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| 1/2/2017 | 1/3 | 1/4 | | 1/5 | 1/6 (1/7 Saturday Ex. Credit) |
|  | Period 2 review  Period 3 overview | Romanticism Essays  Romanticism- Art | | “Isms” Quiz Open note  Reading on Conservatives | Revolutions 1820s and 1830s  LEQ: Outline #2 |
| Homework | | | | |
| LEQ- Self assessment and Evolution  Romanticism Worksheet use the PPT (WEEBLY- Ch 19 page) | | Freiler 181-187 | | 1. Revolutions 1820s and 1830s (worksheet) 2. LEQ: Outline #1 | British Liberals Kagan (683-5)  Hw-704-708 Socialism (not Marx) |
| 1/9 | 1/10 | 1/11 | | 1/12 | 1/13 |
| Quiz:  Liberalism  Reformers: Utopian Socialism | Manchester DBQ- Skills  Intro to the 2nd Industrial Rev. | Seminar: Impact of the Industrial Revolution on society | | Quiz: Marx  Marxism | Revolution of 1848 & Crimean War- the fall of the East |
| Homework | | | | | |
| 1. Summarize- Documents 2. Hw: Prepare for seminar 688-704 | Hw: Prepare for seminar 688-704 | Hw- 708-711 | | 1. Hw Rev. 1848- (Freiler 188-192) 2. Kagan Crimean War 730-734 | 1. Italian Unification (Kagan) 734-738 2. Skills- DBQ Italian Unification |
| 1/16 Martin L. King Jr. Day | 1/17 | 1/18 | | 1/19 | 1/20 and Monday 1/23 |
| No School | Italian Unification  Spirt, Mind and Sword  Skills- DBQ Italian Unification | Master of Realpolitik:  Bismarck | | Write DBQ- Bismarck | DBQ- Self Evaluate/ Assessment |
| Homework | | | | |
| 1. Kagan 738-473 2. LEQ # 6 Outline | Read and Outline DBQ | |  | Questions Kagan 743-751 |
| Regents week Homework- Answer Question Kagan 752-780 | | | | | |
| In the nineteenth century, intellectuals articulated numerous ideologies in order to make sense of a rapidly changing world. By the end of the century, a thinking person could choose from or create combinations from a spectrum of ideologies that included and can be summarized as follows:  # **conservatism**—championing tradition  # **liberalism—**urging reform  # **Romanticism**—encouraging the cultivation of sentiment and emotion  # **nationalism**—preaching cultural unity  **# anarchism**—scheming to bring down the state  # **socialism**—trying design a more equitable society  # **communism**—working to abolish private property  # **social Darwinism**—advocating the benefits of unfettered competition | | | 1. Analyze the differences between the political ideals expressed in the visual arts of the Renaissance (fifteenth–sixteenth centuries) and the political ideals expressed in the visual arts of the Neoclassical/Romantic period (eighteenth–nineteenth centuries). 2. **Analyze the extent to which conservatives in continental Europe were successful in achieving their goals in the years between 1815 and 1851. Draw your examples from at least two states.** 3. Compare and contrast political liberalism with political conservatism in the first half of the nineteenth century in Europe. 4. Describe and analyze how responses to industrialization by the working class changed between 1850 and 1914. 5. Analyze the shifting attitudes of nationalism in Germany and the Austrian Empire from 1848 to 1914. 6. **Both Bismarck and Cavour utilized the concept of Realpolitik. Compare each man’s use of Realpolitik in an effort to centralized power.** | | |

