

UNIT 2: ACTIVITIES FOR STUDENTS TO COMPLETE THE UNIT.

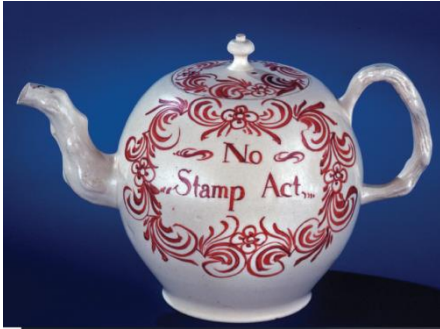
TOPIC 1.- THE AMERICAN REVOLUTION

1.1.- Make a timeline with the main events of the American Revolution

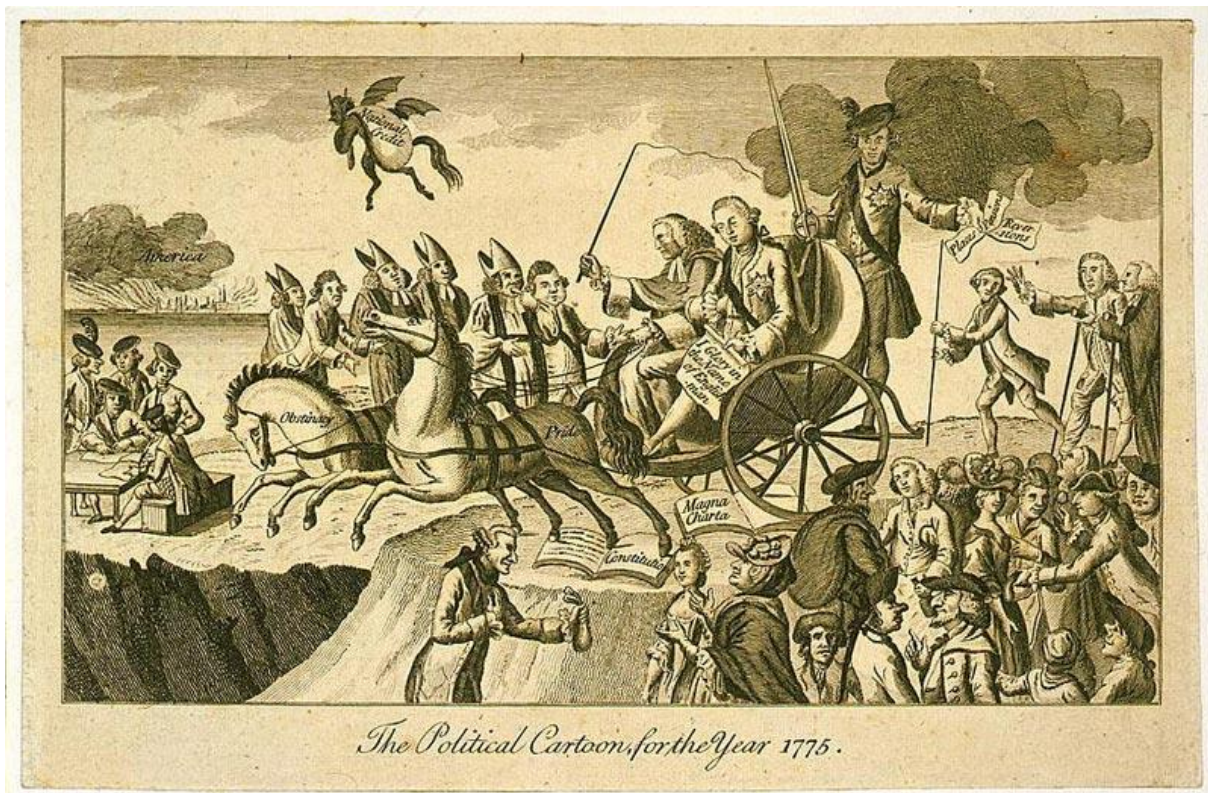
1.2.- Causes of the American Revolution. Make first an outline with the different causes (economic, political, ideological) that led to the American Independence war; then look at the images and identify the causes they are related to.

