

Social Studies
European History
Unit 10: Springtime of Nations

Essential Understandings	▪ Students will recall and review their studies of the Enlightenment and the French Revolution. Upon demonstrating their understanding of the impact Napoleon and his armies had on the spread of the notion of democracy and constitutionalism especially in central Europe. Students will then investigate the notion of nationalism as it relates to various socio-economic levels of peoples throughout Europe. Students will develop an appreciation as to this time period being labeled as ‘Springtime of Nations’. Students will also recall their studies concerning the beginning of the industrial revolution as well as gaining an appreciation of an emerging group known as the proletariat. The relationship between governments and ‘big business’ will be developed so as to help explain the underlying motivation for action and reaction during this period to the culmination of the 1848 Revolutions.
Essential Questions	<u>Primary Questions</u> ▪ How were the principles of restoration and legitimacy applied to early 19c Europe? ▪ What did Tsar Alexander I mean by a “Holy” Alliance? Which European country refused to go along and why? ▪ Identify some of the groups that were opposed to the peace settlement agreed to in Vienna. What were their main objectives? ▪ What was the basis of Metternich’s idea of a “Concert of Europe?” Why was it created? Why did Britain object to the idea? ▪ Identify some of the areas of Europe that experienced uprisings/revolts in the 1820’s. Which ones were successful? ▪ What factors made it possible for the Habsburgs to sustain their power and control over a very heterogeneous, polyglot empire in the 19c? ▪ What were some of the restrictions placed on German society by the Carlsbad Decrees of 1819? ▪ Despite several reactionary tendencies, why might Prussia have been considered a more progressive European state in the early 19c? ▪ How did the <i>Zollverein</i> aid in the eventual unification of Germany later on in the century?

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Essential Questions	<u>Secondary Questions</u> ▪ What were the political conditions which led to revolts in some of the Italian states and in Spain in the 1820s? How were these revolts dealt with by the Concert of Europe nations? ▪ What were some of the achievements of Louis XVIII's reign? ▪ To what extent did the Charter of 1814 accept the changes of the French Revolution and the Napoleonic era? ▪ How was the reign of Charles X (of France) more reactionary than his brother's reign? What led to his ultimate abdication in 1830? ▪ Identify some of the major themes of the Romantic Movement. ▪ How did the attitudes of Romanticism differ from those of the Enlightenment? Why did the romantics reject the rationalism of the Enlightenment? ▪ How did both conservatives and radicals draw upon the Romantic Movement in reinforcing their own political/social views? ▪ What characteristics of Romanticism were revealed in Poe's tale and Blake's poem? ▪ What was the role of the "hero" in human history, according to Thomas Carlyle? ▪ How did the actual lives of the romantics often reflect their romantic ideals? ▪ Identify some of the key Romantic composers. How did they express the ideas of the Romantic Movement in their music?
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Essential Questions	<u>Supplementary Questions</u> ▪ In what ways was romantic music a radical departure from the past? ▪ How did Methodism and Pietism fit into the Romantic Movement? ▪ As you read through the assigned pages, make a bulleted list on the chart of the basic ideological principles of the different schools of 19c social thought. ▪ Why would Edmund Burke be considered the “Father of the 19c Conservatism?” ▪ What role did established religion play in society, according to the ultra-conservatives like Joseph de Maistre? What were they most afraid of? ▪ Identify the major beliefs of economic liberals such as Thomas Malthus and David Ricardo. How did their theories make it difficult for social reformers to persuade government intervention to help the poor? ▪ Why didn’t most liberals in the 19c favor democracy? ▪ What is utilitarianism? How was “the good” in society and government determined, according to Jeremy Bentham? ▪ Identify some of the major liberal views of John Stuart Mill. Why was he considered to be one of the most influential liberals of the 19c? ▪ What was Mill’s view on the treatment of women in the 19c society? ▪ How did the ideas of Saint-Simon, Charles Fournier, and Robert Owen reflect the broad range of socialist thinking in the early 19c? What did their ideas have in common? ▪ Were 19c liberals the same as 20c liberals? ▪ What were the major criticisms made by socialist reformers concerning the capitalist world? Organized religion? Marriage and family?
Essential Knowledge	▪ The Revolution of 1848 was a series of upheavals throughout Europe with long-term consequences. ▪ Nationalism grew and spread throughout Europe in the 19th century leading directly to the unification of Italy and Germany by the end of the century. ▪ The nation that felt the greatest impact of revolution fever was the Austro-Hungarian Empire. ▪ The Revolutions of 1848 spurred industrial and political reform as well as adverse conservative reaction. ▪ Liberal ideas grew through literature, arts, and education.

