



Pearson

INTERNATIONAL ADVANCED LEVEL HISTORY

Unit 4 WHI04

**International Study with Historical
Interpretations**

Topic Guide

Option 1A

The Making of Modern Europe

Introduction

Unit 4 – International Study with Historical Interpretations

Option 1A: The Making of Modern Europe 1805-71

This topic booklet has been written to support teachers delivering Option 1A: The Making of Modern Europe 1805-71 of the 2015 International Advanced Level History [specification](#).

This Guide includes some additional content guidance; a scheme of work and a list of suggested resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are in the **Getting Started** guide available on the IAL History web page [here](#).

Past Question papers and mark schemes with indicative content are also available on-line and are published following each examination session [here](#). This will allow centres to build up a bank of assessment materials.

Principal Examiner Reports for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are available [here](#).

Exemplar scripts with examiner commentaries, selected to show key features of the generic mark schemes and what distinguishes the qualities of one level from another, are also available [here](#) on the subject page.

Option 1A: The Making of Modern Europe 1805-71

Overview

This provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

The option is divided into four key topics and the first of these addresses the controversies surrounding the downfall of the Napoleonic Empire 1805-14. This controversy is examined in Section A of the Paper. Thereafter the three key topics deal with post-war Europe up to the foundation of the Second Reich in 1871. Their content is examined in Section B of the question paper. The focus is on great power relations 1815-1848 and on events in central Europe and the Italian peninsula 1815-1871. Although topics 3 and 4 specify developments in Italy and Germany separately, candidates should be able to make links between them and set them in the European context.

Like many other areas of historical study, this option does require a sound grasp of historical geography to enable candidates to make sense of the complex events and the roles of individuals. An appreciation of the political geography of Europe is essential in understanding the events pertaining to the downfall of Napoleon, the Treaty of Vienna and its aftermath and Italian and German unification.

Key Topic 1. What explains the downfall of the Napoleonic Empire c1805-14?

Candidates must be aware of the central part played by Britain in its opposition to Napoleon's dominance of Europe. They should understand the significance of the role of the British navy in defending the British Isles and in enabling Britain to project force throughout Europe, most notably in the Iberian Peninsula. It also protected and advanced British Commercial interests which in turn enabled Britain to subsidise continental allies against France. Robert Stewart, Viscount Castlereagh is the only itemised British individual and his roles as War Minister and later as Foreign Secretary should be studied.

Three major land campaigns are itemised and their particular contributions to the downfall of Napoleon should be assessed. The nagging damage of the 'Spanish ulcer', the devastating losses of the campaign against Russia and finally the campaigns in Germany and France which ended in Napoleon's abdication, all need to be weighed. In the last of these, the significance of the military reforms which improved the Prussian and Austrian Armies needs to be understood.

Finally, candidates need to assess how far Napoleon himself was responsible for his own defeat. His role as a military leader, for example his neglect of Spain, his reckless gamble in invading Russia, his increasing tendency in war to either repeat old tricks or rely on sheer numbers and weight of cannon fire. Candidates should note that the Waterloo Campaign of 1815 is not included. They should be aware

of the significance also of Napoleon's role as a political leader, reactions to him from within his Empire, his uncompromising diplomacy and the significance of the implementation of the Continental system.

The whole topic is fascinating and has attracted controversial comment with rival interpretations since the ending of the wars. Candidates are not required to have knowledge of the historiography of this controversy, but they should have sufficient understanding of the issues about which historians have disagreed to appreciate the arguments in the unseen extracts provided in the examination and the issues raised by the question set.

Key Topic 2. The Treaty of Vienna and its aftermath 1815-48

Candidates must be aware of the many territorial changes produced by the Treaty and the strategic thinking behind these changes. They should understand the rationale for them in 1815 and the implications of them in the years that followed. Clearly the considerable strengthening of Prussia by its acquisitions in the West of Germany had enormous implications for the future of both Germany and France. Likewise Austria's surrender of Belgium to Holland was rooted in the same desire to check potential French aggression. The compensation of Austria in Italy had considerable implications for Italian nationalism.

The development of German and Italian nationalism in the years 1815-48 is central to this topic and provides the necessary background for topics 3 and 4. Candidates should appreciate the key role of Metternich in both Germany and Italy as an opponent of nationalism and liberalism and the forces in both countries which were threatening his conception of Europe.

