Nationalism – Chapter 24

Otto von Bismarck

Giuseppe Garibaldi

Count Camillo di Cavour
## Nationalism Homework Assignments

<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tue 12/9</td>
<td>None</td>
</tr>
<tr>
<td>Wed 12/10</td>
<td>Read p. 227-228&lt;br&gt;Answer questions 2-4, Skillbuilder 1-2</td>
</tr>
<tr>
<td>Thurs 12/11</td>
<td>None</td>
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<tr>
<td>Fri 12/12</td>
<td>Read p. 231-232&lt;br&gt;Complete Organizer, Answer questions 1-4&lt;br&gt;Study for Vocabulary Quiz</td>
</tr>
<tr>
<td>Mon 12/15</td>
<td>p.235– Terms and Names, A and B&lt;br&gt;<strong>Part A:</strong> Write out the paragraph and underline the name used.&lt;br&gt;<strong>Part B:</strong> Write out the term (no letters) and the full definition</td>
</tr>
<tr>
<td>Tue 12/16</td>
<td>Vocabulary Quiz Today&lt;br&gt;Study for Unit Test</td>
</tr>
<tr>
<td>Wed 12/17</td>
<td>Study for Unit Test</td>
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<tr>
<td>Thurs 12/18</td>
<td>UNIT TEST Today !!</td>
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</table>

**ALL homework** is to be written on loose leaf paper **with the proper heading** and **in complete sentences** to be handed in. Work in the packet **WILL NOT** be accepted for a grade.

Assignment (p.xxx, Ques. x-x)  
Name  
Date  
Period
Toussaint L’Ouverture – Former slave who leads the slave rebellion and helps to gain Haitian independence

Peninsulares – Members of the top level of Spanish colonial society. Only they were allowed to hold the highest offices

creoles – Members of the second-highest level of Spanish colonial society. They usually gained power by becoming officers in the Spanish military.

Simon Bolivar – a wealthy Venezuelan who helped lead South America to independence from Spain

Jose de San Martin – Spanish military officer who turns into a revolutionary and, along with Bolivar, helps lead South America to independence from Spain

Nationalism – The belief that people should be loyal to people with whom they share a common history and culture, rather than to a king or empire.

Nation-state – an independent nation of people having a common culture and identity
Camillo di Cavour – Prime Minister of Sardinia who used diplomacy and cunning to help enlarge northern Italy and eventually unite the nation. Known as “the brain” of Italian unification.

Guiseppe Garibaldi – Italian nationalist who captured Sicily and then moved into Southern Italy with his band of “Red Shirts”. Known as “the sword” of Italian unification.

Red Shirts – Garibaldi’s followers and members of his army who fought with him.

Otto von Bismark – Prussian Prime Minister who used “realpolitik” and “blood and iron” to unify Germany.

Realpolitik – The politics of reality – the practice of tough power politics with no room for idealism.
The Spanish Colonial Class System

On the lines provided, fill in the names of each group in the Spanish Colonial social pyramid.

--------------------------------------------------------------------------------------------------

Latin American and South American Revolutions

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Haiti</td>
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<td>Spanish</td>
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<td>South America</td>
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<td>Brazil</td>
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Chapter 24 – Section 1
Latin American Peoples Win Independence

People in Latin America use Enlightenment ideas and discontent to rebel.

**Revolution in Haiti**
- The Fight for Freedom
  - ___________________ emerges to lead 100,000 _____ in revolt
  - Moves into the _________________ of island – frees slaves there
  - ___________________ when France agrees to end slavery
  - French accuse him of planning another uprising – he is sent to prison in France and dies
  - ___________________ continues the fight – declares Haiti free

**Latin America Sweeps to Freedom**
- Social System
  - Only ___________________ could hold high office
  - _____________ and peninsulares held the wealth and power in the colonies

- Creoles Spearhead Independence
  - Creoles were the least oppressed and _________________ Latin Americans
  - Many were educated in Europe where they learned and adopted _________________ ideas and brought them back to Latin America
  - Creoles also felt Spain had treated them _________________

- European Events Trigger Latin American Revolutions
  - Napoleon conquers Spain and makes his brother the new king
    - Creoles felt _________________ to a king placed there by France
  - By the time Napoleon is defeated, revolutions are already underway. They would continue to victory, even when the Spanish king is restored
The Libertadores End Spanish Rule

- Bolivar’s Route to Victory
  - Simon Bolivar leads _________________ to independence
  - Marches through ________ to attack – moves into ________
- San Martin Triumphs and Withdraws
  - Led _____________________ to independence
  - Marches over Andes to free _____, meets Bolivar in Ecuador
  - Bolivar defeats Spanish in _____________________ – Spanish colonies in Latin America are now________

Mexico Ends Spanish Rule

- Cry for Freedom
  - Priest Miguel Hidalgo calls for independence (grito de Dolores)
  - He is defeated by the Spanish and creole army
  - Jose Maria Morelos takes over – is defeated by Iturbide
  - Iturbide makes himself emperor, declares independence from Spain
  - Iturbide is overthrown in 1821 – United Provinces of Central America declares independence from Mexico

