

SECTION 2 Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how French rebels won some reforms in 1830.
- Analyze how the spirit of reform spread in 1830.
- Explain the revolutions that surged through France and throughout the rest of Europe in 1848.

Prepare to Read

Build Background Knowledge L3

Ask students to recall the challenges to the old order in Europe by the end of the 1820s. Ask them to predict what might happen in Europe next.


Set a Purpose L3

- **WITNESS HISTORY** Read the selection aloud or play the audio.

 **Witness History Audio CD,**
More Revolution in the Wind

Ask **What kinds of images does Tocqueville use to describe the future of Europe?** (*images of violence and destruction: volcano, earthquake, wind, storm*) **What does Tocqueville imagine will happen next?** (*violent revolution*)

- **Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 2 Assessment answers.*)
- **Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- **Note Taking** Have students read this section using the Guided Questioning strategy (TE, p. T20). As they read, have students fill in the chart identifying main ideas about the revolutions of 1830 and 1848.

 **Reading and Note Taking Study Guide,** p. 184



2

Alexis de Tocqueville

French tricolor flag



WITNESS HISTORY  AUDIO

More Revolution in the Wind

Alexis de Tocqueville was a liberal French leader who closely observed the widespread support for revolutionary ideas. He knew that the revolutions of the 1820s were not over.

“We are sleeping on a volcano . . . Do you not see that the Earth trembles anew? A wind of revolution blows, the storm is on the horizon.”

—Alexis de Tocqueville

Focus Question What were the causes and effects of the revolutions in Europe in 1830 and 1848?

Revolutions of 1830 and 1848

Objectives

- Describe how French rebels won some reforms in 1830.
- Analyze how the spirit of reform spread in 1830.
- Explain the revolutions that surged through France and throughout the rest of Europe in 1848.

Terms, People, and Places

radicals
Louis Philippe
recession
Napoleon III
Louis Kossuth

Note Taking

Reading Skill: Identify Main Ideas As you read the section, fill in a table like the one below with a country, date, and a main idea about the revolutions of 1830 and 1848. Add rows as needed.

Revolutions of 1830 and 1848		
France	1830	Radicals force king to abdicate.

The quick suppression of liberal and nationalist uprisings in the 1820s did not end Europe’s age of revolutions. In 1830 and 1848, Europeans saw street protests explode into full-scale revolts. As in 1789, the upheavals began in Paris and radiated out across the continent.

French Rebels Win in 1830


When the Congress of Vienna restored Louis XVIII to the French throne, he wisely issued a constitution, the Charter of French Liberties. It created a two-house legislature and allowed limited freedom of the press. Still, the king retained much power.

Citizens Lead the July Revolution When Louis XVIII died in 1824, his younger brother, Charles X, inherited the throne. Charles, a strong believer in absolutism, rejected the very idea of the charter. In July 1830, he suspended the legislature, limited the right to vote, and restricted the press.

Liberals and **radicals**—those who favor extreme change—responded forcefully to the king’s challenge. In Paris, angry citizens threw up barricades across the narrow streets. From behind them, they fired on the soldiers and pelted them with stones and roof tiles. Within days, rebels controlled Paris. The revolutionary tricolor flew from the towers of Notre Dame cathedral. A frightened Charles X abdicated and fled to England.

Vocabulary Builder

Use the information below and the following resources to teach the high-use words from this section.

 **Teaching Resources, Unit 4, p. 63; Teaching Resources, Skills Handbook, p. 3**

High-Use Words

denounce, p. 640

Definitions and Sample Sentences

vt. to express harsh criticism of something or somebody, usually in public
They **denounced** the new policy that required them to give up their basic rights.

emerge, p. 643

v. to arise, appear, or come out of
Susan blinked as she **emerged** from the dark theater into the brightly lit hallway.