The specified developments in these years present candidates with an opportunity to examine the changing pattern of European diplomacy, the different driving forces behind the foreign policies of the great powers and how differing influences could compete and collide. In the 1830s, for example, a sympathy with liberalism and constitutional monarchy could draw Britain and France together in the Quadruple Alliance but fear of French power could lead confrontation in the Near Eastern Crisis of 1839-40. Likewise, over the Greek Revolt, ideology and 'realpolitik' collided and produced some confusion in Britain's relations with Russia.

Key Topic 3. The rise of Piedmont and the unification of Italy 1848-70

This topic covers the path of Italian unification and all the leading players are named in the specification and their roles should be understood. Mazzini is mentioned in topic 2 and the roles of Victor Emmanuel II, Cavour and Garibaldi are all specified here. Candidates should appreciate the decisive roles of France and Austria both in 1848-9 in frustrating the triumph of Italian nationalism and later in 1859-61. The broader diplomatic pattern of Europe as it affected Italian unification should be understood with knowledge of the significance of events such as the Crimean War and the broad sympathy for the cause

of Italian nationalism in Britain. Likewise, students should understand the consequence for Italy of the war of 1866 and its significance for the acquisition of Venice.

There should be a clear understanding of the significance of developments in Piedmont in 1849-59 and the crucial developments of 1859-61 which did so much to advance unification, often in an almost accidental and unplanned fashion. Candidates should be aware of differences in the unification of the North 1859-60 and the unification of north and south 1860-61. They should be aware of the considerable tensions in the South leading to the extraordinarily bloody so called 'Brigands War' after 1861.

Throughout the whole period candidates must grasp the peculiar position of the papacy and Rome and why France, in so many ways the godfather of Italian unity, acted as an obstacle to the inclusion of Rome in the new state. They should understand the role of papacy and understand the influence of events outside Italy in producing an outcome desired by Italian nationalists.

Key Topic 4. Prussia and the creation of the Second Reich 1848-71

In this topic the specification requires candidates to study the path to German unification from the dramatic but failed revolutions of 1848 to the proclamation of the Second Reich at Versailles in 1871. They should also be aware of the specified developments and conditions in Europe that were influential in the unifications in both Italy and Germany.

The relations of Prussia and Austria are central to this study and candidates should understand why Prussian power expanded and that of Austria failed to keep pace. Here an appreciation of economic factors such as the Zollverein, military developments associated with, and exploited by, Von Moltke and diplomatic skills demonstrated by Bismarck, after his appointment by Wilhelm I, came together to produce a diplomatic revolution.

The role of war in influencing the path to revolution should be understood in relation to the specified conflicts. As with Italian unification, the wider diplomatic context must also be appreciated with a similar knowledge of the impact of the Crimean War. Here the changed role of Russia should be understood, for example the worsening relationship with Austria and an improving one with Prussia. Clearly the climax of this unit lies in the humiliation of France in 1870-71 and the proclamation of Wilhelm as emperor against the backdrop of that symbol of French past glories, Versailles Palace. Students must understand the range of factors that contributed to this.

Scheme of Work - Option 1A: The Making of the Modern World, 1805-71

Week 1	The Napoleonic Empire, c1805-14	Overview of events/impact of Napoleonic rule on Europe
<p>Aim:</p> <p>Students to gain knowledge and understanding of the context of the Napoleonic Empire for 19th Europe and the events of 1789-1814 and to begin to develop skills of analysis of interpretations.</p> <p>Topics covered:</p> <p>Political geography of Europe 1789; French Revolution and impact on Europe 1789-99; from Consulate to Empire 1799-1804; successes 1804-c1807 and redrawing the map of Europe; struggle and failure 1808-1814.</p> <p>Suggested activities/resources:</p> <p>Map exercise – establish the map of Europe in 1789 and chart the impact of the Revolution and Napoleon at key dates across the time period to 1814 using a series of outline maps with key – describe and explain the change over time from c1805-1814; timeline of events 1789-1804 – produce a brief annotated/illustrated timeline to establish overview of events to 1804; create a class annotated/illustrated wall map to show the key events 1804-1814 – discuss key decisions and turning points to establish.</p> <p><i>A Stiles, Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Chapter. 3; T Chapman, <i>The Congress of Vienna</i> (Routledge, 1998) Chapter.1; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1; S J Lee. <i>Aspects of European History</i>; (Routledge, 1988) Chapter 2 – a concise overview.</p> <p>Teaching points to note:</p> <p>Knowledge of events from 1789-1804 is not required with regard to assessment and so the overview is for background contextual purposes only – divide teaching time up accordingly with an emphasis on the development of political systems and ideas during the period. As an introduction to the assessment focus of this topic, it would be helpful for students to appreciate different views or emphases encountered in their reading about an aspect of the topic.</p> <p>The downfall of the Napoleonic Empire is a discrete area for study with regard to AO3 (Historical Interpretations) but it also provides the context for teaching and learning topics 2-4. Students should be aware of the political geography of Europe across the whole time period and the often contradictory legacy left by the Napoleonic Empire on the growth and type of nationalism that developed in Europe (particularly Italy and Germany).</p>		

