

# Nationalist Revolutions Sweep the West, 1789–1900

## Previewing Main Ideas

**REVOLUTION** Inspired by Enlightenment ideas, the people of Latin America rebelled against European rule in the early 19th century. Rebels in Europe responded to nationalistic calls for independence.

**Geography** Study the time line. What were the first two countries in Latin America and the Caribbean to work toward independence?

**POWER AND AUTHORITY** Challenges by nationalist groups created unrest in Europe. Strong leaders united Italian lands and German-speaking lands.

**Geography** Based on the map, in which area of Europe did the greatest number of revolts occur?

**CULTURAL INTERACTION** Artists and intellectuals created new schools of thought. Romanticism and realism changed the way the world was viewed.

**Geography** Which event shown on the time line involves a realistic way to view the world?

### INTEGRATED TECHNOLOGY

#### eEdition

- Interactive Maps
- Interactive Visuals
- Interactive Primary Sources



**VIDEO** *Patterns of Interaction: Revolutions in Latin America and South Africa*



#### INTERNET RESOURCES

Go to [classzone.com](http://classzone.com) for:

- Research Links
- Internet Activities
- Primary Sources
- Chapter Quiz
- Maps
- Test Practice
- Current Events

## LATIN AMERICA AND EUROPE

## WORLD

1800

1804

Haiti wins freedom from France.

1810

Padre Hidalgo calls for Mexican independence. ▶



1837

Louis Daguerre perfects a method for photography.

1825

1804

Napoleon crowned Emperor. ▶



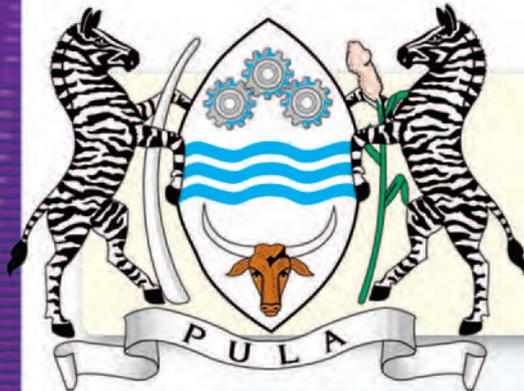
1815

Napoleon defeated and exiled.



## What symbolizes your country's values?

You are an artist in a nation that has just freed itself from foreign rule. The new government is asking you to design a symbol that will show what your country stands for. It's up to you to design the symbol that best suits the spirit and values of your people. Look at the symbols below. Will your symbol be peaceful or warlike, dignified or joyful? Or will it be a combination of these and other qualities?



### Botswana

Industry and livestock are connected by water, the key to the country's prosperity. *Pula* in the Setswana language means "rain." But to a Setswana speaker, it is also a common greeting meaning luck, life, and prosperity.

### Austria

The eagle was the symbol of the old Austrian Empire. The shield goes back to medieval times. The hammer and sickle symbolize agriculture and industry. The broken chains celebrate Austria's liberation from Germany at the end of World War II.



### United States

The 13 original colonies are symbolized in the stars, stripes, leaves, and arrows. The Latin phrase *E pluribus unum* means "Out of many, one," expressing unity of the states. The American bald eagle holds an olive branch and arrows to symbolize a desire for peace but a readiness for war.

### EXAMINING *the* ISSUES

- **What values and goals of your new country do you want to show?**
- **Will your symbols represent your country's past or future?**

As a class, discuss these questions. During the discussion, think of the role played by symbols in expressing a country's view of itself and the world. As you read about the rise of new nations in Latin America and Europe, think of how artists encourage national pride.

# Latin American Peoples Win Independence

## MAIN IDEA

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

## WHY IT MATTERS NOW

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

## TERMS & NAMES

- *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

## CALIFORNIA STANDARDS

**10.2.1** Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).

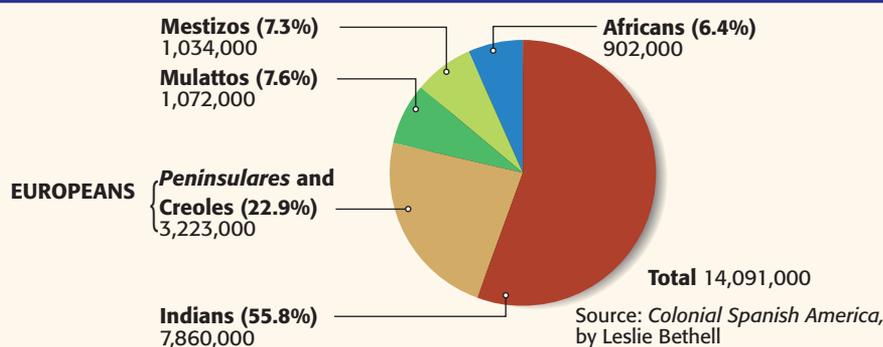
**10.4.2** Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

**10.4.3** Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

**10.4.4** Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.

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

## The Divisions in Spanish Colonial Society, 1789



## TAKING NOTES

**Clarifying** Identify details about Latin American independence movements.

Who	Where
When	Why

## SKILLBUILDER: Interpreting Graphs

- Clarifying** Which two groups made up the vast majority of the population in Spanish America?
- Making Inferences** Of the Europeans, which group—peninsulares or creoles—probably made up a larger percentage?

