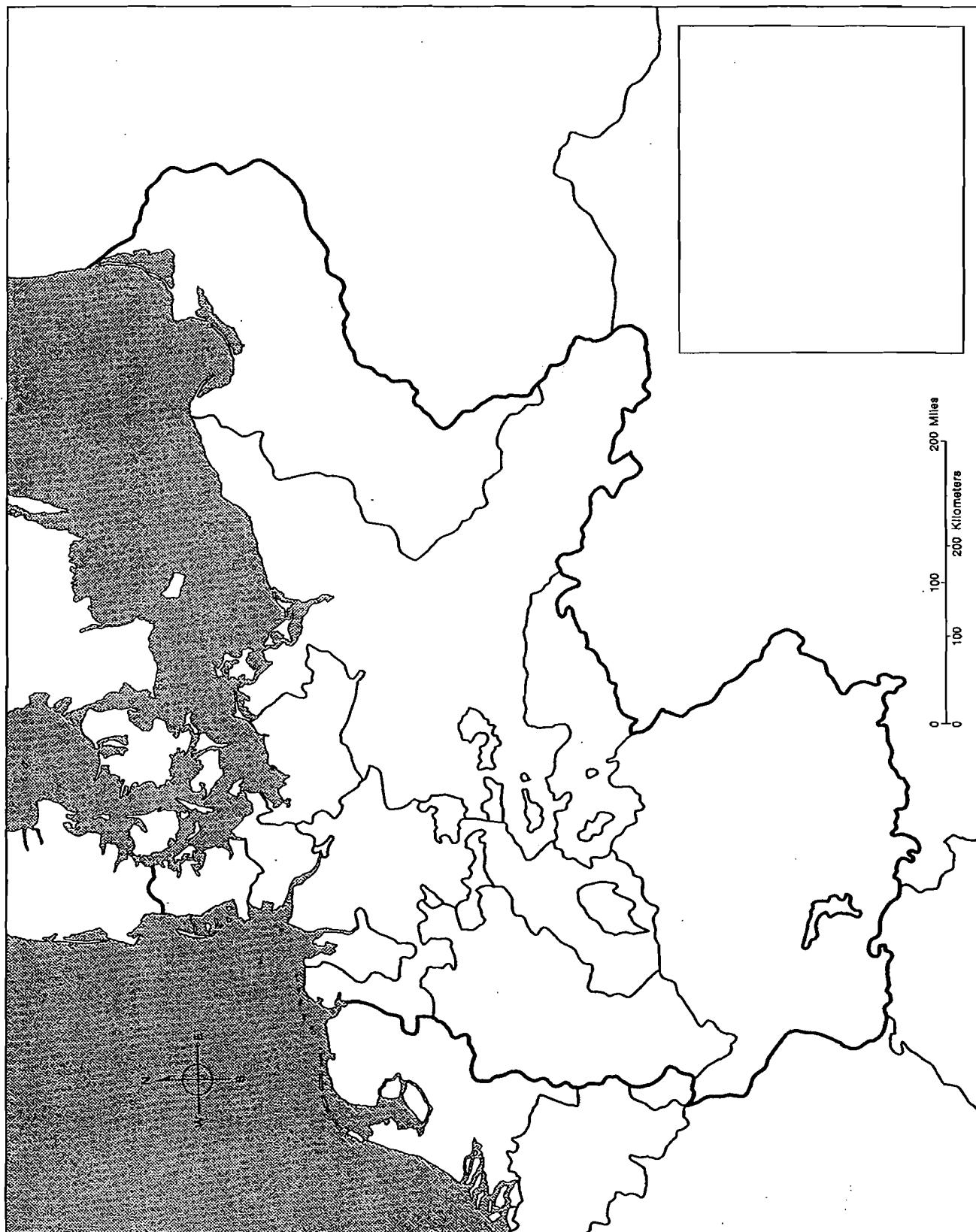
5. **Critical Thinking** (a) What neighboring states lost territory to the German Empire? (b) Which was most likely to seek revenge? Explain.

Name _____

Date _____

18

37 Unification of Germany, 1865-1871





Name _____
Class _____

PIUS IX DEFENDS PAPAL INDEPENDENCE

By 1861, all of Italy except the Papal States had been united into a single nation. All during the 1860's, the pope refused to change his position on the sovereignty of those states. In 1871, he issued an encyclical, or papal letter, explaining his position.

We deem it an obligation imposed upon us by our Holy Apostolic office solemnly to declare through you to the entire world that not merely the so-called "guarantees," . . . but all the titles, honors, immunities, and privileges of whatever nature which may be included under the name of securities or "guarantees" can in no way suffice to maintain the free exercise of the powers which God has granted us and preserve the freedom which is essential to the Church. . . .

For it must be clearly evident to all that the Roman Pontiff, if he be subjected to the dominion of another prince and is no longer actually in possession of sovereign power himself, cannot escape (whether in respect to his personal conduct or the acts of his apostolic office) from the will of the ruler to whom he is subordinated, who may prove to be a heretic, a persecutor of the Church, or be involved in war with other princes. Indeed, is not this very concession of guarantees in itself a clear instance of the imposition of the laws upon us,—upon us on whom God has bestowed

authority to make laws relating to the moral and religious order,—on us who have been designated the expounder of natural and divine law throughout the world?

We should render ourselves unworthy should we consent to accept from princes of this world these our rights, diminished and dishonored in the form they are tendered to us. For Christian princes are sons, not rulers, of the Church. . . .

God grant that the princes of the earth (who are vitally interested in taking measures to prevent such an act of usurpation as that from which we now suffer from being perpetrated, to the destruction of all law and order) may combine with unanimous wills and hearts and endeavor to allay the dissensions and disorder to which rebellion has given rise, and put an end to the fatal machinations of faction in order that the Holy See may be restored to its rights, the visible head of the Church once more enjoy his complete freedom, and civil society again rejoice in the peace for which it has so long yearned.

1. According to the pope, who has granted the Church the "free and unrestricted exercise" of its powers? _____

2. In your own words, why does the pope oppose a unified Italy that includes the Papal States?

3. (a) What, according to the pope, is the proper relationship between Christian princes and the Church?

(b) How might the surrender of the Papal States change this relationship?

4. Why, in your opinion, were the Papal States important to the nationalists?

Bismarck and William I: Analyzing a Primary Source

The following selection is adapted from Bismarck's memoirs, published in 1898. In this selection, Bismarck recalls his early association with William I. Read the selection and answer the questions that follow.

I was received by King William on September 22, 1862. The situation became clear to me when His Majesty said "I will not continue as king if I am to rule according to the will of the majority of parliament, and I can no longer find any cabinet ministers who are prepared to conduct my government without subjecting themselves and me to the will of parliament. I have therefore decided to lay down my crown."