<p>Week 2 (the elements of Weeks 2-4 could be rearranged to fit a variety of approaches to the debate)</p>	<p>What explains the downfall of the Napoleonic Empire, c1805-14?</p>	<p>The role of Britain and stretching the Empire (1) – ‘the Spanish Ulcer’</p>
<p>Aim:</p> <p>To understand and evaluate the role of Britain in the downfall of Napoleon.</p> <p>Topics covered:</p> <p>The importance of Britain’s role, including sea power and its economic and financial strength; the significance of the Peninsular War 1808-14; failure of the Continental System.</p> <p>Suggested activities/resources:</p> <p>Counter-factual exercise – determine the significance/impact of Britain in the war against Napoleon by contemplating what might have happened if? e.g. Nelson’s navy had lost the Battle of Trafalgar.</p> <p>A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Ch. 4-5; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Ch 4 – a concise overview; R Knight, <i>Britain Against Napoleon: The Organization of Victory, 1793-1815</i>, (Penguin, 2014).</p> <p>Teaching points to note:</p> <p>Having established what happened to Napoleon’s Empire c1805-1814 it is important to spend as much time as possible introducing students to AO3 concepts and skills – Historical interpretations. Historical Interpretations <u>is not historiography</u> – students do not have to understand the evolution of differing viewpoints/causes of Napoleon’s downfall but the differing viewpoints/reasons themselves. The extracts are not provided as examples of the views of individual historians but of the viewpoints/causes. Students should use their own knowledge to evaluate the <u>views in the extracts</u>. Students, however, may become aware that an individual historian supports one viewpoint or another and this is a good stepping stone to further study.</p>		

Week 3	What explains the downfall of the Napoleonic Empire, c1805-14?	Stretching the Empire (2) – Russia & Coalition Victory 1814
<p>Aim:</p> <p>To understand and evaluate the campaigns fought from the invasion of Russia to defeat in 1814/the role of the coalition in the defeat of France.</p> <p>Topics covered:</p> <p>The invasion of Russia in 1812, the significance of the Peninsular War 1808-14, the significance of military reform in Austria and Prussia, the conflict in Germany and France 1813-14, the role of Castlereagh. A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Ch. 4-5; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Ch 4 – a concise overview; see list of textbooks.</p> <p>Suggested activities/resources:</p> <p>Causation exercise: focus on relative importance – weigh up the significance of events by identifying evidence for and against each being the key turning-point (the event which sealed Napoleon’s fate) – 1) which event has most evidence for? – where does it come on the timeline? (does it lead to a chain reaction or is their one decisive blow) 2) is there a factor connected to all/most important events – does this suggest underlying cause(s)?</p> <p>Teaching points to note:</p> <p>Key issues/concepts to address with regard to interpretation of causation – long-term/short-term causation, contingent and conditional causation, underlying forces, role of the individual, role of chance etc.</p> <p>Students should also become confident in analysing extracts to identify and understand the views and claims made by historians.</p>		