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•ZHAAHK 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**

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



### MAIN IDEA

#### Recognizing Effects

**A** How did the French Revolution affect the colonists in the Americas?

## 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.



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.

## 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.



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

### Enlightenment Ideas Spread to Latin America, 1789–1810

INTERACTIVE

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

**2** 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.

### 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?

## 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•loh). 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.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Region** What two European countries held the largest colonial empires in Latin America in 1800?
- Region** Comparing the two maps, which independent countries had emerged by 1830 from Spanish territory in the Americas?

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 Janeiro 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. **B**

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.

### MAIN IDEA

#### Making Inferences

**B** 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

2. Which independence movement was led by Toussaint L'Ouverture? (10.2.1)

<i>Who</i>	<i>Where</i>
<i>When</i>	<i>Why</i>

### MAIN IDEAS

3. How was Spanish colonial society structured? (10.4.2)
4. How was the Haitian Revolution different from revolutions in the rest of Latin America? (10.4.4)
5. Which groups led the quest for Mexican independence? (10.4.4)

### CRITICAL THINKING & WRITING

6. **COMPARING AND CONTRASTING** Compare and contrast the leadership of the South American revolutions to the leadership of Mexico's revolution. (10.4.4)
7. **FORMING AND SUPPORTING OPINIONS** Would creole revolutionaries tend to be democratic or authoritarian leaders? Explain. (10.4.3)
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*

# Europe Faces Revolutions

## MAIN IDEA

**REVOLUTION** Liberal and nationalist uprisings challenged the old conservative order of Europe.

## WHY IT MATTERS NOW

The system of nation-states established in Europe during this period continues today.

## TERMS & NAMES

- conservative
- liberal
- radical
- nationalism
- nation-state
- the Balkans
- Louis-Napoleon
- 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.

## 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.

## 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.

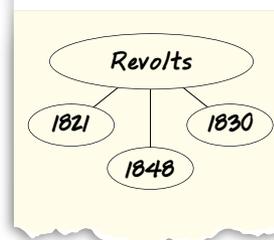
## Nationalism Develops

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

## TAKING NOTES

**Summarizing** Identify major revolutions in Europe.

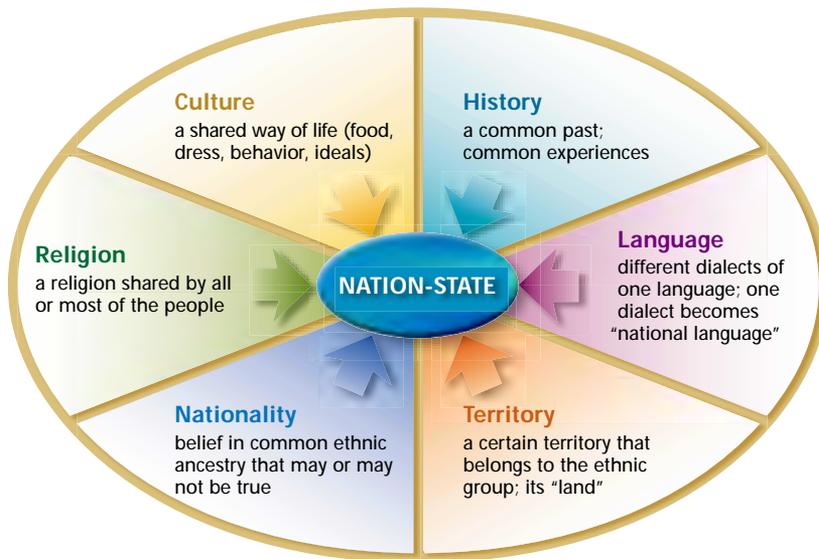


◀ Prince Clemens von Metternich shaped conservative control of Europe for almost 40 years.

