AP European History 2016-17
Period 3, Unit 3, Part III: The Age of Nation-States, 1848-1880

Calendar
Friday 2.3 Due: Assignment 7
   Topics: Crimean War and the Paris Commune
   In Class: Quiz over reading
   Homework: Assignment 8

Tuesday 2.7 Due: Assignment 8
   In Class: Students Teach the Class!
   Homework: Assignment 9

Thursday 2.9 Due: Assignment 9
   In Class: More Students Teach the Class!
   Homework: Period 3, Part III: Imperialism, Assignment 10

As you read and take notes over the assignments, consider the following:

- The impact of the Crimean War (1854-1856) on Russia and the Concert of Europe
- The emergence of a unified Germany and Italy that revealed the weakness of both France and the Habsburg Empire
- Britain continued to symbolize the confident liberal state
- Between 1850 and 1875, the major contours of the political systems that would dominate Europe until WWI have been drawn
- The unity of nations was no longer based on dynastic links, but on ethnic, cultural, linguistic, and historical bonds
- The major sources of future discontent would arise from the demands of labor to enter the political processes

Learning Objectives:

Students should be able to:
- Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.
- Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries.

Assignment 7; Due Friday 2.3
1. Please read: Chapter 14, pages 510-519 and pages 520-521.
2. Please read all primary sources found in the margins of your textbook and on the textbook website. Please use the questions with the sources to test your analytical ability and to become knowledgeable about the history in more than just a superficial manner. The maps are just as important as any text, especially in this unit of study, so please take the time to study border changes, wars fought, and the decline of the Ottoman Empire.
3. Please read and use questions in your study of the Suez Canal, found on page 513.
4. Use History Sage notes and pay attention to the terms and names of important people, treaties, and actions found throughout the outline and on the back page.

**Food for thought:**

1. Crimean War (1853-1856)
   a. Please list the causes of the Crimean War.
   b. Please list the effects of the Crimean War.

2. What were the terms of the Congress of Paris in 1856? What political issues were NOT addressed or resolved?

3. Italian Unification:
   a. Identify the steps that Cavour took to unite Italy. How did he differ from Mazzini in his program for Italian unification?
   b. How do the combined efforts of Cavour and Garibaldi help to bring about a unified Italy?
   c. Why might Giuseppe Mazzini be called the "heart" of the Italian unification movement?
   d. What liberal policies were introduced in Piedmont by Count Cavour?
   e. What role did he feel Piedmont should play in the unification of Italy?
   f. What role did Napoleon III and the Pope have in the unification of Italy? What were their motives?
   g. What were the results of the Austro-Sardinian War?
   h. Why was Cavour considered to be the 'brains' of the Italian unification movement and Garibaldi its 'sword'?
   i. How was Italy finally united in 1870?

4. Ottoman Empire
   a. Why did the Ottoman Empire attempt to reform itself between 1839 and 1914?
   b. What was the results of these efforts?
   c. What should happen to the Balkans if and when the Ottoman Empire disappeared as the fundamental political fact in southeastern Europe?

**IMPORTANT:** Even though you will have a presentation to give, everyone MUST READ and do the assignment. Advice? Don’t wait until the night before to do the work; use the weekend to get some of this done. You are expected to do the work, even if you do not come to class. You will be excused for the in-class presentation but will still be assessed on your notes and understanding. You will meet with me after school to go over the historical content.

**Assignment 8:** Due Tuesday 2.7

1. Please read Chapter 14, pages 519-531.

2. Please read all primary sources found in the margins of your textbook and on the textbook website. Please use the questions with the sources to test your analytical ability and to become knowledgeable about the history in more than just a superficial manner. The maps are just as important as any text, especially in this unit of study, so please take the time to study border changes, wars fought, and the decline of the Ottoman Empire.

3. Use History Sage notes and pay attention to the terms and names of important people, treaties, and actions found throughout the outline and on the back page.

**Food for thought:**

1. German Unification
   a. Please think about how Otto von Bismarck utilized each of the following in his program of German unification between 1862 and 1872? (a) the Danish war of 1864; (b) the Seven Weeks’ War of 1866; (c) the Ems Telegram; (d) the Franco-Prussian War of 1870-1871.
   b. The documents in the packet outline the deliberate move towards unification, beginning in 1856, as well as an excerpt from Bismarck’s 1888 speech to the Reichstag.
c. What as Bismarck’s political outlook? Describe the nature and outcome of his dispute with the liberals in the Prussian Parliament.

d. What was the meaning of Bismarck’s famous “blood and iron” statement?

2. France
a. What specific events led to the establishment of the Third Republic in France?
b. What were the objectives of the Paris Commune?
c. Why did the National Assembly surround and fire upon Paris citizens in 1871?

3. The Hapsburg Empire
a. What did the recent wars in which Austria participated demonstrate about the Empire?
b. Why was the Dual Monarchy created in 1867?
c. Was it a satisfactory solution to the Austro-Hungarian Empire’s nationalistic problem?
d. What major political/social problems remained in the Austro-Hungarian Empire, even after the Dual Monarchy was created?

**Assignment 9: Due Thursday 2.9**

1. Please read Chapter 14, pages 531-540.

2. Please read all primary sources found in the margins of your textbook and on the textbook website. Please use the questions with the sources to test your analytical ability and to become knowledgeable about the history in more than just a superficial manner. The maps are just as important as any text, especially in this unit of study, so please take the time to study border changes, wars fought, and the decline of the Ottoman Empire.

3. Please read and use questions for your deeper understanding of “The Arrival of Penny Postage,” by reading page 537.

4. Use History Sage notes and pay attention to the terms and names of important people, treaties, and actions found throughout the outline and on the back page.