Brazil’s Royal Liberator

- Portuguese Royal Family in Brazil
  - As Napoleon _____________________, the Portuguese Royal Family ____________, ruling the Portuguese empire from there
  - _________________, Brazil was to become a colony again
  - Brazilians petitioned the king’s son to _________________
  - ________, and Brazil is freed through a _________________

Key Concepts:

- Spanish colonial social system keeps power in the hands of a few people
- Creoles use Enlightenment ideas to spark independence movements
- Napoleon’s actions in Europe help foster independence movements
- Simon Bolivar defeats Spanish in Peru, freeing Spanish colonies in America
- Native Americans and Mestizos rebel against Spain in Mexico, with creoles eventually taking control and winning freedom
- L’Ouverture and Dessalines free slaves on Haiti and win independence
The Ideal of Nationalism

- Bonds that create a nation-state
  - belief in a common ancestry
  - different dialects of one language – one is “official”
  - a shared way of life (food, dress, behavior, etc.)
  - a common past, common experiences
  - shared by all or most of the people
  - a certain territory that belongs to the group – its “land”

Cavour Unites Italy

- The Movement for Unity Begins
  - Giuseppe Mazzini (_________) starts “__________” – no one over 40
    - Rebellions fail – Mazzini forced into __________

- Sardinia Leads Italian Unification
  - Camillo di Cavour (_________) uses ____________ and cunning to expand Sardinia’s territory and power
    - __________ to gain control of northern lands from Austria

- Cavour Looks South
  - Giuseppe Garibaldi (_________________) and his “Red Shirts” gained control of ___________ and then moved into southern Italy.
  - Voters gave him permission to unite with the North
  - Cavour arranged to have his king rule a __________________

- Challenges After Unification
  - Centuries of separation had made provinces ______________
  - _______________ north vs. _______________ south
  - Barely understood each other’s ______________
  - Government changed frequently – political instability
The Rise of Prussia

- Prussia Leads German Unification
  - Wilhelm I wanted to reform – parliament would not grant money
  - ____________________ appointed as PM to help with the problem
    - Used ___________ – politics of reality – no room for idealism
    - Announced his intention to rule without parliament’s consent and without a legal budget
  - This went against the constitution
    - “Blood and Iron” speech given - Prussia would not succeed through talk, negotiations and majority decisions. Success only comes through blood (______) and iron (____________ _________________________________. Military.

- Germany Expands
  - Bismark ______________________  to achieve his goals
    - Teamed with __________ to start a fight with Denmark
    - Won two provinces from Denmark – split with Austria

- Germany Eliminates Austria
  - Bismark created border conflicts to ______________ with Austria
    - Austria __________________ to Italy and Prussia

- Franco-Prussian War
  - Bismark wanted the German states in the south to join Prussia
  - Bismark published an altered telegram to incite the French
  - France _________________________ on Prussia
  - Prussia defeats France, nationalism sweeps the south, they join
  - ___________________________________

The Balance of Power Shifts

- The Congress of Vienna created 5 equally strong nations
  - Britain, France, Austria, Russia, Prussia
  - Mid-1800’s wars made Prussia strong – it is now ______________
  - _________________ are strongest – militarily and economically
  - Austria, Russia, Italy lag far behind, the rest are in the middle

- The old balance of power had __________________
Nationalism Shakes Aging Empires

- The Breakup of the Austro-Hungarian Empire
  - Consisted of Hungarians, Germans, Czechs, Slovaks, Croats, Poles, Serbs and Italians - _________________________
  - Split into ______________________ after pressure from Hungarians
  - Empire splits into ______________________ after ________

- Russian Empire Crumbles
  - Made up of Latvians, Estonians, Finns, Jews, Poles, Romanians, etc.
  - __________ – imposing Russian culture – strengthened nationalism
  - WW I and the ____________________________ end czarist rule

- The Ottoman Empire Weakens
  - Made up of Greeks, Slavs, Turks, Arabs, Armenians, Bulgarians
    - Made some reforms – but rulers wanted ________________
    - Ottomans ________________________ in response to nationalism
    - Empire ________________________ after WW I

Key Concepts:

- Bonds among people create a nation-state

- Nationalism creates new nations such as Italy and Germany

- Cavour uses diplomacy and cunning to unite Italy

- Bismark uses “blood and iron” (and realpolitik) to unite Germany

- The old balance of power in Europe ends – Metternich system is dead

- Nationalism destroys aging empires like the Austro-Hungarian Empire, the Ottoman Empire, and czarist Russia
CHAPTER 24 Section 1 (pages 681–686)

Latin American Peoples Win Independence

BEFORE YOU READ
In the last section, you read about revolution and the Congress of Vienna.
In this section, you will learn how Latin American countries got their independence.

AS YOU READ
Use the time line below to take notes on when each country got its independence.

Colonial Society Divided (pages 681–682)

**What classes existed in Latin American society?**

In Latin America, society was divided into six classes of people. **Peninsulares**—those born in Spain—were at the top. Next were **creoles**, or Spaniards who had been born in Latin America. Below them were **mestizos**. Mestizos had mixed European and Indian ancestry. Next were **mulattos**, with mixed European and African ancestry, and then Africans. At the bottom were Indians.