# 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



## 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
<ul style="list-style-type: none"> <li>• People within a nation overcoming their differences for the common good</li> <li>• The overthrow of colonial rule</li> </ul>	<ul style="list-style-type: none"> <li>• Forced assimilation of minority cultures into a nation’s majority culture</li> <li>• Ethnic cleansing, such as in Bosnia and Herzegovina in the 1990s</li> </ul>
<ul style="list-style-type: none"> <li>• Democratic governments in nations throughout the world</li> <li>• Competition among nations spurring scientific and technological advances</li> </ul>	<ul style="list-style-type: none"> <li>• The rise of extreme nationalistic movements, such as Nazism</li> <li>• Competition between nations leading to warfare</li> </ul>

**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](http://classzone.com)

### 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?

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. **A**

**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.

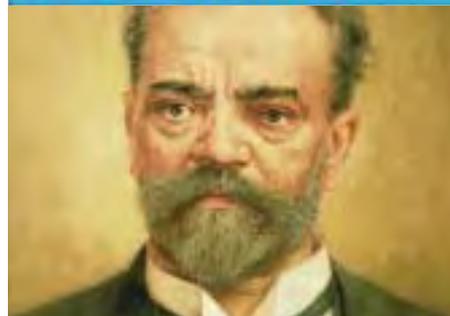
**1848 Revolutions Fail to Unite** In 1848, ethnic uprisings erupted throughout Europe. (See the map on page 245.) After an unruly mob in Vienna clashed with police, Metternich resigned and liberal uprisings broke out throughout the Austrian empire. In Budapest, nationalist leader Louis Kossuth called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

### MAIN IDEA

#### Analyzing Motives

**A** Why would Europeans and Americans support the Greek revolutionary movement?

### 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.



▲ 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. **B**

#### MAIN IDEA

#### Hypothesizing

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

## 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. **C**

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.

#### MAIN IDEA

#### Summarizing

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

## 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.

**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**



## 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.

### MAIN IDEA

#### Analyzing Issues

**D** Why did czars push for industrialization?

## SECTION

# 2

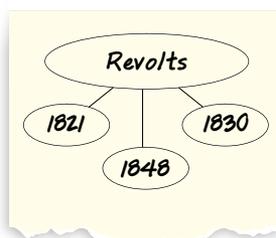
## ASSESSMENT

**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)



### 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)



# Nationalism

## CASE STUDY: Italy and Germany

### MAIN IDEA

**POWER AND AUTHORITY**  
Nationalism contributed to the formation of two new nations and a new political order in Europe.

### WHY IT MATTERS NOW

Nationalism is the basis of world politics today and has often caused conflicts and wars.

### TERMS & NAMES

- Russification
- Camillo di Cavour
- Giuseppe Garibaldi
- Junker
- Otto von Bismarck
- realpolitik
- kaiser

#### 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.

**CST 3** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

**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.

**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.

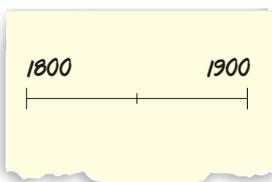
## Nationalism: A Force for Unity or Disunity

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.



### 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

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

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. **A**

**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

### MAIN IDEA

#### Making Inferences

**A** 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.

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. **B**

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



### 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?

### MAIN IDEA

#### Hypothesizing

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

## > 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

## 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](http://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?

Versailles, King Wilhelm I of Prussia was crowned **kaiser** (KY•zühr), 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.



### GEOGRAPHY SKILLBUILDER: Interpreting Maps

- Location** What was unusual about the territory of Prussia as it existed in 1865?
- Movement** After 1865, what year saw the biggest expansion of Prussian territory?

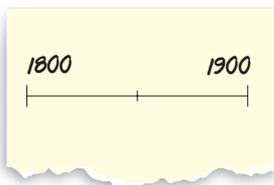
## SECTION 3 ASSESSMENT

**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

- Identify an event that made the unification of Italy or Germany possible. (10.2.5)



### MAIN IDEAS

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

### CRITICAL THINKING & WRITING

- CLARIFYING** How can nationalism be both a unifying and a disunifying force? (10.2.5)
- FORMING GENERALIZATIONS** Why did the Austrian, Russian, and Ottoman Empires face such great challenges to their control of land? (10.2.5)
- EVALUATING COURSES OF ACTION** Many liberals wanted government by elected parliaments. How was Bismarck’s approach to achieving his goals different? (10.2.5)
- 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)



4

# Revolutions in the Arts

### MAIN IDEA

**CULTURAL INTERACTION**  
Artistic and intellectual movements both reflected and fueled changes in Europe during the 1800s.

### WHY IT MATTERS NOW

Romanticism and realism are still found in novels, dramas, and films produced today.

### TERMS & NAMES

- 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.

#### 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

**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



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

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.

