

BILINGUAL EXERCISES UNIT 1.- THE 18th CENTURY: THE ANCIEN REGIME IN CRISIS

1.- 18th CENTURY IN EUROPE

GLOSSARY- VOCABULARY. AT THE END OF YOUR NOTEBOOK, YOU HAVE TO CRÉATE A GLOSSARY AND DEFINE THE FOLLOWING SPANISH HISTORICAL CONCEPTS

-- MONARQUÍA/ REPÚBLICA/ BUROCRACIA/ DIPLOMACIA/ BARBECHO/ TIERRA AMORTIZADA/LATIFUNDIO/ GREMIO/ MAYORAZGO/ AGRICULTURA DE SUBSISTENCIA/ DINASTÍA/ CORTES

- 1.- WHAT WAS THE ANCIENT REGIME? WHAT WERE ITS MAIN CHARACTERISTICS?**
- 2.- WHAT WAS THE PREVIOUS POLITICAL SYSTEM TO THE ABSOLUTE MONARCHY? DEFINE BOTH MONARCHISTS CONCEPTS.**
- 3.- EXPLAIN THE POWERS THAT HOLDS AN ABSOLUTE MONARCH AND LEARN THROUGH INTERNET OR OTHER MEDIA WHO HOLDS THEM CURRENTLY AND HOW THEY ARE CHOSEN.**
- 4.- JOIN WITH ARROWS SOME DIFFERENT POLITICAL SYSTEMS THAT HAVE EXIST**

Authoritarian monarchy/ Absolutist monarchy / Parliamentary monarchy/ Enlightened despotism /Republican system

- A) System where royal power is limited or reduced by nobles
- B) System where royal power is total and centralized
- C) System where doesn't exist monarchy
- D) System where does exist monarchy, however a parliament has the power
- E) System where the monarchy introduce ideas for the enlightenment movement to improve some aspects of the society.

- 5.-WHICH WERE THE MAIN ECONOMIC ACTIVITIES IN THE ANCIENT REGIME?**
- 6.-DEFINE SUBSISTENCE FARMING AND MAKE A LIST OF THE MAIN PROBLEMS THAT AGRICULTURE HAD. HOW WOULD YOU SOLVE THAT?**
- 7.-SEE THE PICTURE AND TRY TO ANSWER THE FOLLOWING QUESTIONS**



- A) Explain how the three field rotation system worked.
- B) What were the advantages and disadvantages?
- C) Explain how the Norflok system worked

2.- THE ESTATE SOCIETY

GLOSSARY-VOCABULARY. AT THE END OF YOUR NOTEBOOK, YOU HAVE TO CREATE A GLOSSARY AND DEFINE THE FOLLOWING SPANISH HISTORICAL CONCEPTS

-- ESTAMENTO/ NATALIDAD/ MORTALIDAD/ DIEZMO

8.- MAKE A PYRAMID OF THE ESTATE SOCIETY. TRY TO MAKE ANOTHER PYRAMID BASED IN OUR CURRENT SOCIETY AND GIVE IT A NAME.

9.- COMPLETE THIS CHART ABOUT THE ESTATE SOCIETY

	NOBILITY	CLERGY	BOURGEOISIE	CRAFTSMEN	PEASANTS
¿PRIVILEGED? YES/NO					
¿NUMEROUS? A LOT/LITTLE					
¿RESIDENCE? COUNTRY/CITY					
ECONOMIC SITUATION RICH/POOR					
POLITICAL SITUATIO IMPORTANTS/NOT IMPORTANTS.					
FUTURE FOR THEM (IN OUR CENTURY)					

10.-WHY WAS THE SOCIETY OF THE ANCIENT REGIME ENEQUAL? TRY TO EXPLAIN WHATEVER YOU KNOW (PRIVILEGES, TAXES, WEALTH, RIGHTS,ETC).

11.-ANALIZE THE FOLLOWING PICTURES AND ANSWER THE QUESTIONS BELOW:



A) En la imagen de la izquierda, a quién representa cada uno de los personajes

- B) En la imagen de la derecha, a qué grupo social representa cada uno de los personajes
 C) En ambas imágenes, qué crees que representan el llevarlos a hombros y la piedra

12.- ONE OF THE MAIN CHARACTERISTICS OF THE ESTATE-BASED SOCIETY WAS THE LEGAL DIFFERENCE, GIVING MORE PRIVILEGES TO SOME THAN TO OTHERS. CLASSIFY THESE PEOPLE APPROPRIATELY INTO THE TABLE BELOW.

