

Let's  
work  
together

TEACHER'S BOOK

# History

*History 4* Teacher's Book is a collective work, conceived, designed and created by the Secondary Education department at Santillana, under the supervision of **Teresa Grence Ruiz**.

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4  
SECONDARY

### About us

The **e-vocación Santillana website** has been specially designed to help teachers. Here, you will find all the resources you need for your lessons.

#### One click to access:

- Teacher's Book
- Reinforcement and extension worksheets
- Assessment worksheets
- PDA
- Answer keys
- Audio
- Digital book
- More resources
- Teacher training

### How to register

- 1 Go to **e-vocacion.es** and click on your Autonomous Community.
- 2 Click on **Regístrate**.
- 3 Complete your **personal data** and **school information**.
- 4 You will receive a **welcome email** to confirm your registration.



### Already registered?

Don't forget to update your school information in **Mi Área Personal** at the start of the school year.

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# Let's work



## We make a great team!

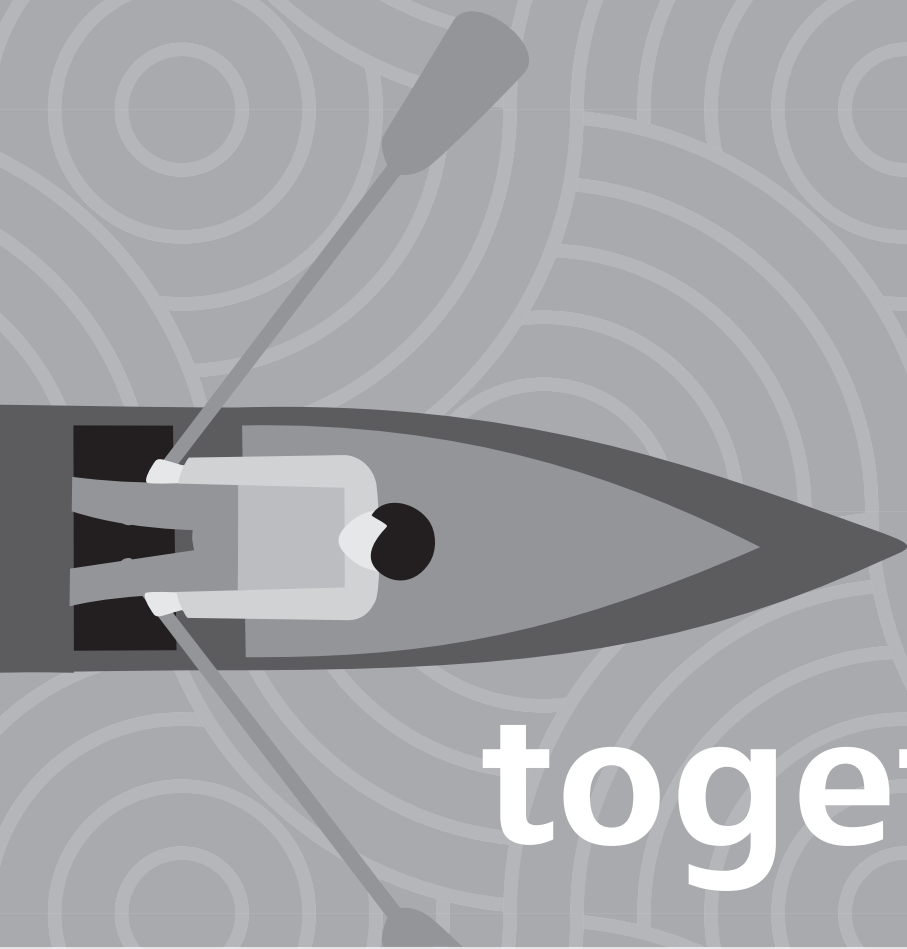
**At Santillana Richmond we are constantly looking to improve.**

So much has changed in education in recent years. At Santillana Richmond we know that creating a dynamic educational project requires an awareness of shifting trends and developments achieved by listening to educators and making informed decisions.

So that's what we have done. Over the years we have stayed close to you. We have learned from the valuable solutions you provide every day in the classroom. Thanks to your help, we have been able to develop better content.

*Thank you for helping us to create and improve our projects!*

**Richmond**



# together!

## Why Santillana Richmond?

- **Experience.** More than 60 years working with the Spanish educational system and offering solutions for schools.
- **Excellence.** Rigour and quality, achieved in consultation with teachers and researchers from all over Spain and in collaboration with our own teams of publishing and pedagogical experts.
- **Design.** Clarity that ensures student comprehension and makes learning a motivating and rewarding experience.
- **Innovation.** Keeping up to date with the latest research in all subjects. The introduction of new methodologies in the classroom that are both practical and achievable.
- **Technology.** Indispensable digital resources for 21<sup>st</sup>-century teaching practice.
- **Continued support.** Our relationship does not end once you have chosen the materials. As a Santillana Richmond client you will have access to our e-vocación program, and, of course, the support of our customer advisors whenever you need it.