1. Which groups of society were of European ancestry?

**Revolutions in the Americas** (page 682)

**Where in Latin America was independence first declared?**

In the early 1800s, colonial peoples in Latin America fought for independence. The French colony of Saint Domingue was the first Latin American colony to fight for independence.

Almost all of the people who lived in the French colony were slaves of African origin. In 1791, about 100,000 of them rose in revolt. Toussaint L’Ouverture, a former slave, became their leader. In 1802 Napoleon sent troops to the island to end the rebellion. They failed. In 1804, the colony declared its independence as Haiti.

2. How did Haiti become independent?
Creoles Lead Independence
(pages 682–684)

**Why** did Creoles want independence?

Creoles felt that they were not treated fairly. This bad feeling boiled over when Napoleon overthrew the king of Spain and named his own brother as king. Creoles in Latin America had no loyalty to the new king. They revolted. Even after the old king was restored, they did not give up their fight for freedom.

Two leaders pushed much of South America to independence. *Simón Bolívar* was a writer, fighter, and political thinker. He survived defeats and exile to help win independence for Venezuela in 1821. *José de San Martín* helped win independence for Argentina in 1816 and Chile in 1818. Bolívar led their combined armies to a great victory in 1824. This victory gained independence for all the Spanish colonies.

3. Which two great leaders led the fights for independence in Venezuela, Chile, and Argentina?

Mexico Ends Spanish Rule; Brazil's Royal Liberator
(pages 685–686)

**How** did Mexico and Brazil achieve independence?

In Mexico, mestizos and Indians led the fight for independence. In 1810, *Miguel Hidalgo*, a village priest, called for a revolt against Spanish rule. Creoles united with the Spanish government to put down this revolt by the lower classes.

Hidalgo lost, but Padre *José María Morelos* took over leadership of the rebels. Fighting continued until 1815, when the creoles won.

After a revolution in Spain put a new government to power, the creoles joined with the other groups fighting for independence. In 1821, Mexico won its independence. In 1823, the region of Central America separated itself from Mexico.

In Brazil, 8,000 creoles signed a paper asking the son of Portugal’s king to rule an independent Brazil. He agreed. Brazil became free that year through a bloodless revolt.

4. How were the drives for independence in Mexico and Brazil different?

**Skillbuilder**

Use the chart above to answer these questions.

1. **Comparing** What were the largest and smallest groups in society?

2. **Comparing** How many more Indians were in Spanish society than Africans?
Nationalism

Case Study: Italy and Germany

BEFORE YOU READ

In the last section, you read about revolutions and reform in western Europe.

In this section, you will learn about nationalism.

AS YOU READ

Use a chart like the one below to take notes on the effects of nationalism.

Nationalism: A Force for Unity or Disunity

(pages 692–693)

What is nationalism?

Nationalists thought that many factors linked people to one another. First was nationality, or a common ethnic ancestry. Shared language, culture, history, and religion were also seen as ties that connected people. People sharing these traits were thought to have the right to a land they could call their own. Groups with their own government were called nation-states.

Leaders began to see that this feeling could be a powerful force for uniting a people. The French Revolution was a prime example of this. However, nationalism could also be a force to rip apart empires. This happened in three empires in Europe.

1. What shared characteristics can unite people and create a strong national feeling?

Nationalism Shakes Aging Empires

(pages 692–693)

Why did nationalism divide empires?

Feelings of nationalism threatened to break apart three aging empires. The Austrian Empire was...
forced to split in two parts—Austria and Hungary. In Russia, harsh rule and a policy called Russification that forced other peoples to adopt Russian ways helped produce a revolution in 1917. This revolution overthrew the czar. Like the other two, the Ottoman Empire broke apart around the time of World War I.

2. What three empires were torn apart by nationalism?

Cavour Unites Italy (page 694)

How did nationalism unite Italy?

Italians used national feeling to build a nation, not destroy an empire. Large parts of Italy were ruled by the kings of Austria and Spain. Nationalists tried to unite the nation in 1848. But the revolt was beaten down. Hopes rested with the Italian king of the state of Piedmont-Sardinia. His chief minister was Count Camillo di Cavour. Cavour worked to expand the king’s control over other areas of the north.

Meanwhile, Giuseppe Garibaldi led an army of patriots that won control of southern areas. Garibaldi put the areas he conquered under control of the Italian king. In 1866, the area around Venice was added to the king’s control. By 1870, the king completed the uniting of Italy.

3. Who helped unify Italy?

Bismarck Unites Germany; A Shift in Power (page 695)

How was Germany united?

Germany had also been divided into many different states for many centuries. Since 1815, 39 states had joined in a league called the German Confederation. Prussia and Austria-Hungary controlled this group. Over time, Prussia rose to become more powerful. Leading this move was prime minister Otto von Bismarck. He was supported by wealthy landowners called Junkers. Bismarck was a master of realpolitik—tough power politics.

Bismarck worked to create a new confederation of German states. Prussia controlled it. To win the loyalty of German areas in the south, he purposefully angered a weak France so that it would declare war on Prussia. Prussia won the Franco-Prussian War in 1871. The war with France gave the southern German states a nationalistic feeling. They joined the other states in naming the king of Prussia as emperor, or kaiser, of a strong united Germany.

