

Scheme of Work

Cambridge International AS & A Level History

9389 Component 1: Document question

Liberalism and Nationalism in Italy and Germany, 1815–1871

For examination from 2016

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Introduction

Recommended prior knowledge

We recommend that learners who are beginning this course should have previously completed a Cambridge O Level or Cambridge IGCSE course in History or the equivalent.

Context

This unit is essentially an introductory unit to the AS and A Level course and possibly could be done first. It is designed to act as a stepping stone on from IGCSE. A higher level of knowledge and understanding is of course expected and in addition a greater degree of sophistication in the use of sources. It has to be stressed that the AOs being assessed here are AO2a and AO2b, (analysis, application and evaluation), and while obviously knowledge and understanding are vital to underpin it all, this paper has a substantial skills-based focus and a major part of the teaching time allocated should be devoted to ensuring the requisite skills are acquired and developed. The first section of each key question contains a source based exercise which has a focus on the specific source based skills which need developing throughout the study of this unit.

Learners will be required to answer a compulsory two-part question based on historical sources covering an aspect of the International Option. In Part (a) learners will be expected to consider two sources on one aspect of the material, and in Part (b) learners will be expected to use all the sources and their knowledge of the period to address how far the sources support a given statement. The skills which learners will require in order to analyse and evaluate source material should be developed throughout the course. Learners will also require contextual knowledge.

Outline

This unit offers a good in-depth beginning to studying European history through documents. It is a clear preparation for the later units 2b and 4b which are more wide-ranging treatments of European history.

The unit covers both the German and Italian Unification processes, starting with background from 1815 (post Congress of Vienna) then from the revolutions of 1848 through to the attainment of unification in the early 1870s. Knowledge of events post 1871 is not expected. It is strongly recommended that both countries and all the key questions are studied.

There is a deliberate emphasis in this unit of beginning to use documentary evidence and reading at length to improve knowledge and understanding. Both of these skills are important not only to the examination of this unit but to the overall study of AS and A Level History in this syllabus. Teachers and educators are encouraged to look for greater opportunities for learners to access and use primary material and to build up their ability to read analytical texts at greater length.

Key: whole class (**W**), group work (**G**), pair (**P**) and individual activities (**I**), as well as homework (**H**), are indicated within this scheme of work.

Resources

The resources for this syllabus, including textbooks endorsed by Cambridge, can be found at www.cie.org.uk and Teacher Support <http://teachers.cie.org.uk>.

Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. As such, all textbooks endorsed by Cambridge for this syllabus are the ideal resource to be used alongside this scheme of work and are listed on www.cie.org.uk.

e.g. Williams, R. *European History, 1789–1917*. Cambridge University Press, 2013. ISBN: 9781107613249.

Non-endorsed textbooks. Where other textbooks have shown to be useful for some areas of the syllabus they are referred to by the first author. These include:

Collier, M. *The Unification of Italy, 1815–1870*

Farmer, A, and Stiles, A. *The Unification of Germany, Access to History Series*

Pearce, R, and Stiles, A. *The Unification of Italy, 1815–1870, Access to History Series*

Morrhagh, M. *The Unification of Italy, Documents and Debates Series, 2002*

David, D. *Bismarck and German Unification, Hargreaves, 2000*

Gorman, M. *The Unification of Germany, Cambridge University Press, 1989* (contains lots of primary source material)

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge International Examinations is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The particular website pages in the learning resource column of this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

Useful websites include:

<http://www.sparknotes.com/history/european/1871/summary.html> has some short summary notes on both the Italian and German Unification which may be useful

http://www.age-of-the-sage.org/tag_cloud.htm#history the history section of this website has some very useful information, including source extracts and maps, for both the Italian and German Unification

<http://www.fordham.edu/Halsall/mod/modsbook.asp> the site has some useful documents which could be helpful for source analysis

http://getrevising.co.uk/resources/level/a_ib/subjects/history this site has some useful notes, flashcards and presentations, especially the 'teacher approved' resources.

Key question: What were the main problems of nationalist in Germany and Italy?