**SANTILLANA**

# Student's material

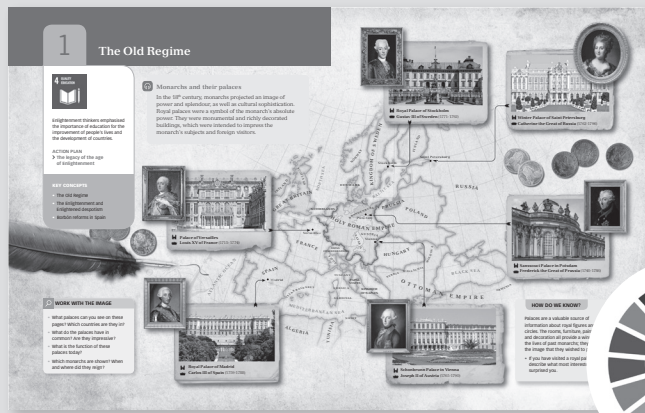
**LET'S WORK TOGETHER** maintains the look and feel of the SANTILLANA RICHMOND Geography and History content:

- **Updated content**, created with **scientific rigour**, helps students understand the world in which we live.
- **Carefully graded English** provides clear explanations at the language level of the students.
- High-quality **illustrations** with visual impact.
- Modern **cartography, updated** to suit the students' level.

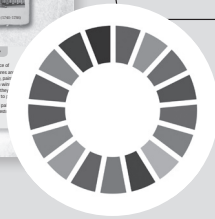


## LET'S WORK TOGETHER

**1** This book covers the **curriculum** in a clear, comprehensive and rigorous way.

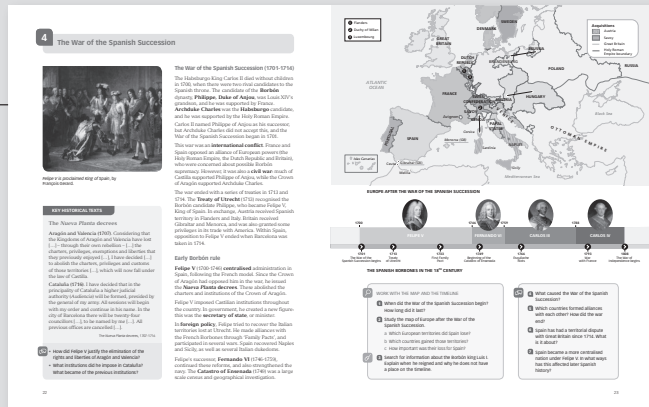


**2** Each unit deals with one of the United Nations' **Sustainable Development Goals**. This knowledge can be a tool to improve the world around us.



**3** It focuses on the following types of activities, which are especially relevant in an **information society**:

- Data analysis**
- Communication**
- Listening**
- Debate**

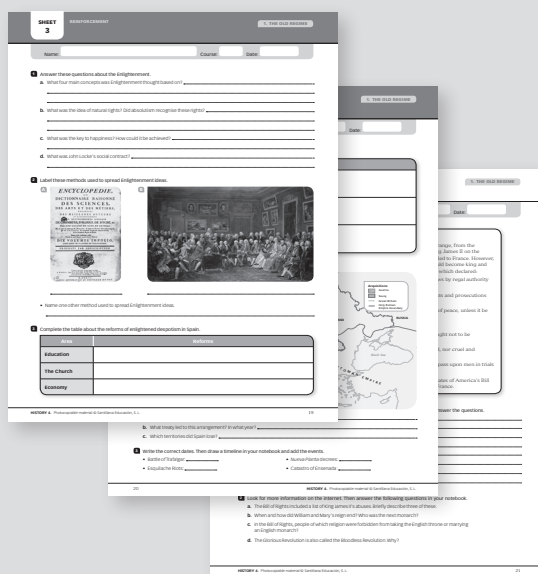


**4** It includes specific activities designed to work on **21<sup>st</sup>-century values**:

- Environmental awareness**
- Equality**
- Human rights**
- Heritage**



## Teacher's material



### 1 TEACHER'S BOOK

- INTRODUCTION AND RESOURCES
- WORKSHEETS
  - Reinforcement
  - Extension
  - Assessment
- AUDIO TRANSCRIPTS

### 2 ANSWER KEYS

PDF format

- All Student's Book activities
- All worksheets in the Teacher's Book:
  - Reinforcement
  - Extension
  - Assessment

### 3 STUDENT'S AUDIO

MP3 format

- For each unit
- For Let's read!

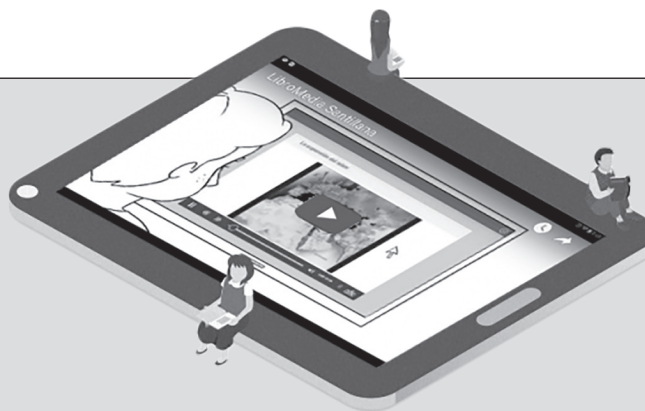
### 4 DOCUMENTOS CURRICULARES

Modifiable Word format

- Programación Didáctica de Aula
- Rúbricas de evaluación

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[www.e-vocacion.es](http://www.e-vocacion.es)



**Santillana Richmond's digital version** is an interactive reproduction of the print edition.

**Separate versions for teachers and students**

### WHAT'S NEW?

- A **new interface** for Secondary level that is straightforward and more intuitive.
- Simpler and more intuitive **customisation tools**.
- **More resources** that are more interactive and **easily accessible**.