After a good deal of discussion, the king asked me whether I was prepared as a cabinet minister to advocate the reorganization of the army, and when I agreed he asked me whether I would pursue this policy if the parliament were opposed. When I asserted my willingness, he declared, "Then it is my duty, with your help, to attempt to continue the battle, and I shall not abdicate."

I succeeded in convincing him that it was not a question of Liberal or Conservative, but rather of monarchical rule or parliamentary government, and that this last alternative should be avoided at all costs, if even by a period of dictatorship. I told him, "I will rather die with the king than forsake Your Majesty in the contest with parliamentary government."

Late in September, after being named prime minister, I gave a speech that created some excitement. I had said that we will not get nearer the goal of German unification by speeches, associations, and decisions of majorities. Only blood and iron, I stated, would settle the issue. I insisted that parliament must place the greatest possible weight of blood and iron in the hands of the king of Prussia.

The king feared the consequences of this speech, predicting that my policies would result in our execution. I responded by saying to him that "we must all die sooner or later, and can we perish more honorably? I fighting for my king's cause, and Your Majesty sealing with your own blood your rights as king by the grace of God."

1. (a) Why did William I threaten to abdicate? _____

- (b) Why did he decide not to abdicate? _____

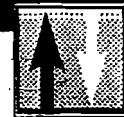
2. What image does Bismarck present of himself? _____

3. What picture does he draw of his relationship with William I? _____

4. (a) What does Bismarck say is necessary for the unification of Germany? _____

- (b) What did he mean? _____

Chapter 21 Viewpoint Activity



While history credits German chancellor Otto von Bismarck with making Germany a united country (textbook pages 624-625), historians differ about his accomplishments. Below, two contemporary historians comment on Bismarck and his techniques. ♦ As you read, think about the picture each writer presents. Then, on a separate sheet of paper, answer the questions that follow.

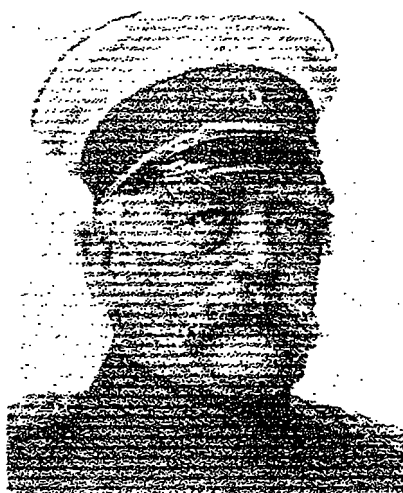
Bismarck and His Strategies

L.C.B. Seaman:

The first of these [mistakes] is the interpretation "Bismarck unified Germany." He did not. He did not even want to. He annexed, conquered or absorbed into Prussian control all the states of the old German Confederation except Austria, added thereto Slesvig, Alsace and Lorraine and called the result "The German Empire." It was a German Empire, certainly, but it was not, and Bismarck never intended it to be, the German Empire. It excluded, deliberately, all the Germans living within the Habsburg territories of Austria and Bohemia. Thus Bismarck's German Empire was based on the division of Germany, not its unification. . . .

The second interpretation which should be abandoned is that Bismarck planned the events of the sixties in advance, and that when he planned them the results were always what he had intended.

. . . This view of Bismarck as the dynamic ruthless realist planning the whole of this campaign brilliantly and wickedly in advance is based not on the facts but on a legend; a legend created by Bismarck to minister to his own vanity as an individual and to the cause of his indispensability as a politician.



Norman Rich:

Bismarck was an artist in statecraft as Napoleon had been an artist in war. Like Napoleon's campaign strategy, Bismarck's policy was never bound by fixed rules or preconceptions. While remaining aware of long-term goals and broad perspectives, he concentrated on the exigencies [needs] of the moment. . . . He did not only take into account the most obvious moves of his opponents; he was prepared to deal with every conceivable move, even the most stupid, which if unanticipated might upset the cleverest calculations. Much of his success depended on patience and timing. He once compared himself to a hunter inching forward through a swamp to shoot a grouse while one false step might cause him to sink into a bog.

Bismarck's outstanding quality, and the one he himself valued most highly in a statesman, was the ability to choose the most opportune and least dangerous political course.

Sources: (1) *Vienna to Versailles*, by L.C.B. Seaman (Methuen, 1955; Harper & Row, 1963); (2) *The Age of Nationalism and Reform, 1850-1890*, by Norman Rich (W.W. Norton, 1977).

Questions to Discuss

1. Why does Seaman, the first historian quoted, say that the empire Bismarck created was not really a unified German empire?
2. What do the two writers say about Bismarck's methods of planning and carrying out strategy?
3. **Checking Consistency** If Bismarck could have read these two historians' interpretations, which one do you think would have pleased him more? Why?

1. _____

2. _____

3. _____

4

(23)

Name _____

Class _____

Date _____

Basic Skills Worksheet

Topic: British and French Economies (1700–1800)

Skill: Using Statistics

Use the statistics in the table below to compare the economies of France and Great Britain in the eighteenth century. To facilitate the comparison, the year 1700 has been chosen as the base year and assigned an index of 100. Measurements for later years may then be compared to the base year.

FRANCE AND GREAT BRITAIN IN THE EIGHTEENTH CENTURY:
BASIC ECONOMIC STATISTICS

	[France]			[Britain]		
	1700	1780	1800	1700	1780	1800
Agricultural Production	100	155	177	100	126	143
Industrial Production	100	197	387	100	454	700
Total Production	100	169	202	100	167	251
Income per Person	100	127	142	100	129	160