Week 4	What explains the downfall of the Napoleonic Empire, c1805-14?	Significance of Napoleon as a political and military leader
<p>Aim:</p> <p>To understand and evaluate the role of Napoleon in the defeat of Napoleon’s France.</p> <p>Topics covered:</p> <p>The significance of Napoleon’s role as political and military leader, including the implementation of the Continental System. Debate: What explains the downfall of the Napoleonic Empire, c1805-1914?.</p> <p>Suggested activities/resources:</p> <p>Role of the individual – in-depth investigation into Napoleon’s responsibility for his own downfall – take the role of an investigative journalist – identify key questions that should be asked of Napoleon after his surrender about the consequence of his own actions/decisions – write an in-depth magazine article or role play/hot seat an interview with a teacher or student taking the part of Napoleon.</p> <p>Debate – Knock-out debate – teams of 2-3 prepare to defend a particular factor/cause/reason – two teams debate head-to-head for three minutes each – winning team (vote) takes on another team until only one left -possible factors- crucial role of Britain; devastating defeat in Russia; Napoleon’s mistakes; popular resentment against French ‘tyranny’; the resurgence of the Prussia/Austria and the coalition; French over-stretch etc. Each team should find an extract from a secondary source to support their case and use it as the basis for their initial debate speech.</p> <p>A Stiles, <i>Access to History: Napoleon, France and Europe</i> (Hodder and Stoughton, 1993) Chapters. 4-5, 8; D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) Part 1.4; S J Lee. <i>Aspects of European History</i>, (Routledge, 1988) Chapter 4 – a concise overview; G Ellis, <i>Napoleon</i> (Routledge, 2000); M Price, <i>Napoleon: The End of Glory</i> (OUP, 2014); C Emsley. <i>Napoleon</i>, (Routledge, 2014).</p> <p>Practice question: use the SAM example or create an internal assessment (use the extracts identified by the debate teams) - assess using the generic level of response mark schemes.</p> <p>Teaching points to note:</p> <p>Students should have access to books or extracts from books that reflect the different viewpoints suggested by the bullet points in the specification. A dedicated section in the centre library or an on-line collection of extracts would be useful –students could add to the extracts from supplementary reading or relevant material found on-line – these resources could then be used to create practice extract-based essay questions for internal assessment (it will also give students practice in reading with a questioning mind).</p>		

Week 5	The Treaty of Vienna, 1815	The peace settlement and the search for security
<p>Aim:</p> <p>To understand and explain the aims, objectives and agreements made at the Congress of Vienna and the short-term consequences for European diplomacy.</p> <p>Topics covered:</p> <p>The significance of the perceived threats of French and Russian power and revolutionary ideas; strengthening Prussia and turning it westwards; strengthening Austria and turning it east and south; the significance of the new German bund and the distribution of power in Italy.</p> <p>Suggested activities/resources:</p> <p>Congress of Vienna simulation – groups take the role of the ‘great powers’ (aims, objectives, desired map of Europe etc) and attempt to negotiate a settlement – there are several examples of simulation exercises to be found on-line. Compare simulated settlement with the real outcome. Map exercise - annotate a map of Congress Europe illustrating the outcomes and potential flashpoints for the future.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – (Part 2 provides an excellent context for events in Vienna; T Chapman, <i>The Congress of Vienna</i> (Routledge, 1998) Chapters 2-3; S J Lee; <i>Aspects of European History</i>, (Routledge, 1988) Chapter 5; E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter1.</p> <p>Teaching points to note:</p> <p>Essays for Section B will ask questions that focus on a variety of concepts: cause, consequence, similarity, difference, change, continuity and significance – it is important to address these concepts across the teaching of topics 2-4.</p> <p>Learners should understand the concept of ‘diplomacy’ in the context of European ‘great power’ relations (as an aspect of foreign policy rather than being ‘diplomatic’ with regard to politics in general).</p>		

Week 6	The Treaty of Vienna and its aftermath, 1815-48	Changing pattern of European diplomacy and the interplay between ideology and power politics
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Aim:

To understand the changing pattern of relationships between the European powers 1815-48, particularly the impact of liberal and nationalist ideas and events in the Near East.

Topics covered:

The significance of the Greek revolt and independence and the Belgian revolt and independence; the significance of the Münchengrätz Agreement of 1833 and the Quadruple Alliance 1834; the impact of the Near Eastern crisis of 1839-40 on the relations between the great powers of Europe. brief reference to the growth of liberalism and nationalism in Italy and Germany.

Suggested activities/resources:

Change and continuity activity – create a diagram to chart the ‘great power’ alignments in the period 1815-48 and ‘great power’ reactions to events in Greece, Belgium, Italy, Germany and the Near East. ‘Great Power’ groups from the simulation could investigate the responses of ‘their power’ over the period and outline/explain to the other groups. D Thomson, *Europe Since Napoleon* (Penguin, 1990) – Part 3; T Chapman, *The Congress of Vienna* (Routledge, 1998) Chapters 4-5; S J Lee, *Aspects of European History*, (Routledge, 1988) Chapter 5; E Wilmot, *The Great Powers*, (Nelson, 1992) Chapter 2.