#### How to access LibroMedia

- Online in e-vocación, Mi Biblioteca ([www.e-vocacion.es](http://www.e-vocacion.es)).
- Online at [aulavirtual.santillana.es](http://aulavirtual.santillana.es). Enter your e-vocación user details or use a license provided by your Santillana representative.
- Offline by downloading LibroMedia to any of your devices (except smartphone) using our application **Aula Virtual 3**. You will need to use your e-vocación user password or license code.

#### How can your students access the content?

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Your students will need to use Aula Virtual, either online or offline.



**Aula Virtual 3**  
SANTILLANA

**Aula Virtual 3** is an application created by Santillana Richmond that provides the simplest way to make your classroom digital. It is free and available for most devices and operating systems. With Aula Virtual 3 you can download LibroMedia, customise it and use it to keep track of your students' progress, share documents and information with them, etc.

Download the application from [digital.santillana.es](http://digital.santillana.es) or use it online at [aulavirtual.santillana.es](http://aulavirtual.santillana.es).

## CLASSROOM LANGUAGE FOR TEACHERS AND STUDENTS

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Interactive classrooms require considerable use of procedural language by teachers and students alike: for example, how to direct attention, ask for help, express and request opinions. The actual forms that are needed will vary depending on the language level of the classroom and personal speaking style.

The following examples were inspired by *Class Talk*, created by the Universitat Politècnica de Catalunya (CLIL Resources) and *Teaching English through English* by J. Willis (Longman, 1982). More can be found online using key words such as *CLIL classroom language*.

- **Starting the class or a presentation**
  - *Hello, everyone.*
  - *Good (morning), class.*
  - *It's time to start. Are you ready?*
  - *Please pay attention.*
- **Setting objectives**
  - *First, we are going to ... Next, we will ...*
  - *Yesterday we looked at ... Today ...*
  - *Today we are going to continue ...*
  - *We are going to revise ...*
  - *Today we start a new topic ...*
  - *This presentation is about ...*
- **Clarifying organisation**
  - *There are two parts to today's topic / this presentation: continental and oceanic relief.*
  - *First, we'll revise ..., and then we'll look at ...*
  - *We'll begin by looking at the map and then we'll look at some slides.*
  - *Towards the end of class, we'll summarise our results.*
  - *You can ask questions at the end.*
- **Signalling a new topic**
  - *We've finished part 2; let's go to part 3.*
  - *Let's look now at a new topic.*
  - *Are you ready to continue with part 2?*
- **Giving examples**
  - *Relief is also formed by exogenous processes; for example, erosion.*
  - *There are large peninsulas, such as ...*
  - *The Great Rift Valley is an example of ...*
- **Expressing alternatives and options**
  - *Although there are two options, this one ...*
  - *There are two options, ...*
  - *These results seem conclusive; however, ...*
  - *What other alternatives are there?*
- **Expressing conditions**
  - *If supply is greater than demand, prices go down.*
  - *What will happen if we ... ?*
  - *What would happen if all countries had the same carbon footprint as the USA?*
  - *What would have happened if China's economy had not transformed?*
- **Expressing cause/effect, conclusions**
  - *As a result, we can conclude that ...*
  - *In conclusion, ...*
  - *Draw your conclusions.*
- **Giving additional information**
  - *For more information, read ...*
  - *In addition to this, consider ...*
  - *Furthermore, India's economy has ...*
- **Making comparisons**
  - *Which features are the same in ...?*
  - *What are the differences between ...?*
  - *The most polluting energy sources are ...*
  - *Climate is becoming more extreme.*
- **Rephrasing**
  - *In other words, countries can sell ...*
  - *Let's say this a different way.*
  - *We can look at the problem this way ...*
- **Requesting or providing clarification**
  - *Could you explain that further, please?*
  - *I couldn't hear that: could you repeat it?*
  - *Do you mean ... or ...?*
  - *I meant X, not Y.*
  - *I didn't understand/hear your question.*
  - *Can you speak louder please?*
- **Thinking**
  - *What does it make you wonder?*
  - *When we began, I used to think ...*
  - *A question I have is ...*

- **Directing attention to materials**
  - Please look at the screen/slide/diagram.
  - We're going to watch a film about...
  - Look at the first slide ...
  - Look at the image at the top of the page.
  - Let's read the paragraph at the bottom.
  - In the centre of the screen, we can see...
- **Expressing or requesting opinions**
  - In my opinion, ...
  - What do you think about this issue?
  - I agree with ... . I disagree with that.
- **Encouraging feedback**
  - Do you understand what I'm saying?
  - Can you follow the presentation?
  - Can you add something to that?
  - Do you have any questions?
  - Am I going too fast?
  - Can you hear/see me well?
  - Does anyone have any questions?
  - Would you like to make a suggestion?
  - Who can answer this?
  - Why do you think this is true?
  - Why is this important?
  - Can you see the screen?
  - Can you all read this?
- **Linking ideas or concepts**
  - Is there a connection between ...?
  - This theory links to ...
  - Can you see how this relates to ...?
- **Postponing response or redirecting**
  - Can you save that question for later?
  - Let's not talk about that now.
  - I can't answer that now. I'll tell you later.
  - Let's consider other alternatives to that.
  - Group 2 answered that question. Can you repeat your answer, Group 2?
- **Organising group work**
  - Get into groups of three.
  - Work with a partner.
  - Share with the person next to you.
- **Managing group work**
  - You have ... minutes to do Activity 2.
  - You can use your notes.
  - Each group member has a specific role.
  - Assign roles: recordkeeper, reporter...
  - Work silently for ten minutes, then share your answers.
- **Asking about group work**
  - How many people do we need in a group?
  - Do we have to work individually?
  - How much time do we have?
  - Can we use the computer?
  - How long should this be?
  - Have you finished Activity 3?
- **Discussing work**
  - Let's hear from group 1 first.
  - Would anyone like to volunteer?
  - How did you arrive at that conclusion?
  - Did everyone get the same results?
  - Can I make a suggestion?
  - Can we look at Activity 2?
  - I have a question on the presentation.
- **Providing feedback**
  - Well done. That was very clear.
  - That is correct. / correct in part.
  - You are on the right track.
- **Citing sources**
  - This theory was developed by ...
  - The map was made by NASA.
  - Here are the sources for each photo.
  - According to the UN, ...



