

# AS and A LEVEL

*Delivery Guide*

H105/H505

Accredited

# *HISTORY A*

Theme: Italy and Unification

November 2014



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# Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: A clear outline of the content covered by the delivery guide;
- Thinking Conceptually: Expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: A range of suggested teaching activities using a variety of themes so that different activities can be selected which best suit particular classes, learning styles or teaching approaches.

If you have any feedback on this Delivery Guide or suggestions for other resources you would like OCR to develop, please email [resourcesfeedback@ocr.org.uk](mailto:resourcesfeedback@ocr.org.uk).

## KEY



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AS Level content only



# Curriculum Content

## Unit Y215: Italy and Unification 1789 - 1896

### Key Topic

### Content

#### Italy 1789–1847

#### Learners should have studied the following:

Italy in 1789; the impact of the French Revolution; Napoleonic Italy; Italy and the impact of the Vienna Settlement; unrest and nationalism; the Carbonari; the revolutions of 1820–1821 and 1831; the influence of intellectuals and nationalist movements; including Young Italy and different attitudes to unification; extent of support for nationalism.

#### The Revolutions of 1848–1849 and their aftermath

Revolutions in Lombardy, Piedmont, Naples, Venice and Rome; role of Pope Pius IX and Charles Albert; the role of revolutionary leaders including Garibaldi and Mazzini; the reasons for the failure of nationalist and liberal protests; the results of the revolutions; the developments in Piedmont under Cavour and Victor Emmanuel II.

#### The Risorgimento and the establishment of a new Kingdom of Italy 1850–1861

The diplomacy of Cavour and his relations with Napoleon III; causes and results of the war of 1859; Garibaldi and the Thousand and the expedition to Sicily; the role of Victor Emmanuel II, Cavour and the enlargement of Piedmont; the constitution and nature of the Kingdom of Italy.

#### Italy 1861–1896

Piedmontisation 1861–1870; further attempts at unification; Brigands' War and the policies of the new Italy; the impact of Prussia's wars against Austria and France 1866–1871 on Italy; the degree of unity in 1871; social and economic problems; the Mezzogiorno; relations with the Church; the policies of Trasformismo; Italy's relations with the other European powers; colonial expansion.



# Thinking Conceptually

## **Approaches to teaching the content**

- A chronological approach to content can lead to chronological answers. While an understanding of the chronological outline of the period is crucial to fit content into a wider framework, a thematic approach to content is advised.
- An effective approach is to break down each key topic into a number of smaller investigation questions as a means to approach content. Content investigated in this way leads naturally to essay style responses and provides opportunities to develop key historical skills such as significance, change and continuity, evaluation etc.
- Each section of each topic can be approached in this manner. For instance, one investigation area may be, 'Why did the revolutions of 1848-9 fail'. This requires a comparative study of all the factors that contributed to failure to unify Italy at this point in which the relative significance of each factor is either ranked or assessed and given a value. The students' conclusions can then be explained either in written or verbal form to develop exam skills.
- Another potential approach is to investigate a controversy, for example 'Could Italy be described as a united country by 1871?' Students can assess the strength of the evidence that supports and opposes this assertion. They can then develop this in a number of ways depending on ability or position within the course. A lower ability student may be challenged to answer the question with a simple YES or NO and then explain their reasoning. A higher ability student should be challenged to consider to what extent Italy had been unified considering the structure of the new Italian government and the creation of a national identity.



# Thinking Conceptually

## **Common misconceptions or difficulties students may have**

- Students are likely to find the nature of small Italian states confusing contrasting with modern nation states and wider Italian nationalism. The idea that Italy was only a geographic expression (at least according to Metternich) and that Italian history, for over a millennia, had consisted of a patchwork of small states is crucial to convey to students.
- As part of this it is also possible to misconstrue the intentions of those acting in the interests of their state rather than Italy as a whole and force them into a narrative of advancing nationalisation. For instance Cavour's prioritisation of Piedmont's interests rather than those of wider Italian nationalism.
- It is necessary to focus on the impacts of Napoleonic Italy and the lasting impact of the ideas of the French revolution and the guidance of this upon Italian nationalists. It may appear contradictory to some students that French occupation actually massively furthered the cause of Italian Unification.

- It is tempting to fit the Carbonieri, early nationalists and the revolts of 1820-1 and 1830 into the wider narrative of the Risorgimento and assume that because unification was eventually achieved that these were stepping stones towards it rather than independent events in which the actors were motivated more by constitutional goals in their own states than a wider concept of national unification. This can therefore lead to a misleading sense of historical inevitability in the Risorgimento as a whole.
- The meanings and contexts of Italian words will need to be carefully addressed and explained initially before these can be used with confidence. This will be especially necessary before making use of any primary source material using contextual terminology.