SOURCE A

SOURCE A: "No Stamp Act" Teapot, possibly made at the Cockpitt Hill factory, probably Derby, England, 1765 to circa 1770s. the colonial williamsburg foundation



SOURCE B



SOURCE B:
[cartoon](#)
[criticising](#)
[Georges](#)
[III](#), 1775.
([READ](#)
[THEI](#)

INFORMATION IN THE LINK)

1.3.- TEXT ANALYSIS: the **Declaration of Independence** . Read the text and answer the questions.

IN CONGRESS, July 4, 1776.

The unanimous Declaration of the thirteen United States of America,

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another (...), a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident,

that all men are created equal,

that they are endowed by their Creator with certain unalienable Rights,

that among these are Life, Liberty and the pursuit of Happiness.

That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,

That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government,(...).

Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government.

The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world. (they list here all the grievances)

Question Sheet for the Declaration Activity

Answer the following questions.

- a) How does Jefferson explain the reason for a formal declaration of independence?
- c) According to Jefferson, what was the purpose of government? What does Jefferson suggest should happen whenever government becomes “destructive of the ends for which it was created?”
- c) According to Jefferson, how do governments derive their powers?
- d) What will be the consequences of this text?

1.4.- What are the main features established in the new estate according to the **Constitution** of 1787? List them.

1.5.- Historical significance of both the *Declaration* & the Constitution: : write a short paragraph (about 5-8 lines) including a strong introduction and ending with a conclusion.

1.6.- Researching activity about Jefferson. Answer the questions provided by your teacher.

1.7.- Extension activity: find out about the Twenty-seven amendments that have been included in the USA Constitution since 1787 and select the five most relevant. What do you think could be the next amendment about?

TOPIC 2.- THE FRENCH REVOLUTION

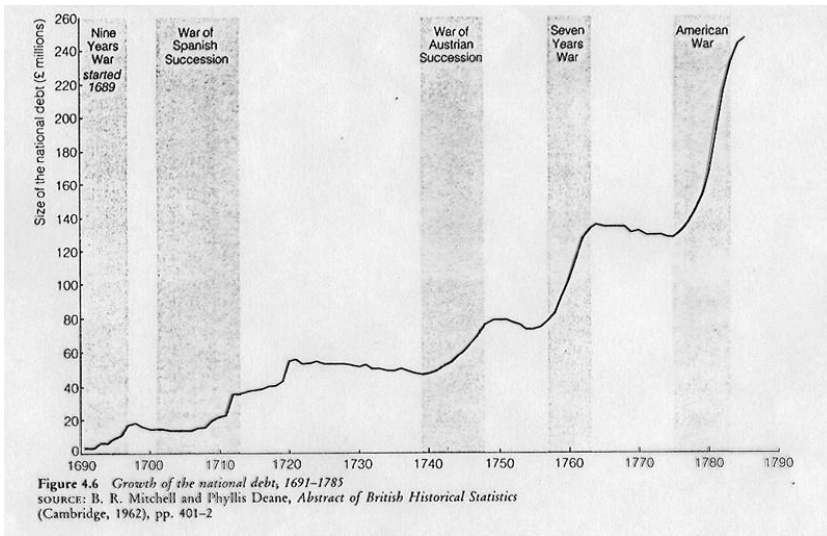
2.1.- Make a timeline with then **main events** of the French Revolution.

2.2.- Look at the sources provided, describe them and relate them to the causes of the French Revolution.

What can you infer from these sources on WHY a revolution occurred in France?

SOURCE 1: Growth of national debt, France (1690-1790)

SOURCE 2.



| BREAD AND THE WAGE EARNERS BUDGET* | | | |
|--|--------------------------------|--|---------------------|
| Occupation | Effective Daily Wage in Sous** | Expenditure on Bread as percentage of income with bread priced at: | |
| | | gs (Aug 1788) | 14s (Feb-July 1789) |
| Laborer in Reveillon wallpaper works | 15 | 60 | 97 |
| Builders Laborer | 18 | 50 | 80 |
| Journeyman mason | 24 | 37 | 60 |
| Journeyman, locksmith, carpenter, etc. | 30 | 30 | 48 |
| Sculptor, goldsmith | 60 | 15 | 24 |

*The price of the 4 pound loaf consumed daily by workingman and his family as the main element in their diet
**Effective wage represents the daily wage adjusted for 121 days of nonwork per calendar year for religious observation, etc.

QU'EST-CE QUE
LE TIERS-ÉTAT?