## Contents

Unit	Contents	Opener and In depth	Know how to
<b>Introduction to History</b> 6	<ul style="list-style-type: none"> <li>History and the work of historians</li> <li>Historical periods</li> </ul>	<b>In depth:</b> <ul style="list-style-type: none"> <li>Spanish archives</li> </ul>	<ul style="list-style-type: none"> <li>Draw a timeline</li> <li>Interpret an historical map</li> </ul>
<b>1 The Old Regime</b> 12	<ol style="list-style-type: none"> <li>The Old Regime</li> <li>Systems of government</li> <li>The Enlightenment</li> <li>The War of the Spanish Succession</li> <li>Enlightened despotism in Spain</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>Monarchs and their palaces</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>Women in the Enlightenment</li> <li>The <i>Encyclopaedia</i></li> </ul>	<ul style="list-style-type: none"> <li>Compare two Enlightenment texts</li> <li>Scientific development in the Age of Enlightenment</li> </ul>
<b>2 The Age of Revolution</b> 30	<ol style="list-style-type: none"> <li>The American Revolution</li> <li>The outbreak of the French Revolution (1789-1792)</li> <li>The First French Republic (1792-1799)</li> <li>Europe under Napoleon</li> <li>The Conservative Order</li> <li>The liberal and national revolutions</li> <li>The unification of Italy</li> <li>The unification of Germany</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>The Storming of the Bastille</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>The Rights of Woman and of the Citizen</li> <li>French Revolution symbols</li> <li>Lord Byron</li> <li>The German <i>Reich</i></li> </ul>	<ul style="list-style-type: none"> <li>Interpret a caricature of the Congress of Vienna</li> <li>Analyse the role of women in the French Revolution</li> <li>Plan a tour of Revolutionary Paris</li> </ul>
<b>3 The Industrial Revolution</b> 52	<ol style="list-style-type: none"> <li>The origins of the Industrial Revolution</li> <li>The First Industrial Revolution</li> <li>The transport revolution</li> <li>The Second Industrial Revolution</li> <li>The spread of the Industrial Revolution</li> <li>The effects of industrialisation</li> <li>The class system</li> <li>The labour movement</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>The steam engine, the machine that changed the world</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>The first textile factories</li> <li>Changes in transportation</li> <li>Industrial cities</li> </ul>	<ul style="list-style-type: none"> <li>Compare female lifestyles</li> <li>Marxism and anarchism</li> <li>Fake news</li> <li>19<sup>th</sup> century migrations</li> <li>Working women and children</li> <li>Analyse the impact on daily life</li> </ul>
<b>4 Spain in the 19<sup>th</sup> century</b> 78	<ol style="list-style-type: none"> <li>The Spanish War of Independence (1808-1814)</li> <li>The Parliament and the Constitution of Cádiz</li> <li>The restoration of the Old Regime (1814-1833)</li> <li>The independence of Latin America</li> <li>Isabel II and the liberal state (1833-1868)</li> <li><i>La Gloriosa</i> and the First Republic (1868-1874)</li> <li>The Restoration</li> <li>The economy in 19<sup>th</sup>-century Spain</li> <li>Social change</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>Goya and his times</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>Women in the wars of independence</li> <li>Cádiz, a parliamentary city</li> <li>Mariana Pineda</li> <li>Women in 19<sup>th</sup>-century Spain</li> </ul>	<ul style="list-style-type: none"> <li>Analyse electoral fraud during the Restoration</li> <li>Think about the Industrial Revolution in Spain</li> <li>Analyse Spanish history through caricatures</li> </ul>
<b>5 Imperialism, war and revolution</b> 102	<ol style="list-style-type: none"> <li>The great powers in the late 19<sup>th</sup> century</li> <li>The rise of imperialism</li> <li>The great colonial empires</li> <li>Colonial rule</li> <li>The causes of World War I</li> <li>The course of the war</li> <li>The consequences of World War I</li> <li>The origins of the Russian Revolution</li> <li>The revolutions of 1917 and the Russian Civil War</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>Life in the trenches</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>Life on the home front</li> <li>Important female figures of the revolution</li> </ul>	<ul style="list-style-type: none"> <li>Compare ideologies about imperialism</li> <li>Interpret an advertisement</li> <li>Using literature as an historical source</li> <li>The hidden female figures of the Russian Revolution</li> </ul>
<b>6 The interwar years</b> 128	<ol style="list-style-type: none"> <li>Recovery in the twenties</li> <li>The Great Depression</li> <li>The rise of totalitarianism</li> <li>Fascist Italy</li> <li>The origins of Nazism</li> <li>Nazi Germany, a totalitarian regime</li> <li>The USSR</li> <li>Stalin's dictatorship</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>The Roaring Twenties</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>The fight for women's rights</li> <li>Women and Nazism</li> <li>Repression and propaganda</li> <li>Women in the USSR</li> </ul>	<ul style="list-style-type: none"> <li>Obtain historical information from a novel</li> <li>Analyse the formation of the USSR</li> <li>Analyse historical manipulated photographs</li> <li>Analyse Charlie Chaplin's <i>The Great Dictator</i></li> </ul>
<b>7 The Second World War</b> 152	<ol style="list-style-type: none"> <li>Causes of World War II</li> <li>The Axis offensive (1939-1941)</li> <li>Allied victory (1942-1945)</li> <li>The Holocaust</li> <li>The peace settlement</li> <li>Consequences of the war</li> </ol>	<b>Opener:</b> <ul style="list-style-type: none"> <li>Deadly weapons</li> </ul> <b>In depth:</b> <ul style="list-style-type: none"> <li>Collaboration and resistance</li> <li>Holocaust memorials</li> <li>The Nuremberg trials</li> </ul>	<ul style="list-style-type: none"> <li>Analyse the territorial changes after World War II</li> <li>Analyse post-war population displacement</li> <li>The ethical implications of the atomic bomb</li> </ul>