## **Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course.**

This section develops key conceptual historical skills which link directly to the British period study and enquiry. It could also be used by students as the basis for their topic based essay as there are many areas which merit wider investigation.



## ACTIVITIES

- The number of major personalities throughout the topic provides a clear framework for studying the relative significance of different factors to the Risorgimento. This could be approached in terms of relative significance of Mazzini et al. to the process of Italian unification (see example resource 1) or by assessing individual figures significance in isolation (See example resource 2).
- It is possible to work on the basis of categorisation using sort cards to access content in a variety of ways. This could be done for example to investigate an issue such as why was there no political progress in Italy from 1815 (see example resource 3). Sort cards can be used flexibly to investigate several different aspects of a question with the same information and in doing so develop student's inherent resilience to adapting information to meet different purposes.
- There is a very wide range of primary source material available to support this topic that can be used to build investigations into particular issues or area. This could be approached either individually or in groups, in particular political cartoons in addition to primary materials. This can act as an engaging introduction to a topic or as a means of adding depth or challenge to reading and note taking tasks to re-enforce learning (see example resource 4).
- Alternately secondary evidence could be used as a basis for investigating content with students breaking down information into evidence which supports and opposes the opinion expressed in the source before coming to a judgement (see example resource 5).
- The number and range of personalities presents a superb opportunity for students to role-play them. This could be done as a plenary (guess the historical figure), or in pairs (each student is given a figure and the have to interrogate the other to work out their character) or even in the format of 20 questions (although this may be a bit too easy... five to ten questions depending on the students ability may be more appropriate)

| Activities  | Resources |
|---|-----------|
| <p><b>Example Resource 1</b></p> <p>This resource can be used as a review tool to assess the key individuals within the course and to start a debate between as to the relative significance of these various figures in Italian unification. This then leads to a judgement based upon Significance points. This resource involves studying a topic broken down into various factors that contribute to a wider question. This having been done already students are given the resource table and told to distribute 30 points between the different factors, the more important a factor the more points it receives. This can be done with physical tokens or by colouring in the squares. Limiting students to 30 points is important as it forces them to make relative judgements as they have to take points away from one factor before they can give it to another. For this reason using tokens to mark the points is very effective.</p> |           |





# Thinking Contextually

| Activities  | Resources |
|---|-----------|
| <p><b>Example Resource 2</b></p> <p>A washing line task can be used to force students to make and justify an evaluative judgement. In this case to assess the impact of Young Italy as a political movement up to 1847. This requires students to assess a percentage score as to the movement's significance and then to write a paragraph to turn this into an essay form with use of examples and justification. The judgement line should then be covered/folded over so it is hidden and should then be given to another student who can use the second judgement line to guess based upon the written paragraph where the first students judgement fell. This demonstrates the success of the explanation in expressing the student's ideas and develops essay skills.</p>    |           |
| <p><b>Example Resource 3</b></p> <p>This resource can be used to investigate the different factors preventing political progress in Italy after 1815. This can be done in a flexible manner adapting to suit particular questions. For instance 'what was the most significant factor in the lack of political progress after 1815' would lead to a ranking task, whereas 'categorise these factors' can be open ended with students working out their own groupings (higher ability) or working to pre-set groupings given by the teacher. This promotes adaptability of thought to approach differing questions while using the same information and allows for differentiation. The eventual outcome could be essay tasks or written conclusions to meet with an exam style.</p> |           |
| <p><b>Example Resource 4</b></p> <p>Using a cartoon as a starting point allows students to access contemporary viewpoints upon the past and develops historical skills of analysis. In this case the students are challenged to explain the limitations being placed upon Italy by foreign constraints. This could be used as an introduction or summary task to investigating the role of foreign countries in Italian affairs in the 1850s referencing as it does the role of France, Austria and the International aspect of the Papacy (as well as implying the relative powerlessness of Italy herself).</p>   |           |



# Thinking Contextually

| Activities   | Resources |
|--|-----------|
| <p><b>Example Resource 5</b></p> <p>Using a statement to categorise information leading to an evaluative judgement.</p> <p>Use the 'historians' statement as a starting point to use textbook material to investigate whether Cavour should be regarded as the champion of Italian Unification. Evidence, which supports each side, can then be noted into the table. Once this is complete an overall assessment of the strength of each side can be made by circling the most accurate description of the strength of the evidence (strong, quite strong etc.) and students are challenged to explain this judgement. This then leads into an overall judgement to the starting question using a washing line task to encourage an evaluative judgement. A potential textbook to be used with this would be Europe 1760-1871 produced by Flagship History.</p> |           |