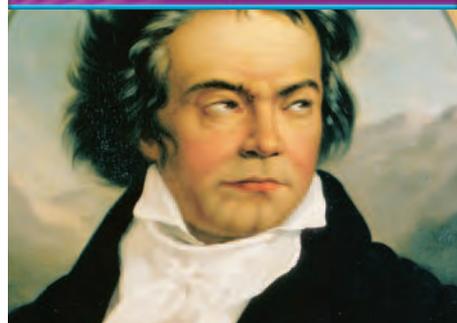
**Composers Emphasize Emotion** Emotion dominated the music produced by romantic composers. These composers moved away from the tightly controlled, formal compositions of the Enlightenment period. Instead, they celebrated heroism and national pride with a new power of expression.

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. Giuseppe Verdi and Richard Wagner brought European opera to a dramatic and theatrical high point. **A**

## 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](http://classzone.com)

### MAIN IDEA

#### Summarizing

**A** What are some of the themes that are key to romantic literature and art?

## 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

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.



**MAIN IDEA****Forming Opinions**

**B** Which do you think would be more effective in spurring reforms—photographs or a realist novel? Explain.

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. **B**

## 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)

- 1. The Romantic Movement*  
A.  
B.  
*11. 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)

## 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](http://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.



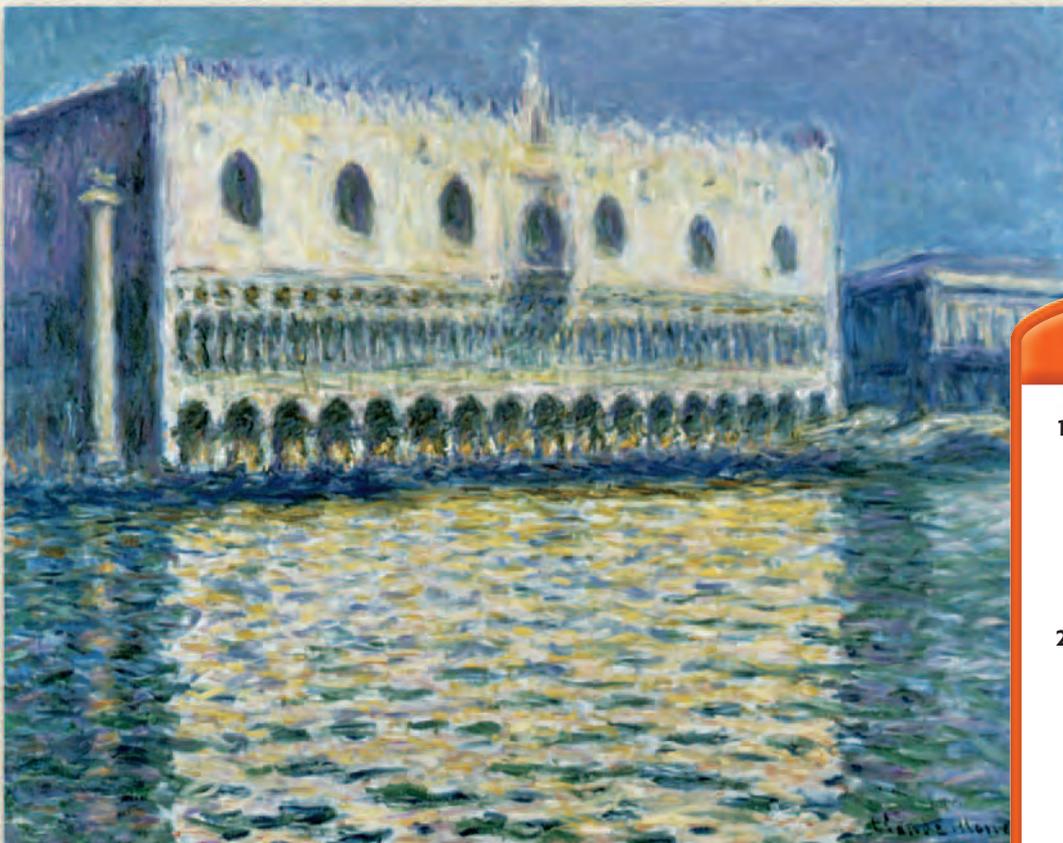


### ▲ Realism

*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 *Ducale 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?

# Chapter 8 Assessment

## TERMS & NAMES

Briefly explain the importance of each of the following to the revolutions in Latin America or Europe.