Unit	Contents	Opener and In depth	Know how to
<b>8</b> Spain: from the Disaster of '98 to the Civil War  174	<ol style="list-style-type: none"> <li>1. The Disaster of '98</li> <li>2. The crisis of the Restoration (1902-1931)</li> <li>3. The triumph of the Republic and the <i>Bienio Reformista</i></li> <li>4. The <i>Bienio Conservador</i> and the Popular Front (1933-1936)</li> <li>5. The Civil War</li> <li>6. Daily life during the war</li> <li>7. The impact of the Civil War</li> </ol>	<p><b>Opener:</b></p> <ul style="list-style-type: none"> <li>• Picasso's <i>Guernica</i>, a universal symbol</li> </ul> <p><b>In depth:</b></p> <ul style="list-style-type: none"> <li>• The Tragic Week</li> <li>• Women under the Second Republic</li> <li>• Militiawomen</li> <li>• Cultural heritage in wartime</li> <li>• War children</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the role of the press in the crisis of '98</li> <li>• Analyse the Civil War with maps and a timeline</li> <li>• Analyse the educational revolution of the Second Republic</li> <li>• Compare two journalistic viewpoints</li> </ul>
<b>9</b> The Cold War  198	<ol style="list-style-type: none"> <li>1. The origins of the Cold War</li> <li>2. The Cold War blocs</li> <li>3. The beginning of the Cold War (1947-1953)</li> <li>4. From peaceful coexistence to the missile crisis (1953-1962)</li> <li>5. Conflicts within the blocs (1963-1973)</li> <li>6. The later stages of the Cold War (1973-1991)</li> </ol>	<p><b>Opener:</b></p> <ul style="list-style-type: none"> <li>• Why did the Vietnam War have such an impact?</li> </ul> <p><b>In depth:</b></p> <ul style="list-style-type: none"> <li>• The arms race</li> <li>• Women and war</li> </ul>	<ul style="list-style-type: none"> <li>• Interpret a caricature about the Cold War</li> <li>• Pacts and alliances during the Cold War</li> <li>• Investigate the space race</li> </ul>
<b>10</b> Decolonisation  218	<ol style="list-style-type: none"> <li>1. Decolonisation</li> <li>2. Decolonisation of Asia and Oceania</li> <li>3. The Middle East</li> <li>4. Decolonisation of Africa</li> <li>5. The Third World</li> </ol>	<p><b>Opener:</b></p> <ul style="list-style-type: none"> <li>• Ghandi's non-violent resistance</li> </ul> <p><b>In depth:</b></p> <ul style="list-style-type: none"> <li>• The Kashmir dispute</li> <li>• Leaders of the decolonisation of Africa</li> <li>• South Africa</li> </ul>	<ul style="list-style-type: none"> <li>• What is life like for women in less developed countries?</li> <li>• A report linking colonialism to underdeveloped economies</li> </ul>
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<b>12</b> Spain: from dictatorship to democracy  268	<ol style="list-style-type: none"> <li>1. The early years of Franco's dictatorship (1939-1949)</li> <li>2. Consolidation and development (1950-1973)</li> <li>3. The final years of the dictatorship (1973-1975)</li> <li>4. The Transition</li> <li>5. The Spanish Constitution of 1978</li> <li>6. PSOE governments (1982-1996)</li> <li>7. From two-party to multi-party politics (1996-2020)</li> <li>8. Economic and social changes</li> </ol>	<p><b>Opener:</b></p> <ul style="list-style-type: none"> <li>• Economic development</li> </ul> <p><b>In depth:</b></p> <ul style="list-style-type: none"> <li>• Everyday life during Francoism</li> <li>• Analyse the territorial organisation of Spain</li> <li>• Women excel</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse Spanish economic growth with graphs</li> <li>• Analyse the territorial organisation of Spain</li> <li>• Analyse the 1978 Constitution</li> <li>• The changing roles of women</li> </ul>
<b>ICT PROJECT</b>  294	Create a photo album of the main events of the 20 <sup>th</sup> century		
<b>LET'S READ!</b>  296			
<b>GLOSSARY</b>  308			