Source: Walter W. Rostow, *How It All Began: Origins of the Modern Economy*

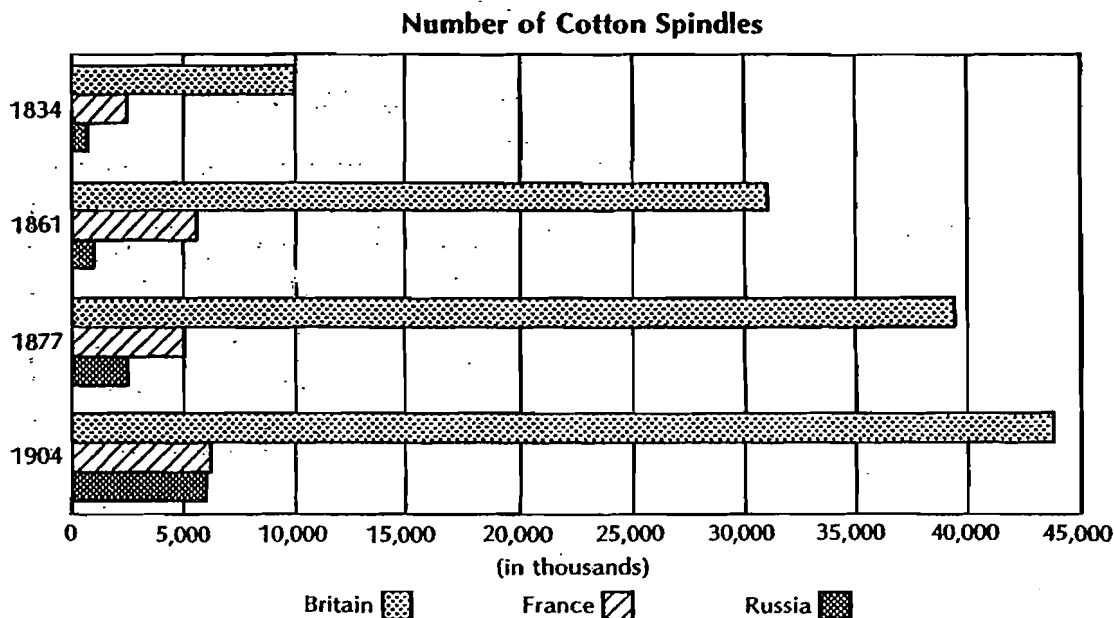
Fill in the blanks in each sentence with data from the table.

1. Between the years 1700 and 1800, agricultural production in France increased _____ index points. Between the same years in Britain, agricultural production increased _____ index points.
2. Between the years 1700 and 1800, total production in France increased _____ index points. Between the same years in Britain, total production increased _____ index points.
3. Which country, France or Britain, had the greater increase in income per person between 1780 and 1800? _____
4. Which country, France or Britain, had the greater increase in industrial production between 1700 and 1800? _____
5. Use the table to determine in which country, France or Britain, overall economic growth in the years 1700 to 1800 was greater. _____ Explain your answer. _____

What information in your text accounts for this difference? _____

Growth of the Cotton Industry: Reading Graphs

The following graph shows the number of cotton spindles used in Britain, France, and Russia over several years. Study the graph carefully and answer the questions that follow.



Source: *Before the Industrial Revolution* by Carlo M. Cipolla.

Part I

- (a) About how many spindles did Britain have in 1834? _____ (b) About how many spindles did France have in 1861? _____ (c) About how many spindles did Russia have in 1904? _____
- (a) In which country did the number of spindles increase the most between 1834 and 1861? _____ (b) In which country did the number of spindles decrease between 1861 and 1877? _____

Part II Check the statements that are supported by the graph.

1. In 1834, France produced more cotton than Russia. _____
2. Britain produced the finest quality cotton. _____
3. Britain's capacity to produce cotton increased between 1834 and 1904. _____
4. In 1904, Russia had more people employed in the cotton industry than France. _____
5. In 1834, Britain had more cotton spindles than France and Russia combined. _____

Name _____
 Class _____

Chapter

◆ Section (pages

BEGINNER'S LUCK

Edmund Cartwright was an unlikely inventor. An Anglican minister, he had no interest in or knowledge of machinery until, at the age of 41, he happened to visit Sir Richard Arkwright's cotton-spinning mills. In the following selection, Cartwright describes the outcome of that visit.

Happening to be at Matlock in the summer of 1784, I fell in company with some gentlemen of Manchester, when the conversation turned on Arkwright's spinning machine. One of the company observed, that as soon as Arkwright's patent expired, so many mills would be erected, and so much cotton spun, that hands never could be found to weave it. To this observation I replied, that Arkwright must then set his wits to work to invent a weaving mill. This brought on a conversation on the subject, in which the Manchester men unanimously agreed that the thing was impracticable and, in defence of their opinion, they adduced arguments which I certainly was incompetent to answer. . . having never at that time seen a person weave. . . .

Some little time afterwards, a particular circumstance recalling this conversation to my mind, it struck me that, as in plain weaving, according to the conception I then had of the business, there could only be three movements,

which were to follow each other in succession, there would be little difficulty in producing and repeating them. Full of these ideas, I immediately employed a carpenter and smith to carry them into effect. . . . As I had never before turned my thoughts to any thing mechanical, either in theory or practice, nor had ever seen a loom at work . . . you will readily suppose that my first loom was a most rude piece of machinery.

It required the strength of two powerful men to work the machine at a slow rate, and only for a short time. Conceiving, in my great simplicity that I had accomplished all that was required, I then secured what I thought a most valuable property, by a patent. . . . This being done, I then condescended to see how other people wove, and you will guess my astonishment, when I compared their easy modes of operation with mine. Availing myself of what I then saw, I made a loom, in its general principles nearly as they are now made.

1. According to the gentlemen at Matlock, what circumstance would limit the nation's output of cloth once the patent for Arkwright's spinning machine expired?

2. Why was Cartwright's first loom impractical?

3. What experience allowed Cartwright to improve his initial invention?

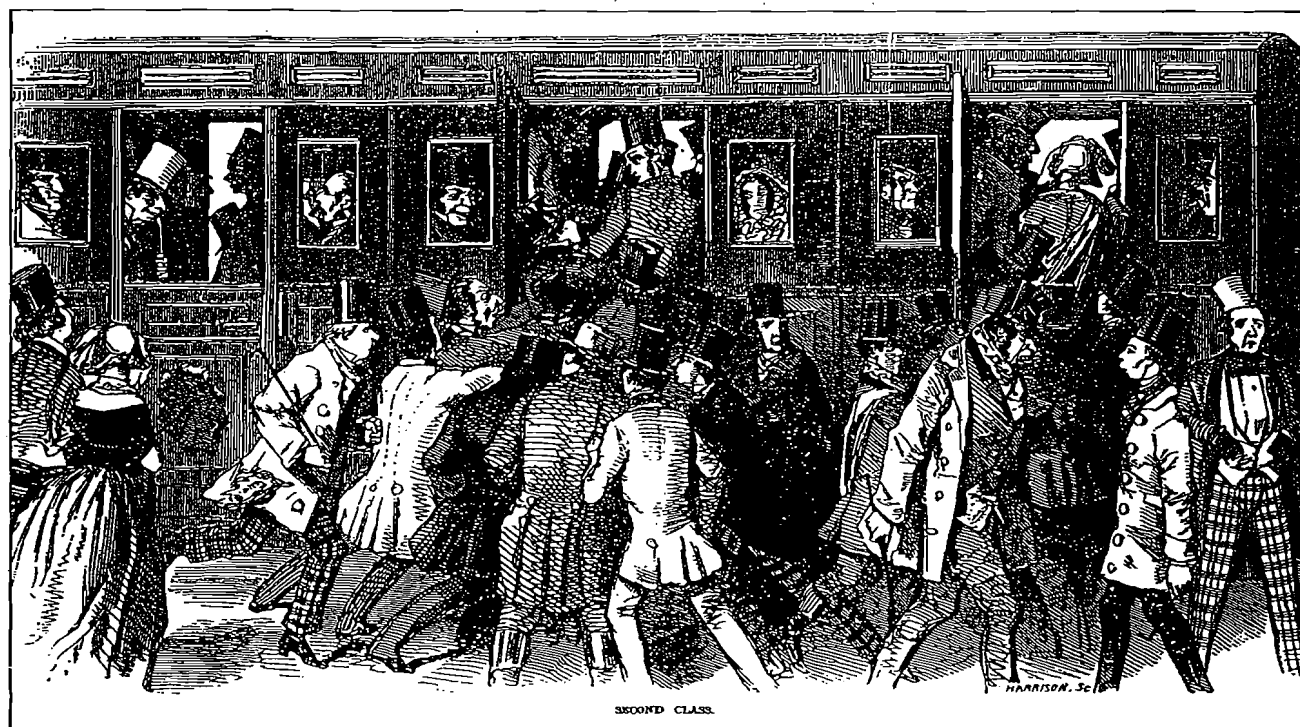
4. How do Cartwright's attitudes reflect the entrepreneur spirit of the Industrial Revolution?

