



The Modern World – An Introduction

Today we live in a world where all countries from every part of the globe are in constant interaction with each other. You look at the sports page of the newspaper you will find Indian teams playing with teams from different parts of the world in some country or the other. If you look at the products you use every day, whether toothpaste, mobile, bus, or even food items, you will find that these have been produced in some distant countries. The way we dress, the films we see and even the food we eat are now greatly influenced by world trends. The price at which our farmers buy diesel or fertilisers or the price at which they sell their produce now depends on world market prices. Multinational companies set up factories and offices in India and Indian companies are setting up factories and offices in other countries.

We thus see that today we live in a world which is very closely bound together. It is true that all through human history people of different countries have been in touch with each other to some extent. Whole people migrated in search of better lands or to escape famines or diseases. Sailors crossed seas, travellers, pilgrims and traders crossed high mountains, deserts and rivers to get in touch with new people and lands. Kings and soldiers conquered new lands to enlarge their kingdoms. Religious teachers, artists and scholars too travelled far and wide to spread their ideas and learn new things. In this way people of different countries got to know each other. For the last few centuries however, this contact between different parts of the world has grown enormously. So much so that we live in a ‘Global Village’. In a village everyone knows everyone else very closely and interact with each other closely. Similarly, today people of the entire world know each other, and interact with each other very closely.

However, this coming together of the countries of the world was not a simple and happy story of travels and pilgrimages. Wars, conquests, enslavement and displacement of millions of people, massive destruction of forests and other natural resources, domination of one country by another, struggles and wars for freedom, etc are an important feature of this process.

In class IX and X we will be reading about how this modern world came into being, what are the main ideas and driving processes of modern world and how different parts of the world participated in creating what we see today all around us.

Activity 1

Let us begin with a simple activity. Divide the class into groups of five or six students each. Take a globe which shows different continents and countries of the world. If you don't have a globe, use a world map or atlas. Take a newspaper and give one page to each group. Look at all the news mentioned in each page and note the name of the country in which it happened. Locate the country on the globe and find out which continent it belongs to. Look at all the advertisements too and see if they mention any foreign country, note down the name of the country and the continent in the same way.

Share the lists with all the groups. Now note the names of the countries that occur most frequently. Use internet, maps etc to find out more about those countries and prepare posters about one country in every group.



Map 1: World Map, with important countries named.

Changes that made the Modern World

The integration of the entire world progressed very rapidly from around 1450 CE. This was accompanied by many important changes in the way people worked, thought and ruled. Many of these changes enabled the development of some of the key features of the modern world. For example, today most of the things we use are produced in factories with machines on a large scale and we buy them from the market. Even in agriculture we use modern methods, machines etc to produce for sale in the market. This was the result of a major change which we call '**Industrial Revolution**'. Secondly, most countries today are not ruled by kings or queens but by democratically elected governments which are answerable to the people of their country. This is a result of a process we call '**Democratic Revolution**'. A third important change relates to the way people think and understand the world. Today we give a lot of importance to science, reason and evidence and do not accept anything which others tell us without questioning them. Using the methods of science and reason people are trying to understand everything around us, about the earth, the entire universe, life around us, our own body, our feelings and thinking too. This is the result of a process we call '**Scientific Revolution**'.

However, during the last few centuries a few countries tried to conquer and exploit other countries of the world. For example, India became a colony of a distant European country, Great Britain. A few European countries like Britain, France, Holland, Spain etc. gained control over most of Africa, Asia, South and North America. This led to a forced transformation of the lives of the people living in these countries. This process is called '**Colonisation**'.

The people of the colonies fought for freedom and much of modern world history is the story of their struggles. In all countries of the world, the poor and the deprived people have been fighting for equal rights, opportunities and share in the wealth created by human labour. These struggles for freedom, equality and dignity are also one of the main features of modern history.

In the following chapters we will be studying mainly these features and processes of the modern world which got firmly established after 1750 CE.

Early Modern Period

The period between 1450 and 1750 is generally called the Early Modern Period. many features had begun to develop in different parts of the world much before that. For example, traders of India, China, Arabia, etc were carrying goods by sea route to each other countries for a very long time. Around 1492 Christopher

Columbus, an Italian sailor reached South America, and effectively discovered a continent unknown to most Europeans till then. This opened the way for colonisation of South and North America. Similarly, Vasco da Gama a Portuguese sailor worked out a sea route to India by going around Africa in 1498. This opened the way for European ships to trade not only with different parts of Africa and India but also go all the way upto China by sea. These developments created conditions for great spurt in trade and exchange between all the continents of the world. As a result, great towns dominated by rich merchants developed all over the world. The expansion of trade stimulated agricultural and craft production for international markets.