These events changed the balance of power in Europe. Germany and Britain were the strongest powers, followed by France. Austria, Russia, and Italy were all even weaker.

4. What was the result of the defeat of France and the uniting of Germany?

Skillbuilder

Use the chart to answer the questions.

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

1. Categorizing

Which type of nationalism movement occurred in the United States?

2. Drawing Conclusions

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

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

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

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

1. Name the four major language families in Europe. __________________________________
____________________________________________________________________________
In what part of Europe is each of the language families found? ________________________
____________________________________________________________________________

2. To what major language family does English belong?________________________________
____________________________________________________________________________

3. What part of Europe—eastern or western—has the greater number of languages in one language family? ______________________________________________________________________
____________________________________________________________________________
To what family do most of these languages belong? __________________________________
____________________________________________________________________________
Name five of these languages. ____________________________________________________
____________________________________________________________________________

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

5. How might language help to divide people and prevent them from forming their own country? ______________________________________________________________________________________________
Examine the map again. In what part of Europe might that have happened? ______________

6. How might language unite people and help them to form their own country? ______________
____________________________________________________________________________
____________________________________________________________________________
Examine the map again. In what part of Europe might that have happened? ______________

80 Unit 5, Chapter 24
### Nationalism: Case Study: Italy and Germany

#### A. Drawing Conclusions

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

<table>
<thead>
<tr>
<th>How did nationalism lead to the breakup of these empires?</th>
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<tbody>
<tr>
<td>1. Austro-Hungarian</td>
<td>2. Russian</td>
<td>3. Ottoman</td>
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<table>
<thead>
<tr>
<th>How did each of the following help unify Italy?</th>
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<table>
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<tr>
<th>How did each of the following lead to German unification?</th>
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<tbody>
<tr>
<td>7. policy of realpolitik</td>
<td>8. Seven Weeks' War</td>
<td>9. Franco-Prussian War</td>
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</table>

#### B. Recognizing Main Ideas

On the back of this paper, explain how Otto von Bismarck brought about the crowning of King William I of Prussia as kaiser of the Second Reich.
The Latin American Revolutions

By: S. Gerhardt, White Plains Public Schools

(Modified by C. Carangelo)

UG: Identify and explain the causes/details of the Latin American Revolutions through filling out graphic organizers from the enrichment packet information.

Nation Building in Latin America

MAIN IDEA: Revolutionary ideas in Latin America were sparked by the successes of revolutions in North America.

By the end of the 18th century, the political ideals stemming from the revolution in North America put European control of Latin America in peril. Latin America’s social class structure played a role in how the 19th century revolutions occurred and what they achieved.

Social classes divided colonial Latin America. Peninsulares were Spanish and Portuguese officials who resided temporarily in Latin America for political and economic gain. At the top of the class structure, Peninsulares dominated Latin America and they were born in Spain and were considered Europeans. They held all important positions. Beneath them were the Creoles who controlled land and business and resented the Peninsulares. The Creoles were of European descent but where born in the colonies. The Peninsulares regarded the creoles as second-class citizens. Mestizos worked as servants and laborers, they were of European and Native American descent. Along with the Mestizos were the Mulattoes who were people of Native American and African descent. Below the Mestizos and the Mulattoes was the Native American population the people who had already inhabited this land before the Europeans arrived.

What political ideas from the American Revolution contributed to dissatisfaction in Latin America?

Why might the Creoles be most dissatisfied with their place in society?

Fill in the Spanish Colonial Class Structure Chart
Creoles were descendants of Europeans born in Latin America who lived there permanently. The creoles especially favored revolutionary ideals of equality of all people in the eyes of law, free trade and free press. The creoles disliked the domination of their trade by Spain and Portugal. When Napoleon overthrew the monarchies of Spain and Portugal, the authorities of their colonial empires were severely weakened. Then, between 1807 and 1825, a series of revolts enabled most of Latin America to become independent.

Before the main independence movements began, an unusual revolution took place. In the French colony of Saint Domingue, on the island of Hispanola, Toussaint-Louverture led more than 100,000 slaves in revolt. They seized control of all of Hispanola. On January 1, 1804, the western part of Hispanola, now called Haiti, announced its freedom. Haiti became the first independent state in Latin America.

Jose de San Martin of Argentina, and Simon Bolivar of Venezuela, both members of the creole elite, were hailed as “Liberators of South America.” These men lead revolutions throughout the continent. Jose de San Martin believed that the Spaniards must be removed from all of South America if any South American nation was to be free.

Bolivar began the struggle for independence in Venezuela in 1810. He then went on the lead revolts in New Granada (Colombia) and Ecuador. By 1810, the forces of San Martin had liberated Argentina from Spanish authority. In January of 1817, San Martin led his forces over the Andes to attack the Spanish in Chile. The journey was an amazing feat; two-thirds of the pack mules and horses died during the trip. Soldiers suffered lack of oxygen and severe cold while crossing mountain passes. The Andes Mountains were more than two miles above sea level.