Practice essay question – devise/set an essay question that focuses on change/continuity in great power relations over the period 1815-48

Teaching points to note:

Students should be aware of the concepts of authoritarianism, conservatism, liberalism, nationalism, radicalism and the links between them.

Students should understand and be able to explain the ‘rise and fall of the Congress System’ over the years 1815-48 generally but concentrate on the elements outlined in the specification along with impact of events in Italy and Germany (see topics covered). Learners could create and maintain a timeline table of events outlining developments in Austria, Prussia, Russia, France, Britain, Italy, Germany and other European areas to compare/contrast and determine patterns with colour-coding for alliances.

<p>Week 7 (centres might choose to teach Weeks 7 and 8 as introductions to topics 3.3 and 3.4)</p>	<p>The Treaty of Vienna and its aftermath, 1815-48</p>	<p>The roots and growth of nationalism (Italy)</p>
<p>Aim:</p> <p>To understand and explain the emergence of nationalism in Italy with its challenge to the Vienna Settlement</p> <p>Topics covered:</p> <p>The significance of economic divisions and social problems; secret societies and failed revolutions; the significance of Austrian military power, including intervention in Naples and Piedmont 1821 and repression in Central Italy 1831; the influence of Mazzini and Young Italy from 1831 and the rule of Charles Albert in Piedmont; the role of art and culture in the Risorgimento; the significance of the reforms of Pope Pius IX.</p> <p>Suggested activities/resources:</p> <p>Causation exercise – create a table listing the different factors encouraging challenges to the Vienna Settlement in Italy 1820-47/48 and identifying strengths and weaknesses. Use the table to write a short article commenting on the extent to which Italian nationalism grew 1815-48.</p> <p>Role of art and culture – choose some examples of art or music connected to the Risorgimento – place them around the classroom/area of study – give students a few minutes to look at/listen to each example and write down initial impressions/identify symbols and meanings – collect in observations and discuss with the class as a whole – what are the key themes? what do the figures/symbols mean? how would people have responded at the time? Note: this could also be done for art/music/literature in Germany – to introduce the concept of romantic nationalism.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) Chapters 1 & 3; M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 4.</p> <p>Teaching points to note:</p> <p>Students should become familiar with the political map and geography of the Italian peninsular.</p>		

Week 8	The Treaty of Vienna and its aftermath, 1815-48	The roots and growth of nationalism (Germany)
<p>Aim:</p> <p>To understand and explain the emergence of nationalism in Germany with its challenge to the Vienna Settlement; to explain the growing importance of Prussia.</p> <p>Topics covered:</p> <p>The influence and importance of Metternich, including the Karlsbad decrees 1819; the significance of the Hambach Festival 1832; the growing importance of Prussia, including the Zollverein of 1833, the mobilisation and confrontation with France in 1840 and the issue of railways and the meeting of the United Diet in 1847; the significance of the Schleswig-Holstein issue.</p> <p>Suggested activities/resources:</p> <p>Causation exercise – create a table listing the different factors encouraging challenges to the Vienna Settlement in Germany 1820-47/48 and identifying strengths and weaknesses. Use the table to write a short article commenting on the extent to which German nationalism grew 1815-48. Note: carrying out the same exercise for both Italy and Germany allows students to compare the types and strength of nationalism in the two areas.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) Chapters 7 & 9; M Gorman, <i>The Unification of Germany</i>, (Cambridge, 1989)</p> <p>Practice essay – devise/set an essay that focuses on the relative importance of one of the key factors in the growth of nationalism in either Italy or Germany 1815-48 – assess using generic level of response mark scheme.</p> <p>Teaching points to note:</p> <p>Students should become familiar with the political map and geography of Germany – including concepts of Kleindeutschland and Grossdeutschland, the location of Prussia and the nature of the Austrian Empire.</p>		