**Period 3 1815-1871 (it goes to1914- WWI)**

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| **Industrial Revolution**- would elevate a new giant to heights of economic and military dominance the world had never seen. | **1815-1848** | **1848-1871** |
| Liberalism saw individual as a self-sufficient being, whose freedom and well-being were the sole reasons for the existence of society.   1. **Reformist and political rather than revolutionary** 2. **Humans have “Natural Rights” and need constitution to protect those rights** 3. **Industrialization and urbanization created major problems-** | Industrialization, Progress (growth of technology, and urbanization rapidly increased the power of nations: Politically & militaristically   * Industrial governments responded to the problems created by the new society. * Most liberal reforms were still pretty conservative * **Liberals/ conservatives adopt nationalism and radical ideal to stay in power.** |
| England and a few nations introduced Reform bills- expansion of voting (to Bourgeoisie only) Reforms improved quality of life and protected the “Natural Rights” in citizens-   * **Liberalism was connected to Industrialization/ urbanization** | **Chartist movement** **(Republicanism**) developed- attempting to get universal male suffrage ( especially true areas of Nationalism)  **Socialism (rooted in Romanticism**) rejected the material society and control of a capitalist world |
| **Dual Revolution**  Both would fundamentally alter the world for the next two centuries. | The Return to Conservatives to power- Attempts to reestablish “Old Regime” Style rule throughout Europe (Not England- but it was still conservative)   * Congress of Vienna- The start to the Age of Metternich * Concert of Europe- Hammer to crush all challenges | **Crimean War 1853-6**  Ended cooperation between nations  Sets up East (old) vs West (capitalist) |
| **Revolutions in the 1820s…….1830s and 1848**   * As a whole conservativism defeated Liberalism and Nationalism * Liberal reforms were made as an attempt to stop revolutions |
| **French Revolution** -This Revolution would shatter the social and political fabric of 18th century Europe—The other would shatter economic ideas of the world. | The French Revolution (his code) and Napoleons reign unleashed new Liberal ideas onto Europe, these ideas changed the goals of the masses.  **Romanticism-** a rejection of the coldness of the Enlightenments reason, emphasized individualism, emotion, faith and nature.  Romanticism became politically linked to liberalism and nationalism | **Nationalism become the new goal for nations- unification, independence or empowerment (Imperialism/ Capitalism)**  **Conservatives in German(Bismarck) and Italy (Cavour) use (Realpolitik) war, nationalism, Liberalism, the whole kitchen sink to achieve an increase in state power.**  Nationalism also weakens several empires in Eastern Europe- Austria (Austrian- Hungarian Empire)  Ottoman Empire- loses much of the Balkans |
| **Nationalism became perhaps the greatest force for revolution in the period between 1815 and 1850**.   * Europeans valued the bonds that they had with others and wanted to nation-state of their own. * Nationalism, here, opposed conservativism, as groups looked for independence from old political control. |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ LEQ Self-Assessment and Rubric \_\_\_\_\_\_\_10Pt