Key content	Suggested teaching activities	Learning resources
The post-Vienna Settlement of Germany and Italy	<ul style="list-style-type: none"> • Teacher-led introduction to the European Option with a focus on the situation in both Germany and Italy in 1815, explaining the impact that Napoleon and his ideas had on Europe generally and on Germany and Italy in particular. (W) • The central focus of this part of the key question should be on identifying the effect the Vienna Treaty had on those hoping to create nation states in Italy and Germany. • Teacher-led explanation of note making and independent reading requirements for AS and A Level. (W) • Whole-class session on design of suitable note making template. (W) • Research tasks by individual learners using note making templates: <ul style="list-style-type: none"> ○ Filling in a map template, provided by you, of Germany and Italy identifying who ruled what in both Italy and Germany; ○ Identifying the major obstacles which faced those who wished to create a united Germany/Italy. (I) • Whole class discussion: <ul style="list-style-type: none"> ○ Groups initially identify which are the most important problems and why, then identify which problems, if any, are common to both countries (e.g. Austria); (G) ○ Ensure a definition of 'nationalism' and assess whether it is a positive or a negative force; (W) ○ Discussion on theme of the impact of the Congress of Vienna (1815) on nationalism in Europe. (W) • Written work/homework: 'Explain why the Vienna settlement had such an impact on nationalism in Europe.' (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, pp73–79 • <i>The Unification of Italy, 1815–1870</i> by M Collier, chapter 1 • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapter 1 • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapter 1 useful for map activity • <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 1
Regionalism	<ul style="list-style-type: none"> • Teacher-led introduction to the way in which regional factors impacted on both Germany and Italy and the impact they had, stressing the major differences that existed within the two countries. (W) • The central focus of this part of the topic should be on ensuring that learners are fully aware of the huge differences in the economies, traditions, cultures, experiences of rule, etc. that existed in what were to become united countries. In addition, there should be a real emphasis on continuing source use. • Research task for individual learners: for each country learners should find out about the: <ul style="list-style-type: none"> ○ Economy; 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, pp73–80 • <i>The Unification of Italy, 1815–1870</i> by M Collier, chapters 1 and 2 • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapter 1 • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapters 1 and

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> ○ Culture and traditions; ○ Regional differences. (I) ● Provide learners with a selection of sources, ideally on both Germany and Italy, which emphasise the differences within Germany and Italy. In groups learners discuss questions which focus on: <ul style="list-style-type: none"> ○ Simple comprehension of content; ○ Similarities and differences between sources; ○ Cross-referencing between sources. (G) ● Whole-class discussion to ensure grasp of above techniques. (W) ● Using specimen paper and mark scheme for question (a): <ul style="list-style-type: none"> ○ Groups compose perfect answer to question (a); (G) ○ Discussion on best methods of planning for question (a), e.g. Source C with ‘does agree/does not agree’ columns etc. (W) ● Homework / written work: provide two Italian sources and two German sources with a question (a) on each of the ‘To what extent do sources A and B agree about ...’ type. (I) ● Learners email their answers to you, some of which you project in class and discuss / mark together. These are reviewed and there is analysis of what is needed to be done to improve the answer. (W) 	<p>2</p> <ul style="list-style-type: none"> ● <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 1 <p>Past papers Specimen paper 1 on Teacher Support website, and corresponding mark scheme</p>
Different ideas of nationalism	<ul style="list-style-type: none"> ● Teacher-led introduction to the very different ideas on, and attitudes towards, nationalism in Europe generally in the early 19th century, and Germany and Italy in particular. (W) ● The central focus of this part of the topic should be on (a) ensuring an understanding of the different types of sources that might be used and (b) ensuring an understanding of nationalism and what it meant to different people, and why some saw it as a positive force and others opposed it bitterly. ● Research tasks in pairs or small groups: (G) (P) <ul style="list-style-type: none"> ○ Identify at least three different supporters/types of supporters of nationalism in both Germany and Italy; ○ Explain why their views are different; ○ Identify at least three opponents of nationalism in Italy and Germany-explaining the reasons for their opposition. ● Provide learners with a selection of sources illustrating differing ideas on nationalism in Germany and Italy and prepare a worksheet with questions on sources which have a focus on: (W) (G) (P) <ul style="list-style-type: none"> ○ Comprehension (<i>make these sources are more challenging than those for previous topic</i>); 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● <i>Modern Europe, 1789–1917</i> by R Williams, chapter 3 ● <i>The Unification of Italy, 1815–1870</i> by M Collier, chapters 2 and 3 ● <i>The Unification of Germany</i> by A Farmer and A Stiles, chapters 1 and 2 ● <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, has sections on a variety of individuals which could be used here ● <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 1