Week 9	The rise of Piedmont and the unification of Italy, 1848-70	The revolutions of 1848-9
<p>Aim:</p> <p>To understand and explain the causes, course and failures of the revolutions in Italy 1848-49; to understand the immediate consequences of the 1848-9 revolutions for Italian unification.</p> <p>Topics covered:</p> <p>Reasons for revolutions and their geographical range and impact, including the Roman Republic, 1848–49; Piedmont’s role in the First Italian War of Independence; reasons for the failure of revolutions, including the Austrian and French intervention.</p> <p>Suggested activities/resources:</p> <p>Similarity and difference – create a table of revolutionary events outlining the causes, response of the ruler, revolutionary leadership, key events and reasons for failure for each of the Italian states. Use the table to write a commentary on the similarities and differences of events in the different states.</p> <p>In-depth investigation – the Roman Republic – produce a script for a 3-5 minute news item looking in detail at the events in Rome leading up to the establishment of the French garrison.</p> <p>Summarising – devise newspaper headlines to sum up the outbreak, course and ultimate failure of the revolutions in Piedmont, the ‘Two Sicilies’, Milan, Venice and Rome.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 4.</p> <p>Teaching points to note:</p> <p>Students may benefit from being given a timeline of events in Italy 1848-70 at the beginning of weeks 9-11 – from this key dates/turning points and patterns of activity in the process of unification can be charted.</p>		

Week 10	The rise of Piedmont and the unification of Italy, 1848-70	Developments in Piedmont 1849-58
<p>Aim:</p> <p>To explain the significance of developments in Piedmont (including the role of key individuals) 1849-58 in the unification of Italy; and explain the role of diplomacy in the development of Piedmont.</p> <p>Topics covered:</p> <p>The rule of Victor Emmanuel II and the appointment of Cavour (1852) and the impact, including anticlericalism and economic developments in Piedmont; developments in diplomacy, including the significance of the Crimean War and subsequent relations with Britain and France.</p> <p>Suggested activities/resources:</p> <p>Consequence/impact – identify the key individuals, developments contributing to the rise of Piedmont in the 1850s – find a picture/illustration to represent each – think about how each of these individuals/development might aid Italian unification in the future and choose another picture/illustration to represent these – explain the connection either in writing or verbally.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 10.</p> <p>Practice essay - devise/set an essay focusing on the reasons for the rise of Piedmont in the 1850s – assess using the generic level of response mark scheme.</p> <p>Teaching points to note:</p> <p>Describing the development of Piedmont during the 1850s does not in itself explain the role of Piedmont in the unification process, it is important that students understand how these developments directly impacted on the shaping of unification 1859-70.</p>		

Week 11	The rise of Piedmont and the unification of Italy, 1848-70	Second Italian War of Independence and its aftermath/ The completion of unification: Venice and Rome
<p>Aim:</p> <p>To chart and explain the elements that shaped the process of Unification of Italy 1859-70; and to understand the extent and nature of Italian unity in 1870.</p> <p>Topics covered:</p> <p>Reasons for the Second Italian War of Independence and its impact in north and central Italy; Garibaldi's takeover of the south in 1860 and the subsequent unification of north and south 1860-61; Garibaldi and Rome and its impact; conflict and repression in the south; the war of 1866 and the takeover of Venice; the question of Rome and its resolution 1870; the influence of developments outside Italy in achieving unification and the legacy of this for Italian nationalism.</p> <p>Suggested activities/resources:</p> <p>Map exercise – create an annotated map to show the different stages of the process of unification or cut out the shapes of the Italian states and put them together to show how the 'shape' of a united Italy came together (these could be stuck on to pieces of paper or the shapes could be arranged with photographs taken of them at various stages) – these could also be used to show the different aspirations of various individuals/agreements for Italy at specific stages in the process e.g. Napoleon III's vision for Italy at Plombieres.</p> <p>Role of individuals – balloon debate – one person takes the role of a key individual in the process of unification – the individuals are in a balloon that requires weight to be jettisoned if it is to remain flying or in this case achieve Italian unification - each 'individual' puts forward an argument for being the most important in the process – at the end of each round one individual is jettisoned from the balloon until only one is left (each round could address different issues/questions).</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); M Collier, <i>Italian Unification 1820-71</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 10.</p> <p>Teaching points to note:</p> <p>An understanding of the chronology of events and the timespan between events is vital – this also applies to the period 1862-71 for German unification.</p>		