THE BRITISH CLASS SYSTEM

The Industrial Revolution caused major changes in Britain's social classes, creating both a prosperous middle class and a new class of urban workers. These newspaper cartoons depict the three classes as they existed in mid-eighteenth century London.

26

GOING TO THE EPSOM RACE BY TRAIN

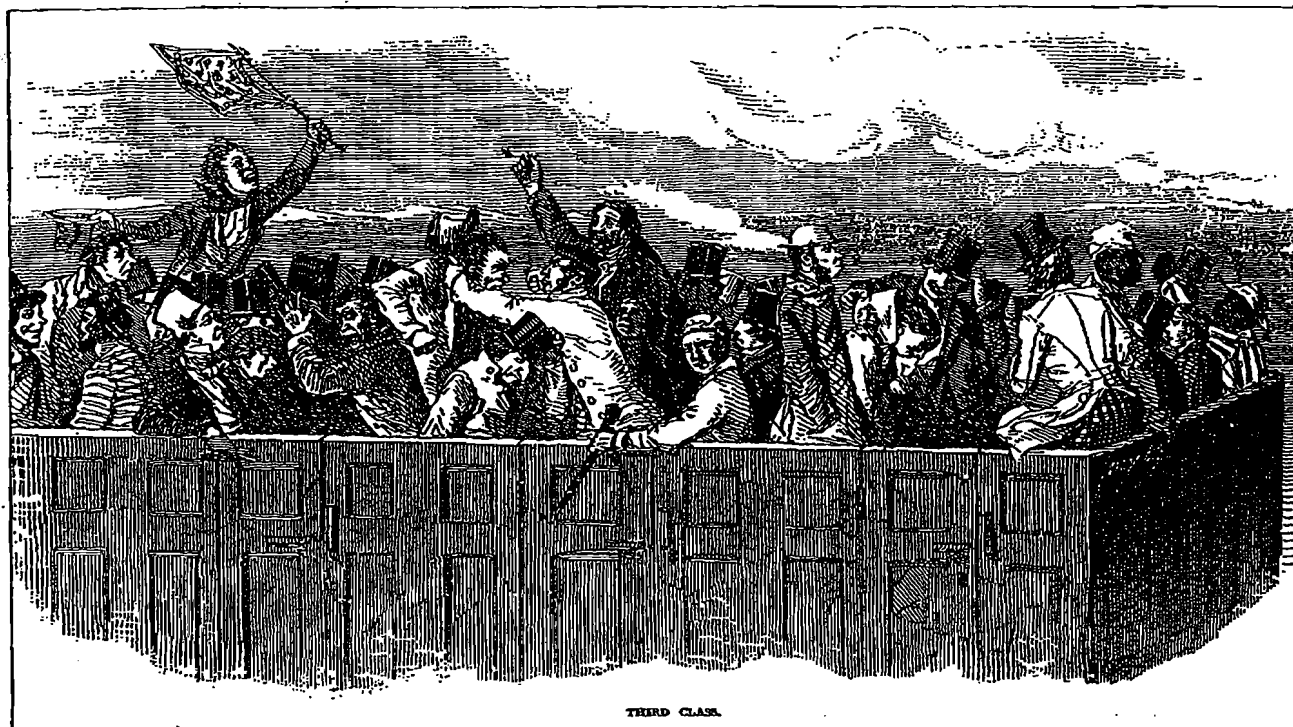


(27)

Name _____
Class _____

Chapter

◆ Section (pages •

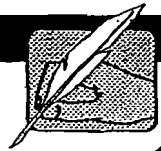


1. What kind of vehicle is pictured in all three segments of the cartoon?

2. What is the destination of each vehicle?

3. What does the cartoon reveal about the differences in clothing, comfort, and attitudes of the three classes?

Chapter 20 Primary Source Activity



28

The development of railroads in Britain (textbook page 514) made that country a leader in the Industrial Revolution. In 1830, the Kembles, a well-known family of actors and theater directors, were in Liverpool when George Stephenson made a trial run of his railroad. Fanny Kemble, a 21-year-old actress, was thrilled to be Stephenson's guest and wrote about her adventure in a letter. ♦ As you read, imagine how different train travel was from anything people had experienced before. Then, on a separate sheet of paper, answer the questions that follow.

Riding the Liverpool-Manchester Line

And now I will give you an account of my yesterday's excursion. A party of sixteen persons was ushered into a large court-yard, where . . . stood several carriages of a peculiar construction, one of which was prepared for our reception. It was a long-bodied vehicle with seats placed across it, back to back; the one we were in had six of these benches. . . . The wheels were placed upon two iron bands, which formed the road, and to which they are fitted, being so constructed as to slide along without any danger of hitching or becoming displaced. . . .

. . . We were introduced to the little engine which was to drag us along the rails. She (for they make these curious little fire-horses all mares) consisted of a boiler, a stove, a small platform, a bench, and behind the bench a barrel containing enough water to prevent her being thirsty for fifteen miles—the whole machine not bigger than a common fire-engine. She goes upon two wheels, which are her feet, and are moved by bright steel legs called pistons; these are propelled by steam. . . .

. . . This snorting little animal, which I felt rather inclined to pat, was then harnessed to our carriage, and Mr. Stephenson having taken me on the bench

of the engine with him, we started at about ten miles an hour. The steam-horse being ill adapted for going up and down hill, the road was kept at a certain level, and appeared sometimes to sink below the surface of the earth, and sometimes to rise above



ILLUSTRATION/PHOTO CREDIT: BETTMANN

it. Almost at starting it was cut through the solid rock, which formed a wall on either side of it, about sixty feet high. You can't imagine how strange it seemed to be journeying on thus, without any visible cause of progress other than the magical machine, with its flying white breath and rhythmical, unvarying pace, between these rocky walls. . . .