A BISHOP, SERVANT, PEASANT, ARTISAN, BEGGAR, JEW, NOBLE, MARQUIS, MERCHANT, DOMESTIC SERVANT, WORKER, SAILOR, LAWYER, DOCTOR, BAKER

PRIVILEGED	NON PRIVILEGED

13.-FILL IN THE GAPS USING THE FOLLOWING WORDS:

CITIES/ BIRTH/ ARMY/ CLERGY/ PRIVILEGED/ MARRYING/ ANCIEN/ NOBILITY/ DYNAMIC/ NOBLE TAXES

During the _____ Régime, the period of time up until the French Revolution, society consisted of three fixed “estates”. The First and Second Estate were considered to be the privileged ones. The First Estate comprised the _____, the Second comprised the _____, and the Third consisted of the peasants, the bourgeoisie, the workers and the poor of the cities. The nobility was a privileged class whose status enabled it to earn money from the income of its inherited lands, and occupy high positions in the administration, court and the _____. Also to have a high post in the church it was necessary to be a _____. The bourgeoisie lived mainly in the towns and _____, and were the most _____ element of society, driving and developing the economy and controlling administration and bureaucracy. Many were merchants and bankers. They could not (in theory) gain promotion to the _____ estate, but some of them succeeded by _____ nobility, or buying noble titles. For most of them was impossible to move up into the privileged “league”, because a person was a part of an estate due to his _____. The _____ were paid only by the members of the Third Estate, because the other estates were exempt.

3.-THE ENLIGHTENMENT

GLOSSARY-VOCABULARY. AT THE END OF YOUR NOTEBOOK, YOU HAVE TO CREATE A GLOSSARY AND DEFINE THE FOLLOWING SPANISH HISTORICAL CONCEPTS

-- DEMOCRACIA/ REVOLUCIÓN/ LIBERALISMO/ ILUSTRACIÓN/ SOBERANÍA NACIONAL/ MERCANTILISMO/ FISIOCRACIA.

14.- NAME 4 IMPORTANT THINKERS OF THE ENLIGHTENMENT AND THEIR MOST KNOWN BOOKS.

15.- COMPLETE THE TEXT USING THESE WORDS: EVERYONE, QUALITY, REFORM, RIGHTS, SCIENCE, SOCIAL, THINKERS.

Enlightenment _____ wanted to _____ society using reason, _____ and education. They suggested _____ reforms to improve people's _____ of life. They also believed that _____ should have the same legal _____ and freedoms.

16.- COMPLETE THE FACT FILE, USING THESE WORDS: BASTILLE, CANDIDE, ENGLAND, FRENCH, GOVERNMENT, PARIS, SATIRICAL, WRITER, 1694.

Voltaire

Real name: Francois-Marie Arouet

Nationality: _____

Born: Paris, _____

Died: _____, 1778

Profession: _____

Important publications: Lettres Philosophiques, _____, Zadig

Interesting facts: Voltaire was famous for his philosophical and _____ writings. He was sent to the _____ prison on two occasions: after criticising the _____ and after a dispute with a nobleman. Voltaire also spent time in _____ after being exiled from France.

17.- USE REFERENCE BOOKS AND THE INTERNET TO MAKE A NEW FACT FILE ABOUT MONTESQUIEU OR ROUSSEAU

4.- THE COLLAPSE OF ABSOLUTISM

GLOSSARY-VOCABULARY. AT THE END OF YOUR NOTEBOOK, YOU HAVE TO CREATE A GLOSSARY AND DEFINE THE FOLLOWING SPANISH HISTORICAL CONCEPTS

-- DESPOTISMO ILUSTRADO/ "HABEAS CORPUS":

16.- USING THE DIAGRAM/SCHEME OF THE ENGLISH PARLIAMENTARY (IN THE POWERPOINT), ANSWER THE FOLLOWING QUESTIONS:

- Why England was not an absolute monarchy?.
- What is the difference between the two houses? Who elects the commons?
- Is this English parliamentary system completely democratic? Why or why not?
- In which brand of government can you find the king?
- Who is the responsible for passing laws?

17.- MAKE A POSTER THAT SHOW THE MOST IMPORTANT FACTS OF THE ENGLISH PARLIAMENTARY HISTORY AND THE ENGLISH REVOLUTION.(IN GROUPS).