1. conservative
2. liberal
3. nationalism
4. nation-state
5. realpolitik
6. romanticism
7. realism
8. impressionism

## MAIN IDEAS

### Latin American Peoples Win Independence

Section 1 (pages 247–252)

9. What caused the creoles in South America to rebel against Spain? (10.4.3)
10. What role did Agustín de Iturbide play in the independence of Mexico? (10.4.4)
11. Who was Dom Pedro, and what role did he play in Brazil's move to independence? (10.4.4)

### Europe Faces Revolutions Section 2 (pages 253–257)

12. How is a liberal different from a conservative? (10.2.1)
13. How successful were the revolts of 1848? Explain. (10.2.5)
14. Why did the French accept Louis-Napoleon as an emperor? (10.2.4)

### Case Study: Nationalism Section 3 (pages 258–263)

15. How did nationalism in the 1800s work as a force for both disunity and unity? (10.2.5)
16. What approaches did Camillo di Cavour use to acquire more territory for Piedmont-Sardinia? (10.2.5)
17. What strategy did Otto von Bismarck use to make Prussia the leader of a united Germany? (10.2.5)

## Revolutions in the Arts Section 4 (pages 264–269)

18. What are five elements of romanticism? (10.3.7)
19. What are two ideas or attitudes of the romantic movement that reflect the ideals of nationalism? (10.3.7)
20. What new conditions caused a change in the arts from romanticism to realism? (10.3.7)

## CRITICAL THINKING

### 1. USING YOUR NOTES

Using a chart, describe the nationalist movement in each of the countries listed and the results of each movement. (10.4.2)

Country	Nationalism and Its Results
Mexico	
Greece	
Italy	
Germany	

### 2. EVALUATING DECISIONS

**POWER AND AUTHORITY** Why do you think Giuseppe Garibaldi stepped aside to let Victor Emmanuel II rule areas that Garibaldi had conquered in southern Italy? (10.4.3)

### 3. ANALYZING MOTIVES

**REVOLUTION** How do you think nationalism might help revolutionaries overcome the disadvantages of old weapons and poor supplies to win a war for national independence? Explain. (10.2.5)

### 4. MAKING INFERENCES

Do you believe the Latin American revolutions would have occurred without a push from European events? Explain. (10.4.3)

### 5. SYNTHESIZING

**CULTURAL INTERACTION** How did artistic and intellectual movements reflect and fuel changes in Europe in the 1800s? (10.3.7)

## VISUAL SUMMARY

### Nationalist Revolutions Sweep the West

#### NATIONALISM

#### Latin America

- Enlightenment ideas
- Haiti: slave-led
- South America: creole-led, especially Bolívar and San Martín
- Brazil: royalty-led

#### 1830 & 1848 Revolutions

- Reactions against conservatives
- A few reforms
- Most failed

#### Unification Movements

- Garibaldi begins in Italy.
- Prime Minister Cavour completes the task.
- Prime Minister Bismarck leads the way in Germany.

#### The Arts

- Romantics inspired by emotion
- Dedication to common people or the group
- Realists see flaws and set new goals for nation.
- Impressionists capture the moment.

## STANDARDS-BASED ASSESSMENT

Use the quotation and your knowledge of world history to answer questions 1 and 2.

**Additional Test Practice, pp. S1–S33**

### PRIMARY SOURCE

When I say that we must strive continually to be ready for all emergencies, I advance the proposition that, on account of our geographical position, we must make greater efforts than other powers would be obliged to make in view of the same ends. We lie in the middle of Europe. We have at least three fronts on which we can be attacked. France has only an eastern boundary; Russia only its western, exposed to assault. . . . So we are spurred forward on both sides to endeavors which perhaps we would not make otherwise.

**OTTO VON BISMARCK**, *speech to the German parliament on February 6, 1888*

1. According to Bismarck, what key factor makes Germany a potential target for invasion? (10.2.5)
  - A. dangerous neighbors
  - B. three borders to protect
  - C. location in the middle of Europe
  - D. massive supplies of coal and iron
2. Based on his remarks above, what actions might Bismarck take? (10.2.5)
  - A. form alliances with other nations in Europe
  - B. make peace with France
  - C. make peace with England
  - D. expand industry

Use this 20th-century mural titled *Grito de Dolores* painted by Juan O’Gorman and your knowledge of world history to answer question 3.



3. Look at the people portrayed in the mural. What does the artist suggest about the Mexican revolt against the Spanish? (10.4.3)
  - A. It was condemned by the Catholic Church.
  - B. Only the poor fought against Spanish rule.
  - C. People of all classes fought against Spanish rule.
  - D. Only Indians fought Spanish rule.

### INTEGRATED TECHNOLOGY

**TEST PRACTICE** Go to [classzone.com](http://classzone.com)

- Diagnostic tests
- Strategies
- Tutorials
- Additional practice

## ALTERNATIVE ASSESSMENT

### 1. Interact with History (10.4.3)

On page 246, you were asked to create a symbol for your newly independent country. Show your symbol to the class. Explain the elements of your design and what they are intended to express. With your classmates’ comments in mind, what might you change in your design?