Teach

French Rebels Win in 1830

L3

Instruct

- **Introduce: Key Terms** Ask students to find the key term *radical* (in blue) in the text and explain its meaning. Tell them that the word *radical* comes from the Latin for *root*. Note that in 1830, many radicals wanted to tear out the entire political system at its roots, not just fix it.
- **Teach** On the board, create a flowchart showing events in France from the restoration of Louis XVIII to the selection of Louis Philippe and have students volunteer information to fill it in. Then ask **Who benefited from Louis Philippe's rule?** (*the upper bourgeoisie*)
- **Quick Activity** Display **Color Transparency 120: Fighting at the Hotel de Ville, 28th July 1830**. Ask **How does the artist feel about the July revolution?** (*He supports it.*) **How can you tell?** (*He depicted a heroic figure at center, bathed in light, under the tricolor flag.*) **Why does he include children?** (*to symbolize the future*) **How does the artist depict violence?** (*as heroic, with no blood or gore*)
📄 Color Transparencies, 120

Independent Practice

Link to Literature To help students better understand revolutionary France, have them read the excerpt from Victor Hugo's *Les Misérables* and answer the questions on the worksheet.

📄 All in One Teaching Resources, Unit 4, p. 66

Monitor Progress


As students fill in their charts, circulate to make sure they are including the rebellions in France and the rest of Europe described in the text and a main idea about each. For a completed version of the chart, see

📄 Note Taking Transparencies, 145

Answers

- ✓ After Charles X disbanded the legislature and limited the press, the rebels put up barricades, fired at soldiers, and gained control of Paris.

PRIMARY SOURCE as a chaotic mass of whatever people could drag to the site



The “Citizen King” Rules France With the king gone, radicals wanted to set up a republic. Moderate liberals, however, insisted on a constitutional monarchy and chose **Louis Philippe** as king. Louis Philippe was a cousin of Charles X and in his youth had supported the revolution of 1789.

The French called Louis Philippe the “citizen king” because he owed his throne to the people. Louis got along well with the liberal bourgeoisie. He dressed like them in a frock coat and top hat. Sometimes he strolled the streets, shaking hands with well-wishers. Liberal politicians filled his government.

Under Louis Philippe, the upper bourgeoisie prospered. Louis extended suffrage, but only to France’s wealthier citizens. The vast majority of the people still could not vote. The king’s other policies also favored the middle class at the expense of the workers.

- ✓ **Checkpoint** What actions did Charles X take in 1830, and how did French rebels respond?

The Spirit of Reform Spreads

The revolts in Paris inspired the outbreak of uprisings elsewhere in Europe. As Metternich said, “When France sneezes, Europe catches cold.” Most of the uprisings were suppressed by military force. But some rebels did win changes. Even when they failed, revolutions frightened rulers badly enough to encourage reform.

Belgium Wins Independence The one notable success in 1830 took place in Belgium. In 1815, the Congress of Vienna had united the Austrian Netherlands (present-day Belgium) and the Kingdom of Holland under the Dutch king. The Congress had wanted to create a strong barrier to help prevent French expansion in the future.

The French-speaking Belgian bourgeoisie resented the new arrangement. They and the Dutch had different languages. The Belgians were Catholic, while the Dutch king was Protestant. The Belgians relied on manufacturing; the Dutch, on trade.

In 1830, news of the Paris uprising ignited a revolutionary spark in Belgium. Citizens took up arms against the Dutch troops in Brussels, the

To the Barricades!

In 1830 and again in 1848, French rebels erected barricades in the streets using mattresses, wagons, furniture, and whatever else they could find that might offer protection during the fighting with government soldiers. *How does Hugo describe the barricades in his famous novel Les Misérables?*

Primary Source

“You saw there, in a chaos full of despair, rafters from roofs, patches from garrets with their wall paper, window sashes with all their glass planted in the rubbish, awaiting artillery, chimneys torn down, wardrobes, tables, benches, a howling topsy-turvy, . . . which contain at once fury and nothingness.”
—Victor Hugo

WITNESS HISTORY VIDEO

Watch *Revolutionary France: Les Misérables* on the **Witness History Discovery School™** video program to learn more about the 1830 revolution in France.



