European Nationalism

Contents:
1. Notes
2. Worksheets
3. German & Italian Unification
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Europe Faces Revolutions

BEFORE YOU READ
In the last section, you read about Latin American independence movements.
In this section, you will learn about revolutions in Europe.

AS YOU READ
Use the web below to show changes that occurred in Europe at this time.

**Clash of Philosophies; Nationalism Develops** (pages 253–255)

**What forces and peoples struggled for power?**

There was a power struggle in Europe in the first half of the 1800s. Three forces were involved. **Conservatives** wanted to continue to support the kings who had ruled these lands for many centuries. These were nobles and other people who owned large amounts of property. **Liberals** wanted to give more power to elected legislatures. They were typically middle-class merchants and business people. They wanted to limit voting rights to people who were educated and owned property. **Radicals** wanted the end of rule by kings and full voting rights for all people.

At the same time, another movement arose in Europe—**nationalism**. This was the belief that a person's loyalty should go not to the country's ruler but to the nation itself. When the nation also had its own independent government, it became a **nation-state**. Nationalists thought that people with a common language and culture were a nation. And they had the right to their own government. These ideas grew out of the French Revolution.

1. What different goals did conservatives, liberals, and radicals have?
Nationalists Challenge Conservative Power (pages 255–256)

What changes were occurring in Western Europe?

The first people to win self-rule during this period were the Greeks. Greece had been part of the Ottoman Empire for centuries. The Ottomans controlled most of the Balkans. That region includes most of modern Greece, Albania, Bulgaria, Romania, Turkey, and the former Yugoslavia. In 1821, the Greeks revolted against Turkish rule. The Greeks won their independence by 1830.

Other revolts broke out in other parts of Europe. In 1830, the Belgians declared their independence from rule by the Dutch. Nationalists began a long struggle to unify all of Italy. The Poles revolted against Russian rule. Conservatives managed to put down these rebellions. However, new ones broke out again in 1848 among Hungarians and Czechs. Once again, they were put down forcibly.

2. What groups challenged conservative rule?

Radicals Change France (page 256)

Why did French radicals lose?

Events differed in France. Riots in 1830 forced the king to flee, and a new king was put in his place. Another revolt broke out in 1848. The king was overthrown and a republic established. However, the radicals who had won this victory began arguing. They differed over how much France should be changed. Some wanted only political changes. Others wanted social and economic changes that would help the poor.

When these forces began to fight in the streets, the French gave up on the radical program. They introduced a new government. It had a legislature and a strong president. The new president was Louis-Napoleon, Napoleon Bonaparte's nephew. He later named himself emperor of France. He built railroads and helped industry. The economy got better and more people had jobs.

3. What did Louis-Napoleon accomplish for France?

Reform in Russia (pages 256–257)

How did Alexander II change Russia?

In the early 1800s, Russia still did not have an industrial economy. The biggest problem was that serfdom still existed there. Peasants were bound to the nobles whose land they worked. Russia's rulers were reluctant to free the serfs, though. They feared they would lose the support of the nobles.

A new ruler of Russia, Alexander II, decided to free the serfs. Though it seemed bold, Alexander's move went only part way. Nobles kept half their land and were paid for the other half that went to the peasants. The former serfs were not given the land. They had to pay for it. This debt kept them still tied to the land. The czar's efforts to make changes ended when he was assassinated in 1881. Alexander III, the new czar, brought back tight control over the country. He also moved to make the economy more industrial.

4. What major reform was made in Russia at this time?
The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

In central Europe, the idea of a national language sparked ideas of forming one nation. The German people, though divided into many different states and principalities, became obsessed with national unity. Jakob and Wilhelm Grimm, famous for Grimm’s Fairy Tales, traveled throughout Germany studying dialects and collecting folk tales in the hopes of creating a sense of German identity.

In southeastern Europe, Slavic patriots began a movement to preserve their cultures and foster national identities. These patriots collected folk tales, studied languages, compiled dictionaries, and wrote books in their native tongues. For example, in a region that was to become Romania, a man named George Lazar began teaching the history of Romania in Romanian—much to the surprise of the upper class, who still spoke Greek. In addition, a Serb patriot, Vuk Karajich, published Popular Songs and Epics of the Serbs, formed a Serb alphabet, and translated the New Testament into Serbian.