### 2. WRITING ABOUT HISTORY (Writing 2.4.a, b, c)

Write a **speech** that might have been delivered somewhere in Europe at a rally for Greek independence. Urge the country’s leaders to help the Greeks in their struggle for independence from the Ottoman Empire. Consider the following:

- the connections of Greece to Europeans
- reasons to support Greek revolutionaries
- the cause of democracy

### INTEGRATED TECHNOLOGY

#### Creating a Web Page (10.3.7, Writing 2.2.a)

Use the Internet, newspapers, magazines, and your own experience to make a list of movies that portray social and political conditions. Then create a Web page that classifies each portrayal as either romantic or realistic. Remember to focus on the meanings of the terms romantic and realistic as they apply to the two movements in art and literature. You may want to include on your Web page:

- descriptions of movie plots or character portrayals
- still shots from movies that support your conclusions
- romantic or realistic quotations from movies

## Revolutions Across Time

Revolution—which is a sudden or significant change in the old ways of doing things—can occur in many areas, such as government, technology, or art. In Unit 2, you studied political revolutions in Europe and the Americas, in which people rebelled against unjust rulers to gain more rights. Each revolution led to major changes in governmental, social, and economic structures. In these six pages, you will gain a better understanding of those revolutions by examining their similarities and differences.

### CALIFORNIA STANDARDS

**10.2.3** Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

#### English Civil War and Glorious Revolution ►

In 1642, civil war broke out between those who supported Parliament and those who supported the king. Parliament won and set up a commonwealth, led by Oliver Cromwell. In time, he became a dictator. After his death, the monarchy returned, but tensions built anew. In 1688, Parliament ousted King James II, shown at right, in the Glorious Revolution and invited William and Mary to rule.



1642

1776

1789



#### ◀ American Revolution

After 1763, Americans began to resent British rule. Clashes such as the Boston Massacre, shown at left, took place. The colonies declared their independence in 1776. War ensued, and the United States won its freedom by defeating Britain.

#### ▼ French Revolution

Beginning in 1789, the French people rose up to overthrow their king. The uprisings included the march by hungry women shown below. Differing goals soon split the revolutionaries. Several years of terror followed. Napoleon restored order and eventually made himself emperor of France.





1791

### ▲ Latin American Revolutions

From 1791 to 1824, revolutions took place in Haiti, Mexico, and the huge Spanish empire that spread across Central and South America. By the end of that period, nearly all of Latin America had gained its independence from European control. One of South America's great liberators was José de San Martín, shown in the painting above.



## Model of a Revolution

From his study of the French Revolution, historian Crane Brinton developed a model of the stages that revolutions often go through. The model below is based on his work. Compare it with the revolutions you learned about in this unit.

### STAGE 1 Fall of the Old Order

Revolutions usually cannot occur until a ruler becomes weak. Often this weakness results in problems such as starvation and unfair taxes. Anger builds until the ruler is overthrown.

### STAGE 2 Rule by Moderates

The people relax because they think they have achieved their goal. A moderate group rules. But simply overthrowing the old order rarely solves the problems that led to the revolution.

### STAGE 3 The Terror

When people realize that the old problems still exist, they look for someone to blame. Radicals take control, push for more extreme changes, and execute "enemies of the revolution."

### STAGE 4 Turn from Radical Rule

In time, the violence sickens people, and the use of terror ends. The former radicals adopt a more gradual plan for effecting change.

### STAGE 5 Military Rule

The terror often kills most of a country's leaders. Then the turn from radicalism makes people doubt revolutionary ideals. A military leader steps into the gap and becomes dictator.

### STAGE 6 Restoration

When the dictatorship ends, through death or overthrow, a power vacuum results. The order that existed before the revolution is restored.

## Comparing & Contrasting

1. Which of the revolutions on the time line, besides the French Revolution, is most like the model? Explain.
2. Which revolution is least like the model? Explain.



# Causes of the Revolutions

**CALIFORNIA STANDARDS**

**HI 2** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

Each of the revolutions you studied in this unit had political, economic, and social causes, as shown in the chart below. Some of the causes mentioned on the chart are the subjects of the primary sources located on the next page. Use the chart and the primary sources together to understand the causes of revolution more fully.