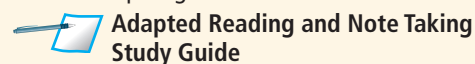
Differentiated

Instruction Solutions for All Learners

- L1 Special Needs
- L2 English Language Learners
- L3 Less Proficient Readers

Have students scan the headings and use the visuals to understand the section. Point out the picture of the barricade, read aloud the quotation, and ask why the barricade was constructed. Then ask groups to draw a barricade as Hugo describes it in the quotation or write a brief diary entry from the point of view of a builder or participant in the street fighting.

Use the following study guide resources to help students acquiring basic skills:



- Adapted Note Taking Study Guide, p. 184
- Adapted Section Summary, p. 185

The Spirit of Reform Spreads

L3

Instruct

- **Introduce** Direct students to the map on this page. Have them point out Brussels and its proximity to Paris (the source of revolution) and Britain. Then have students point out Cracow's location and proximity to Russia. Have students predict how these locations will affect the spread of revolution.
- **Teach** Create a Venn diagram on the board comparing the Belgian and Polish uprisings, and have students volunteer information to fill in. Then ask **What difference most affected the outcome of the two revolutions?** (*The Belgians had support from Britain and France, whereas the Poles had no support and were opposed by Russia.*)
- **Quick Activity** Show students *Revolutionary France: Les Misérables* from the **Witness History Discovery School™** video program. When they have finished watching, ask them to describe how the video depicts revolutionary France.

Independent Practice

Have students begin filling in the Outline Map *Revolutions in Europe, 1820s–1840s*, with names of countries, dates of uprisings, and outcomes. Make sure students leave room to add the 1848 revolutions later.

All in One Teaching Resources, Unit 4, p. 70

Monitor Progress

Circulate to make sure students are filling in their Outline Maps accurately and are including the July Revolution in France and the 1830 revolts.

Answer

- ✓ The Belgians gained independence from Holland, but the Polish rebellion was crushed by Russia.

capital. Britain and France believed that they would benefit from the separation of Belgium and Holland and supported Belgian demands for independence. As a result, in 1831, Belgium became an independent state with a liberal constitution.

Rebels Fail in Poland Nationalists in Poland also staged an uprising in 1830. But, unlike the Belgians, the Poles failed to win independence for their country.

In the late 1700s, Russia, Austria, and Prussia had divided up Poland. Poles had hoped that the Congress of Vienna would restore their homeland in 1815. Instead, the great powers handed most of Poland to Russia.

In 1830, Polish students, army officers, and landowners rose in revolt. The rebels failed to gain widespread support, however, and were brutally crushed by Russian forces. Some survivors fled to Western Europe and the United States, where they kept alive the dream of freedom.

- ✓ **Checkpoint** How did the Belgian and Polish revolutions in 1830 end differently?

The French Revolt Again in 1848

In the 1840s, discontent began to grow in France once again. Radicals formed secret societies to work for a French republic. Utopian socialists called for an end to private ownership of property. Even liberals denounced Louis Philippe's government for corruption and called for expanded suffrage.

Near the end of the decade, discontent was heightened by a **recession**, or period of reduced economic activity. Factories shut down and people lost their jobs. Poor harvests caused bread prices to rise. Newspapers blamed government officials for some of the problems. With conditions much like those in 1789, Paris was again ripe for revolution.

Vocabulary Builder

denounce—(dee NOWNS) *vt.* to express harsh criticism of something or somebody, usually in public

INFOGRAPHIC

1848: The Year of Hope and Despair

Revolution in Europe spread like wildfire in the days and months of 1848. Although an outbreak in January occurred in Italy, France's successful February Revolution was the spark for other revolts throughout Europe. As shown on the map here, revolutions were not confined to one city or country. They engulfed the continent of Europe and numbered almost fifty in the first four months of the year alone. Despite the failures of the revolutions, Europe was transformed as governments and the rising middle class began to cooperate with one another.