Another such development was the rise of large kingdoms and empires in which power was concentrated in the hands of a few people. They had strong armies and officials who established order and collected taxes. They tried to put down small local kings or landlords who wanted autonomy. This led to unification of countries and development of common administrative system. For example, in India, the Mughal empire developed a strong central government and administrative system. Similar empires emerged in China, Iran, Turkey and different parts of Europe.

The early modern period was also the time when major advances were made in Science (especially Astronomy), Mathematics, Philosophy etc. During this time the observations and calculations made by scientists of China, India, Arab countries and Europe were compiled and studied. After years of hard work great scientists like Galileo arrived at the conclusion that the Sun was at the centre of the Solar System and planets like the Earth went around it. Great mathematicians like Nilakantha Somayaji, Descartes and Newton, developed new methods for studying movement of planets and stars.

The thought of the Early Modern period was dominated by the idea of human freedom and equality. It took different forms in different countries. This had a great influence on religious thinking as people rebelled against dogmatism, priesthood and ritualism of earlier religious thought and asserted that all human beings could reach god irrespective of their birth or social status. In the field of arts, this resulted in realistic depiction of human beings and the world around us especially in painting.

All these changes in the early modern period paved the way for the great developments of the Modern period you will now read about.

Today, we are used to the idea of democratic form of government. All the citizens have fundamental rights and are treated as equals by law. However, this kind of democracy was not there in the earlier times. Countries were ruled by kings or emperors who made laws at their will and the society was divided into estates, each had its privileges and obligations. In this chapter, we will read about how people fought to build democratic political systems and achieve social equality.

In Europe, England was ruled by Kings of the Tudor dynasty at the beginning of the 17th century. At that time, the Pope was the head of the Roman Catholic Church. But the Tudor kings refused to accept the authority of the Pope. They thought that England should be independent of the Pope and Roman Catholic Church. Soon, another new conflict started between the Parliament and the King as to who was more powerful in the kingdom. Let us see how this conflict led to the establishment of a democratic government in Britain.

- How different would our lives have been if we were ruled by kings?
- What would happen if all people were not equal before law – and some had special privileges like the right to kill others?

England – The Civil War and the Glorious Revolution

In 1603 CE, James I of Stuart Dynasty became the King of England after the death of the last queen of Tudor dynasty. The king needed the approval of this Parliament to impose any tax or approve new laws. He did not want the Parliament to question him. He believed that the absolute powers of the king were given by God, so the Kings ruled by a Divine Right. This was called the Divine Right Theory. Therefore, he believed that the king should not be controlled by the Parliament.

James-I was succeeded by Charles-I. Charles-I dissolved the Parliament and ruled for 11 years without any Parliament. But in 1640 CE, he needed money to fight some wars. So, he was forced to summon the Parliament to get special grants. This Parliament continued 1640 to 1660 CE (and hence, it is called the Long Parliament). The Long Parliament decided to control the autocracy of the King and his ministers. The parliament punished the ministers and officers of Charles-I. It stopped the working of special courts created by the King. Charles-I took advantage of its differences within the Parliament and tried to arrest his opponents in the parliament. A Civil War started between the parliamentary party and the king's party, which lasted for 5 years. Ultimately, Charles-I was defeated and executed in 1649 CE and England became a republic.

However, this experiment of republican government was not very successful and did not last long. In 1688 CE, William of Orange and his wife, Mary (grand daughter of Charles-I), were invited by the



Charles-I

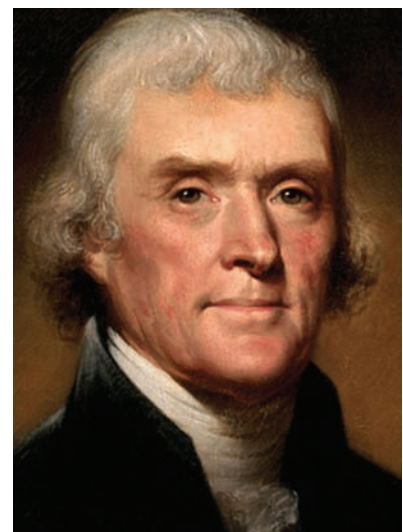
Parliament to occupy the throne of England. In the new system of government, ministers were answerable to the Parliament and the King had limited powers. This was the beginning of parliamentary democracy in England. Now, the power of the king was not a divine right but it was granted by the Parliament. This was called Constitutional Monarchy. All this took place without shedding a drop of blood or firing a single shot. This transformation, therefore, is known as ‘Glorious’ or ‘Bloodless Revolution’.

After the revolution, the control came into the hands of the House of Commons which represented the middle class. In this period, only the people with land and property had the right to vote in the elections to the Parliament. The right to vote was gradually extended to different sections of the population and eventually to all adults by 1928 CE. Thus, Parliamentary form of government grew in stages in England.

