

Unit G -- Liberalism, Nationalism, and the Urban Society

Content Area: **Social Studies**
Course(s): **Advanced Placement Modern European History**
Time Period: **January**
Length: **Approximately 4 Weeks**
Status: **Published**

Unit Overview

This unit covers nationalist movements after the French Revolution and life in the growing urban society. The unit will cover the following:

- * Congress of Vienna
- * Radical ideas and the early socialism
- * Nationalism
- * French Utopian Socialism
- * Marxian Socialism
- * The Romantic Movement
- * The Revolutions of 1848
- * Industry, the growth of cities, and urban planning
- * Public health and the bacterial revolution
- * Class structures
- * Family life
- * Social science and evolution
- * Realism
- * Napoleon III and the Second Republic
- * Italian and German unification
- * Nation building in the US
- * The modernization of Russia
- * Dreyfus Affair

Enduring Understandings

- Social scientists analyze and interpret evidence to solve problems and make decisions.
- Social scientists analyze and recognize how people, places, and ideas change over time.
- Social scientists make inferences and generalizations about various types of information and draw conclusions from a variety of sources.

Essential Questions

- How can making inferences about various types of information and drawing conclusions help us understand our world?
- How can people, places, and ideas change over time?
- How can we use a variety of sources to draw conclusions?
- How can you determine if evidence is valid and reasonable?
- What evidence do social scientists collect?
- What types of problems are of concern for historians, geographers, civic leaders, economists?
- Why are making inferences and generalizations and drawing conclusions important in understanding our world?
- Why should we understand how people, places, and ideas have changed over time?

Standards/Indicators/Student Learning Objectives (SLOs)

SWBAT determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

SWBAT analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

SWBAT use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SWBAT explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

SWBAT relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

SWBAT assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

SWBAT compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.

	democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.A.3.c	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
SOC.6.2.12.A.3.d	Compare and contrast the struggles for women’s suffrage and workers’ rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
SOC.6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Lesson Titles

- Congress of Vienna Activity
- Industry and the Growth of Cities
- Italian and German Unification
- Modernization in the US and Russia
- Nationalism and Socialism
- Science and Thought
- The Middle and Working Class

21st Century Skills and Career Ready Practices

Analyze Media

Critical thinking and Problem Solving

Guide and Lead Others

Information Literacy

Media Literacy

Technology

Initiative and Self-direction

Work Independently

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
PFL.9.1.12.A.2	Differentiate between taxable and nontaxable income.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

This unit will cross-content with the following:

- Art -- Reviewing art work on European Nationalism

- English-- Close reading of the writings by Karl Marx
- Science -- Reviewing new inventions that aided urbanization
- Sociology -- Reviewing sociological impact of socialism

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.WHST.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
LA.WHST.11-12.1.B	Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.WHST.11-12.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.11-12.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.WHST.11-12.2.D	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.1.4.2	Conflict theory
SOC.9-12.2.1.1	Nonmaterial culture, including norms and values
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality
VPA.1.1.12.D.CS1	Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory.
VPA.1.1.12.D.CS2	Stimuli for the creation of artworks can come from many places, including other arts disciplines.
9-12.HS-PS1-3	Plan and conduct an investigation to gather evidence to compare the structure of

9-12.HS-PS1-2.1.1

substances at the bulk scale to infer the strength of electrical forces between particles.

students observe patterns in systems at different scales and cite patterns as empirical evidence for causality in supporting their explanations of phenomena. They recognize classifications or explanations used at one scale may not be useful or need revision using a different scale; thus requiring improved investigations and experiments. They use mathematical representations to identify certain patterns and analyze patterns of performance in order to reengineer and improve a designed system.

Instructional Strategies, Learning Activities, and Level of Bloom's/DOK

- In Class Reading on the unit (Review/DOK1)
- Analyzing Primary Sources on Marx (Analysis/DOK 4)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Delsea One
- Group Work on the Congress of Vienna (Design/DOK 3&4)
- Lecture/Discussion on Capitalism and Socialism (Compare and Contrast/DOK 2)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay from the Congress of Vienna (Synthesis/DOK 3&4)

Modifications

Formative Assessment

- Anticipatory Set: Explain review game rules
- Anticipatory Set: Impact of European Nationalism
- Anticipatory Set: Liberalism vs Socialism
- Anticipatory Set: Maps of 1815 Europe
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms
- Closure: Exit Card on lectures
- Closure: Review Congress of Vienna Quiz
- Closure: Whip Around from the unit lecture notes
- Warm Up: AP DBQ writing tips
- Warm Up: AP Essay writing tips
- Warm Up: Discuss current religious issues in Europe today
- Warm Up: Review group activity results

- Warm Up: Review key terms from the unit
- Warm Up: Review Liberalism homework
- Warm Up: Review Nationalism Lecture
- Warm Up: Review Test/Quiz results

Summative Assessment

- Alternate Assessment: Student simulation of the Congress of Vienna
- Benchmark: AP Testing strategies
- Benchmark: Differences in political thought
- Marking Period Assessment: Congress of Vienna Essay
- Marking Period Assessment: Quiz on Nationalism
- Marking Period Assessment: Test on the Urban Society

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Primary Source Book -- Western Civilization (Houghton Mifflin 4th Edition)

Textbook -- A History of Western Society (McKay)