Week 12	Prussia and the creation of the Second Reich, 1848-71	The revolutions of 1848-9
<p>Aim:</p> <p>To understand and explain the causes, course and failures of the revolutions in Germany 1848-49; to explain the reasons for the initial success and ultimate failure of the Frankfurt Parliament; to understand the significance of the 1848-9 revolutions for Austria, Prussia and German unification.</p> <p>Topics covered:</p> <p>The revolutions of 1848-49 in Germany and the Austrian Empire. reasons for the revolutions and their immediate impact; the role of Russia and the suppression of revolt in the Austrian Empire; the Frankfurt Parliament and its importance and the reasons for its failure; the role of the Prussian Army in restoring order throughout Germany.</p> <p>Suggested activities/resources:</p> <p>Similarity and difference – create a table of revolutionary events outlining the causes, response of the ruler, revolutionary leadership, key events and reasons for the failure for each of the German states affected including Prussia and Austria. Use the table to write a commentary on the similarities and differences of events in the different states.</p> <p>In-depth investigation – the Frankfurt Assembly – produce a blog commenting on the key events in the creation, operation and ultimate demise of the Assembly.</p> <p>Summarising – devise newspaper headlines to sum up the outbreak, course and ultimate failure of the revolutions in Baden, Prussia, Austria, the Frankfurt Assembly, Bavaria.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 3; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Chapter 4.</p> <p>Teaching points to note:</p> <p>Students may benefit from being given a timeline of events in Germany 1848-71 at the beginning of Weeks 12-15 – from this key dates/turning points and patterns of activity in the process of Prussian ascendancy and German unification can be charted.</p>		

Week 13	Prussia and the creation of the Second Reich, 1848-71	Germany in the 1850s and the seeds of unification
<p>Aim: To identify and explain the factors influencing political and economic developments in Germany in the 1850s; and compare developments in Austria and Prussia to 1861.</p> <p>Topics covered: The Erfurt Union and the Austrian triumph at Olmütz 1850; economic developments in Austria and Prussia and the importance of the Zollverein; the diplomatic results of the Crimean War for Austria and Prussia.</p> <p>Suggested activities/resources: Change over time – create a graph charting the strength and influence of Austria and Prussia in Germany from 1850 to 1861 (use Week 14’s lessons to complete the graph to 1866) or create an annotated/illustrated timeline from 1850-1861 with developments in Prussia on one side and Austria on the other.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Teaching points to note: Key assessment concept – continuity and change; change over time. Germany in the 1850s provides an opportunity to discuss short and long term consequences in a historical context – the apparent reassertion of Austrian power at Olmutz in relation to the development of Prussia in the 1850s.</p>		
Week 14	Prussia and the creation of the Second Reich, 1848-71	The rulers of Prussia 1861-64 – Wilhem, Bismarck and Von Moltke
<p>Aim: To understand the role of individuals in the process of German unification and the ascendancy of Prussia; and explain the significance of the war of with Denmark and its outcome on events in German 1864-71.</p> <p>Topics covered: The character of the new king and the attempts to reform the army; the significance of Bismarck’s appointment in 1862 and improving relations with Russia; the significance of the war with Denmark 1864.</p> <p>Suggested activities/resources: Change over time – being a flow diagram charting the role of war in the process of unification – complete in Week 15. Role of the individual – debate focus: Bismarck: opportunist or master planner? – use evidence from Weeks 14-15 to produce an argument in favour of one of these points of view or Significance – establish criteria for judging the historical significance of an individual – use evidence from Weeks 14-15 to establish Bismarck’s significance in the process of unification.</p> <p>D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Teaching points to note: Significance is a key assessment concept – students could be introduced to criteria with which to establish significance in a historical context.</p>		