**Food for thought:**

1. Russia
a. Why did reform in Russia fail to produce political stability?
b. How did serfdom in Russia differ from and resemble American slavery?
c. What did the Act of Emancipation of 1861 accomplish?
d. Identify the “liberal” reforms introduced in Russia by Tsar Alexander II.
e. Identify the legal and judicial reforms introduced by Alexander II and the steps taken in the direction of self-government.
f. How did the Russian revolutionaries react to the reforms of Alexander II?
g. What was the “People’s Will?” Who belonged to it and why did they want to overthrow the tsarist regime?
h. What changes took place under the reign of Alexander III?
i. What were the zemstvos?

2. Great Britain
a. How did the policies of the British Liberal and Conservative parties differ between 1860 and 1890?
b. Why was Irish home rule such a divisive issue in British policies?
c. How did Gladstone’s first ministry alter the relationship between government and society?
d. How was the British Conservative Party more “liberal” in its political agenda than the actual Liberal Party?
e. What was Gladstone’s policy toward Ireland? How did it affect the Liberal Party?

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**Students Teach the Class**

Directions: Students will teach the class about the events found in Chapter 14, and in the European era of nation-states.

Each student will be assessed on the following (each is worth 20 points):
1. Each student has their own notes. (Hint: Don’t hand in one copy of notes with both of your names on it because you will lose points.) These notes should contain a bibliography that meets the expectations of the Chicago style citation. (Not a “Works Cited,” but a “Bibliography.”

2. Each student followed directions.

3. Each student demonstrated their understanding of the historical content that goes beyond the prompt given and gives that demonstration in class during their session. (Used dates, names, specific relevant history)

4. Each student incorporates primary sources AND maps to demonstrate a sophisticated understanding of the history covered in their prompt during their presentation. (At least 3 sources must be used, and not all maps.) Refer to specific relevant sources/documents in your lecture or dance.

5. Each student addresses the prompt completely, knowing that his/her peers have done the reading assignment and have a solid understanding of the background of the event. (Makes sure that all students know the prompt, and focuses on addressing that only.)

TOPICS:
Tuesday 2.7
1. Topic: Italian Unification –
   To what extent did the combined efforts of Cavour and Garibaldi help to bring about a unified Italy? (Need to include what both men did, without giving us a chronological history, as well as going beyond to look at the other factors that led to Italian unification.)

2. Topic: German Unification – Joe &
   How does Bismarck use “iron and blood” to form a unified Germany led by Prussian interests? (Consider: Identify the barriers to German unification that existed for hundreds of years. How was Otto von Bismarck able to overcome these?)

3. Topic: France: From Liberal Empire to the Third Republic –
   Discuss how the Third Republic emerged from the wreckage of Napoleon III’s empire. (Include leadership, goals, motives, agenda, and expected outcome as well as a solid understanding of Napoleon III’s empire, French constitution and new republics, and why the Third Republic was established.)

4. Analyze why a conservative like Napoleon III would develop a “liberal empire.” -
   (Include leadership style, expectations of the French public of their government, solid understanding of French conservativism and French liberalism, which obviously is nothing like American politics.)

Thursday 2.9
5. Topic: Hungary and the Habsburg Empire –
   To what extent was the Dual Monarchy, created in 1867, a satisfactory solution to the Austro-Hungarian Empire’s nationalistic problem? How does Hungary finally gain recognition within the Habsburg Empire? (With an extent prompt you need to demonstrate your understanding of what the dual empires’ “nationalist problems” were, what the Dual Monarchy was, and what solutions were used. Then you determine the extent to which the Dual Monarchy was a “satisfactory solution.” You must include what was NOT as well. Include what it meant to Hungarian (Magyar) rule and expectations, decisions behind a dual monarchy and the outcome from Hungary.)
6. Topic: Russia: Emancipation and Revolutionary Stirrings –
Describe the actions and philosophy of the early Russian Revolutionary groups and the ways in which the tsars responded to them. [Look at Land and Freedom, Black Partition, and The People’s Will, and include their leadership, specific philosophies (Philosophy about what? Government? Revolution?) goals, motives, and agendas as well as how the specific tsars reacted.]

7. Topic: Great Britain: Slouching Towards Democracy –
In what specific ways does Great Britain move “closer to democracy” during this time? What role does the Irish question play in making this happen? (Using these questions as your organization, think about what democracy means in Great Britain, and maybe create a timeline of acts of Parliament during this time, from the Reform Act of 1832 on. THEN determine what acts promoted democracy and what acts did not, so you can determine the specific ways. Include strong understanding of the “Irish question” and whether or not Great Britain wanted to extend the franchise to those folks or even help them during the Great Hunger.)

8. Topic: Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1880. Draw your examples from these two states: Austria and Russia. - (With an extent prompt you need to demonstrate your understanding of what happened in the nations first, and then you determine the extent to which conservatives were “successful” AS WELL AS the extent to which conservatives FAILED.)

Important Stuff to Pay Attention to for Assessment and Products:

1. Create an outline of your notes to be shared with students and used by them as they take notes. While using sources such as History Sage is a good idea to start with, each tandem of teachers is responding to a prompt and not just telling us a chronological history.

2. Personal and intellectual understanding of the history, question asked, and more. You need to understand the history and spend some time prepping before class so that you are not reading your notes for the first time.

3. Visual aids are nice: visit www.historyteacher.net - there are Power Point Presentations, links to sources and lots of ideas – hats are always nice. Do not need a power point but probably need maps.

4. Presentations need to be no longer than 10 minutes – we need to hear them all! If you do not want to speak, best to choose a partner who will.

5. Students in the audience are expected to come prepared and ask questions.

6. All notes, power points or maps used must be sent to me before Block 2 begins. If you have handouts you must have copies before class begins. In other words, we don’t have that much time and I do not want to spend class time watching folks get organized for their presentation.