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none">○ Recognising the historical context of the sources;○ Identification of bias and opinion.● Homework / written work: set a typical question (b) based on the sources such as <i>'Nationalist ideas were very similar in both Germany and Italy in the period 1815 to 1848.'</i> How far do these sources support this judgement? (I) (H)	

Key question: Why did Prussia and Piedmont lead the development of unification in Germany?

Key content	Suggested teaching activities	Learning resources
Failure of revolutions in 1848–49	<ul style="list-style-type: none"> • Teacher-led introduction to the Revolutions of 1848, identifying the main causes, course and results. (W) • The central focus of this part of the topic should be on the implications of the 1848 revolutions for the unification process, and while there needs to be identification of the causes and course, they should not be the principal areas of study. There should also be further development in source use, particularly on basic comprehension and extrapolation of information and ideas. • Research tasks, individuals, pairs or groups: (G) (P) (I) <ul style="list-style-type: none"> ○ Identify the principal causes of the revolutions in Italy and Germany; ○ Develop two time lines, one for Italy and one for Germany, from 1847 to 1849, identifying the principal events in both countries; ○ Identify the principal reasons why the revolutions failed; ○ Identify the main implications of failure on the unification process. • Whole-class discussion on theme of ‘to what extent could the revolutions be seen not to have failed?’ (W) • Provide learners with a selection of sources on 1848 revolutions in Germany and Italy and prepare a worksheet with questions set on sources which have a focus on: <ul style="list-style-type: none"> ○ Comprehension of causes of the revolution; ○ Recognising the historical context of the sources in both countries; ○ Identification of bias. (W) (G) (P) • Homework / written work: complete worksheet (above). (I) (H) • Peer review of responses, using mark scheme prepared by you, to ensure assessment criteria above understood. (W) (G) (P) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, pp81–83 and pp97–99 • <i>The Unification of Italy, 1815–1870</i> by M Collier, chapters 4 and 5 • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapter 2 • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapter 2 • <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 2 • The Historical Association pamphlet <i>The Revolutions of 1848 in Europe</i>.
Condition of Prussia and Piedmont in 1848	<ul style="list-style-type: none"> • Teacher-led introduction to the ‘state of the nation’ in both Prussia and Piedmont in the years just following the revolutions in 1848. The focus should be on those specific countries, but some awareness of the differences between them and Germany/Italy as a whole should be made. There should be a focus on social and economic conditions as well as political. (W) • The central focus of this part of the unit should be on (a) gaining an understanding why these two countries were in a better position than others to sustain a leadership role in the unification process, and (b) developing the right approach to question (b). • Research tasks in pairs: (P) <ul style="list-style-type: none"> ○ Identify the reasons why Piedmont was in a position to play a leadership role in Italy; 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, chapter 3 • <i>The Unification of Italy, 1815–1870</i> by M Collier, chapter 5 • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapter 3 • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapter 3