Week 15	Prussia and the creation of the Second Reich, 1848-71	Unification without Austria 1866-71
<p>Aim: To chart and explain the shaping of German unification as a 'Kleindeutschland' 1866-71; and to explain the nature of the Second Reich and the extent to which Germany was unified in 1871</p> <p>Topics covered: The reasons for, and impact, of the war with Austria in 1866, including the reasons for the rapid Prussian triumph; the reasons for the growing tensions with France 1867-70 and France's diplomatic isolation; the immediate reasons for the Franco-Prussian War, including the Hohenzollern candidature and the Ems Telegram; reasons for victory and the significance of the establishment of the Second Reich. D Thomson, <i>Europe Since Napoleon</i> (Penguin, 1990) – Part 4; W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984); B Whitfield, <i>Germany 1848-1914</i> (Heinemann, 2003); E Wilmot, <i>The Great Powers</i>, (Nelson, 1992) Ch 11.</p> <p>Suggested activities/resources: see Week 14. Map exercise – create an annotated map to show the different stages of the process of unification or cut out the shapes of the major German states and put them together to show how the 'shape' of a united Germany came together (these could be stuck on to pieces of paper or the shapes could be arranged with photographs taken of them at various stages). Create a diagram to reflect the rise of Prussia as the dominant German state in the years 1850-71. Practice essay – devise/set an essay that focuses on the significance of Bismarck in the process of German unification – assess using the generic levels of response mark scheme.</p> <p>Teaching points to note: Students need to be able to understand how the defeats of Austria and France brought other German states into the Prussian sphere of influence.</p>		
Week 16	Unification of Italy and unification of Germany compared	Comparison of the elements of unification
<p>Aim: To compare the elements of unification/Piedmontese and Prussian dominance in Italy and Germany – influences, process and shaping, role of economic factors, role of individuals, role of war, external factors, chance etc.</p> <p>Topics covered: Revolutions of 1848-49 – reasons for success and ultimate failure; role of liberalism and nationalism; growth of dominant states – Piedmont and Prussia; role of individuals; role of war; extent of unification.</p> <p>Suggested activities/resources: Create a chart or table identifying key areas of comparison between Italy and Germany. Use the table to assess and analyse the extent of similarity and difference. R Cameron and C Henderson, <i>The Growth of Nationalism: Germany and Italy 1815-1939</i> (Pulse, 2005); W G Shreeves, <i>Nation Making in Nineteenth Century Europe</i>, (Nelson, 1984) – excellent exercises; S J Lee, <i>Aspects of European History</i>, (Routledge, 1988) Ch 7, 9, 10; see resource list.</p> <p>Teaching points to note: Key assessment concept of similarity and difference. Section B may include essays that cross over topics 2-4 in the specification – students should be prepared to answer questions which compare/contrast developments in both Germany and Italy. This can also act as a revision exercise.</p>		

Weeks 17 &18	Revision	Section A (Historical Interpretations) and Section B
<p>Topics covered:</p> <p>Week 17 -Weeks 1-4 – Section A (Historical Interpretations) Week 18 -Weeks 5-16 – Section B</p> <p>Suggested activities/resources:</p> <p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills – use timelines to determine change over time and patterns of change/continuity, devise questions and write essay plans etc.</p> <p>Teaching points to note:</p> <p>In Section A - Historical Interpretations – students will be required to evaluate the viewpoints in the extracts (A03) and <u>not evaluate the extracts as sources (A02)</u> i.e. they do not need to consider provenance, nature, origin and purpose. The markschemes indicate the qualities students should seek to develop in their approach to analysis and evaluation of the views in the extracts,</p> <p>In Section B essays may focus on events ranging from a single year to the whole time period of topics 2-4 and may also cross topics 2-4.</p>		

Suggested resources - Option 1A: Making of Europe

Please note: Pearson Edexcel A Level (2015) website teaching materials for Unit 2 Option D provides a topic booklet and also a scheme of work which is relevant to topics 2-4 – these include useful resources, activities and timelines.

Historical Interpretations:

- M Broers, *Europe Under Napoleon* (IB Tauris, 2014)
C Esdaile, *Napoleon's Wars* (Penguin, 2008) & *The Peninsular War* (Penguin, 2003)
A Forrest, *Napoleon* (St Martin's Press, 2012)
P Dwyer, *Citizen Emperor* (Bloomsbury, 2014)
A Roberts, *Napoleon the Great* (Penguin, 2015)
F McLynn, *Napoleon* (Pimlico, 1998)
A Grab, *Napoleon and the Transformation of Europe* (European History in Perspective, Palgrave, 2003)
R Knight, *Britain Against Napoleon: The Organization of Victory, 1793-1815*, (Penguin, 2014)
A Zamoyski, *1812: Napoleon's Fatal March on Moscow* (HarperCollins, 2003)
J Reilly, *1813: Empire at Bay: The Sixth Coalition and the Downfall of Napoleon* (Praetorian Press, 2013)
R F Delderfield, *Imperial Sunset: The Fall of Napoleon, 1813-14* (Endeavour Press, 2014)

Also:

- BBC Radio 3 – *In Their Own Write: Notes from the Congress of Vienna*
BBC Radio 4 – *The Invention of Italy* and *The Invention of Germany*
History Today – S Ghervas – *The Congress of Vienna: A Peace for the Strong* (Issue 9, 2014) (£)
Historical Association Podcast – *The Rise and Fall of Napoleon* (£)