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Vocabulary	▪ <u>Terms:</u> Slavophile, Tsar Nicholas I, Lajos Kossuth, German Confederation, <i>Burschenschaften</i>, Carlsbad Decrees of 1819, <i>Zollverein</i>, <i>Carbonari</i>, “white terror”, Charter of 1814, Charles X, Romanticism, Pietism, John Wesley, Methodism, Samuel Taylor Coleridge, William Wadsworth, William Blake, Madame Ann-Louise de Staël, Alexander Dumas, Sir Walter Scott, Gothic genre, Joseph de Maistre, Louis de Bonard, Benjamin Constant, David Ricardo, <i>Principles of Political economy and Taxation</i>, labor theory of value, “Iron Law of Wages”, Jeremy Bentham, Utilitarianism, Panopticon, liberalism, John Stuart Mill, <i>On Liberty</i>, Comte de Saint-Simon, utopian socialism, François Marie Charles Fournier, Phalanstery, Robert Owen, New Lanark, Scotland, New Harmony IN, Peterloo Massacre, Six Acts, George IV, George Canning, Combination Acts, William IV, Cato Street Conspiracy, Reform Bill of 1832, rotten borough, pocket borough, Chartism, Peoples Charter, Sir Robert Peel, Anti-Corn Law League, Irish Potato Famine [1845-1849], Louis Philippe, July Monarchy, "Citizen-King", Adolphe Thiers, Françoise Guizot, Lyon Strike, Bram Stoker, Mary Shelley, Percy Bysshe Shelley, Lord Byron, Charles Dickens, John Keats, Grimm Brothers, J.M.W. Turner, William Constable, Casper David Friedrich, conservatism
Essential Skills	▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing ▪ Demonstrate geographical awareness.

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Related Maine Learning Results	<u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A1. Researching and Developing Positions on Current Social Studies Issues Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources. a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. A2. Making Decisions Using Social Studies Knowledge and Skills Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills. a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. A3. Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.
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Related Maine Learning Results	B. Civics and Government B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world. a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world. c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time. d. Describe the purpose, structures, and processes of the American political system. e. Compare the American political system with examples of political systems from other parts of the world. B2. Rights, Duties, Responsibilities, and Citizen Participation in Government Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world. a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy. b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases. c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases. d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations. e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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Related Maine Learning Results	B3.Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans. a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations. b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. C. Economics C1.Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future. b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics. d. Identify and explain various economic indicators and how they represent and influence economic activity. e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability. f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. C2.Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities. a. Analyze the role of regional, international, and global organizations that are engaged in economic development. b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically divers. c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	D. Geography D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future. a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities. a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	▪ Students will read selected excerpts from Mazzini, Garibaldi and Cavour. During class discussion students will forward their views upon the meaning of Risorgimento. Once the group has agreed on the most complete definition of the above they will work on a list of traits comparing Nationalism in France and the United States to that of Italy during the mid-19th century.
Sample Classroom Assessment Methods	▪ Students will conduct research on Otto von Bismarck. Students will have made a well substantiated outline for an essay concerning German Unification. The outline will be used as a guide for students to write an in class essay. Students will have 70 minutes to write this essay. Bibliographical information will be handed in with the outline at the end of class.

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Sample Resources	▪ <u>Publications:</u> ○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University ○ “A Comparison of the Middle Ages & the Renaissance in Italy” (chart) ○ “Comparing the Middle Ages, the Renaissance & the Modern World” (chart) ○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College (lecture outline) ○ “Revolutions of 1848” (powerpoint)
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