# Reinforcement, Extension and Assessment

## THE OLD REGIME

### CONTENTS

#### FIND OUT ABOUT

- The Old Regime
- Systems of government
- The Enlightenment
- The War of the Spanish Succession
- Enlightened despotism in Spain

#### KNOW HOW TO

- Investigate the role of women in the Enlightenment
- Investigate the life and work of a Spanish Enlightenment writer and prepare a biography
- Compare two Enlightenment texts
- Analyse scientific developments in the Age of Enlightenment

#### BE ABLE TO

- Identify the characteristics of the society of estates
- Distinguish between absolutism and English parliamentarism
- Identify the main thinkers and ideas of the Enlightenment
- Understand the causes and consequences of the War of the Spanish Succession
- Reflect on the rise and fall of enlightened despotism in Spain
- Reflect on the legacy of the Age of Enlightenment

#### LET'S READ

- The salons of the 18<sup>th</sup> century
- The Esquilache Riots

### RESOURCES

#### Reinforcement and extension

- The Old Regime
- Systems of government
- The Enlightenment
- The War of the Spanish Succession
- Enlightened despotism
- The English Bill of Rights of 1689

#### Assessment

- Unit 1 Assessment

#### Digital resources

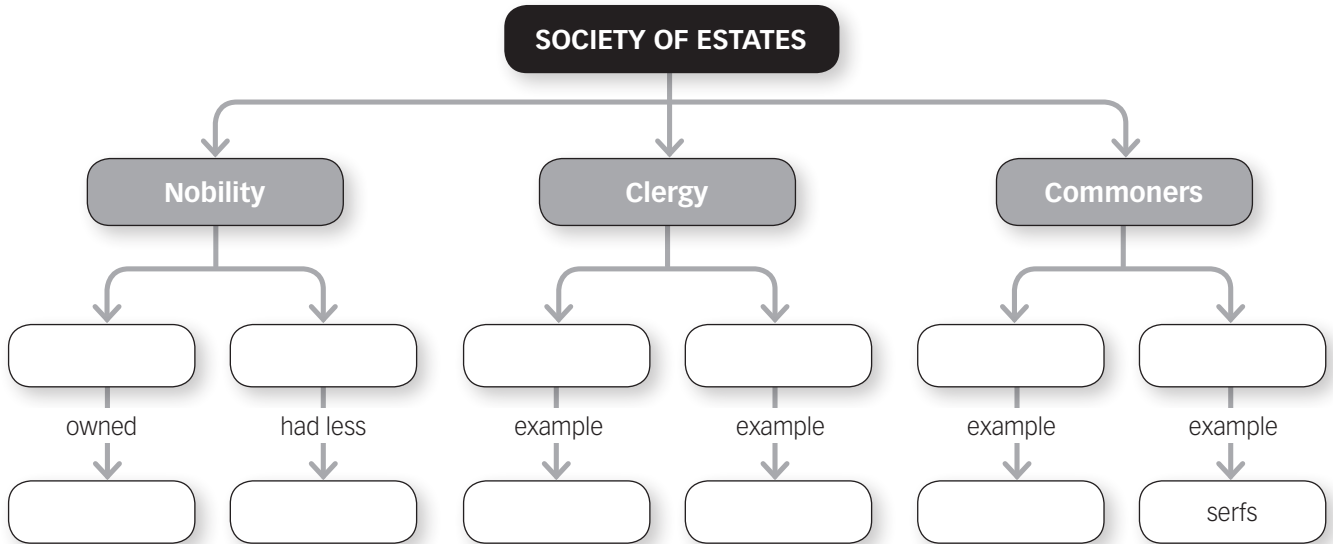
- *Libromedia*. The Old Regime

#### Audio

- pp. 12-13, 'Monarchs and their palaces'
- p. 26, activity 3
- p. 28, 'Compare two Enlightenment texts'
- p. 210 'The salons of the 18<sup>th</sup> century'
- p. 210 'The Esquilache Riots'

Name:  Course:  Date:

**1** Complete the diagram about the society of estates. Then answer the questions.



- a. What was the Old Regime? .....
- .....
- b. Which were the privileged estates? Which advantages did they have over commoners? .....
- .....
- c. How was a person's estate determined? .....
- .....
- d. Which estate was the largest? .....
- e. What did the bourgeoisie demand? .....
- .....
- f. What was a tithe? .....
- .....

