

**Standards-Based Instruction**

**Standards-at-a-Glance**

- History-Social Science: Students have learned about the Congress of Vienna and the Concert of Europe. Now they will learn how conservatives strove to preserve the old order in Europe, while nationalists and liberals challenged it.
- Analysis Skills: HR2 Students identify bias and prejudice in historical interpretations.
- WITNESS HISTORY: Students use the selection to identify bias and prejudice in historical interpretations. They also use the selection to identify main ideas about conservatism, liberalism, and nationalism.
- English-Language Arts: Students have learned about the Congress of Vienna and the Concert of Europe. Now they will learn how conservatives strove to preserve the old order in Europe, while nationalists and liberals challenged it.
- Reading Skills: Students have used the Reading Strategy: Identify Main Ideas worksheet.
- Writing 2.4: Students have identified bias and prejudice in historical interpretations.

**Prepare to Read**

**Build Background Knowledge**

Ask students to recall what factors led to the revolutions they have studied so far. Ask what effect Napoleon had on other revolutions they have studied so far. Ask students to recall what factors led to the revolutions they have studied so far.

**Set a Purpose**

Set a Purpose: 

Focus: Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (Answer appears with Section 1 Assessment answers.)

Preview: Have students preview the Section Standards and the list of Terms, People, and Places.

Reading Skills: Have students use the Reading Strategy: Identify Main Ideas worksheet.

An Age of Ideologies

**Vocabulary Builder**

<table>
<thead>
<tr>
<th>High-Use Word</th>
<th>Definition and Sample Sentence</th>
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<tbody>
<tr>
<td>Agitator, p. 147</td>
<td>Someone who attempts to arouse feeling for or against something, especially a political cause. During the Vietnam War, many college students became agitators and actively protested against the conflict.</td>
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Liberals and Nationalists Seek Change

Inspired by the Enlightenment and the French Revolution, liberals and nationalists challenged the conservatives at every turn. Liberalism and nationalism ignited a number of revolts against established rule.

Liberals Promise Freedom

Because liberals spoke mostly for the bourgeoisie, or middle class, their ideas are sometimes called “bourgeois liberalism.” Liberals included business owners, bankers, and lawyers, as well as politicians, newspaper editors, writers, and others who helped to shape public opinion.

Liberals wanted governments to be based on written constitutions and separation of powers. Liberals spoke out against divine-right monarchy, the old aristocracy, and established churches. They defended the natural rights of individuals to liberty, equality, and property. They called for rulers elected by the people and responsible to them. Thus, most liberals favored a republican form of government over a monarch, or at least wanted the monarch to be limited by a constitution.

The liberals of the early 1800s saw the role of government as limited to protecting basic rights such as freedom of thought, speech, and religion. They believed that only male property owners or others with a financial stake in society should have the right to vote. Only later in the century did liberals support the principle of universal manhood suffrage, giving all adult men the right to vote.

Liberals also strongly supported the laissez-faire economics of Adam Smith and David Ricardo. They saw the free market as an opportunity for capitalist entrepreneurs to succeed. As capitalists (and often employers), liberals had different goals from those of workers laboring in factories, mines, and other enterprises of the early Industrial Revolution.

Nationalists Strive for Unity

For centuries, European rulers had fought each other. Wars erupted through wars, marriages, and treaties. They exchanged territory and the peoples in them like pieces in a game. As a result, by 1815 Europe had several empires that included many nationalities. The Austrian, Russian, and Ottoman empires, for example, each included diverse peoples.

Because of the revolutions of the late 1700s, political ideas spread quickly through Europe. As a result, by 1815 Europe had a number of nationalist movements. Like liberal movements, these were fueled by the ideas of the Enlightenment, by the effects of the French Revolution, and by a sense of nationalism that emerged with the crises of the Napoleonic Wars. Thus, political ideas, movements, and events spread from the continent of Europe to the rest of the world. The growth of nationalism, like the growth of liberalism, was a revolutionary development.

Nationalists sought to create nation-states, or states with boundaries that roughly correspond to the nationality of the people within them. By the 1830s, the nationalist movement had two major goals: to create new nation-states and to unite existing ones.

Instruct

Conflicting Ideologies

This cartoon shows that the 1780s were filled with conflict between the ideas of nationalism and liberalism. Ask students to explain why the cartoonist drew this cartoon. What did Metternich do to suppress revolutionary ideas? Do you think Metternich was a liberal or a conservative? Explain your answer.