American Independence (1774-1789 CE)

After Columbus discovered American Continent in 1492 CE, England and other European countries had established its colonies on the eastern coast of North America by the middle of the 18 th century. Thirteen states had become colonies of the British. Most of them were occupied by people who wanted to be free and independent from England. They had moved to America and settled there to cultivate lands, run small workshops and conduct trade. The English Parliament started forcing its power on these colonies by making laws for the American states. But the people of those states did not vote in the elections to the Parliament.

Till 1750s, the American colonies were inhabited by small and middle sized farmers who owned the land and tilled it too. It also had a large number of artisans and traders. However, these colonies did not have any powerful landlords or princes as in Europe. Thus, there was a degree of equality among the people. While most of the people were Christians, they belonged to different sects and each sect had its own church. This meant that the priests did not have the same authority and social position as in Europe. Many prominent Americans inspired and reinforced social equality in America. Many of them like Tom Paine and Thomas Jefferson actively campaigned for political equality and freedom of thought for all people.



Thomas Jefferson

The English Parliament often passed laws that favoured English traders and factories rather than American people of the colonies. The American colonies, therefore, raised the slogan 'No Taxation without Representation'. In 1774 CE, representatives from twelve colonies, met at a Congress at Philadelphia to protest against the British. They requested King George-III to restore their previous rights. But the King refused to do so and tried to suppress the colonies. This led to armed clashes between the British and the American soldiers.

The Second Congress also tried to find a peaceful solution. They appealed to the King not to impose taxes without their permission. They decided George Washington to be the chief of the armed forces of the colonies. The King saw this as an act of rebellion and declared war in April 1775 CE. The Americans finally won the war in October 1781 CE with the military help from France. France helped the colonies because of the rivalry between Britain and France in establishing colonial empire. The American War of Independence ended after Britain signed the Treaty of Paris in 1783 CE and recognised the independence of its thirteen colonies.

The Declaration of American Independence

The Declaration of Independence was adopted on 4th of July 1776 CE during the Third Congress at Philadelphia. Thomas Jefferson was the principal author of this Declaration. It declared that all men are created equal and are endowed by the Creator with certain rights, which cannot be taken away, including life, liberty and pursuit of happiness. In 1789 CE, the government of the United States of America adopted a Republican Constitution. The United States of America would not be ruled by kings but by representatives elected by the people.

Republic: Where the head of the state is a democratically elected president, not a monarch.

Congress: A formal meeting or series of meetings for discussion between delegates or members of a group

- Compare the results of the English and American Revolutions.
- Do you think the rights proposed by Thomas Jefferson are necessary to the present generation? Discuss.

French Revolution

In 1774 CE, Louis XVI became the king of France. He found the treasury was empty. Long years of war and the cost of maintaining the palace of Versailles had emptied the financial resources of France. Under Louis XVI, France helped the thirteen American colonies to gain their independence from Britain, who was their common enemy. This war added further to the debt. The state was forced to increase

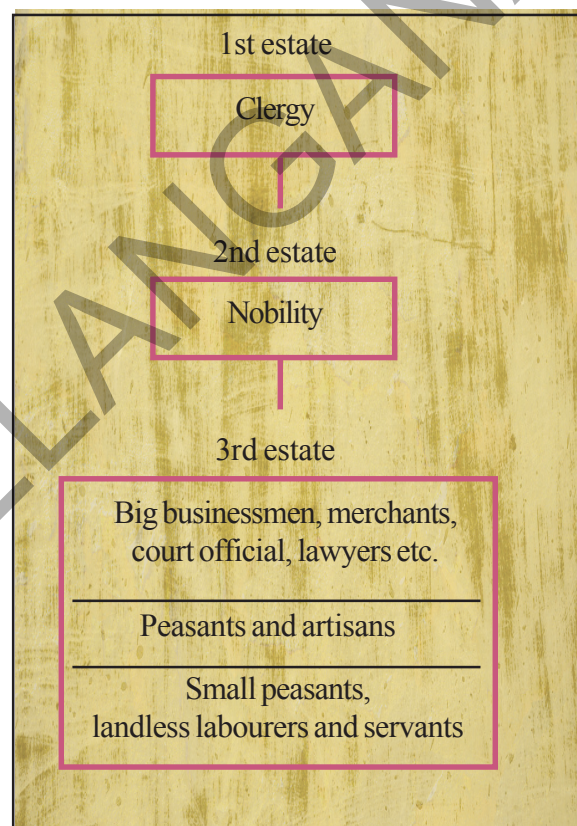
its taxes to meet its regular expenses such as the cost of maintaining the court, an army, and running government offices or universities.