5.- THE AMERICAN REVOLUTION

GLOSSARY-VOCABULARY. AT THE END OF YOUR NOTEBOOK, YOU HAVE TO CREATE A GLOSSARY AND DEFINE THE FOLLOWING SPANISH HISTORICAL CONCEPTS

-- POBLACIÓN ACTIVA/ METRÓPOLI/ COLONIA/ REPÚBLICA FEDERAL/ MATERIA PRIMA/ MANUFACTURA:

18.- MAKE A POSTER THAT SHOW THE MOST IMPORTANT FACTS OF AMERICAN REVOLUTION AND THE U.S.A CONSTITUTION (IN GROUPS).

6.-THE 18TH CENTURY IN SPAIN

19.- DEFINE LOS SIGUIENTES CONCEPTOS

-- FUERO/ DECRETO/ CENTRALISMO/ AUTOGOBIERNO/ SECRETARÍAS DE ESTADO/
CAPITÁN GENERAL/ AUDIENCIAS/ CORREGIDORES/ INTENDENTES

20.- CONTESTA A LAS PREGUNTAS SOBRE LA GUERRA DE SUCESIÓN ESPAÑOLA

- ¿Cuál es la cronología de la guerra de sucesión española?
- Debido a qué no quedó claro quién debía ser el rey de España
- ¿Quiénes fueron los dos pretendientes al trono español?
- ¿Por qué se dice que fue una guerra internacional y también una guerra civil?
- ¿Por qué motivo en 1713 las potencias europeas le retiran el apoyo a Carlos de Habsburgo?
¿Qué supuso esta retirada?
- ¿Cómo se llamó el tratado de paz que finalizó la guerra? ¿Qué establecía?

21.- APRENDE A COMENTAR UN MAPA HISTÓRICO

EUROPA TRAS EL TRATADO DE UTRECHT



- ¿Cuál es el título del mapa? ¿En qué año podríamos fechar este mapa? ¿Qué momento histórico está atravesando Europa? ¿Qué territorio se representa en el mapa? ¿Qué países de este continente están implicados?
- ¿Qué nos indican los colores? ¿Y la línea roja?
- ¿Qué territorios perdió la monarquía hispánica tras el Tratado? ¿Qué países se beneficiaron?
- ¿A qué guerra puso fin este tratado? ¿Qué causas la provocaron? ¿Qué intereses tenían las potencias europeas en esta guerra? ¿En qué posición quedó España tras esta guerra?

22.- LEE EL SIGUIENTE DOCUMENTO Y RESPONDE A LAS PREGUNTAS:

DECRETO DE NUEVA PLANTA

“He juzgado por conveniente abolir y derogar los referidos fueros, privilegios, práctica y costumbre hasta aquí observadas en los referidos reinos de Aragón y Valencia, siendo mi voluntad que aquellos que se reduzcan a las leyes de Castilla y al uso, práctica y forma de gobierno que se tiene y se ha tenido en ella y sus tribunales sin diferencia alguna en nada; pudiendo obtener por esta razón mis fidelísimos vasallos, los castellanos, oficios y empleos en Aragón y Valencia, de la misma manera que los aragoneses y valencianos han de poder en adelante gozarlos en Castilla sin ninguna distinción”. DECRETO DE FELIPE V, 1707.

- a) ¿Qué es un decreto? ¿Cómo se llama este decreto? ¿Quién lo redacta y en qué año?
- b) ¿Por qué se dictó este decreto en territorio español? ¿Cuál era su objetivo?
- c) ¿Qué establece el decreto?
- d) ¿Por qué las leyes elegidas fueron las de Castilla y no las de Aragón?

7.- EL REFORMISMO BORBÓNICO

23.- ¿QUIÉN FUE EL PRINCIPAL REY ILUSTRADO DE ESPAÑA? ¿QUÉ PRETENDÍAN SUS REFORMAS A GRANDES RASGOS?

24.- ¿POR QUÉ MOTIVOS NO CALARON LAS IDEAS ILUSTRADAS EN ESPAÑA?

25.- CITA 4 REFORMAS DE CARLOS III QUE TE HAYAN LLAMADO LA ATENCIÓN

26.- COMO ÚLTIMO EJERCICIO, REALIZA UN EJE CRONOLÓGICO CON LOS REYES DE ESPAÑA DESDE 1700 HASTA 1808.