The arrival of San Martin’s forces in Chile completely surprised the Spaniards. The Spanish forces were badly defeated at the Battle of Chacabuco on February 12, 1817. In 1821, San Martin moved on to Lima, Peru the center of Spanish authority.
San Martin was convinced that he could not complete the liberation of Peru alone. He welcomed the arrival of Simon Bolivar and his forces. Bolivar the “Liberator of Venezuela,” took on the task of crushing the last significant Spanish army in 1824.

By the end of 1824, Peru, Uruguay, Paraguay, Colombia, Venezuela, Argentina, Bolivia and Chile had all become free from Spain. Earlier in 1822, the leader of Brazil had declared Brazil’s independence from Portugal. The Central American states had become independent in 1823. In 1838, and 1839, they divided into five republics: Guatemala, El Salvador, Honduras, Costa Rica and Nicaragua.

1. Why was Bolivar and San Martin called the “Liberators of South America?”

2. What role did geography play for San Martin’s soldiers when fighting the Spanish in Chile?

3. How did Bolivar help San Martin 1824?

From the Reading:
What social class did Bolivar and San Martin belong to?

From the Map:
By 1805, how many Latin American colonies had become free?
What country lost the most colonies during the period of Latin American revolutions?
Name the colonies that remained in Latin America after 1830?
Since the Middle Ages, Italy had been a collection of small warring kingdoms and competing city-states rather than one nation. However, as the spirit of nationalism swept across Europe, the people of the Italian peninsula longed for a unified nation. Individuals like Giuseppe Mazzini, Giuseppe Garibaldi, and Count Cavour worked tirelessly to unite Italy. Mazzini has been called the “soul” of unification as his writings from exile inspired Italian nationalists. Garibaldi has been called the “sword” of unification as his army of Red Shirts fought from Sicily northward to unite the nation. Of course, Count Cavour may well be considered the “brain” of unification as his strategic use of war and alliances ultimately united Italy.

Questions:

1. Who was Garibaldi and what did he believe?

2. What obstacles faced Italian nationalists?

3. Why was Mazzini the “soul” of unification?

4. Who was Count Cavour?
“The Risorgimento was a nineteenth century movement for Italian unification...The Risorgimento had two distinct phases, the first, idealistic, romantic, revolutionary began in 1815 and climaxed in the revolutions of 1848-1849; the second, pragmatic, diplomatic, practical during the 1850s culminated in the creation of a united Italian kingdom by 1861...

As a manifestation of the nationalism sweeping over Europe during the nineteenth century, the Risorgimento aimed to united Italy under one flag and one government...(However) there was further disagreement (by nationalists) on whether a united Italy should be a republic or a monarchy...(this conflict) paved the way for the cautious, deliberate diplomacy of Count Camillo Benso di Cavour (1810-1861), prime minister of Piedmont-Sardinia after 1852.

Cavour used the threat of potential revolutionary resurgence to persuade conservative opinion that an Italy united under the House of Savoy, would be a force for stability. The only Italian state with a constitution and an elected parliament after 1849, Piedmont-Sardinia, exerted a powerful attraction for the large majority of Italian nationalists who accepted its leadership...By 1870 the aims of the political Risorgimento had been achieved, but many Italians among them Mazzini and his followers, still sought the true Risorgimento, or rebirth of the Italian people.”

Questions:

1. What was the Risorgimento?
2. What conflict existed among the various Italian nationalists?
3. Who was Count Cavour?
4. How did he persuade conservatives to fight for a united Italy?
5. What was unique about Piedmont-Sardinia?
6. What was achieved in 1870?

Vocabulary: Define the following words

resurgence –
culminated -
"To arms, then, all of you! And the oppressors and the mighty shall disappear like dust. You, too, women, cast away all the cowards from your embraces; they will give you only cowards for children, and you who are the daughters of the land of beauty must bear children who are noble and brave. Let timid doctrinaires depart from among us to carry their servility and their miserable fears elsewhere. This people is its own master. It wishes to be the brother of other peoples, but to look on the insolent with a proud glance, not to grovel before them imploring its own freedom. It will no longer follow in the trail of men whose hearts are foul. No! No! No!” ~ Giuseppe Garibaldi

Providence has presented Italy with Victor Emmanuel. Every Italian should rally round him.

1) According to Garibaldi, what must the Italian people do?

2) Who is he trying to convince in this statement?

Vocabulary: Define the following words

servility -
insolent -

Questions:

1. What geographic feature of Italy is evident from the map?

2. Describe the political map of Italy in 1850s

3. What “obstacle” faced Italian nationalists in central Italy?

4. In what part of Italy is Piedmont located?

5. What bodies of water surround Italy?
1) From the quote, what action would Garibaldi prefer that Italians take?

Excerpt adapted from ohio.edu

“Victor Emmanuel II was the first king of a united Italy and the last king of Piedmont-Sardinia.”

“Give me the ready hand rather than the ready tongue.”

~Giuseppe Garibaldi

Complete the following graphic organizer from phschool.com

Use your readings and knowledge of Italian unification to place the words with the correct person.