We had now come fifteen miles, and stopped where the road traversed a wide and deep valley. . . . We then rejoined the rest of the party, and the engine having received its supply of water, the carriage was placed behind it, for it cannot turn, and was set off at its utmost speed, thirty-five miles an hour, swifter than a bird flies. . . . You cannot conceive what that sensation of cutting the air was; the motion is as smooth as possible, too.

Source: *Records of a Girlhood*, by Frances Ann Kemble (Henry Holt and Co., 1879).

CHAPTER 20

Questions to Think About

1. What were the engine and carriages like, according to Fanny Kemble's letter?
2. How does Kemble describe the sensations of riding on this railroad train?
3. **Determining Relevance** People called early railroads the "iron horse," and Kemble also compares the engine to a horse. Find some examples and then explain why people made this comparison.
4. **Activity** Think of the first time you traveled in an unfamiliar way—perhaps your first airplane flight or your first trip by train. Then write a letter describing your sensations at this new way of travel.



Name _____
Class _____
Date _____

Independent Practice Worksheet 22.4

Industry changed ways of life.
(pages 483–487)

Answer the following questions as if you were a person living in the nineteenth century.

1. (a) You are a resident of an English industrial city in the early 1800's. What improvements would make your city a better place to live?

(b) How would you seek to implement these changes?

2. (a) You are an adult working in an English factory in the early nineteenth century. What conditions would you want to change?

(b) How would you seek to implement these changes?

3. (a) You are a child working in an English coal mine in the early nineteenth century. What conditions would you want to change?

(b) As a child, how would you have been affected by the passage of the Factory Act in 1833?

**THINKING
SKILL
WORKSHEET**

53

Name _____ Date _____

Factory Conditions: Using Conflicting Sources

During the Industrial Revolution, there were conflicting views about working conditions in factories. The first of the following selections is adapted from a book published in 1835 by Andrew Ure, a prominent British scientist. The second selection is adapted from testimony given to Parliament by Michael Crabtree, a factory worker, in 1832. Crabtree was questioned by Michael Thomas Sadler, a member of Parliament. Read both selections and answer the questions that follow.

Andrew Ure

Of all the common prejudices that exist with respect to factory labor, none is more unfounded than the one that holds the work to be difficult. In an establishment for spinning or weaving cotton, all the hard work is performed by the steam engine. The worker has literally nothing to do in general, but occasionally join the thread that breaks or perform other easy tasks. It is far from being true that work in a factory goes on without interruption. Thus, children in factories often have much idle time. . . . If a child remains during twelve hours a day, for nine hours he performs no actual labor. A spinner told me that during those intervals he had read through several books.

Michael Crabtree

SADLER: At what age did you first go to work in a factory?

CRABTREE: Eight.

SADLER: Will you state the hours of labor . . . in ordinary times?

CRABTREE: From 6 in the morning to 8 at night.

SADLER: Were you always there on time?

CRABTREE: No.

SADLER: What was the consequence if you had been too late?

CRABTREE: I was most severely beaten.

SADLER: Will you state to the Committee whether piecening (joining broken threads) is difficult work for children?

CRABTREE: It is very difficult work. Pieceners are continually running to and fro, and on their feet the whole day.

SADLER: So that the work is not only continual, but it is unceasing to the end?

CRABTREE: It is unceasing to the end.

1. What facts about factory labor in Britain can be learned from these sources? _____

2. On what points do Ure and Crabtree disagree? _____

3. How might this disagreement be explained? _____

4. What additional evidence might help to resolve the contradiction between the two points of view? _____

THE PLIGHT OF MINERS

The conditions under which many workers lived during the early part of the Industrial Revolution are hard to imagine today. The following excerpts are taken from the testimony of two English women who appeared before a Parliamentary commission in 1842.

The Evidence of Isabel Wilson, 38 years old, a Coal Putter

When women have children thick [often] they are compelled to take them down [into the mines] early, I have been married 19 years and have had 10 bairns [children]; ... [My] last child was born on Saturday morning, and I was at work on the Friday night. ...

None of the children read, as the work is no regular. I did read once, but no able to attend to it now; when I go below [my] lassie 10 years of age keeps house ...

Nine sleep in two bedsteads ... and the whole of the other furniture consisted of two chairs, three stools, a table, a kail-pot [soup-pot], and a few broken basins and cups. Upon [being asked] ... if the furniture was all they had, the guid [good] wife said, furniture was of no use ...

The Evidence of Patience Kershaw, Aged 17, "An Ignorant, Filthy, Ragged, and Deplorable-Looking Object"

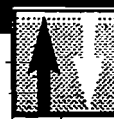
My father has been dead about a year, my mother is living and has ten children, five lads and five lassies; the oldest is about thirty, the youngest is four, ...

I never went to day-school, I go to Sunday-school, but I cannot read or write; I go to pit at five o'clock in the morning and come out at five in the evening; I get my breakfast of porridge and milk first; I take my dinner with me, a cake, and eat it as I go; I do not stop or rest any time for the purpose; I get nothing else until I get home, and then have potatoes and meat, not every day meat. I [work] in the clothes I have now got on, trousers and a ragged jacket ...

1. Where did these two women work? _____
2. Why might furniture have been of no use to Isabel Wilson?

3. (a) What hours did Patience Kershaw spend at work? _____
(b) How much of this time did she actually labor? _____
4. What do these selections reveal about the living conditions, education, home life, and attitudes of working class women in eighteenth-century London?

5. The title of the second selection refers to Patience Kershaw as "an ignorant, filthy, ragged, and deplorable-looking object." What does this statement tell you about the attitudes of those serving on the Parliamentary commission?

Chapter 22 Viewpoint Activity

As great cities mushroomed in the Industrial Revolution (textbook pages 440-441), city life changed. Some people found great cities exciting; others found them appalling, even frightening. In these two letters to their families, the composer Felix Mendelssohn and the historian Thomas Carlyle give their views of London in the 1820s. ♦ As you read, think about each writer's reaction. Then, on a separate sheet of paper, answer the questions that follow.

Looking at London in the 1820s**Thomas Carlyle (December 14, 1824)**

Of this enormous Babel of a place I can give you no account in writing: it is like the heart of all the universe; and the flood of human effort rolls out of it and into it with a violence that almost appalls one's very sense. Paris scarcely occupies a quarter of the ground, and does not seem to have the twentieth part of the business. O that our father [saw] Holborn in a fog! with the black vapour brooding over it, absolutely like fluid ink; and coaches and wains [wagons] and sheep and oxen and wild people rushing on with bellowings and shrieks and hundering din, as if the earth in general were gone distracted. . . .