LE plan de cet Ecrit est assez simple. Nous avons trois questions à nous faire.

1°. Qu'est-ce que le Tiers-Etat? TOUT.

2°. Qu'a-t-il été jusqu'à présent dans l'ordre politique? RIEN.

3°. Que demande-t-il? A devenir QUELQUE CHOSE.



SOURCE 4: Benjamin Franklin received in Versailles by Louis XVI

SOURCE 3 *What is the Third Estate?* By Sièyes

2.3.- Research about the main characters of the French Revolution and complete the gaps.

FRENCH REVOLUTION MAIN CHARACTERS

WHO IS IT? _____

- King of France during the French Revolution, was unable to solve the political and financial crisis that France was suffering in the previous years of the revolution. Married to Marie Antoinette, an _____ archduchess, as an alliance between the Bourbons and the _____.
- He called the meeting of the _____ in May 1789, and later didn't accept the decisions taken by the National Assembly .
- He was forced to move from Versailles to _____ (Tuileries palace) but tried to flee to _____ with his family, but was captured in Varennes.
- He used the veto power to stop some reforms until August 1792 (storming of the T_____ palace) when he was arrested.
- He had a trial and the Convention sent him to the _____ in January 1793, accused of high treason and crime against the State.

WHO IS IT? _____

- French noble, he participated in the _____ war supporting the colonists, and got a great prestige in the first years of the French Revolution.
- He participated in the meeting of the Estates General, joined the National Assembly and contributed to the _____ of Rights in August 1789. Commander of the new National Guard, supported the Rev. but defended the _____ family.
- His decline started after the king's flee to _V_____. He refused to serve the _C_____, was declared a traitor in Aug´1792. He left France avoiding his execution, and returned in 1815 becoming a parliamentary .

WHO IS IT? _____

- Lawyer and great orator, he participated in the _____ of the Bastille.
- President of the Cordeliers club, along with Marat and Desmoulins. He confronted the Girondists under the C_____, voting for the execution of Louis XVI. He supported the Terror but became isolated, losing his supports and being executed in 1794.

WHO IS IT? _____

- Lawyer, admired the ideas of the E_____, was named "the Incorruptible" for his virtues, defended equality and freedom. He was opposed to torture, death _____ and slavery, and participated in the Declaration of _____. He was against the war against A_____.
- He confronted the Girondists during the _____, becoming a dictator during the Terror: restored death penalty, imposed censorship, executed _____ or Desmoulins...Accused of tyranny, was executed in 1794 (coup de _____).

2.4.- Extension activity: write a well-structured paragraph about the role of Robespierre in the FR, highlighting his positive and negative contributions. Conclude with your personal opinion.(10-15 lines)

TOPIC 3.- EUROPE UNDER NAPOLEON

3.1.- Make a **timeline** summarizing Napoleon's life and achievements.

<https://www.biography.com/people/napoleon-9420291>, *Napoleon as a strategic leader*

3.2.- Define *Civil Code*, *Concordat* and research about their significance.

3.3.- Write the term for each definition.

1. Established in 1804, it unifies and simplifies the French right, it confirms the principles of the Revolution (property, freedom), remains the basis of the current law: _
2. Means the end of the Directory and the seizure of power by Bonaparte: _
3. Created to form the elite: _
4. Treaty that re-established the relations of France with the Pope: _
5. Created in 1803, ends with different currencies: _
6. Abolished by Robespierre, it will be re-established by Napoleon in 1803: _
7. Measure put in place against England: _
8. Political regime of France from 1804: _
9. Name given to the Napoleonic Army: _
10. **defeat of Napoleon in 1813 in German Lands: _**
11. Empire re-established by Napoleon during his escape from the island d'Elbe: _
12. Last great defeat (1815) Napoleon in Belgian land: _
13. Last exile of Napoleon: _
14. Regime which follows the Napoleonic Empire in France: _

TOPIC 4: RESTORATION, LIBERALISM, NATIONALISM

4.1.- Define *Congress of Vienna*, *Holly Alliance*, *Liberalism*, *1848 revolution*, *Nationalism*

4.2.- Complete the outline provided by your teacher with the key ideas of the Restoration.

4.3.- How did the defeaters of Napoleon prevent France to expand again?