King
“The Sword”
“The Brain”
“The Soul”
Soldier
Diplomat
Red Shirts
Piedmont (used twice)
Wrote from exile
Used wars and alliances

“A country is not merely a geographic territory. A country is also the idea given birth by the geographic territory. A country is a sense of love that unites, as one, all the sons and daughters of that geographic territory…”

--World History: A Story of Progress

This quotation supports the idea of

1. totalitarian rule
2. absolute monarchy
3. mercantilism
4. nationalism

“Cavour Provokes War Against Austria”
“Mazzini Establishes Young Italy”
“Poles Fail in Revolt Against Russia”

These headlines best reflect the concept of

1. nationalism
2. isolationism
3. imperialism
4. totalitarianism
Before 1848, Germany was a confederation of 38 states ruled by princes or kings. Prussia was the largest and most powerful of these states. Many Germans believed that unification could only be achieved under Prussian leadership. But the Prussian king did not want to take a crown from the hands of revolutionaries and liberals. Unification would have to be on his terms.

He appointed Otto von Bismarck to be his chief minister in 1862. Bismarck set forth a policy called “blood and iron”. Bismarck intended to use war to achieve his aims of unifying Germany. Bismarck started three wars. The Prussians fought against the Danes, the Austrians, and the French. By 1871, Germany was united. The policy of “blood and iron” had worked.

“\"The great questions of the day will not be settled by means of speeches and majority decisions but by iron and blood.\"”

~ Otto von Bismarck

Questions:

1. Why was German unification a difficult goal to achieve?

2. Who was Otto von Bismarck and what did he believe

3. In Bismarck’s quote, what does he mean by “questions of the day will not be settled by speeches and majority decisions…”?

4. Explain the meaning of “blood and iron”: 
“The position of Prussia in Germany will not be determined by its liberalism but by its power ... Prussia must concentrate its strength and hold it for the favorable moment, which has already come and gone several times. Since the treaties of Vienna, our frontiers have been ill-designed for a healthy body politic. Not through speeches and majority decisions will the great questions of the day be decided - that was the great mistake of 1848 and 1849 - but by iron and blood.”

~ Otto von Bismarck

Questions:
1. According to Bismarck, what determines Prussia’s position in Germany?
2. According to Bismarck, how will the greatest problems of the time be decided?

Excerpt adapted from hyperhistory.net

“Bismarck was very conservative in his political views. “King and Country” were his watchwords. While he remained a political conservative, Bismarck realized that things couldn’t be the way they were before. Bismarck also believed that Prussia could lead the unification of Germany. Bismarck believed in the rights of the aristocrat based on his belief that it was the only way to maintain the stability within the state.”

How was Bismarck similar to Thomas Hobbes regarding the role of the monarch?

Keywords to associate with Otto von Bismarck:
1. What countries bordered the German states?

2. Why might these nations be concerned with a unified Germany?

3. The northern German states were primarily Protestant. The southern states were primarily Catholic. Why would the southern Catholic states be hesitant about joining the northern states?

Wars for German Unification

1. In 1864, the Danes took an area called Schleswig. It was between Denmark and Prussia. Many Germans lived in Schleswig. Bismarck and Austria objected. The Danes were defeated and turned over Schleswig and Holstein to the Prussians.

2. Bismarck persuaded Austria to govern Holstein (south of Schleswig) while Prussia ruled Schleswig but quarreled over administration of the provinces. This conflict led to the Austro-Prussian War which Prussia won.

3. Bismarck started a third war. During the Franco-Prussian War, anti-French feelings united German Protestants and Catholics. Prussians won. France gave Germany the border province of Alsace and part of Lorraine.

Questions:

1. Sometimes a common enemy can unite people. How did a common enemy unite the German people?

2. Why, in particular, would the French be very concerned with a united Germany?
The Imperial Proclamation, January 18, 1871

Whereas the German princes and the free cities have unanimously called upon us to renew and to assume, with the restoration of the German Empire, the German imperial office, which has been empty for more than sixty years; and Whereas adequate arrangements have been provided for this in the constitution of the German Confederation;

We, Wilhelm, by the grace of God King of Prussia, do herewith declare that we have considered it a duty to our common fatherland to answer the summons of the united German princes and cities and to accept the German imperial title. In consequence, we and our successors on the throne of Prussia will henceforth bear the imperial title in all our relations and in all the business of the German Empire, and we hope to God that the German nation will be granted the ability to fashion a propitious future for the fatherland under the symbol of its ancient glory. We assume the imperial title, conscious of the duty of protecting, with German loyalty, the rights of the Empire and of its members, of keeping the peace, and of protecting the independence of Germany, which depends in its turn upon the united strength of the people. We assume the title in the hope that the German people will be granted the ability to enjoy the reward of its ardent and self-sacrificing wars in lasting peace, within boundaries which afford the fatherland a security against renewed French aggression which has been lost for centuries. And may God grant that We and our successors on the imperial throne may at all times increase the wealth of the German Empire, not by military conquests, but by the blessings and the gifts of peace, in the realm of national prosperity, liberty, and morality. Wilhelm I, Kaiser und König [and king].