# Learner resource 1 – Italian Unification was first and foremost the achievement of a few great men.

Who was the most significant figure in Italian Unification? Divide up 30 significance points between these factors.

|                   |  |  |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|--|--|
| Mazzini           |  |  |  |  |  |  |  |  |  |  |
| Garibaldi         |  |  |  |  |  |  |  |  |  |  |
| Cavour            |  |  |  |  |  |  |  |  |  |  |
| Napoleon III      |  |  |  |  |  |  |  |  |  |  |
| Victor Emanuel II |  |  |  |  |  |  |  |  |  |  |

Explain your most significant figure

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Explain your least significant figure

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Pick two figures to compare

\_\_\_\_\_ was more significant than \_\_\_\_\_ because \_\_\_\_\_

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# Learner resource 2

Overall how significant was the impact of Young Italy as a political movement up to 1847?

No Significance whatsoever

Incredibly significant



Fold here to hide initial judgement

Explain your judgement

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Based upon this paragraph how significant was the impact of Young Italy as a political movement up to 1847 according to your partner?

Overall how significant was the impact of Young Italy as a political movement up to 1847?

No Significance whatsoever

Incredibly significant



# Learner resource 3

|   |  |
|---|--|
| There was a large amount of Political Apathy. Italians were more interested in every day life than politics and nationalism.  | Different Languages were spoken in the different regions of Italy. These included French, Italian, German and Latin was the official language of the Papal States. |
| Austria was in direct control of the key areas of Lombardy and Venetia.   | Church teachings held back intellectual, political and economic development in areas where it was strong.  |
| The Roman Catholic Church held great sway in the South and enjoyed massive local power, which represented a greater focus than nationalism.   | Metternich had established a system whereby the postal communications of Italian States could be monitored. Austria also had an effective spy network.             |
| There was widespread illiteracy (esp. in the south) and this made educating people about nationalism incredibly difficult.  | The vast majority of Italians identified with their state rather than the mass of Italy.   |
| Poverty, illiteracy and superstition was widespread defying rationalist appeals for a greater Italy.  | The Church's influence had grown after 1815 and the end of Napoleonic control.   |
| Major European powers such as Prussia and Russia were united with Austria in seeking to prevent revolutionary change in Europe.   | Many Italian rulers were directly related the Austrian Emperor.  |
| Even those people who did speak Italian felt little sense of unity as they generally conversed in a variety of distinct dialects, which wouldn't be understandable to other Italians. | Britain and France were sympathetic to Italian Nationalism but were in no position to assist nationalists.   |
| The Catholic Church was able to reach far more people than any nationalists and used their influence to speak out against change.   | Naples and Tuscany had entered into alliance with Austria promising not to change their constitutions without consulting Austria.                                  |



# Learner resource 4

What is going on in this Cartoon (clue the figure on the right is Austria and the one on the right is Napoleon III placing a Papal Tiara on Italy's Head)?

Label what you can see on the cartoon



FREE ITALY (?)

"Free Italy (?)" Punch, London, June 23, 1859. Reproduced from Roy Douglas, 'Great Nations Still Unchained': The Cartoonists' Vision of Empire 1848-1914, Routledge, 1993, 21.

What does this source suggest about the state of Italian independence in 1859?

**Source taken from University of Nebraska** (Digital Arts Online)

<http://ncsmdules.unl.edu/liberty/content.php?id=lby.00122>

Nineteenth Century Studies Icons of Liberty Archive

# Learner resource 5

Was Cavour the true Champion of Italian Nationalism?

‘It seems certain that ... Cavour [neither] expected or desired unification at this point [1859] Cavour habitually spoke of unification as nonsense’

Derek Beales *The Risorgimento and the Unification of Italy* (1981)

Sort out the evidence which supports and opposes this interpretation from your textbook.

| Evidence which supports the interpretation  | Evidence which opposes the interpretation   |
|---|---|
|   |   |
| <p>Overall Strength of this evidence –<br/>           Strong    Quite Strong    Quite Weak    Weak</p> <p>Explanation –</p> | <p>Overall Strength of this evidence –<br/>           Strong    Quite Strong    Quite Weak    Weak</p> <p>Explanation –</p> |

Overall do you agree or disagree that Cavour supported or opposed Italian unification

Supported

Opposed



Explain your answer:

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