Link to Music

Poland Has Not Yet Perished When Poland was partitioned by Prussia, Austria, and Russia in 1795, Poland ceased to exist as an independent state, but the Polish national spirit lived on. The country's national anthem, which begins with the words "Poland has not yet perished," was written in 1797. Parts of Poland became provinces of the Austrian Empire and of Prussia, which later became part of Germany. However, the largest portion of

Poland lay within the Russian Empire, and the Russian province of Poland carried on the name of the divided nation. Russian Poland staged several armed revolts against Russian rule, including the 1830 uprising. Poles under German, Austrian, and Russian rule never abandoned their quest for reunification and independence. They finally achieved their goal in 1918, when Poland was reborn as an independent, united nation at the end of World War I.

Turmoil Spreads During “February Days” In February 1848, when the government took steps to silence critics and prevent public meetings, angry crowds took to the streets. During the “February Days,” overturned carts, paving stones, and toppled trees again blocked the streets of Paris. Church bells rang alarms, while women and men on the barricades sang the revolutionary anthem “La Marseillaise.” A number of demonstrators clashed with royal troops and were killed.

As the turmoil spread, Louis Philippe abdicated. A group of liberal, radical, and socialist leaders proclaimed the Second Republic. (The First Republic had lasted from 1792 until 1804, when Napoleon became emperor.)

From the start, deep differences divided the new government. Middle-class liberals wanted moderate political reforms. Socialists wanted far-reaching social and economic change and forced the government to set up national workshops to provide jobs for the unemployed.

The Working Class Loses Out During “June Days” By June, however, upper- and middle-class interests had won control of the government. They saw the national workshops as a waste of money and shut them down.

Furious, workers again took to the streets of Paris. This time, however, bourgeois liberals turned violently against the protesters. Peasants, who feared that socialists might take their land, also attacked the rioting workers. At least 1,500 people were killed before the government crushed the rebellion.

The fighting of the “June Days” left a bitter legacy. The middle class both feared and distrusted the socialists, while the working class harbored a deep hatred for the bourgeoisie.

A New Napoleon Comes to Power By the end of 1848, the National Assembly, now dominated by members who wanted to restore order,

FEBRUARY

Opposition grew as Louis Philippe refused to listen to the middle class, workers, or peasants. In February, crowds revolted in the streets. As the turmoil of the “February Days” spread, Louis Philippe abdicated and a group of liberal, radical, and socialist leaders proclaimed the Second Republic.

MARCH

News of France’s successful February revolution spread throughout the German states. In March, demonstrations broke out in the streets of Berlin, and the king agreed to an all-German constitution. When troops randomly fired two shots into the crowd, the demonstrations turned into eight hours of bitter violence.

JUNE

“June Days” in France again saw Paris streets crowded with angry protestors when the workshops for the unemployed were closed. Before this worker revolt ended, about 1,500 died in the first two days, while as many as 3,000 more were executed for their participation in the uprising.

Thinking Critically

- 1. Make Comparisons** How were the “February Days” and the “June Days” similar and different?
- 2. Recognize Ideologies** What ideals survived despite how quickly most rebellions throughout Europe were crushed?