	England	North America	France	Latin America
<b>Political</b>	<ul style="list-style-type: none"> <li>King claimed divine right.</li> <li>King dissolved Parliament.</li> <li>Parliament sought guarantee of freedoms.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists accused British leaders of tyranny.</li> <li>Colonists demanded the same rights as English citizens.</li> </ul>	<ul style="list-style-type: none"> <li>Third Estate wanted greater representation.</li> <li>Louis XVI was a weak ruler; his wife was unpopular.</li> <li>American Revolution inspired political ideas.</li> </ul>	<ul style="list-style-type: none"> <li>French Revolution inspired political ideas.</li> <li>Royal officials committed injustices and repression.</li> <li>Napoleon's conquest of Spain triggered revolts.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>King wanted money for wars.</li> <li>King levied taxes and fines without Parliament's approval.</li> </ul>	<ul style="list-style-type: none"> <li>Britain imposed mercantilism.</li> <li>Britain expected colonies to pay for defense.</li> <li>Colonists opposed taxation without representation.</li> </ul>	<ul style="list-style-type: none"> <li>Wars and royal extravagance created debt.</li> <li>Inflation and famine caused problems.</li> <li>Peasants made little money but paid high taxes.</li> </ul>	<ul style="list-style-type: none"> <li>Peninsulares and creoles controlled wealth.</li> <li>Lower classes toiled as peasants with little income or as slaves.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>Early Stuart kings refused to make Puritan reforms.</li> <li>Parliament feared James II would restore Catholicism.</li> </ul>	<ul style="list-style-type: none"> <li>Colonists began to identify as Americans.</li> <li>Colonists were used to some independence.</li> <li>Enlightenment ideas of equality and liberty spread.</li> </ul>	<ul style="list-style-type: none"> <li>Third Estate resented the First and Second estates' privileges.</li> <li>Enlightenment ideas of equality and liberty spread.</li> </ul>	<ul style="list-style-type: none"> <li>Only peninsulares and creoles had power.</li> <li>Mestizos, mulattos, Africans, and Indians had little status.</li> <li>Educated creoles spread Enlightenment ideas.</li> </ul>

**SKILLBUILDER: Interpreting Charts**

- Analyzing Causes** What was the most frequent political cause of revolution? economic cause? social cause?
- Contrasting** How did the causes of the revolutions in Latin America differ from those of the other three revolutions?



◀ In the 1780s, many French peasants could not afford bread to feed their families. At the same time, Marie Antoinette spent so much money on clothes that her enemies called her Madame Deficit. The harsh contrast between starvation and luxury sparked the anger that led to the Revolution.

PRIMARY SOURCE

Political Cartoon, 1789

This French political cartoon portrayed the way the privileges of the First and Second estates affected the Third Estate.



DOCUMENT-BASED QUESTION

Do you think a member of the First, Second, or Third Estate created this cartoon? Interpret the cartoon and explain who was most likely to hold the viewpoint conveyed.

PRIMARY SOURCE

INTERACTIVE

The English Bill of Rights, 1689

This excerpt from the English Bill of Rights attempted to justify the Glorious Revolution by describing the injustices King James II committed.

The late King James the Second, by the assistance of diverse evil counselors, judges and ministers employed by him, did endeavor to subvert and extirpate [destroy] the Protestant religion and the laws and liberties of this kingdom;

By assuming and exercising a power of dispensing with and suspending of laws and the execution of laws without consent of Parliament; . . .

By levying money for and to the use of the Crown by pretense of prerogative [privilege] for other time and in other manner than the same was granted by Parliament;

By raising and keeping a standing army within this kingdom in time of peace without consent of Parliament; . . .

By violating the freedom of election of members to serve in Parliament; . . .

And excessive bail hath been required of persons committed in criminal cases to elude the benefit of the laws made for the liberty of the subjects;

And excessive fines have been imposed;

And illegal and cruel punishments inflicted.

DOCUMENT-BASED QUESTION

According to this document, how did King James II take away power from Parliament? How did he violate the rights of citizens?

PRIMARY SOURCE

Political Cartoon, 1765

This political cartoon expressed an opinion about the Stamp Act. The act was a British law that required all legal and commercial documents in the American colonies to carry a stamp showing that a tax had been paid.

DOCUMENT-BASED QUESTION

What opinion does this cartoon express about the effect of the Stamp Act on the American economy?



Comparing & Contrasting

1. How are the opinions expressed by the three primary sources similar?
2. Reread the excerpt from the English Bill of Rights. Based on this document, what causes could you add to the chart on page 274?

# Effects of Revolutions

CALIFORNIA STANDARDS

10.2.1, CST 1, HI 1

The chart below shows political, economic, and social effects of the various revolutions. The primary sources on these two pages describe the political outcomes that three different revolutionaries expected to achieve. Use the chart and the primary sources together to understand the effects of revolution more fully.