Socio economic conditions

French society was divided into three estates in the eighteenth century. The first estate was the clergy. The second estate was the nobility and the third estate included the remaining sections of society such as merchants, lawyers, peasants, labourers and servants.

Peasants were about 90 percent of the total population of France. However, only a small number of them owned the lands they cultivated. About 60 per cent of the land was owned by the Church and other richer members of the Third Estate. The members of the first two estates, that is, the clergy and aristocracy, enjoyed certain privileges. They did not have to pay taxes to the state. The nobles also enjoyed other feudal privileges. These included feudal dues that peasants had to pay to them. Peasants were also forced to give other services to the lord - to work in their houses and fields and to serve in the army or participate in building roads.

The Church also extracted taxes called 'tithes' from the peasants. All the members of the Third Estate also had to pay taxes to the state. These included a direct tax, called 'taille' and a number of indirect taxes which were levied on articles of everyday consumption like salt or tobacco. The Third Estate alone had to pay taxes to finance the activities of the state. To add to this problem, there was a failure of crops and increased sufferings of the poor during those years.



A Society of Estates.

Nobility - Aristocratic and bureaucratic class.

Tithes - A tax levied by the church, comprising one-tenth of the agricultural produce.

Taille - Tax to be paid directly to the state.

Nobility - Aristocratic and bureaucratic class.

A Growing Middle Class: An End to Privileges

A new social group called the middle class came up in the eighteenth century, earned wealth through overseas trade and manufacturing of goods such as woollen and silk textiles. In addition to merchants and manufacturers, the Third Estate also included well educated professions such as lawyers and administrative officials. They were inspired by the words of philosophers like John Locke and Jean Jacques Rousseau who wanted to create a society based on freedom and equal laws and opportunities for all. In his book, **Two Treatises of Government**, Locke wrote against the belief that the monarch had absolute rights. Rousseau carried the same idea forward. He proposed that government should be based on a social contract between the people and their representatives. In the book, **The Spirit of the Laws**, Montesquieu, a philosopher, proposed that power should be divided between the legislature, the executive and the judiciary. This model of government was followed in the USA, after the thirteen colonies declared their independence from Britain. The American constitution and its guarantee of individual rights was an important example for third estate in France.



Fig. 12.1: Opening ceremony of the Estates General at Versailles on 5th May 1789.

The Outbreak of the Revolution

On 5 May, 1789 CE, Louis XVI called a meeting of the Estates General to pass proposals for new taxes. The First and Second Estates sent 300 representatives each, who were seated in rows facing each other on two sides. But, the 600 members of the Third Estate had to stand at the back. The Third Estate was represented by its more prosperous and educated members only. Peasants, artisans and women were not allowed to enter the assembly. However, their problems and demands were written down in some 40,000 letters which the representatives had brought with them.

Earlier, each estate had one vote in the voting. Louis XVI also wanted to continue the same practice. But the members of the Third Estate demanded that voting be done by the assembly as a whole, where each member would have one vote. This

was one of the democratic principles suggested by philosophers like Rousseau in his book, **The Social Contract**. When the King rejected this proposal, members of the Third Estate left the assembly in protest.

The tennis court oath

The representatives of the Third Estate felt that they were representing the whole French nation. On 20 June, 1789 CE, they assembled in the hall of an indoor tennis court in the grounds of Versailles under the leadership of Mirabeau, Abbe sieyes and Bailly. They declared themselves as a National Assembly. They swore not to go back till they had drafted a Constitution for France that would limit the powers of the monarch. While the National Assembly was busy drafting a Constitution at Versailles, there was rising chaos and disturbance in the rest of France. The crops had ruined because of extreme winter. The price of bread went up because of this. Bakers misused this situation and accumulated supplies of bread. People waited for



Fig. 12.2: The Tennis Court Oath.