There is an excitement in all this, which is pleasant as a transitory feeling, but much against my taste as a permanent one. I had much rather visit London from time to time, than live in it. There is in fact no right life in it that I can find: the people are situated here like plants in a hot-house, to which the quiet influences of sky and earth are never in their unadulterated¹ state admitted.

¹ pure

Felix Mendelssohn (May 1, 1829)

I am in very good health: London life suits me excellently. I think the town and the streets are beautiful. Again I was struck with awe when I drove in an open cabriolet [carriage] yesterday to the City, along a different road, and everywhere found the same flow of life, everywhere green, yellow, red bills [posters] stuck on the houses from top to bottom, or gigantic letters painted on them, everywhere noise and smoke, everywhere the ends of the streets lost in fog. Every few moments I passed a church, or a market-place, or a green square, or a theatre, or caught a glimpse of the Thames [river]; on which the steamers can now go right through the town under all the bridges, because a mechanism has been invented for lowering

the large funnels like masts. To see, besides, the masts from the West India Docks looking across, and to see a harbour as large as Hamburg's treated like a pond, with sluices, and the ships arranged not singly but in rows, like regiments—all that makes one's heart rejoice over the great world.

Source: Both from *Pandemonium, 1660-1886*, by Humphrey Jennings, ed. Mary-Lou Jennings and Charles Madge (Free Press/Macmillan, 1985).

Questions to Discuss

1. What aspects of the city of London make a strong impression on both writers?
2. What signs of business and commerce does Mendelssohn notice on the houses?
3. **Making Comparisons** In what ways do the two writers agree in their reactions to the city of London? How do their reactions differ?

33

1. _____

2. _____

3. _____

4

Name _____
Class _____
Date _____

Critical Thinking Worksheet 22

34

Topic: Women in the Industrial Revolution

Skill: Solving Problems/Making Decisions

Although the Industrial Revolution changed the lives of all workers, it particularly affected working women. The long hours and the hazardous and unhealthy working conditions—whether in the textile mills or the coal mines—took their toll of women's health. This was especially true of working mothers who carried their customary workload within the home. The excerpt below describes how various groups responded to the needs and problems of working women. Read the excerpt and answer the questions that follow.

Middle- and upper-class Europeans were appalled at the social consequences of industrialization . . . the working woman was portrayed as a victim; her image was fixed as someone to be pitied because she had to work . . . For many, the women's work was a question of morality. The working classes in the nineteenth century seemed dangerous to those in power, and the working woman figured simultaneously as the symbol and cause of that danger . . .

. . . Hearings of the British Parliament in the 1840's . . . arose from concern about the terrible conditions in which the working classes seemed to live and work. Getting people to talk about themselves and to reveal the details of their lives, researchers, parliamentary officials, and governmental agents drew a sordid picture of the working woman.

. . . Instead of improving working conditions

Source: *Changing Lives: Women in European History since 1700*, by Bonnie G. Smith

generally, Parliament [produced legislation that] restricted women's workday to ten hours and banned them from work in the pits (mines) in the 1840's. Because their towns offered little besides mining work, the latter restriction was particularly disastrous. Thousands of women thus became unemployed . . .

. . . [For working-class women] motherhood involved not just caring for their children but earning money to support them . . . The first labor legislation . . . impinged on the women's own idea of what motherhood involved—providing for their families. Making working women into [a special category], legislators allowed them to receive lower wages and to be treated worse than before. Thus legislation covering the woman worker . . . defined her as woman rather than worker and emphasized male-female differences rather than common working-class interests.

1. What were middle- and upper-class views concerning working women? _____

2. What action did the government take in response to the poor working and living conditions? _____

3. To what extent did these actions deal with the needs and problems of women workers? _____

4. Do you think government was justified in treating women workers as a special category? Explain your answer. _____

35

Name _____
Class _____

Chapter

◆ Section (pages

THE COMMUNIST MANIFESTO

In 1847, Karl Marx and Friedrich Engels published the *Communist Manifesto* as a platform for the Communist League, a small German workers' party. In the excerpt below, they present their view of "bourgeois society."

The history of all hitherto existing society is the history of class struggles. Freeman and slave, patrician and plebeian, lord and serf, guildmaster and journeyman, in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary reconstitution of society at large, or in the common ruin of the contending classes. . . .

The modern bourgeois society that has sprouted from the ruins of feudal society, has not done away with class antagonisms. It has but established new classes, new conditions of oppression, new forms of struggle in place of the old ones.

Our epoch, the epoch of the bourgeoisie, possesses, however, this distinctive feature: It has simplified the class antagonisms: Society as a whole is more and more splitting up into two hostile camps, into two classes directly facing each other—bourgeoisie and proletariat. . . .

The bourgeoisie, wherever it has got the upper hand, has put an end to all feudal, patriarchal, idyllic relations. It has pitilessly torn asunder the motley feudal ties that bound man to his "natural superiors," and has left no other bond between man and man than naked self-interest, than callous "cash payment." It has drowned the most heavenly ecstasies of religious fervor, of chivalrous enthusiasm, of philistine sentimentalism, in the icy water of egotistical calculation. It has resolved personal worth into exchange value, and in place of the numberless indefeasible chartered freedoms, has set up that single, unconscionable freedom—Free Trade. In one word, for exploitation, veiled by religious and political illusions, it has substituted naked, shameless, direct, brutal exploitation.

The bourgeoisie has stripped of its halo every occupation hitherto honored and looked up to with reverent awe. It has converted the physician, the lawyer, the priest, the poet, the man of science into its paid wage-laborers.

1. According to Marx and Engels, on what struggle is the history of society based? _____
2. Who is the oppressed in each of the following relationships? (a) patrician and plebeian (b) guildmaster and journeyman (c) bourgeoisie and proletariat

3. According to Marx and Engels, there has always been oppression. Why, then, do they feel that their epoch is worse than previous epochs?

4. (a) According to Marx and Engels, what ties bound the lord to his serfs?

(b) What ties now bind the bourgeoisie to the proletariat?

(c) Why do Marx and Engels believe that the ties between a lord and his serfs were more acceptable than those between the bourgeoisie and proletariat?

CHAPTER

8

Section 1

GUIDED READING

*Latin American Peoples
Win Independence*

A. Recognizing Facts and Details As you read this section, fill out the chart below to help you better understand why and how Latin Americans fought colonial rule.

Independence for Haiti

Reasons	Strategy
1. Why did slaves in the French colony of Saint-Domingue revolt?	2. What events led up to General Dessalines's declaration of independence for Haiti?

South American Wars of Independence

Reasons	Strategy
3. How did events in Europe lead to revolution in the Spanish colonies?	4. What tactics did José de San Martín and Simón Bolívar use to defeat Spanish forces in South America?