**2** Are the following sentences True (T) or False (F)? Correct the false sentences in your notebook.

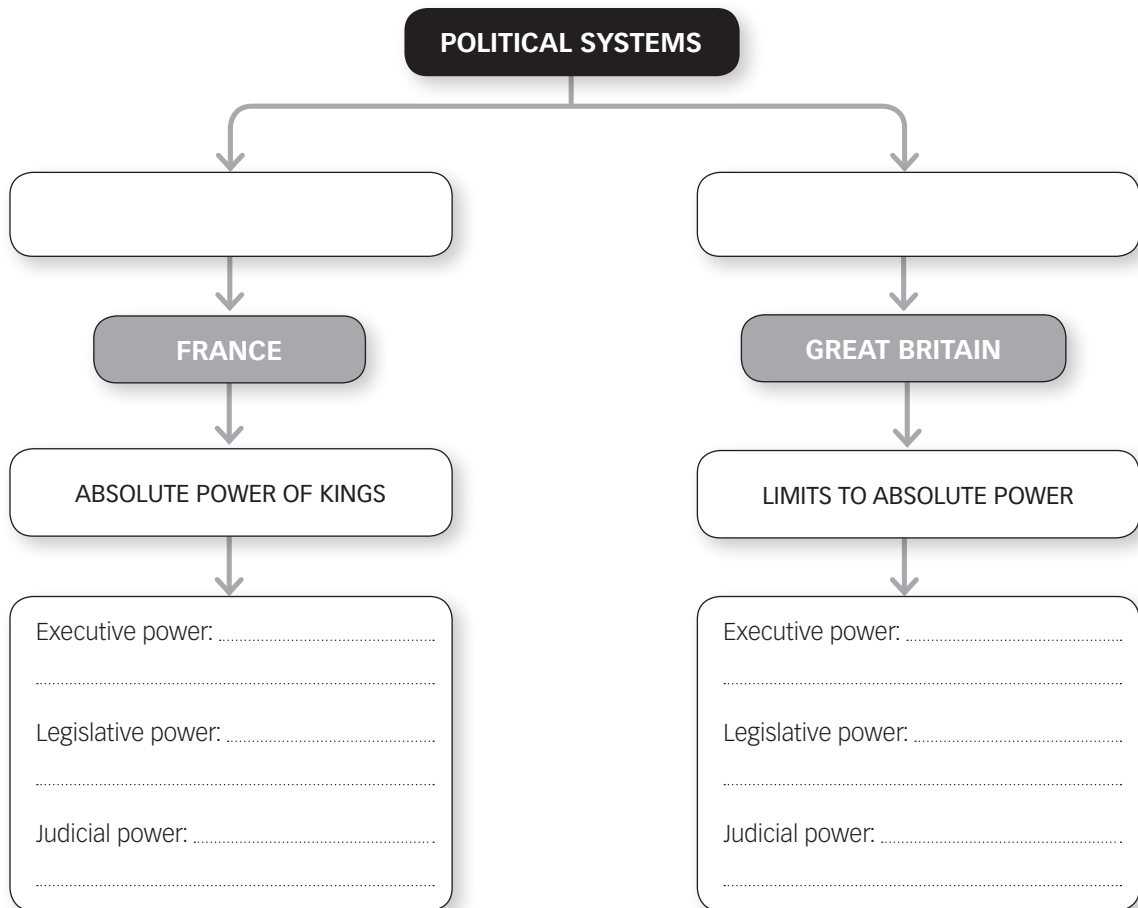
- a. Industry was the main economic activity in the 18th century.
- b. Variations in the climate could lead to famine.
- c. When a noble died, his entire estate was inherited by the king.
- d. Agrarian productivity was high in the 18th century.
- e. Most artisanal activity was controlled by guilds.
- f. In the domestic system, merchants made clothes in their own homes.
- g. Weapons and luxury goods were made in royal factories.
- h. Foreign trade grew thanks to increased exchange with America and Asia.
- i. Triangular trade took place between Europe, Africa and Asia.

Name:

Course:

Date:

**1** Complete the diagram about political systems during the Old Regime.



**2** Explain the meaning of the following terms.

- Absolutism: .....
- .....
- Divine right of kings: .....
- .....
- Mercantilism: .....
- .....
- Separation of powers: .....
- .....

**3** Read the clues and write the answers.

- a. The war in England which led to the execution of King Charles I. ....
- b. King James II was deposed after this event in 1688. ....
- c. Document guaranteeing certain rights and limiting the king's power. ....
- d. Parliamentary government in the northern Netherlands after 1648. ....

Name:

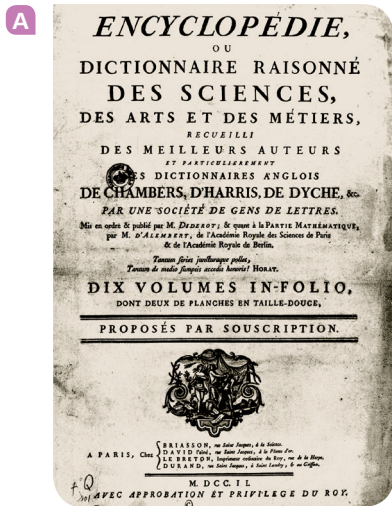
Course:

Date:

**1** Answer these questions about the Enlightenment.

- a. What four main concepts was Enlightenment thought based on? .....
- .....
- .....
- b. What was the idea of natural rights? Did absolutism recognise these rights? .....
- .....
- .....
- c. What was the key to happiness? How could it be achieved? .....
- .....
- .....
- d. What was John Locke's social contract? .....
- .....
- .....

**2** Label these methods used to spread Enlightenment ideas.



- Name one other method used to spread Enlightenment ideas.
- .....

**3** Complete the table about the reforms of enlightened despotism in Spain.

Area	Reforms
Education	
The Church	
Economy	

Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

1 Complete the table about the War of the Spanish Succession.

War of the Spanish Succession	
Causes	
Sides in the conflict	
Consequences	

2 Look at the map and answer the questions.



a. What moment in history does the map show? .....

b. What treaty led to this arrangement? In what year? .....

c. Which territories did Spain lose? .....

3 Write the correct dates. Then draw a timeline in your notebook and add the events.

• Battle of Trafalgar: .....

• Nueva Planta decrees: .....