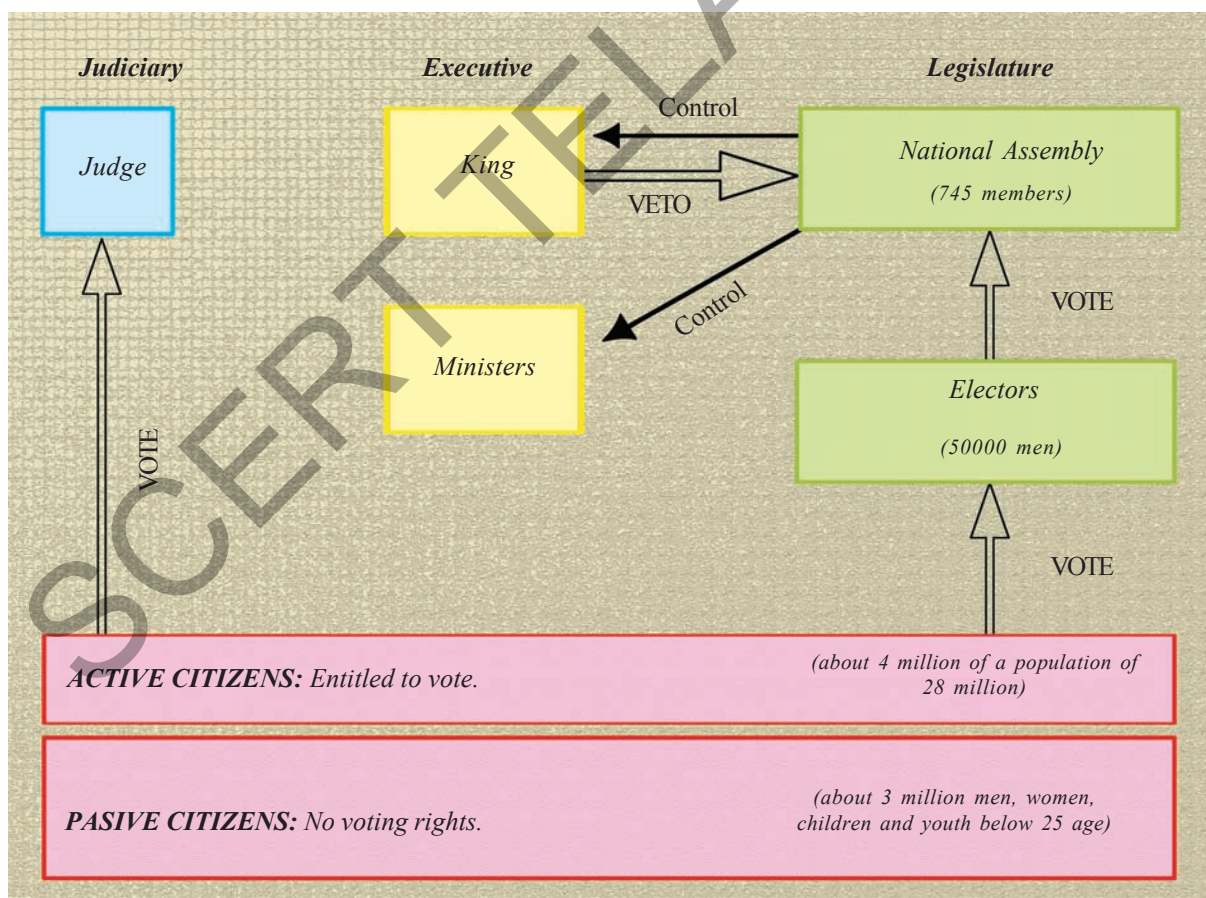
hours in long queues at the bakery. After waiting for long, crowds of angry women forcefully entered into the shops. At the same time, the King had ordered troops to move into Paris. On 14 July, the angry crowd forcefully entered and destroyed the Bastille, a hated prison that represented the complete monarchy. That day is being celebrated as the National Day of France. After seeing the power of the revolting people, Louis XVI finally gave recognition to the National Assembly. He accepted the principle that his powers would be limited by a Constitution from now on. On 4th of August, 1789 CE, the Assembly passed a law to ban the feudal system of taxes and other obligations. Members of the clergy were also forced to give up their privileges. Tithes were banned and lands owned by the Church were taken back from them.

France Becomes a Constitutional Monarchy

The National Assembly completed the draft of the Constitution in 1791 CE. Its main object was to reduce the powers of the monarch. Now these powers were not in the hands of one person. They were now separated and given to different institutions - the legislature, executive and judiciary. This made France a constitutional monarchy.

The Constitution of 1791 CE gave the National Assembly the power to make laws. But all the citizens did not have the right to vote. Only the active citizens had the right to vote. Active citizens were men above 25 years of age, who paid taxes equal to at least 3 days of a labourer's wage. The active citizens voted for a group of electors, who in turn chose the Assembly.

To become an elector and a member of the Assembly, a man had to belong to the category of highest taxpayers. The Constitution began with a Declaration of the Rights of Man and Citizen. Rights such as the right to life, freedom of speech, freedom of opinion, equality before law, were considered as 'natural and inalienable' rights. This means that the rights belonged to each human being by birth and could not be taken away. It was the duty of the government to protect these 17 citizen's natural rights.