End of Spanish Rule in Mexico

Reasons	Strategy
5. What is the significance of the grito de Dolores?	6. What role did Indians, mestizos, and creoles play in Mexico's independence from Spain?

B. Writing Expository Paragraphs On the back of this paper, explain the divisions within Latin American colonial society. In your writing, use the following terms:

*peninsulares**creoles**mulattos*

CHAPTER

8

Section 1

SKILLBUILDER PRACTICE *Hypothesizing*

Historians develop hypotheses to explain why events happened, what the consequences were or might be, and why the events are significant. Like scientists, they test the validity of their hypotheses against historical evidence. In this section, you have read about independence movements in Latin America. In the chart below, write a hypothesis about the role of creoles in the independence movements in Latin America. Then read the passage below and record three facts from the passage in the chart. Tell whether each fact you recorded supports your hypothesis. (See Skillbuilder Handbook.)

In Latin America, creoles took the lead in battles for independence. The creoles had a number of long-standing grievances against Spain. *Peninsulares* held almost all of the high government offices in Spain's Latin American lands. Of some 170 viceroys who held office between 1492 and 1810, for example, only 4 were creoles. One creole aristocrat complained to the Spanish king: that the "viceroys here and their retainers. . . mock, humiliate and oppress us" and deprive creoles of "any honorific office of consequence."

Spain also kept tight control over the economy of its colonies. Merchants in Spanish colonies could trade only with Spain. They could transport their goods only on Spanish ships. The valuable mines

of Mexico and Peru were under direct Spanish control, which the creoles resented.

The direct cause of the Latin American revolts, however, was Napoleon's conquest of Spain in 1808. Napoleon made his brother Joseph king of Spain. Many creoles might have remained loyal to a Spanish king, but they felt no loyalty at all to a Frenchman placed on the Spanish throne by force.

Fighting broke out in 1810 in several parts of Latin America. These wars for independence were complicated and confusing, since loyalties were divided. The viceroys and their armies remained loyal to Spain, as did some creoles. Native Americans and mestizos fought on both sides, often forced into armies against their will.

Hypothesis:

Fact 1:

Fact 2:

Fact 3:

Does it support hypothesis?
yes/noDoes it support hypothesis?
yes/noDoes it support hypothesis?
yes/no

38

Name _____ Date _____

CHAPTER
8

GUIDED READING *Revolutions Disrupt Europe*

Section 2

A. Perceiving Cause and Effect As you read about uprisings in Europe, make notes in the chart to explain the outcomes of each action listed.

1. French citizens' armies win their revolution for liberty and equality.	→	
2. Greeks revolt against the Ottoman Turks.	→	
3. Nationalist groups in Budapest, Prague, and Vienna demand independence and self-government.	→	
4. Charles X tries to set up an absolute monarchy in France.	→	
5. Paris mobs overthrow monarchy of Louis-Philippe.	→	
6. Louis-Napoleon Bonaparte is elected president of France and later assumes the title of Emperor Napoleon III.	→	
7. In the Crimean War, Czar Nicholas I threatens to take over part of the Ottoman Empire.	→	
8. Alexander II issues the Edict of Emancipation.	→	

B. Using Context Clues On the back of this paper, define the following terms:

conservatives liberals radicals nationalism nation-state

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PRIMARY SOURCE **Letter to Thomas Moore**
from George Gordon, Lord Byron

Section 2

The English romantic poet George Gordon, Lord Byron volunteered as a soldier for the Greek cause during the war for Greek independence against the Ottoman Turks. Byron wrote this letter to his friend Thomas Moore, an Anglo-Irish poet, about six weeks before his death at Missolonghi on April 19, 1824. According to Byron's letter, what hardships did he face during wartime?

Missolonghi, Western Greece, March 4, 1824

My dear Moore,

Your reproach is unfounded—I have received two letters from you, and answered both previous to leaving Cephalonia. I have not been “quiet” in an Ionian island, but much occupied with business, as the Greek deputies (if arrived) can tell you. Neither have I continued Don Juan, nor any other poem. You go, as usual, I presume, by some newspaper report or other.

When the proper moment to be of some use arrived I came here; and am told that my arrival (with some other circumstances) has been of, at least, temporary advantage to the cause. I had a narrow escape from the Turks, and another from shipwreck, on my passage. On the 15th (or 16th) of February I had an attack of apoplexy, or epilepsy—the physicians have not exactly decided which, but the alternative is agreeable. My constitution, therefore, remains between the two opinions, like Mahomet's sarcophagus between the magnets. All that I can say is, that they nearly bled me to death, by placing the leeches too near the temporal artery, so that the blood could with difficulty be stopped, even with caustic. I am supposed to be getting better, slowly, however. But my homilies will, I presume, for the future, be like the Archbishop of Grenada's—in this case, “I order you a hundred ducats from my treasurer, and wish you a little more taste.”

For public matters I refer you to Colonel Stanhope's and Capt. Parry's reports and to all

other reports whatsoever. There is plenty to do—war without, and tumult within—they “kill a man a week,” like Bob Acres in the country. Parry's artificers have gone away in alarm, on account of a dispute in which some of the natives and foreigners were engaged, and a Swede was killed, and a Suliote wounded. In the middle of their fright there was a strong shock of an earthquake; so, between that and the sword, they boomed off in a hurry, in despite of all dissuasions to the contrary. A Turkish brig run ashore, etc., etc., etc.

You, I presume, are either publishing or meditating that same. Let me hear from and of you, and believe me, in all events,

Ever and affectionately yours,

N. B.

from W. H. Auden, ed., *George Gordon, Lord Byron: Selected Poetry and Prose* (New York: The New American Library, 1966), 189–190.

Activity Options

1. **Recognizing Point of View** As Thomas Moore, write a letter to your friend Byron in which you inquire about his health, his poetry, his role in the Greek war for independence, and so forth. Share your letter with classmates.
2. **Using Sequential Order** Make a time line to illustrate what happened to Byron after he left Cephalonia. List events that are mentioned in this letter in chronological order.

CHAPTER
8

GUIDED READING *Patterns of Change: Nationalism*

Section 3

A. Drawing Conclusions As you read this section, take notes to answer questions about nationalism as a force for disunity and unity.

How did nationalism lead to the breakup of these empires?

1. Austro-Hungarian	2. Russian	3. Ottoman

How did each of the following help unify Italy?

4. Giuseppe Mazzini	5. Camillo di Cavour	6. Giuseppe Garibaldi

How did each of the following lead to German unification?

7. policy of realpolitik	8. Seven Weeks' War	9. Franco-Prussian War

Recognizing Main Ideas On the back of this paper, explain how **Otto von Bismarck** brought about the crowning of King William I of Prussia as **kaiser** of the Second Reich.