The French Revolt Again in 1848

13

Instruct

- **Introduce: Vocabulary Builder** Have students read the Vocabulary Builder term and definition on the facing page. Ask students to predict who or what was **denounced** during the next wave of uprisings. Then have them read to find out whether their predictions were accurate.
- **Teach** Have students study the Infographic and summarize the information. Then ask **What were the causes of the French Revolution of 1848?** (*discontent among radicals and liberals, economic slump, poor harvests, scandals in government*) **What were the effects?** (*Louis Philippe abdicated, the Second Republic was proclaimed, deep differences remained between liberals and radicals*) **Who benefited from Napoleon III’s rule?** (*the bourgeoisie*) **What do you predict will happen next in France?** (*Sample: Unrest will continue, and further changes will be demanded.*)

- **Quick Activity** Display **Color Transparency 121: Freedom of the Press**. Ask students to discuss which option was more dangerous to Louis Philippe’s reign in 1848: allowing freedom of the press or forbidding it.
 - 📄 **Color Transparencies, 121**

Independent Practice

- Ask students to suppose they were living in France in 1852. Have them write a paragraph explaining whether they will vote for Louis Napoleon in the plebiscite.
- Have students continue filling in the Outline Map *Revolutions in Europe, 1820s–1840s* with names of countries, dates of uprisings, and outcomes of the 1848 revolutions.

All in One Teaching Resources, Unit 4, p. 70

Monitor Progress

Administer the Geography Quiz.

All in One Teaching Resources, Unit 4, p. 72

Answers

Thinking Critically

1. Both uprisings included street fighting, but February’s ended with the proclamation of the Second Republic, while June’s ended with deeper divisions among the classes.
2. equality, democracy, liberty

Careers

Political Scientist In a democracy, it is not necessary to be a revolutionary to play an active role in creating social change. There are many careers in political science. For example, political activists work for organizations or candidates that promote policies they favor. Some work as lobbyists, trying to persuade government officials to create or enforce certain laws. Others serve as public relations specialists, informing

the public about their causes. Still others work as pollsters, sampling public opinion. Many careers in political science involve working in local, state, national, or international government. Political science careers often require a college degree, but volunteer experience is also helpful. Perhaps the most important requirements are enthusiasm and an interest in improving society.

Revolution Surges Through Europe

L3

Instruct

■ Introduce: Vocabulary Builder

Have students read the Vocabulary Builder term and definition on the facing page. Ask students to name some divisions that *emerged* during this period.

■ **Teach** Create a chart on the board with two columns labeled Rebellion and Reaction. Using the Numbered Heads strategy (TE, p. T23), have students provide information about events in 1848 to fill in the chart.

■ **Quick Activity** Direct students' attention to the serpent political cartoon on the next page. Then display **Color Transparency 122: Europe: 1848 Uprisings**. Ask students to compare how the rulers and the revolutionaries are portrayed in the two cartoons.

 **Color Transparencies, 122**

Independent Practice

■ **Primary Source** To help students better understand the excitement of revolution in 1848, have them read the excerpt from Carl Schurz's *Reminiscences* and complete the worksheet.

All in One Teaching Resources, Unit 4, p. 67

■ Have students suppose they are conservative advisors to King Frederick William IV of Prussia. Have them write a paragraph advising the king whether to accept the crown offered by the Frankfurt assembly.

Monitor Progress

Check Reading and Note Taking Study Guide entries for student understanding.

Answers

Analyze Cause and Effect Sample: probably not, since major events usually have a variety of causes

✓ 1830 resulted in a constitutional monarchy; 1848 resulted in the Second Republic with a strong president and wider suffrage for men

Cause and Effect

Long-Term Causes

- Spread of Enlightenment ideas
- Growth of nationalism and liberalism
- Poverty caused by the Industrial Revolution

Immediate Causes

- Uprisings in Paris
- Economic recession
- Poor harvests
- Corrupt governments

The Revolutions of 1848

Immediate Effects

- A new republic in France
- Fall of Metternich
- Promises of reform in Austria, Italy, and Prussia

Long-Term Effects

- A new empire in France
- Successes for liberalism, nationalism, and socialism
- Germany and Italy united
- Labor unions
- Increased voting rights for men

Connections to Today

- Ongoing efforts to ensure basic rights for all citizens
- Ongoing efforts to ensure limited government and popular sovereignty worldwide

Analyze Cause and Effect The revolutions of 1848 were the result of new ways of thinking and hard times for workers. *Could one of these factors by itself have caused such widespread rebellion? Why or Why not?*



Italian revolutionary flag

issued a constitution for the Second Republic. It created a strong president and a one-house legislature. But it also gave the vote to all adult men, the widest suffrage in the world at the time. Nine million Frenchmen now could vote, compared with only 200,000 who had that right before.