The political system under the Constitution of 1791 CE

The Declaration of Rights of Man and Citizen



1. Men are born and remain free and equal in rights.
2. The aim of every political association is the preservation of the natural and inalienable rights of man. These are liberty, property, security and resistance to oppression.
3. The source of all sovereignty resides in the nation; no group or individual may exercise authority that does not come from the people.
4. Liberty consists of the power to do whatever is not injurious to others.
5. The law has the right to forbid only actions that are injurious to society.
6. Law is the expression of the general will. All citizens have the right to participate in its formation, personally or through their representatives. All citizens are equal before it.

7. No man may be accused, arrested or detained, except in cases determined by the law.
8. Every citizen may speak, write and print freely; he must take responsibility for the abuse of such liberty in cases determined by the law.
9. For the maintenance of the public force and for the expenses of administration a common tax is indispensable; it must be assessed equally on all citizens in proportion to their means.
10. Since property is a sacred and inviolable right, no one may be deprived of it, unless a legally established public necessity requires it. In that case a just compensation must be given in advance.

(Note: The above list is not complete. It is only a selection of ten.)

The Course of the Revolt

The reformers were not satisfied by the changes made by the National Assembly. They wanted to revolt against the National Assembly. People started coming together at political clubs to discuss government policies and plan their actions. The most successful of these clubs was that of the Jacobins, which got its name from the former convent of St Jacob in Paris. The members of the Jacobin club were small shopkeepers, artisans such as shoemakers, pastry cooks, watch-makers, printers, as well as servants and daily-wage workers.

In the summer of 1792CE, the members of the Jacobin club planned a revolt of a large number of people of Paris. They were angry because of short supplies and high prices of food. On the morning of August 10, they entered the Palace of the

Tuilleries forcefully, killed the king's guards and held the king as hostage for several hours. Later, the National Assembly voted to imprison the royal family. The National Assembly was dissolved and elections were held. From then on, all men of 21 years and above, regardless of wealth, got the right to vote. The newly elected assembly was called the Convention. The elected members were Girondists, Jacobins and common people. On 21 September, 1792 CE, the Convention banned the monarchy and declared France a Republic. Louis XVI and Queen Marie Antoinette were sentenced to death in 1793 CE for treason.

The Reign of Terror

The period from 1793 to 1794 CE is known as the Reign of Terror. Robespierre, the leader of Jacobin club, followed a policy of strict control and punishment. He arrested, imprisoned and then tried all the people he saw as 'enemies' of the republic through a revolutionary tribunal. They included exnobles and clergy, members of other political parties, even members of his own party who did not agree with his methods. If the court found them 'guilty', they were guillotined. Robespierre's



Fig : 12.3 Guillotine

government issued laws placing an upper limit on wages and prices. All the people were allowed to have only a fixed amount of meat and bread. Peasants were forced to send their grain to the cities and sell it at prices fixed by the government. The use of more expensive white flour was forbidden. All the citizens were required to eat the pain d'égalité (equality bread), a loaf of bread made of whole wheat. Churches were shut down and their buildings were converted into barracks or offices. Robespierre implemented his policies so strictly that even his supporters wanted him to relax the policies. Finally, he was convicted by a court in July 1794 CE, arrested and sent to the guillotine.

Women and French Revolution

From the very beginning, women were active participants in the events that made any important changes in French society. Most women of the Third Estate had to work for a living. Women started their own political clubs and newspapers to discuss and voice their interests. One of their main demands was that women should get the same political rights as men. Women were disappointed that the Constitution of 1791 CE made them passive citizens. They demanded for the right to vote, to be elected to the Assembly and to hold political positions.

An Outline of the French Revolution



Women's movements for voting rights and equal wages continued through the next two hundred years in many countries of the world. The fight for the right to vote continued through an international suffrage movement during the late 19th and early 20th centuries. The example of the political activities of French women during the revolutionary years inspired many women around the world. It was finally in 1946 CE that women in France won the right to vote.

Rule of Directory - Napoleon gets power

The National Convention framed a constitution . It led to the formation of the Directory, an executive team made up of five members, to rule France. The members were incapable, corrupt and there was no unity among them. It lost the popularity among the people. The government treasury was empty. The currency value decreased 100 percent. Unemployment increased. The people vexed by different politics, looked up for a leader who could protect the revolution and lead the country. Napoleon Bonaparte who got series of victories to France, was considered the man of hope. Napoleon finally captured power with the help of Abbe sieyes. He formed a new



Fig : 12.4 Napoleon Bonaparte

govenment called the consulate and ruled for five years(1799-1804 CE) as first consul. Later he declared himself the Emperor of France and ruled for another 10 years(1805-1815 CE).

The political and constitutional changes that happened because of the French Revolution led to the transfer of control from monarchy to the French citizens. When Napoleon came to power, it was a step backward. He could not remove the spirit of republic from people though he formed an empire. When Napoleon lost the battle of Waterloo in

1815 CE, Monarchy was revived in France again. Through all these changes in the forms of government, the ideals of freedom, equality and fraternity kept inspiring people. These ideals motivated political movements in France and the rest of Europe during the following century.

