



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 strived to preserve the old order in Europe, while nationalists and liberals challenged it.

- **Analysis Skills**

HR2 Students identify bias and prejudice in historical interpretations.

HI1 Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

- **English-Language Arts**

Writing 2.4

Prepare to Read

Build Background Knowledge **L3**

Ask students to recall what factors led to the revolutions they have studied so far. Ask what effect Napoleon had on other nations' ideas about governing. Then have them predict what might happen next.

Set a Purpose **L3**

- **WITNESS HISTORY** Read the selection aloud or play the audio.

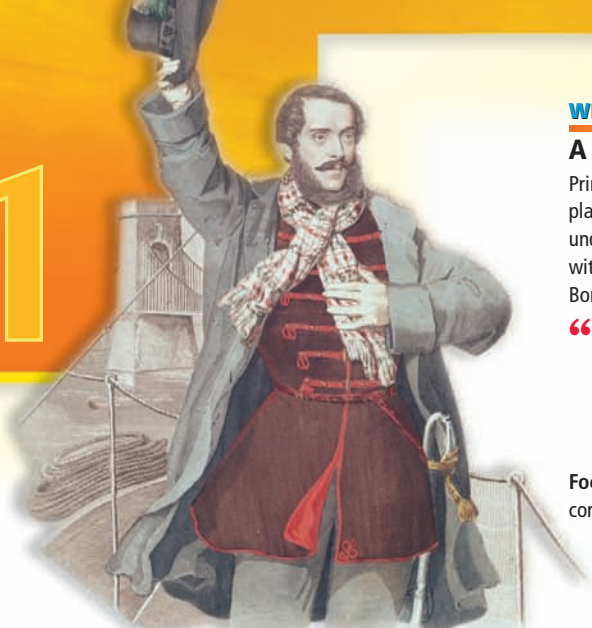
Witness History Audio CD,
A "Revolutionary Seed"

Ask students to give examples of how each element Metternich named had already come under attack. Then point out the photo of Hungarian revolutionary Lajos Kossuth. Ask them to predict how Kossuth might respond to Metternich.

- **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.
- Teaching Resources, Unit 1, p. 66

1

SECTION



Hungarian revolutionary
Lajos Kossuth

WITNESS HISTORY AUDIO

A "Revolutionary Seed"

Prince Clemens von Metternich warned that a seed had been planted in Europe that threatened Europe's monarchs and undermined its basic social values. This seed was nourished with the ideas spread by the French Revolution and Napoleon Bonaparte.

“Passions are let loose . . . to overthrow everything that society respects as the basis of its existence: religion, public morality, laws, customs, rights, and duties, all are attacked, confounded [defeated], overthrown, or called in question.”

Focus Question What events proved that Metternich was correct in his fears?

An Age of Ideologies

Standards Preview

H-SS 10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

Terms, People, and Places

ideology
universal manhood suffrage
autonomy

Note Taking

Reading Skill: Identify Main Ideas As you read the section, fill in a table like the one below with main ideas about conservatism, liberalism, and nationalism.

Conservatism	Liberalism	Nationalism
•	•	•
•	•	•

At the Congress of Vienna, the powers of Europe tried to uproot the “revolutionary seed” and suppress nationalist fervor. Others, however, challenged the order imposed in 1815. The clash of people with opposing **ideologies**, or systems of thought and belief, plunged Europe into more than 30 years of turmoil.

Conservatives Prefer the Old Order

The Congress of Vienna was a victory for the conservative forces, which included monarchs and their officials, noble landowners, and church leaders. Conservatives agreed to work together—in an agreement called the Concert of Europe—to support the political and social order that had existed before Napoleon and the French Revolution. Conservative ideas also appealed to peasants, who wanted to preserve traditional ways.

Conservatives of the early 1800s wanted to return to the way things had been before 1789. After all, they had benefited under the old order. They wanted to restore royal families to the thrones they had lost when Napoleon swept across Europe. They supported a social hierarchy in which lower classes respected and obeyed their social superiors. Conservatives also backed an established church—Catholic in Austria and southern Europe, Protestant in northern Europe, and Eastern Orthodox in eastern Europe.

Conservatives believed that talk about natural rights and constitutional government could lead only to chaos, as in France in 1789. If change had to come, they argued, it must come slowly. Conservatives felt that they benefited all people by defending

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

Teaching Resources, Unit 1, p. 65; Teaching Resources, Skills Handbook, p. 3

High-Use Word

agitator, p. 147

Definition and Sample Sentence

n. 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.

peace and stability. Conservative leaders like Metternich sought to suppress revolutionary ideas. Metternich urged monarchs to oppose freedom of the press, crush protests in their own countries, and send troops to douse the flames of rebellion in neighboring lands.