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> ○ Identify the reasons why Prussia was in a position to play a leadership role in Germany; ○ Identify potential weaknesses within both countries which might make it difficult for them to lead Germany and Italy to unification. ● Whole class discussion on theme of: <i>'What best explains why Piedmont and Prussia led the unification process after 1848?'</i> (W) ● Provide learners with a selection of sources which have a focus on the obstacles facing both countries in the 1850s and prepare a worksheet. (W) (G) (P) ● Homework / written work: a question (b) such as <i>'Piedmont faced far greater challenges than Prussia in attempting to lead unification.'</i> How far do these sources support this judgement'? The question will depend on sources available. (I) (H) 	<ul style="list-style-type: none"> ● <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 3
Roles of Prussia and Piedmont in Germany and Italy	<ul style="list-style-type: none"> ● Teacher-led introduction to the reasons why Prussia and Piedmont in fact did play a key role in the unification process in their respective countries, with the focus on the 1850's. (W) ● The central focus of this part of the topic should be on identifying the reasons for the leadership roles taken on by the two countries and on dealing with source evaluation. ● Research tasks, in pairs or small groups: (G) (P) <ul style="list-style-type: none"> ○ Identify the factors which led to Piedmont becoming the force behind unification in Italy; ○ Identify the factors which led to Prussia becoming the force behind unification in Germany. ● Whole class discussion on themes of: <ul style="list-style-type: none"> ○ <i>'What best explains the dominance of Piedmont and Prussia in the unification process in Germany and Italy after 1848?'</i> and ○ <i>'To what extent were Cavour and Bismarck personally responsible for Piedmont and Prussia leading the unification process in Italy and Germany?'</i> (W) ● Provide learners with a selection of sources covering the roles of Bismarck and/or Cavour in the 1850s and prepare a worksheet with questions. (W) ● Homework / written work: component 1 question (a) of the 'To what extent do Sources A and B agree about the role of Cavour/Bismarck in the 1850s....' type and a component one question (b) of the 'Bismarck and Cavour played very similar roles in the unification process in the 1850s.....' type. (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● <i>Modern Europe, 1789–1917</i> by R Williams, chapter 3 ● <i>The Unification of Italy, 1815–1870</i> by M Collier, chapter 5 ● <i>The Unification of Germany</i> by A Farmer and A Stiles, chapter 3 ● <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapter 3 ● <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 3
Immediate developments after 1849	<ul style="list-style-type: none"> ● Teacher-led introduction to the development of the unification process after the revolutions of 1848, identifying the main areas of development in the 1850s in particular and the impact that the failures of 1848 had on the process. (W) ● The central focus of this part of the topic should be on the evolution of the unification process post 1848 and on identifying the historical context of sources. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> ● <i>Modern Europe, 1789–1917</i> by R Williams, chapter 3 ● <i>The Unification of Italy, 1815–1870</i> by M Collier, chapters 5, 6 and 7

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> • Research tasks, individual learners, pairs or small groups: <ul style="list-style-type: none"> ○ Develop timelines of events between 1848 and 1862 which are relevant to unification in both countries. Restrict each to 10 items and give reasons for their inclusion; ○ Itemise developments in the period which (a) helped the unification process and (b) hindered it. (G) (P) (I) • Whole class discussion on theme of: <i>'How important were the 1850s to the unification process in Germany and Italy?'</i> (W) • Homework / written work: individual learners research for sources on either Cavour or Bismarck which show differing attitudes, support or criticism, towards the work of the two men. (I) (H) • Whole class discussion on the validity of the sources found by individual learners; which sources should be seen as more reliable than others and why? (W) 	<ul style="list-style-type: none"> • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapters 3 and 4 • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapters 3, 4, 5 and 6 for timeline activity (summary at the start of each chapter is useful)

Key question: How did Bismarck achieve the unification of Germany?

Key content	Suggested teaching activities	Learning resources
Bismarck's aims in 1862	<ul style="list-style-type: none"> • Teacher-led introduction to overall contribution by Bismarck to German Unification and his aims in the early 1860s. (W) • The central focus here should be on further development of source based skills and understanding Bismarck's aims and motives for unification. • Research tasks, individual learners, pairs or small groups: <ul style="list-style-type: none"> ○ Create a timeline (20 items) which identifies the unification process in Germany; ○ Fill in a blank map template (provided by you) which identifies the key countries in Europe involved in the process; ○ Prepare a 3 minute presentation on a specified 'expert's' views on Bismarck's aims in 1862 (e.g. Collier/Farmer/Williamson/HA pamphlet). (G) (P) (I) ○ Whole class discussion following presentations on theme of: 'Prussian dominance/German unification/simple pragmatism; what were Bismarck's aims in 1862?' (W) • Whole-class analysis of documents (such as those in Williamson) which have a focus on Bismarck's aims and the way in which they change in the 1860s and also having a skills focus on: <ul style="list-style-type: none"> ○ Comprehension ○ Recognising difference between fact, opinion and interpretation ○ Cross-referencing between sources ○ Using contextual knowledge to evaluate sources ○ Reliability ○ Drawing conclusions from sources. (W) • Homework / written work using the same sources, e.g. a question (a) and (b), such as: (a) 'To what extent do Sources A and D agree on Bismarck's aims in 1862?' and (b) 'Bismarck was only interested in the expansion of Prussia.' How far do these sources support this judgement? (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapters 3 and 4 • D G Williamson <i>Bismarck and Germany</i> provides a very good range of sources. • <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapters 3 and 4 • <i>Modern Europe, 1789–1917</i> by R Williams, pp84–87
Internal policies	<ul style="list-style-type: none"> • Teacher-led introduction to German domestic policy, to a limited extent in the 1850s and then from 1862 onwards, with a focus on a link between domestic affairs and the unification process. (W) • The central focus of this part of the topic should be on ensuring that the relationship between the various domestic policies pursued and unification are understood. A lot of detail on the domestic policies themselves need not be known. 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapters 3 and 4 • <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapter 3 • <i>Modern Europe, 1789–1917</i> by R Williams, pp84–87