French Empire reached its peak under Napoleon's rule. He defeated Austria, Prussia of the Europe. He also occupied Spain and portugal. With these victories, Napoleon turned into an Emporer by 1810 CE as the whole of Europe came under his control except England and Turkey Empire.

All the monarchic powers merged into an alliance under the leadership of England to defeat Napoleon. After many attempts, this alliance could defeat Napoleon in the battle of Waterloo in 1815 CE.

In the same year, Vienna Congress changed the political structure of Europe under the chairmanship of Maternich, the Prime Minister of Austria. Monarchy was restored in many of the kingdoms. Louie XVIII was appointed as the king of France. Charles X was succeeded by him. He tried for the revival of the special rights of the nobles and the clergy. He abolished the freedom of press and the house of representatives. Thus 1830 revolution took place and his close relative Louie Philip was appointed as the king. He failed in bringing reforms which the people wished. He prohibited the reformatory banquets with the cause of conspiracy against him. As the protests turned violent, another revolution broke out in 1848 CE and Louie Philip fled away from France. Later, the revolutionaries declared France the Second Republic. Though the Monarchy was abolished in 1848 CE, it



Map 2: Europe after the Congress of Vienna - 1815 CE.

was restored under the regime of Napoleon-III. Finally in 1871 CE, France was declared republic for the third time under the leadership of Leon Gambetta.

Unification of Germany

Till 19th century, Germany was divided into many small independent kingdoms. Once, they were part of the Holy Roman Empire. In 1806 CE, France ruler, Napoleon Bonaparte conquered these and formed Rhine Confederation with 39 kingdoms. For the first time, these kingdoms were ruled under one crown. So, the nationalistic ideas were formed in Germans. When the liberals, traditionalists and patriots tasted the nationalism, they wanted to be one nation. But, Vienna Congress, after the fall of Napoleon revived the kingdoms as earlier. A customs union called Zollverein formulated some trade rules for free trade, economic cooperation in these kingdoms. It created a feeling of unity in Germans. This economic cooperation is the first step enroute to political unity and Unification of Germany.

- In what ways do you think Napoleons conquests would have helped in the emergence of nationalism in those countries?



Fig : 12.5 Bismarck

Prussia, the biggest in German kindoms, its ruler, William I, Chancellor Bismarck made possible the Unification of Germany with three battles in seven years. Bismarck followed the policy of blood and iron. He made every citizen to join compulsory military service. He strengthened the military power. He isolated Austria, Holland and France with plotted diplomatic policy and defeated.

War with Denmark:

Bismarck got the first opportunity to rouse nationalist feelings of Prussians with opening of the issue of Schleswig and Holstein with Denmark. These two states lie to the north of Germany and they were united with Denmark. These had however maintained an independent existence for the past 400 years. The people of Germany wanted these two states to come within its fold.

Even though it was a foe, Bismarck asked Austria for help and the combined forces of Austria and Prussia defeated Denmark and the two were entrusted to the care of Austria and Prussia. In August 1865 CE, Austria was given control over Holstein and Prussia was given to administer Schleswig.

Austro-Prussian War :

Bismarck now carefully and skilfully worked towards a war between Prussia and Austria. He wanted that Prussia should win in the war. He wanted Austria to be alone and without friends. He had already won Russia's friendship. He made friendship with Napoleon of France and requested him for a neutrality in the case of Prussian war with Austria. In return for this, Bismarck promised France that they would accept for the French expansion towards Rhine. He also won Italian support to give Venetia to Italians in case of Prussian victory over Austria.

When Austria brought Schleswig and Holstein question before the German diet, Bismarck objected for the Austrian move and called it a breach of trust by Austria and moved Prussian forces into Holstein.



Map 3: Unification of Germany (1866-1871 CE)

Austria regarded Prussia as the aggressor and asked federal diet to send federal forces against Prussia. A war broke out on 3rd July 1866 CE and Austria was defeated in the hands of Prussia. Austria had to withdraw back, for Austrian troops of about 150,000 were sent to defend Venicia against Italians. Thus, with the army divided, Austria was defeated at Sadova. Prussians marched towards Vienna. Schleswig, Holstein, Hanover, Hesse-Cassel and parts of Hesse-Darm-Stadt and the city of Frankfurt were annexed by Prussia. All these were the parts of North German Confederation.

The southern states Bavaria, Baden, Wurttemberg and Hesse -Darm-Stadt retained their independence. These states were afraid of Napoleon-III of France, who wanted to expand towards Rhine.