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| 6- 105 | | | | | | | 5-90 | | | | | 4-80 | 3-70 | 2-60 | | 1-50 |
| Thesis \_\_\_\_\_\_/1 Point | | | | | | | | | | | |  |  |  | | --- | --- | --- | | Y | NO | 1. includes contextualization | | Y | NO | 1. All topics/ ARGUMENTs are addressed developing a plan to answer the question. | | Y | NO | 1. SPICE is used to develop each argument. | | Y | NO | 1. Thesis is explicit and responds to the question (topic and skills) | | Y | NO | 1. Thesis is explicit are addressing the skill of the task. (Compare and Contrast, CCOT, Periodization, Causation (Effect) | | Y | NO | 1. Analytical Thesis (why?) or evaluation or both | | | | | | |
| Presents a thesis that makes a historically defensible claim and responds to all parts of the question. The thesis must consist of one or more sentences located in one place, either in the introduction or the conclusion.  NOTE: It must NOT simply restate the question. Thesis must be explicit. | | | | | | | | | | |
| **EVIDENCE & SUPPORT FOR ARGUMENT \_\_\_\_\_/2 Points** | | | | | | | | | | | | | **HISTORICAL THINKING SKILL (HTS) \_\_\_\_\_/2Points** | | | |
| **(# 3-6 for Point)** - Addresses the topic of the question with specific examples of relevant evidence. | | | | | | | | | | **( #7-9 for 2nd Point)** - Utilizes specific examples of evidence to fully and effectively substantiate the stated thesis or a relevant argument. | | | **(# 10 for Point)** - **Describes** similarities AND differences among historical individuals, events, developments, or processes. | | **( #8, 9, 11 for 2nd Point)** **- EXPLAINS** the reasons for similarities AND differences among historical individuals, events, developments, or processes. | |
| Scoring Note: To fully understand and effectively substantiate the stated thesis or a relevant argument, responses must include a broad range of evidence that, through analysis and explanation, justifies the stated thesis or relevant argument. | | | | | | | | | | | | | Some prompts may as the student to EVALUATE the relative significance of the historical individuals, events, developments, or processes. | | | |
| ¶ # 1 | | | ¶ # 2 | | | ¶ # 3 | | |  | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. Arguments are descriptive or Arguments are off task. | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. Evidence is not linked to argument or explained. | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. **Argument supports and develops your thesis and HST- analysis (SPICE)** | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. historical context is used to develop your arguments | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. Essay is balanced; all tasks are developed effectively | | | | | | | |
| -3 | | | -3 | | | -3 | | | 1. Pieces of Evidence (use a highlighter or underline each) | | | | | | | |
| +4 | | | +4 | | | +4 | | | 1. Pieces of Evidence (use a highlighter or underline each) | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. Evidence is fully explained and/ or analyzed (ANSWER WHY) detail | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. Argument is concluded- A Final Sentence is each Paragraph that summarizes and proves your argument. | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. (HST) Describes similarities AND differences among historical individuals, events, developments, or processes.   a. SPECIFICALLY ADDRESS THE SKILL (COMPARE AND CONTRAST) NOT LISTS OF CHARACTERISTICS OF EACH. | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. (HST) (See # 8) EXPLAINS the reasons for similarities AND differences among historical individuals, events, developments, or processes. | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. (HST) Skill is attempted with limited evidence or limited explanation | | | | | | | | |
| Y | NO | | Y | NO | | Y | | NO | 1. (HST) Skill is not attempted | | | | | | | | |
| **Synthesis**  \_\_\_\_\_/1 | | | | | | | | | | | | | | | | |
| *Yes* | | *No* | | | **Extends the argument (the thesis) to make a connection beyond the scope of the prompt.** | | | | | | | | | | | |
| *Yes* | | *No* | | | *Synthesis requires more than a passing mention or comparison. It needs to be fleshed out in multiple sentences. It typically has its own paragraph at or near the end of the essay.* | | | | | | | | | | | |

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Characteristics of Romanticism

* Provide evidence from visual, musical and written arts from the romantic period. ( List artists and woks

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| **Emotions** | **The "Rugged" Individual** | **The Power & Fury of Nature** |
| Emotion over reason  -Emphasized the human senses, passion, and faith | The Individual/ The Dreamer:  -Individuals have unique, endless potential. | Glorification of nature; emphasized its beauty and tempestuousness  -Rejected the Enlightenment view of nature as a precise harmonious whole as well as deism. |
|  |  |  |
| **Science Can Be Dangerous!** | **The "New" Technology Is Dehumanizing** | **The Gothic: "Romanticizing "the Middle Age** |
|  | By emphasizing feeling, humanitarian movements were created to fight slavery, poverty and industrial evils. | Honor, faith and chivalry  “Neo-Gothic” architectural style |
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| **Mysticism** | **Nationalism** | **Return to Christian** |
| Dreams, hallucinations, sleepwalking, and other phenomena that suggested the existence of a world beyond that of empirical observation, sensory data, and discursive reasoning fascinated the Romantics | * Glorification of both the individual person and individual cultures. * all cultures are valuable because each contributes to the necessary clash of values and ideas that allows humankind to develop | Methodist preachers emphasized the role of enthusiastic, emotional experience as part of Christian conversion. |
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How is Romanticism linked to: (all of the 19th century “ISMS”):

Nationalism, Liberalism, Conservatism, Socialism