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> • Research tasks, by pairs or small groups. Identify the links between / importance for: <ul style="list-style-type: none"> ○ The growth of liberalism ○ Industrialisation ○ Agricultural reform ○ Army reform ○ The constitutional crisis of 1860-1862 ○ The unification process. (G) (P) • Whole class discussion on theme of: <i>'How important were domestic changes in Prussia and Germany as whole for the unification process?'</i> (W) • Provide learners with a selection of sources which have a focus on Bismarck's domestic policy and prepare a worksheet with questions which have a focus on: <ul style="list-style-type: none"> ○ Comprehension ○ Recognising difference between fact, opinion and interpretation ○ Cross-referencing between sources. (W) (G) (P) • Homework / written work: using the sources <i>'Domestic policies and events had little impact on German Unification.'</i> <i>How far do these sources support this judgement?</i> (I) (H) 	Williams, pp84–87
Wars of unification	<ul style="list-style-type: none"> • Teacher-led introduction to the role played by Bismarck's foreign policy and the three wars in the unification process. (W) • The central focus of this major part of the whole key question (and it probably needs more time allocated to it than the other two parts of the key question) should be on the importance of the three wars and foreign policy, such as that towards Russia and the UK, to Germany's unification. • Research tasks, by individual learners or in pairs: <ul style="list-style-type: none"> ○ Identify the part played by Bismarck's foreign policy in German unification, from 1862-1871; ○ Identify the role played by the Danish War in German unification (e.g. causes / course / results) ○ Identify the part played by the Austrian War in German unification; ○ Identify the part played by the French War in German unification. (P) (I) • Whole class discussion(s) on themes of: <ul style="list-style-type: none"> ○ <i>'Bismarck's foreign policy: A genius at work?'</i> and ○ <i>'Why did war prove to be so essential for German unity?'</i> (W) • Provide learners with a selection of sources on the Franco-Prussian war. Class discussion of sources with focus on: 	Textbooks, e.g. <ul style="list-style-type: none"> • <i>The Unification of Germany</i> by A Farmer and A Stiles, chapters 3 and 4 • <i>The Unification of Germany</i> by M Gorman, Cambridge 1989, chapters 4 and 5 • <i>Modern Europe, 1789–1917</i> by R Williams, pp87–93

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none">○ Using contextual knowledge to evaluate sources;○ Reliability;○ Drawing conclusions from sources. (W)● Homework / written work: using the sources provided above, answer question entitled: <i>'The Franco-Prussian War was a vital part of the German unification process.'</i> How far do the sources support this view? (I) (H)	

Key question: How did Italian leaders achieve the unification of Italy?