	England	North America	France	Latin America
<b>Political</b>	<ul style="list-style-type: none"> <li>A constitutional monarchy was established.</li> <li>The Bill of Rights increased Parliament's power and guaranteed certain rights.</li> <li>The overthrow of a monarch helped inspire American revolutionaries.</li> </ul>	<ul style="list-style-type: none"> <li>The United States gained independence.</li> <li>The Constitution set up a republican government.</li> <li>Revolutionary ideals continued to inspire groups seeking political equality.</li> <li>The American Revolution inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution led to a succession of governments: a republic, a dictatorship, a restored monarchy.</li> <li>It created expectations for equality and freedom that sparked later uprisings in France.</li> <li>It inspired later revolutions.</li> </ul>	<ul style="list-style-type: none"> <li>Nearly all colonial rule in Latin America ended.</li> <li>New countries were established.</li> <li>Representative government was slow to develop. The military or the wealthy controlled much of the region until the late 1900s.</li> </ul>
<b>Economic</b>	<ul style="list-style-type: none"> <li>Because it was answerable to taxpayers, Parliament encouraged trade.</li> </ul>	<ul style="list-style-type: none"> <li>The removal of Britain's mercantilist policies allowed free enterprise to develop.</li> </ul>	<ul style="list-style-type: none"> <li>The Revolution and ensuing wars with Europe devastated France's economy.</li> </ul>	<ul style="list-style-type: none"> <li>Upper classes kept control of wealth.</li> <li>Many places kept the plantation system.</li> </ul>
<b>Social</b>	<ul style="list-style-type: none"> <li>England remained Protestant.</li> </ul>	<ul style="list-style-type: none"> <li>The ideals of the Revolution continued to inspire groups seeking social equality.</li> </ul>	<ul style="list-style-type: none"> <li>The French feudal system was abolished.</li> </ul>	<ul style="list-style-type: none"> <li>Much of Latin America continued to have a strong class system.</li> </ul>

**SKILLBUILDER: Interpreting Charts**

- Contrasting** Which revolutions had positive economic effects, and which had negative? Explain.
- Recognizing Effects** What common political effect did the revolutions in North America and Latin America achieve?

PRIMARY SOURCE

INTERACTIVE



**Thomas Paine**

In this excerpt from the pamphlet *Common Sense*, Thomas Paine described the ideal government he wanted to see set up after the American Revolution.

But where, say some, is the king of America? I'll tell you, friend, he reigns above, and doth not make havoc of mankind like the Royal Brute of Great Britain. . . . Let a day be solemnly set apart for proclaiming the charter [constitution]; let it be brought forth placed on the divine law, the Word of God; let a crown be placed thereon, by which the world may know, that so far as we approve of monarchy, that in America THE LAW IS KING. For as in absolute governments the king is law, so in free countries the law ought to BE king, and there ought to be no other.

**DOCUMENT-BASED QUESTION**

What did Paine believe should be the highest power in a new American government?

## PRIMARY SOURCE

### Simón Bolívar

“The Jamaica Letter” is one of Simón Bolívar’s most important political documents. In this excerpt, he discussed his political goals for South America after the revolution—and his fear that South Americans were not ready to achieve those goals.

The role of the inhabitants of the American hemisphere has for centuries been purely passive. Politically they were non-existent. . . . We have been harassed by a conduct which has not only deprived us of our rights but has kept us in a sort of permanent infancy with regard to public affairs. . . . Americans today, and perhaps to a greater extent than ever before, who live within the Spanish system occupy a position in society no better than that of serfs destined for labor. . . . Although I seek perfection for the government of my country, I cannot persuade myself that the New World can, at the moment, be organized as a great republic.

INTERACTIVE



#### DOCUMENT-BASED QUESTION

*Why did Bolívar believe that South Americans were not ready for a republican form of government?*

## PRIMARY SOURCE

### Maximilien Robespierre

In a speech given on February 5, 1794, Robespierre described his goals for the French Revolution. In this excerpt, he explained his reasons for using terror.

It is necessary to annihilate both the internal and external enemies of the republic or perish with its fall. Now, in this situation your first political maxim should be that one guides the people by reason, and the enemies of the people by terror.

If the driving force of popular government in peacetime is virtue, that of popular government during a revolution is both virtue and terror: virtue, without which terror is destructive; terror, without which virtue is impotent. Terror is only justice that is prompt, severe, and inflexible; it is thus an emanation of virtue; it is less a distinct principle than a consequence of the general principle of democracy applied to the most pressing needs of the patrie [nation].

#### DOCUMENT-BASED QUESTION

*Why did Robespierre believe the use of terror against his enemies was necessary?*



INTERACTIVE

## Comparing & Contrasting

1. Judging from the information on the chart, which revolutions resulted in the establishment of representative government, and which resulted in a return to tyrannical rule?
2. How do the political goals of the revolutionary leaders quoted here differ?
3. Compare the types of government set up in the United States, France, and Latin America after their revolutions. Did Paine, Robespierre, and Bolívar achieve the political goals quoted? Explain.

#### EXTENSION ACTIVITY

Revolutionary activity continued after the period covered by this unit. Two major 20th-century revolutions were the Russian Revolution (see Chapter 14) and the Chinese revolution and civil war (see Chapter 14 and Chapter 17). Read about one of these revolutions either in this textbook or in an encyclopedia. Then create a chart comparing that revolution with either the American Revolution or the French Revolution.