Questions:

Prior knowledge:

1. What do we know about Germany before it became a unified country?

2. What was the strongest state, and who was its leader?

3. How did Germany unify?

From the Reading:

4. What is Wilhelm saying in this Proclamation (what is actually happening here)?

5. What depends upon the united strength of the people?
Nationalism Threatens Old Empires
Source: http://mrwigginshistoryclass.com/home-page/modern-world-history/nationalism/3-7-nationalism-collateral-damage/

Read the following excerpt about destructive nationalism and complete the questions that follow.

In 1800, the Hapsburg’s were the longest-reigning family in Europe. Their Austrian empire was home to many ethnic groups, including German-speaking Austrians, Slavs, Hungarians, and Italians. By the 1840’s, the empire faced many problems associated with industrial life. Also, nationalism threatened the empire. The Hapsburg’s ignored these issues as long as they could. When revolts broke out in 1848, the government crushed them. During this time of unrest, 18-year-old Francis Joseph came to the Hapsburg throne. In an attempt to strengthen the empire, he granted some limited-reforms. He also created a constitution, – but the majority of power remained with German-speaking Austrians. This did not satisfy most of the other ethnic groups.

Austria’s defeat in the 1866 war with Prussia brought even more pressure for change, especially from Hungarians within the empire. Ferenc Deak helped work out a compromise known as the Dual Monarchy of Austria-Hungary. Under the agreement, Austria and Hungary became separate states. Each had its own constitution. However, Francis Joseph still ruled both nations. Hungarians welcomed the compromise, but other groups resented it. Unrest grew among the Slavs. Some nationalists called on fellow Slavs to unite in “fraternal solidarity.” By the early 1900’s, nationalist unrest often kept the government from addressing political and social problems.

The Ottomans ruled an empire that stretched from Eastern Europe and the Balkans, to the Middle East and North Africa. It also included many different ethnic groups. During the 1800’s, various peoples revolted against the Ottomans. They wanted their own independent states. With the empire weakened, European powers scrambled to divide up the Ottoman lands. A series of crises and wars occurred in the Balkans. By the early 1900’s, that region became known as the “Balkan powder keg.”

Nationalism had created movements in Eastern Europe, in which national groups agitated for independence. Nationalism had united Germany and Italy which had linguistic, religious and ethnic similarities. However in more diverse empires Nationalism created tremendous strain on the existing governmental structures. The Ottoman Empire and Austria-Hungary would both eventually succumb to nationalism and dissolve shortly into the 20th century.

Questions:

1. How did the Hapsburgs respond when nationalist revolutions broke out?

2. How did Austria’s war with Prussia change Austria-Hungary’s government?

3. What impact did Nationalism have on the Ottoman Empire?

4. Why was Nationalism a unifying force in Italy and Germany but a divisive one in Austria-Hungary and the Ottoman Empire?

5. Why did the Balkans become known as the “powder keg” of Europe?
Nationalism

Nationalism is commonly defined as a love for one's country. Historically, however, nationalism takes on a far greater meaning. Throughout history, large groups of people who share a cultural identity (language, customs, history, religion, territory, culture) have felt the pulling power of nationalistic feeling. The spirit of nationalism also includes the belief that one's nation is better off as an autonomous state. Autonomy is defined as a nation governing itself independently from a centralized point, rather than being part of an empire or controlled by another country. Still another aspect of nationalism is the willingness to go to extreme measures in achieving autonomous self-rule. The French Revolution and the reign of Napoleon are good examples of how nationalistic feelings create change.

Revolutions, wars, ethnic tension, and other conflicts of varying degrees have occurred throughout history because of a love for one's country or feelings of cultural identity. The spirit of nationalism has shaped the histories and destinies of many countries. Nationalism can unite people into cohesive, stable nations. It can also tear nations apart, sometimes resulting periods of social upheaval and political chaos.

Italian Unification (1831-1861)

Since the fall of Rome, Italy had been divided into many small states. Many of these were put under Austrian or Spanish control after the Congress of Vienna.

Giuseppe Mazzini (the “heart” or “soul”of Italian Unification) – Starts Young Italy – a secret society dedicated to a united Italy. He is forced into exile because of his views

Camillo Cavour (the “Brain” of Italian Unification) – Used alliances, diplomacy and shrewd politics to free northern Italy from Austrian control

Giuseppe Garibaldi (the “Sword” of Italian Unification) - soldier who helped control southern Italy with his Red Shirt army and unite it with the north

The North and South unite and Italy becomes a consolidated country. As a new nation, Italy faced problems into the late 1800s.
German Unification (1862-1871)

Like Italy, Germany had been fragmented into separate states during the Age of Metternich. To be considered a legitimate nation it would need to unify.

Of all the German states, Prussia was the most powerful, dominating the other, smaller states. Prussia was ruled by Kaiser Wilhelm, however, the person with the most power was Prime Minister Otto von Bismarck (see picture). Bismarck moved to unite the German states under his ruler using two methods, realpolitik and “blood and iron”.

Realpolitik – the politics of reality with no room for idealism.
   This was an “ends justifies the means” approach to politics and foreign policy. It was tough, power politics used to unify and strengthen Germany, usually at the expense of someone else.