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CHAPTER

8

GEOGRAPHY APPLICATION: MOVEMENT

Languages Fuel Nationalism

Section 3

Directions: Read the paragraphs below and study the map carefully. Then answer the questions that follow.

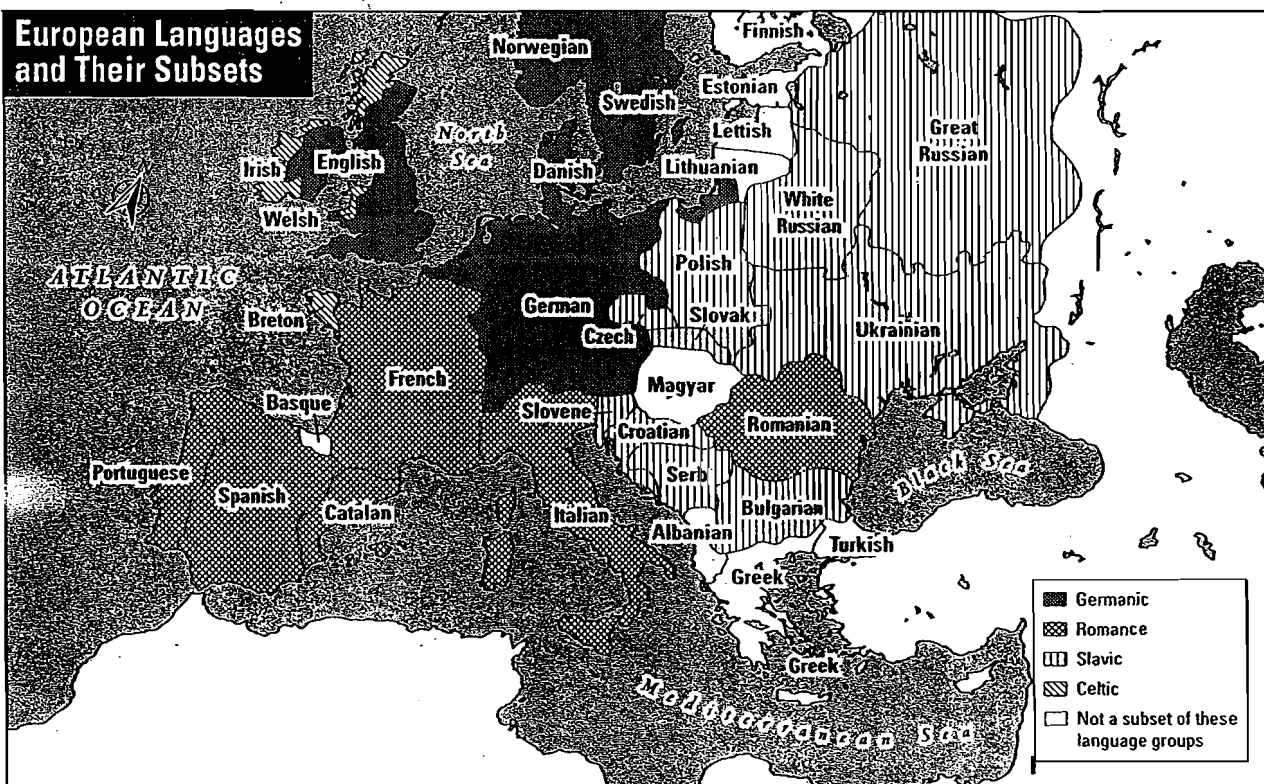
The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

In central Europe, the idea of a national language sparked ideas of forming one nation. The German people, though divided into many different states and principalities, became obsessed with national unity. Jakob and Wilhelm Grimm, famous for *Grimm's Fairy Tales*, traveled throughout Germany studying dialects and collecting folk tales in the hopes of creating a sense of German identity.

In southeastern Europe, Slavic patriots began a movement to preserve their cultures and foster national identities. These patriots collected folk

tales, studied languages, compiled dictionaries, and wrote books in their native tongues. For example, in a region that was to become Romania, a man named George Lazar began teaching the history of Romania in Romanian—much to the surprise of the upper class, who still spoke Greek. In addition, a Serb patriot, Vuk Karajich, published *Popular Songs and Epics of the Serbs*, formed a Serb alphabet, and translated the New Testament into Serbian.

However, the efforts of these nationalists to help create a sense of national unity sometimes had mixed results. Germany benefited from the unifying elements of language, as the German people formed one country in 1871. On the other hand, the multitude of languages and dialects of the Slavic peoples in southeastern Europe have probably helped keep these peoples divided.



**Interpreting Text and Visuals**

1. Name the four major language families in Europe. _____

In what part of Europe is each of the language families found? _____

2. To what major language family does English belong? _____

3. What part of Europe—eastern or western—has the greater number of languages in the smallest geographic area? _____

To what family do most of these languages belong? _____

Name five of these languages. _____

4. What seems unusual about Romania being in the romance language family? _____

5. How might language help to divide people and prevent them from forming their own country? _____

Examine the map again. In what part of Europe might that have happened? _____

6. How might language unite people and help them to form their own country? _____

Examine the map again. In what part of Europe might that have happened? _____

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CHAPTER
8**Section 3****CONNECTIONS ACROSS TIME AND CULTURES*****Bonds That Create a Nation-State*****THEMATIC CONNECTION:**
POWER AND AUTHORITY

As you learned in Chapter 24, nationalism led to the formation of nation-states. In a nation-state, people are linked by such common bonds as government, culture, and history. What common bonds do people in the United States today share? Work with a partner to fill in the chart below. If you need help, consult an almanac or encyclopedia.

Common Bonds That Link the People of the United States Today	
1. Nationality:	
2. Territory/Land:	
3. Government:	
4. Language:	
5. Religion:	
6. Culture:	
7. Economy:	
8. Other:	

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Name _____ Date _____

CHAPTER
8

GUIDED READING *Revolutions in the Arts*

Section 4

A. Recognizing Facts and Details As you read this section, take notes to answer questions about the artistic and intellectual movements of the 1800s.

Nationalism ushers in a romantic movement in arts and ideas.

1. How did the ideas of romanticism contrast with Enlightenment ideas?	2. How were the ideas of romanticism reflected in literature?
3. How was romanticism reflected in art?	4. How did romanticism affect the music of the time?

Realism in art and literature replaces romantic idealism.

5. What trends or events led to a shift from romanticism to realism?	6. How did photography exemplify the art of the new industrial age?
7. What were some themes common to realist novels?	8. What did realist novelists hope to accomplish with their exposés?

B. Writing Descriptive Paragraphs On the back of this paper, define **impressionism** and describe the impressionist painting by Claude Monet on page 622 of your textbook.