Franco-Prussian War:

Napolean-III, the ruler of France found his position weakened. He failed to take advantage of Austro-Prussian war. In order to save his face, Napolean-III began to demand compensation for his neutrality in the Austro-Prussian war. Bismarck gave a vague promise to Napolean-III of his permission to expand towards Rhine. But Bismarck was not willing to offer any compensation to France. There was now the only course open for Napolean-III and it was war. Bismarck also wanted war with France. Bismarck thought that France would not accept and tolerate the German

Unification. Hence, Bismarck wanted a war with France. Thus, we find both France and Prussia were bent upon war. The governments also working towards it. The immediate cause for the war was found in Spanish succession.

In 1863 CE, the Spanish people being fed up with their ruler, Isabella, removed from her throne and offered it to Leopold, who was a very close relative of the Prussian king, for which France raised serious objections. On account of this Leopold declined the offer. But Napoleon-III not satisfied with this wanted to get a promise from Prussian King that he would not interfere in the Spanish succession affair. The Prussian king rejected the wish of Napoleon-III and sent the whole message through a telegram from the city of Ems to Bismarck who was stationed at Berlin. The content of the telegram was manipulated by Bismarck in such a way that it would create hatred between the people of Prussia and France against each other. This resulted in a war between France and Prussia. The war lasted for six months. Prussian forces defeated French forces and Napoleon-III having been terribly lost in several battles surrendered to Prussians with about one lakh soldiers.

Victorious Prussians marched right into the French capital, Paris and declared the emergence of a United Germany and coronated William I as the first United German Emperor. The Franco-Prussian war ended with the signing of the treaty of Frankfurt. The treaty gave Alsace and Lorraine to Germany thus the unification of Germany was accomplished by 1871 CE.

- What might be the consequences with the Bismarck's plotted diplomacy?

Unification of Italy

Like Germany, Italy also had a long history of being politically broken down into small parts. Italians were scattered over many dynastic states as well as the multinational Habsburg Empire. During the mid 19th century, Italy was divided into 7 states of which only one, Sardinia-Piedmont, was ruled by an Italian princely house.

The north was under the Austrian Habsburgs, the centre was ruled by the Pope and the southern regions were dominated by the Bourbon kings of Spain. Even the Italian language did not have one common form and still had many regional and local variations.

During the 1830s, Giuseppe Mazzini had tried to put together a programme for uniting Italy into an Italian Republic. He had also formed a secret society called Young Italy for achieving this goal. But, the revolution in 1830 and 1848 CE had failed. This meant that now Sardinia-Piedmont, under its ruler King Victor Emmanuel II, had to unify the Italian states through war. The ruling elites of this region felt that if Italy was united, they would have more political dominance and economic development.



Prime Minister Cavour, who led the movement to unify the regions of Italy, made a tactful diplomatic alliance with France that he had designed. With the result, Sardinia-Piedmont succeeded in defeating the Austrian forces in 1859 CE. In 1860 CE, apart from regular troops, a large number of armed volunteers called Red Shirts, under the leadership of Giuseppe Garibaldi, entered South Italy and the Kingdom of the Two Sicilies. They drove out the Spanish rulers with the help and support of the local peasants. When France withdrew its troops from Rome, during the Franco Prussian war in 1870 CE, Victor Emmanuel II occupied it and completed the Unification of Italy. In 1871 CE, Victor Emmanuel II was proclaimed the king of united Italy.

Keywords

- | | | |
|------------------------|-----------------|---------------|
| 1. Glorious Revolution | 2. Divine right | 3. Liberalism |
| 4. Monarchy | 5. Nationalism | 6. Fraternity |
| 7. Despotism | 8. Romanticism | 9. Directory |

Improve your learning



1. Identify the name of the country in the context of following statements: (UK, USA and France)
 - revolution where parliament system was established.
 - country where king continues to play some role even after revolution.
 - country that had to war against another in order to establish its democracy.
 - The Bill of rights was adopted.
 - Overthrow of the monarchy was led by the peasants.
 - The Declaration of Rights of Man and Citizen was adopted.
2. What were the main ideas of social thinkers, which were significant to the establishment of new forms of governments? How did they gain popularity?
3. Describe the circumstances leading to the outbreak of revolutionary protests in France.
4. Would you agree with the view that the message of universal rights was beset with contradictions? Explain.
5. What made the American colonists to raise the slogan 'No Taxation without Representation'?
6. How do you understand women's role in French Revolution?
7. Read the para under the title 'The Reign of Terror' of page 158 and comment on it.
8. Briefly explain the process of the unification of Germany.
9. Locate England, France, Prussia, Spain, and Austria on the Map of Europe.

Project

Learn something more about the different personalities who played an important role in American and French revolution. Which of them impresses you the most and why? Write a paragraph on him/ her.