Liberals and Nationalists Seek Change

Analyze Political Cartoons

1. What was the goal of the conservatives in the Concert of Europe? H-SS 10.2.3

2. What was the goal of the liberals in the Concert of Europe? H-SS 10.2.4

3. What is the goal of the conservatives in the cartoon? H-SS 10.2.4

4. What is the goal of the liberals in the cartoon? H-SS 10.2.4

5. How do the cartoonist portray the conservatives? H-SS 10.2.4

6. How do the cartoonist portray the liberals? H-SS 10.2.4

7. What does the cartoonist hope to achieve with this cartoon? H-SS 10.2.4

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Europe Challenges the Old Order

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■ Introduce: Vocabulary Builder
Have students read the Vocabulary Builder term and definition. Ask students to list arguments that revolutionary agitators might have used during this period.

■ Teach
On the map at the beginning of this unit, have students point out the location of the Balkans, including Serbian and Greek areas. Ask Why were the Balkans a key area for revolt? (They were inhabited by people of different religions and ethnic groups.) How did European powers intervene in Greece? (They helped Greece win independence but imposed a German king.) Why might European powers support nationalism in some cases? (It might further their own interests.)

■ Analyzing the Visuals
Direct students to the images of Karageorge and the battle of Misar. Ask them to identify differences between Karageorge’s forces and those of the Ottomans.

Independent Practice

Note Taking
Have students fill in the chart showing details of revolts in Serbia, Greece, and other countries.

Monitor Progress
As students fill in their charts, circulate to make sure they include the role of other nations in each revolt. For a completed version of the chart, see Note Taking Transparencies, 61B.

Answers

Liberals supported Enlightenment ideals such as natural rights, the separation of powers, and a government that is responsible to its people.

Caption
(a) Those who died in the battles became martyrs, and survivors joined against an enemy who had killed Serbs. (b) This sense of nationalism united Serbs and fueled further struggles.

Connect to Our World

Connections to Today
People in the United States today are also divided between conservatives and liberals. Today, however, both conservatives and liberals believe in democracy and capitalism. Unlike in the 1800s, conservatives favor laissez-faire economics more than liberals do. Liberals tend to favor social democracy, or more government involvement in the economy.

Have students do research on the differences and similarities between liberals and conservatives in the United States today. Divide them into groups and have them present their findings in chart form.
Ottoman empire. The Ottoman sultan later agreed to formal independence. In the future, Russia would continue to defend Serbian interests and offset events in the Balkans.

**Greece Revolts to End Ottoman Rule**

In 1821, the Greeks revolted, seeking to end centuries of Ottoman rule. At first, the Greeks were badly divided. But years of suffering in long, bloody wars of independence helped shape a national identity. Leaders of the rebellion justified their struggle as "a national war, a holy war, a war the object of which is to recognise the rights of individual liberty." The Greeks had the support of romantic writers such as English poet Lord Byron, who went to Greece to aid the fight for independence.

Admirers of Greece in Europe backed the Greek rebels. In the late 1820s, Britain, France, and Russia forced the Ottomans to grant independence to some Greek provinces. By 1830, Greece was independent. The European powers, however, pressured the Greeks to accept a German king, a move meant to show that they did not support the nationalism that brought about the revolution.

**More Challenges Erupt**

Several other challenges to the Vienna peace settlement erupted in the 1820s. Revolts occurred along the southern fringe of Europe. In Spain, Portugal, and various states in the Italian peninsula, rebels struggled to gain constitutional governments. Metternich urged conservative rulers to act decisively and crush the dangerous uprisings. In response, a French army marched over the Pyrenees to suppress a revolt in Spain. Austrian forces crossed the Alps to crush rebellious outbreaks in Italy.

Troops dampened the fires of liberalism and nationalism, but could not smother them. In the next decades, sparks would flare anew. Added to liberal and nationalist demands were the goals of the new industrial working class. By the mid-1850s, social reformers and agitators were urging workers to support socialism or other ways of regaining property ownership.

**Vocabulary Builder**

- agitator—(aj ih tayt ur)—someone who attempts to arouse feeling for or against something, especially a political cause.

**Assess and Reteach**

**Assess Progress**

- Have students complete the Section Assessment.
- Administer the Section Quiz.

**Reteach**

If students need more instruction, have them read the section summary.

**Extend**

**Traveler’s Tales** To help students better understand Greece during this period, have them read the selection “Letters of Lord Byron from Greece, 1823–1824” and complete the worksheet.

**Writing About History** Quick Write: Choose a Topic. To write an effective persuasive essay, you should begin with a clearly stated opinion or argument on an issue that has more than one side. Look back over Section 1, jotting down issues that have two or more sides. Then choose an issue and write a well-constructed sentence that states your opinion or argument against it.

**Write About History** Responses should state a clear opinion or position on an issue addressed in the section.

For additional assessment, have students access Standards Monitoring Online at Web Code mza-2011.