When elections for president were held, the overwhelming winner was Louis Napoleon, nephew of Napoleon Bonaparte. The “new” Napoleon attracted the working classes by presenting himself as a man who cared about social issues such as poverty. At the same time, his famous name, linked with order and past French glory, helped him with conservatives.

Once in office, Louis Napoleon used his position as a stepping-stone to greater power. By 1852, he had proclaimed himself emperor, taking the title **Napoleon III**. Thus ended the short-lived Second Republic.

Like his celebrated uncle, Napoleon III used a plebiscite to win public approval for his seizure of power. A stunning 90 percent of voters supported his move to set up the Second Empire. Many thought that a monarchy was more stable than a republic or hoped that Napoleon III would restore the glory days of Napoleon Bonaparte.

Napoleon III, like Louis Philippe, ruled at a time of rapid economic growth. For the bourgeoisie, the early days of the Second Empire brought prosperity and contentment. In time, however, Napoleon III would embark on foreign adventures that would bring down his empire and end French leadership in Europe.

✓ **Checkpoint** How did the French revolutions of 1830 and 1848 differ?

Revolution Surges Through Europe

In 1848, revolts in Paris again unleashed a tidal wave of revolution across Europe. For opponents of the old order, it was a time of such hope that they called it the “springtime of the peoples.” Although events in France touched off the revolts, grievances had been piling up for years. Middle-class liberals wanted a greater share of political power for themselves, as well as protections for the basic rights of all male citizens. Workers demanded relief from the miseries of the Industrial Revolution. And nationalists of all classes ached to throw off foreign rule.

Change in the Austrian Empire In the Austrian empire, revolts broke out in the major cities. Even though Metternich censored the press, books were smuggled to universities throughout the empire. Students demanded change. When workers joined the students on the streets of Vienna, Metternich resigned and fled in disguise.

Revolution continued to spread. In Budapest, Hungarian nationalists led by journalist **Louis Kossuth** demanded an independent government, an end to serfdom, and a written constitution to protect basic rights. In Prague, the Czechs made similar demands. Overwhelmed by events, the Austrian government agreed to the reforms. The gains were temporary, however.

Differentiated

Instruction

Solutions for All Learners

L1 Special Needs **L2** Less Proficient Readers **L2** English Language Learners

To help students master vocabulary, have them make a list of this section's Vocabulary Builder terms and Key Terms and People. Encourage students to include in the list additional terms that may be new to them, such as *bourgeoisie*, *reluctant*, *resent*, *restore*, and *suffrage*. Then, have them create flashcards with the term on one

side and its definition (or, in the case of Key People, an identifying statement) on the other. For English Language Learners, you may wish to have students add explanations in their first language to go with the flashcards. Pair students and have them quiz each other, using the flashcards.

Austrian troops soon regained control of Vienna and Prague and smashed the rebels in Budapest.

Revolts in Italy Uprisings also erupted in the Italian states. Nationalists wanted to end Hapsburg domination and set up a constitutional government. From Venice in the north to Naples in the south, Italians set up independent republics. Revolutionaries even expelled the pope from Rome and installed a nationalist government. Before long, the forces of reaction surged back here, too. Austrian troops ousted the new governments in northern Italy. A French army restored the pope to power in Rome. In Naples, local rulers canceled the reforms they had reluctantly accepted.