Key content	Suggested teaching activities	Learning resources
Aims and methods of Cavour, Garibaldi and Mazzini	<ul style="list-style-type: none"> • Teacher-led introduction to Italian unification from 1848 to 1871, identifying the main themes, events and personalities. (W) • The central focus of this part of the topic should be on identifying the principal participants, not just the three named, but also others such as the Pope, Victor Emmanuel and the Bourbon rulers of Naples and assessing their respective contributions to the unification process. • Research tasks, in pairs: <ul style="list-style-type: none"> ◦ Devising a 20 point timeline identifying key dates/events in the unification process from 1848-1871; ◦ Allocation of specific individuals to pairs, with one pair having to develop a case for, and another a case against, an individual, such as Garibaldi or the Pope, to establish who played the most important role in the process; ◦ Another pair has to identify the principal aims and methods of that key participant. (P) • Whole class discussion on theme of: <ul style="list-style-type: none"> ◦ <i>'Which individual contributed the most to the Italian unification process?'</i> and ◦ <i>'To what extent were there fundamental differences between the aims and methods of Cavour, Garibaldi and Mazzini?'</i> (W) • Provide learners with a selection of sources illustrating the aims and methods of Cavour / Garibaldi / Mazzini. (W) • Whole-class discussion of sources with focus on: <ul style="list-style-type: none"> ◦ Similarities and differences between sources; ◦ Identification of bias and opinion; ◦ Recognising the historical context of sources; ◦ Drawing conclusions from sources. (W) • Homework / written work: <i>'Although they all used very different methods, Cavour, Garibaldi and Mazzini all had very similar objectives.'</i> To what extent do the sources support this judgement? (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, pp95–104 • <i>The Unification of Italy, 1815–1870</i> by M Collier, information on individuals across a range of chapters • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapters 2, 3 and 4 • <i>The Unification of Italy, Documents and Debates Series</i> by M Morrigh, has an excellent range of useable sources. • The Skills chapter in R Williams (6) 'Modern European History' will also be useful here. <p>Past papers Specimen paper 1 on Teacher Support website, and corresponding mark scheme</p>
Importance of foreign intervention	<ul style="list-style-type: none"> • Teacher-led introduction to the role played by other countries, both in a negative as well as a positive sense, as well as the Crimean War episode, in the unification process. (W) • The central focus of this part of the topic should be on identifying the countries which need to be considered and the part they played. • Research tasks for individual learners or pairs. Identify the part played by the following in the 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, pp95–104 • <i>The Unification of Italy, 1815–1870</i> by M Collier, chapters 6, 7 and 9

Key content	Suggested teaching activities	Learning resources
	<ul style="list-style-type: none"> unification process: <ul style="list-style-type: none"> o Austria o Prussia and Bismarck o France o Britain o The participation in the Crimean War. (P) (I) • Whole class discussion on theme of: ‘No foreign intervention, no unification.’ Do you agree? (W) • Provide learners with a selection of sources on foreign intervention. (W) • Whole class discussion on sources with a focus on: <ul style="list-style-type: none"> o Using contextual knowledge to evaluate sources; o Reliability; o Drawing conclusions from sources. (W) • Homework / written work: focus on question (a)s, e.g. ‘To what extent does Source A agree with Source D on the importance of the assistance given by the British navy to Garibaldi.’ As an example of the type of question you could set, depending on the sources you choose. (I) (H) • Using specimen paper and mark scheme for question (b), in pairs, learners answer question (b), then swap answers with another pair and mark each other’s. (P) • Whole class discussion to ensure understanding of exactly what is expected in answers above. (W) 	<ul style="list-style-type: none"> • <i>The Unification of Italy, 1815–1870</i> by R Pearce and A Stiles, chapter 5 in particular, but other relevant sections throughout <p>Past papers</p> <ul style="list-style-type: none"> • Specimen paper 1 on Teacher Support website, and corresponding mark scheme
Stages of unification	<ul style="list-style-type: none"> • Teacher-led introduction to this final section of the unit, identifying the various key stages from Vienna onwards and putting the whole process into perspective. (W) • The central focus of this part of the topic should be on encouraging a degree of reflection and perspective and ensuring that there is comprehensive understanding of the relative importance of each of the key stages. • Research task, in pairs: <ul style="list-style-type: none"> o Identify the 10 key stages in the unification process; o Place them in order of importance; o Develop a case to justify that order of importance. (P) • Whole class discussion on theme of: ‘The fact that Orsini failed to kill Napoleon was the most important stage in the Italian unification process.’ How far do you agree? (W) • Homework / written work: ‘Why did Italian unification take so long?’ (I) (H) 	<p>Textbooks, e.g.</p> <ul style="list-style-type: none"> • <i>Modern Europe, 1789–1917</i> by R Williams, chapter 3

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