“Blood and Iron” - Bismarck had no faith in speeches or representative government. He felt negotiation was lengthy, time consuming and rarely brought about the desired result. Instead he favored war. Blood represented the sacrifices the German people would have to make in achieving the goal of unification. Iron represented the need to industrialize. Bismarck saw that in order to be a world power, Germany would have to catch up with much of the rest of Europe in the areas of technology and factory production.

Bismarck led Prussia through a series of three wars to seize lands and inspire a feeling of nationalism in the German states. By 1871, the German states were united onto one county, Germany, ruled by Kaiser Wilhelm I.

Other Nationalists – Many other men fought to unite their peoples to fight off foreign influence or control and gain autonomy for their people.

Mohandas Gandhi – united India against British control

Jomo Kenyatta - united Kenya against British control

Ho Chi Minh – united Vietnam against French control

Kwame Nkrumah - united Ghana against British control

Mustafa Kemal (Ataturk) – creates a new national identity and institutes western reforms after overthrowing the sultan of Turkey.
The Sicilians are fighting against the enemies of Italy, and for Italy. To furnish them with money and with arms, and to bring them the aid of his strong right arm, such is the duty of every Italian. The spirit of discord and the indifference of any one province to the fate of her neighbour are the things that have been at the bottom of the misfortunes of Italy.

The salvation of Italy began on the day on which the sons of the same soil rushed forward to defend their brothers when in danger.

If we abandon these brave children of Sicily and leave them to their fate, they will have to fight against the mercenaries of the Bourbon, plus those of Austria and those of the priest who reigns in Rome.

Let the people of the liberated provinces lift high their voices in championing the cause of their brothers who are fighting! Send your generous youth where the battle is for the Motherland!

Let the Marches, and Umbria, and Sabina, and the Roman Campania, and the land of Naples rise, so as to bring division into the forces of our enemy!

If the towns do not offer sufficient support to the insurrection, let the more determined of you range the country in bands.

A brave man can always find arms! In the name of God, do not listen to the cowards who parade before their richly laden tables!

Let us arm! Let us fight for our brothers! Tomorrow, we shall fight for ourselves.

A little band of brave men who follow me on the country's battlefields are marching to the rescue along with me. Italy knows them: they appear whenever the tocsin of danger sounds. Noble and generous comrades! they have consecrated their lives to their country. They will give to her their last drop of blood, seeking no other reward save that of having done their duty, and that a clear conscience may abide with them.

“Italy and Victor Emmanuel!" This, our battle-cry when crossing the Ticino, will echo to the fiery rocks of [AE]tna. To this cry, prophetic of combat, and borne along by Italy's lofty mountains as far as the Tarpeian rock, the tottering throne of tyranny will crash. All, then, will rise as one man!

To arms! At one blow, let us end the sufferings of centuries. Let us prove to the world that it was indeed in this land that the sturdy race of ancient Romans once lived.


Discussion Questions

Recognizing Facts and Details

1. According to Garibaldi, what did the embattled Sicilians need to fight Italy's enemies?
2. Why did Garibaldi think Italians should volunteer to help the Sicilians?
3. Recognizing Propaganda Propaganda is the use of slanted information to further one's own cause or damage an opponent's cause. What are two examples of propaganda in Garibaldi's proclamation?
Spurred by the desire to unite the people of Italy under one government, Giuseppe Mazzini in 1832 formed a group called Young Italy. The group sought to liberate Italian states from foreign rule, but it soon met with resistance and fell apart. Mazzini spent much of the rest of his life outside his homeland, agitating for revolution. In the following essay, Mazzini explains why there should be a united Italy.

**THINK THROUGH HISTORY: Analyzing Motives**
What reasons did Mazzini give for a united Italy?

To you, who have been born in Italy, God has allotted, as if favoring you specially, the best-defined country in Europe. In other lands, marked by more uncertain or more interrupted limits, questions may arise which the pacific vote of all will one day solve, but which have cost, and will yet perhaps cost, tears and blood; in yours, no. God has stretched round you sublime and indisputable boundaries; on one side the highest mountains of Europe, the Alps; on the other the sea, the immeasurable sea. Take a map of Europe and place one point of a pair of compasses in the north of Italy on Parma; point the other to the mouth of the Var, and describe a semicircle with it in the direction of the Alps; this point, which will fall, when the semicircle is completed, upon the mouth of the Isonzo, will have marked the frontier which God has given you. As far as this frontier your language is spoken and understood; beyond this you have no rights. Sicily, Sardinia, Corsica, and the smaller islands between them and the mainland of Italy belong undeniably to you. Brute force may for a little while contest these frontiers with you, but they have been recognised from of old by the tacit general consent of the peoples; and the day when, rising with one accord for the final trial, you plant your tricoloured flag upon that frontier, the whole of Europe will acclaim risen Italy, and receive her into the community of the nations. To this final trial all your efforts must be directed.

Without Country you have neither name, token, voice, nor rights, no admission as brothers into the fellowship of the Peoples. You are . . . soldiers without a banner, Israelites among the nations, you will find neither faith nor protection; none will be sureties for you. Do not beguile yourselves with the hope of emancipation from unjust social conditions if you do not first conquer a Country for yourselves; where there is no Country there is no common agreement to which you can appeal; the egotism of self-interest rules alone, and he who has the upper hand...