Rebellion in the German States In the German states, university students demanded national unity and liberal reforms. Economic hard times and a potato famine brought peasants and workers into the struggle. In Prussia, liberals forced King Frederick William IV to agree to a constitution written by an elected assembly. Within a year, though, he dissolved the assembly.

Throughout 1848, delegates from German states met in the Frankfurt Assembly. Divisions soon emerged over whether Germany should be a republic or a monarchy and whether to include Austria in a united German state. Finally, the assembly offered Prussia's Frederick William IV the crown of a united Germany. To their dismay, the conservative king rejected the offer because it came not from the German princes but from the people—"from the gutter," as he described it.

By 1850, rebellion faded, ending the age of liberal revolution that had begun in 1789. Why did the uprisings fail? The rulers' use of military force was just one reason. Another was that revolutionaries did not have mass support, and in many instances, constitutions that represented their principles were withdrawn or replaced. In the decades ahead, liberalism, nationalism, and socialism would win successes not through revolution, but through political activity.

Check **Checkpoint** What was the outcome of most of the revolutions outside France in 1848?



Analyzing Political Cartoons

A Year of Revolution This English cartoonist comments on the revolutions of 1848 and the reaction of European rulers. Based on the cartoon,

1. What ideal led to the revolutions of 1848?
2. How did the revolutions affect Europe's monarchs?

Vocabulary Builder

emerge—(ee MURJ) *v.* to arise, appear, or come out of

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2021

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Causes and Effects** Use your completed chart to answer the Focus Question: What were the causes and effects of revolutions in Europe in 1830 and 1848?

Comprehension and Critical Thinking

3. **Draw Conclusions** What were the conditions under which the people of France lived that led to revolution rather than peace?
4. **Analyze Information** (a) Where did revolution spread in 1830? (b) Were these revolutions successful? Explain.
5. **Make Generalizations** Why did most of the revolutions of 1848 fail to achieve their goals?

Writing About History

Quick Write: Gather and Organize Evidence In order to write a well-organized persuasive essay, you need to gather evidence to support your position. Gather evidence from the section to support an essay on whether workers were justified in taking to the streets in 1830 and 1848. Then create a chart that lists both sides of the issue.

Section 2 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. causes: liberals sought constitutions and basic rights, nationalists sought independence, and workers and peasants demanded better conditions; effects: in most countries other than Belgium, revolutions resulted in failure, the restoration

- of monarchy or empire, and the cancellation of any reforms.
3. absolute rule, government corruption, poverty
4. (a) Belgium and Poland (b) The Belgian revolution was successful in gaining independence, but the Polish revolution was not.
5. They were crushed by the armies and strength of the European powers.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 4, p. 61

- To further assess student understanding, use **Progress Monitoring Transparencies**, 84

Reteach

If students need more instruction, have them read the section summary.

Reading and Note Taking Study Guide, p. 185

L3

Adapted Reading and Note Taking Study Guide, p. 185

L1 L2

Spanish Reading and Note Taking Study Guide, p. 185

L2

Extend

L4

Have students discuss whether European rulers could have prevented nationalist revolts by allowing reforms. Ensure that they explain their answers.

Answers

Analyzing Political Cartoons

1. liberty
 2. They were threatened.
- Check** Most of the revolutions succeeded at first but they were later crushed and their reforms canceled.

Writing About History

Charts should include several arguments on each side that are clearly related to the workers' revolting.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2021**.

Revolution

Objectives

- Understand what constitutes a political revolution.
- Analyze what factors lead to political revolutions.

Build Background Knowledge L3

Ask students to recall political revolutions they have studied. (*Answers may include the Glorious Revolution, American Revolution, French Revolution, revolutions of 1830 and 1848.*) Ask students to brainstorm common elements of these revolutions and write them on the board.