• Esquilache Riots: .....

• Catastro of Ensenada: .....

Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

### The Glorious Revolution and the English Bill of Rights

In the **Glorious Revolution**, the English Parliament invited William of Orange, from the Netherlands, and his wife Mary, King James II's daughter, to replace King James II on the throne. William successfully invaded England in 1688, and King James II fled to France. However, the Parliament wanted a lasting guarantee of civil rights. Before they could become king and queen, William and Mary had to sign the **English Bill of Rights of 1689**, which declared:

'That the pretended power of suspending the laws or the execution of laws by regal authority without consent of Parliament is illegal [...];

That it is the right of the subjects to petition the king, and all commitments and prosecutions for such petitioning are illegal;

That the raising or keeping a standing army within the kingdom in time of peace, unless it be with consent of Parliament, is against the law; [...]

That election of members of Parliament ought to be free;

That the freedom of speech and debates or proceedings in Parliament ought not to be impeached or questioned in any court or place out of Parliament;

That excessive bail ought not to be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted;

That jurors ought to be duly impanelled and returned, and jurors which pass upon men in trials for high treason ought to be freeholders. [...]

The Bill of Rights inspired many later declarations, such as the United States of America's Bill of Rights and the Declaration of the Rights of Man and of the Citizen in France.

**1** With a classmate, work out the meaning of difficult words from their context. Then answer the questions.

a. How does the Bill of Rights limit the king's power? .....

.....

b. Which rights support the principles of democracy? .....

.....

c. What guarantees did the Bill provide for people who broke the law? .....

.....

**2** Look for more information on the internet. Then answer the following questions in your notebook.

a. The Bill of Rights included a list of King James II's abuses. Briefly describe three of these.

b. When and how did William and Mary's reign end? Who was the next monarch?

c. In the Bill of Rights, people of which religion were forbidden from taking the English throne or marrying an English monarch?

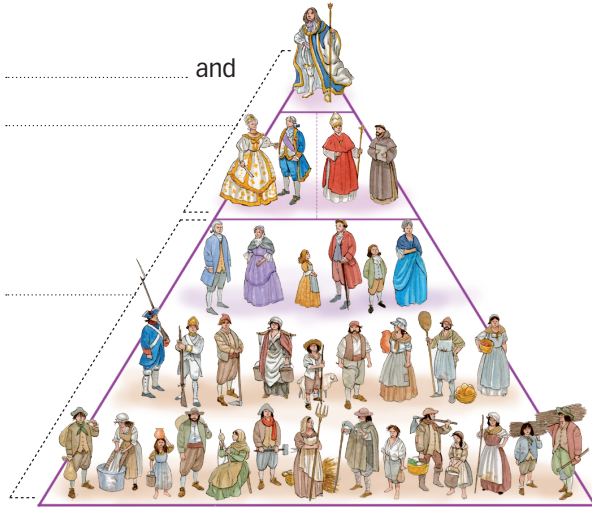
d. The Glorious Revolution is also called the Bloodless Revolution. Why?

Name: \_\_\_\_\_

Course: \_\_\_\_\_

Date: \_\_\_\_\_

**1** Label the estates on the social pyramid. Then briefly describe the society of estates.



.....

.....

.....

.....

.....

.....

.....

.....

**2** Describe triangular trade between Europe, Africa and America.

.....

.....

.....

**3** Complete the table by writing who held power in each case. Then answer the questions.

Powers	Absolute monarchy	Parliamentary monarchy
Executive power		
Legislative power		
Judicial power		

a. What did absolute monarchs believe was the source of their power?

.....

.....

b. What did monarchs seek to accumulate under mercantilism?

.....

.....

c. The English Civil War was the result of conflict between which two institutions?

.....

.....

d. What document limited the power of English monarchs in 1689?

.....



Louis XV of France (1715-1774)

4 Tick (✓) the correct answers.

a. According to Enlightenment thought, this should be applied to all areas of life:

- nationalism                       reason                       divine right

b. Enlightenment thought placed great importance on:

- education                       religion                       social order

c. The separation of powers was principally defended by:

- Voltaire                       Montesquieu                       Rousseau

d. Rousseau believed sovereignty should reside in:

- a strong monarch                       parliament                       the people

e. Catherine the Great of Russia and Frederick the Great of Prussia practised a form of government called:

- absolute monarchy                       parliamentary monarchy                       enlightened despotism

5 Use the following words to complete the text.

Spanish Succession	Utrecht	Felipe V	children
Archduke Charles	Bourbon	Philippe, Duke of Anjou	

**The beginning of the Bourbon dynasty in Spain**

In 1700 there was no heir to the Spanish throne because Carlos II died without having (a) .....  
 Two candidates emerged: (b) ....., the Bourbon candidate, and (c) .....,  
 the Habsburgo candidate. The conflict led to the War of the (d) ..... which divided Spain and  
 Europe. Finally, the Treaty of (e) ..... recognised the (f) ..... candidate  
 as (g) ....., king of Spain.

6 Complete the table about 18<sup>th</sup> century Spanish monarchs. Then answer the questions.

Monarch	Dates of reign	Notable event
<b>Felipe V</b>		
<b>Fernando VI</b>		
<b>Carlos III</b>		
<b>Carlos IV</b>		

- a. Under which Spanish monarch did the Economic Societies of Friends of the Country emerge? .....
- b. Which Spanish monarch ended enlightened reforms? Why? .....
- .....