Standards Check What was the goal of the conservatives in the Concert of Europe? **H-SS 10.2.5**

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 monarchy, 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.

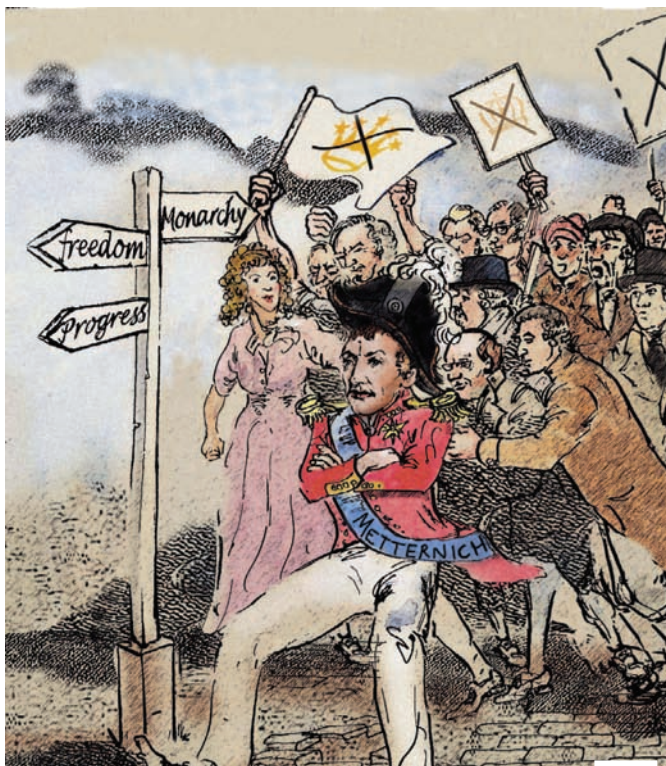
Nationalists Strive for Unity For centuries, European rulers had gained or lost lands through wars, marriages, and treaties. They exchanged territories and the people in them like pieces in a game. As a result, by 1815 Europe had several empires that included many nationalities. The Austrian, Russian, and Ottoman empires, for example, each included diverse peoples.

Analyzing Political Cartoons

Conflicting Ideologies This cartoon shows Prince Metternich standing resolute against the angry crowd behind him who are pushing for reform. Metternich represented the conservative order and opposed revolutionary ideas such as freedom and progress.

1. How does the cartoonist portray those in the crowd? What does the crowd support?
2. What did Metternich do to suppress revolutionary ideas?

Analysis Skills HR2



Universal Access

Solutions for All Learners

- L1 Special Needs** **L2 English Language Learners** **L3 Less Proficient Readers**

Guide students in using word relationships to help learn key terms. Tell them that *conservative* comes from the same Latin root as *conserve*, which means to preserve. *Liberal* comes from the same Latin root as *liberate*, which means to free. *Nationalism* comes from *nation*. Have students write a definition of each ideology using a root or related word.

Use the following study guide resources to help students acquiring basic skills:

Adapted Reading and Note Taking Study Guide

- Adapted Note Taking Study Guide, p. 31
- Adapted Section Summary, p. 32

Note Taking Have students read this section using the Structured Read Aloud strategy (TE, p. T21). As they read, have students fill in the chart recording the main ideas of conservatism, liberalism, and nationalism.

Reading and Note Taking Study Guide, p. 31

Teach

Conservatives Prefer the Old Order/Liberals and Nationalists Seek Change

H-SS 10.2.5

L3

Instruct

Introduce: Key Terms Ask students to find the key term *ideologies* (in blue) in the text and explain its meaning. Ask them to name ideologies they have learned about. (*nationalism, utilitarianism, socialism, communism*)

Teach Ask students to compare and contrast the goals of liberals, conservatives, and nationalists. Then display **Color Transparency 23: Liberal and Conservative Ideas in the 1800s**. Ask students to explain how each group’s ideology was connected to its position in society.

Color Transparencies, 23

Independent Practice

Divide students into three groups representing conservatives, liberals, and nationalists in the imaginary country of Politania, a monarchy. Have each group create a manifesto of its beliefs along with slogans and banners. Use the Numbered Heads strategy (TE, p. T23) to have each group share their work with the class.