Instruct L3

Ask students to consider the three revolutions in the text. Ask whether there are any elements listed on the board that students want to reconsider, and cross these out. Add any new elements students come up with. Then ask students to create a summary statement that answers the question **Why have political revolutions occurred?** (*Sample: to overthrow the control of a monarch or foreign power*)

Independent Practice

Concept Connector Have students fill in the Concept Connector worksheet on revolution, which includes additional examples and critical thinking questions.

 **Reading and Note Taking Study Guide**, p. 369

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately. Ensure they understand the causes of all three revolutions.

Thinking Critically

1. Glorious Revolution resulted in increased powers for Parliament; caused by struggles between king and Parliament. Meiji Restoration returned direct rule to the emperor; caused by anti-foreign uprising against shogun. Islamic Revolution resulted in overthrow of the shah and proclamation of an Islamic republic; caused by repression and attempts to undermine clergy.
2. Summaries should show a clear understanding of the causes and effects of the revolution discussed.



Fighting at the Hôtel de Ville, July 28, 1830

Glorious Revolution

For centuries, England's kings struggled with Parliament for power. The Revolution of 1688 resolved this long-standing dispute in favor of Parliament. King James II wanted to restore Roman Catholicism, but Parliament supported the Church of England. When the queen gave birth to a boy, members of Parliament feared that it was the start of a Catholic monarchy. They invited James's daughter Mary and her husband, William III of Orange, to rule England, and James II fled the country. Parliament emerged with increased powers. The revolution was called "glorious" because it was bloodless.



William and Mary

Why have political revolutions occurred?

The wave of revolution that swept Europe in the early 1800s mainly involved a clash between liberal and conservative political ideas. Conservatives wanted to ensure stability and preserve their own power and wealth by restoring traditional social and political structures. Liberals wanted more power for the people in the form of written constitutions and republican governments. Liberal ideas also crossed the Atlantic to Latin America, where they fueled revolutionary movements for independence. Consider these other examples of political revolutions.

Meiji Restoration

Military dictators known as shoguns governed Japan for some 600 years, well into the 1800s. Emperors ruled in name only during this time. By the mid-1800s, industrialization and the growth of trade had created new groups of wealthy Japanese who challenged the traditional class structure. In addition, Western powers threatened Japan's self-imposed isolation from outside "barbarians." In 1858, the shogun—against the emperor's wishes—gave in to American demands and signed a treaty giving the United States trading rights. The resulting anti-foreign uprising swept the shogun from power in 1868 and restored direct rule to the emperor, in what is called the Meiji Restoration.

Islamic Revolution

In 1953, the United States helped restore the shah of Iran, Muhammad Reza Pahlavi, to the ruling position that he had lost during World War II. In the next 25 years, as an American ally in the Cold War, the shah increased his power. Favoring Western culture, he modernized Iran and tried to undercut the power of the Muslim clergy, who held fast to traditional religious ways. Meanwhile, the shah's secret police tortured and executed many of his critics. Widespread discontent led to huge anti-shah and anti-Western demonstrations, eventually causing the shah to flee. An exiled Muslim religious leader, the Ayatollah Ruhollah Khomeini, returned to Iran. In 1979, he and his supporters proclaimed Iran an Islamic republic.

Thinking Critically

1. Identify the revolution, or huge political change, that took place in each of the examples presented above. What factors led to the revolution in each case?
2. **Connection to Today** Research online to find a news article on a recent revolution. Summarize the article in one or two paragraphs.

History Background

Comparative Theories of Revolution Political theorists have tried to come up with a comprehensive theory of revolutions. Theda Skocpol and other theorists have pointed to three main conditions. First, the state must be vulnerable. A vulnerable state is one that is facing external as well as internal pressures, such as war and economic problems. Second, there must be an elite group that is well positioned to be

able to oppose the government (for example, nobles or middle-class liberals in a legislative body). Third, there must be a rural or peasant population that can be mobilized. Some theorists, such as Jack Goldstone, add that revolution occurs only when many people believe there is something wrong or unjust in the way the country is being governed.