TOPIC 5: THE LIBERAL REVOLUTIONS

5.1.- What were the two ideologies that reacted against the Restoration principles? How did they try to put their ideas into practice? Summarize the main achievements of the 1820, 1830 and 1848 revolutions in a chart (chronology, countries affected, ideologies, social dimension, result).

TOPIC 6: NATIONALISM. THE UNIFICATION OF ITALY AND GERMANY

6.1: answer the questions about the German & Italian unifications. (Extension reading in the Aula Virtual)

ITALIAN UNIFICATION

- 1.- What state was the leader of the unification process? Why?
- 2.- What was the main obstacle to the unification?
- 3.- Who were the promoters of the unification in the Northern states? And in the South?
- 4.- What was the main obstacle between Cavour and Garibaldi?
- 5.- What was the situation of Italy before the unification?
- 6.- Who helped the Piedmontese to expel the Austrians from Lombardy? What did they obtain in exchange?
- 7.- When was the Kingdom of Italy proclaimed? What territories did it include?

- 8.- Which two territories were left to achieve the unification?
- 9.- What foreign power was involved in the annexation of Venetia? Explain its role.
- 10.- What international conflict trigger the end of the unification process? Explain.

GERMAN UNIFICATION

1. What was the most serious obstacle to German unification?
 2. How did other German states pose an obstacle?
 3. Define:
 - a. Prussia --
 - b. Wilhelm I --
 - c. Otto von Bismarck --
 4. What was 'Blood and Iron' policy?
 5. How would it aid the unification of Germany?
 6. Why did Germany target Denmark?
 7. What was the outcome of the Danish war?
 8. Why did Bismarck provoke Austria into war in 1866?
 9. What was the outcome of the Austro-Prussian war?
 10. Why did Bismarck provoke France into war?
 11. What was the result of the Franco-Prussian war?
 12. What resulted from German unification?
- 6.2.- Explain the German **OR** Italian unification as an international issue.

EXTENSION ACTIVITIES (VOLONTARY)

ACTIVITY 1.6: RESEARCHING ACTIVITY ABOUT JEFFERSON (VOLONTARY) .

The Men Who Signed the Declaration of Independence

Your Name: _____ Signatory: _____

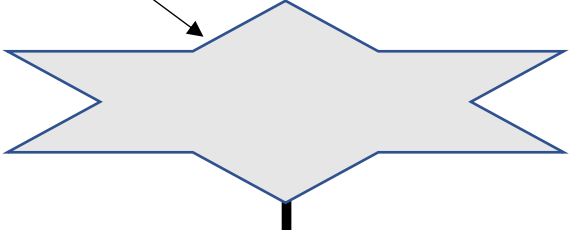
| |
|--|
| Which of the 13 colonies did he represent? |
| What was his profession/occupation? |
| Did he receive a formal education? If so, through what grade? |
| Did he marry? Did he have children? If so, how many? |
| How old was he when the Boston Tea Party took place? Did he participate? |
| What other battles or wars did he fight in? |
| What was his rank in battle? (private, colonel, general) |
| What age was he when he signed the <i>Declaration of Independence</i> ? |
| How old was he when he died? Where was he buried? |
| Provide one interesting/fascinating fact you learned about him. |
| |

ACTIVITY 4.2.
Complete the
diagram

RESTORATION

RETOUR TO THE...

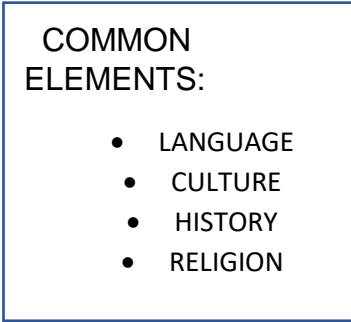
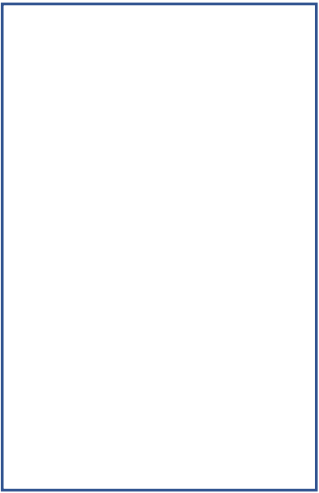
Responded by



Based on some principles

Based on the idea of NATION

POLITICAL



WILL LEAD TO

WILL LEAD TO