Monitor Progress

As students fill in their charts, circulate to make sure they understand that liberals embraced the ideas of the Enlightenment, while conservatives opposed them. For a completed version of the chart, see

Note Taking Transparencies, 61A

Answers

to restore the political and social order that existed before the French Revolution

Analyzing Political Cartoons

1. determined men and women who supported freedom and progress
2. urged monarchs to crush revolts

Europe Challenges the Old Order **H-SS 10.2.5** **L3**

Instruct

■ 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.

 **Reading and Note Taking**
Study Guide, p. 32

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.

In the 1800s, national groups who shared a common heritage set out to win their own states. Within the diverse Austrian empire, for example, various nationalist leaders tried to unite and win independence for each particular group. Nationalism gave people with a common heritage a sense of identity and the goal of creating their own homeland. At the same time, however, nationalism often bred intolerance and led to persecution of other ethnic or national groups.

✓ **Standards Check** How did the liberalism of the early 1800s reflect Enlightenment ideals? **H-SS 10.2.5**

Central Europe Challenges the Old Order

Spurred by the ideas of liberalism and nationalism, revolutionaries fought against the old order. During the early 1800s, rebellions erupted in the Balkan Peninsula and elsewhere along the southern fringe of Europe. The Balkans, in southeastern Europe, were inhabited by people of various religions and ethnic groups. These peoples had lived under Ottoman rule for more than 300 years.

Serbia Seeks Independence The first Balkan people to revolt were the Serbs. From 1804 to 1813, the Serb leader Karageorge (ka rah JAWR juh) led a guerrilla war against the Ottomans. The intense struggle was unsuccessful, but it fostered a sense of Serbian identity. A revival of Serbian literature and culture added to the sense of nationhood.

In 1815, Milos Obrenovic (oh BRAY noh vich) led the Serbs in a second, more successful rebellion. One reason for the success was that Obrenovic turned to Russia for assistance. Like the Serbs, the Russian people were Slavic in language and Christian Orthodox in religion. By 1830, Russian support helped the Serbs win **autonomy**, or self-rule, within the

Serbs in Battle

Serb leader Karageorge (below left) leads the Serbs against the Ottomans at the Battle of Misar during the first Serbian rebellion.

(a) Why would this battle and others like it help lead to a sense of Serbian national identity? (b) Why was this sense of nationalism important for the Serbs?



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 affect 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 reconquer 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 smash 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-1800s, social reformers and agitators were urging workers to support socialism or other ways of reorganizing property ownership.

Standards Check Why would a monarch order his army to suppress an uprising in another country? **H-SS 10.2.5**

Note Taking

Reading Skill: Identify Supporting Details As you read, fill in a table like the one below with supporting details about revolts in Serbia, Greece, and other countries during the early 1800s.

Serbia	Greece	Other Revolts
•	•	•
•	•	•

Vocabulary Builder

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

Standards Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: mza-2011

● 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.

Assess and Reteach

Assess Progress

L3

- Have students complete the Section Assessment.
- Administer the Section Quiz.
- Teaching Resources, Unit 1, p. 62**
- To further assess student understanding, use **Progress Monitoring Transparencies, 13**

Reteach

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

- Reading and Note Taking Study Guide, p. 32** L3
- Adapted Reading and Note Taking Study Guide, p. 32** L1 L2
- Spanish Reading and Note Taking Study Guide, p. 32** L2

Extend

L4

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.

Teaching Resources, Unit 1, p. 67

Answer

- to prevent the uprisings and revolutionary ideas from spreading to their own countries



Standard	Assessment
H-SS 10.2.5	2, 3, 4, 5
E-LA W 2.4	Quick Write

Section 1 Assessment

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Identify Main Ideas** Use your completed charts to answer the Focus Question: What events proved that Metternich was correct in his fears?

Comprehension and Critical Thinking

3. **Identify Point of View** What were the goals of conservative leaders?
4. **Compare Points of View** (a) How did the political goals of liberals differ from those of conservatives? (b) How did nationalists threaten the borders set up by European monarchs?
5. **Recognize Cause and Effect** (a) Why did the Serbs and Greeks revolt? (b) Why were there uprisings in Spain, Portugal, and the Italian states?

Section 1 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. the Serb and Greek wars of independence and uprisings in Spain, in Portugal, and in various Italian states
3. restoring monarchies, traditional social hierarchies, and the established church; imposing peace by suppressing dissension

4. (a) Liberals wanted the protection of basic rights and governments based on written constitutions and separation of powers. Conservatives supported monarchies, churches, and the suppression of written constitutions and natural rights. (b) Nationalists wanted independence from foreign rule.
5. (a) Serbs and Greeks wanted freedom from Ottoman rule. (b) Rebels wanted to set up constitutional governments.

● Writing 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**.