However, the efforts of these nationalists to help create a sense of national unity sometimes had mixed results. Germany benefited from the unifying elements of language, as the German people formed one country in 1871. On the other hand, the multitude of languages and dialects of the Slavic peoples in southeastern Europe have probably helped keep these peoples divided.
Interpreting Text and Visuals

1. Name the four major language families in Europe. ________________________________
   ________________________________
   ________________________________
   ________________________________

   In what part of Europe is each of the language families found? ____________________
   ________________________________
   ________________________________
   ________________________________

2. To what major language family does English belong? ______________________________
   ________________________________

3. What part of Europe—eastern or western—has the greater number of languages in one language family? ________________________________
   ________________________________
   ________________________________

   To what family do most of these languages belong? ________________________________
   ________________________________

   Name five of these languages. ________________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________
   ____________________________________________

4. What seems unusual about Romania being in the romance language family? ________
   ________________________________

5. How might language help to divide people and prevent them from forming their own country?
   ____________________________________________
   Examine the map again. In what part of Europe might that have happened? ________

6. How might language unite people and help them to form their own country? ________
   ____________________________________________
   Examine the map again. In what part of Europe might that have happened? ________
Name ____________________________ Date ____________________________

CHAPTER 24 Section 3 (pages 692-697)

Nationalism
Case Study: Italy and Germany

BEFORE YOU READ
In the last section, you read about revolutions and reform in western Europe.
In this section, you will learn about nationalism.

AS YOU READ
Use a chart like the one below to take notes on the effects of nationalism.

Terms and Names
Russification  A policy of forcing Russian culture on ethnic groups in the Russian Empire
Camillo di Cavour  Prime minister who unified northern Italy
Giuseppe Garibaldi  Leader of the Red Shirts who won control over parts of southern Italy
Otto von Bismarck  Leader who worked to expand Prussia
Junker  Wealthy German landholders
realpolitik  Tough, practical politics
kaiser  Emperor

Divided Empires
Unified Nations

Nationalism: A Force for Unity or Disunity (pages 692-693)
What is nationalism?
Nationalists thought that many factors linked people to one another. First was nationality, or a common ethnic ancestry. Shared language, culture, history, and religion were also seen as ties that connected people. People sharing these traits were thought to have the right to a land they could call their own. Groups with their own government were called nation-states.

Leaders began to see that this feeling could be a powerful force for uniting a people. The French Revolution was a prime example of this. However, nationalism could also be a force to rip apart empires. This happened in three empires in Europe.

1. What shared characteristics can unite people and create a strong national feeling?

Nationalism Shakes Aging Empires (page 693)
Why did nationalism divide empires?
Feelings of nationalism threatened to break apart three aging empires. The Austrian Empire was
forced to split in two parts—Austria and Hungary. In Russia, harsh rule and a policy called Russification that forced other peoples to adopt Russian ways helped produce a revolution in 1917. This revolution overthrew the czar. Like the other two, the Ottoman Empire broke apart around the time of World War I.

2. What three empires were torn apart by nationalism?

Cavour Unites Italy (page 694)

How did nationalism unite Italy?

Italians used national feeling to build a nation, not destroy an empire. Large parts of Italy were ruled by the kings of Austria and Spain. Nationalists tried to unite the nation in 1848. But the revolt was beaten down. Hopes rested with the Italian king of the state of Piedmont-Sardinia. His chief minister was Count Camillo di Cavour. Cavour worked to expand the king's control over other areas of the north.

Meanwhile, Giuseppe Garibaldi led an army of patriots that won control of southern areas. Garibaldi put the areas he conquered under control of the Italian king. In 1866, the area around Venice was added to the king's control. By 1870, the king completed the unifying of Italy.

3. Who helped unify Italy?

Bismarck Unites Germany; A Shift in Power (page 695)

How was Germany united?

Germany had also been divided into many different states for many centuries. Since 1815, 39 states had joined in a league called the German Confederation. Prussia and Austria-Hungary controlled this group. Over time, Prussia rose to become more powerful. Leading this move was prime minister Otto von Bismarck. He was supported by wealthy landowners called Junkers. Bismarck was a master of realpolitik—tough power politics.

Bismarck worked to create a new confederation of German states. Prussia controlled it. To win the loyalty of German areas in the south, he purposefully angered a weak France so that it would declare war on Prussia. Prussia won the Franco-Prussian War in 1871. The war with France gave the southern German states a nationalistic feeling. They joined the other states in naming the king of Prussia as emperor, or kaiser, of a strong united Germany.

These events changed the balance of power in Europe. Germany and Britain were the strongest powers, followed by France. Austria, Russia, and Italy were all even weaker.

4. What was the result of the defeat of France and the uniting of Germany?

Skillbuilder

Use the chart to answer the questions.

1. Categorizing
Which type of nationalism movement occurred in the United States?

<table>
<thead>
<tr>
<th>Types of Nationalist Movements</th>
<th>Characteristics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unification</td>
<td>Mergers of politically divided but culturally similar lands</td>
<td>19th century Germany, 19th century Italy</td>
</tr>
<tr>
<td>Separation</td>
<td>Culturally distinct group resists being added to a state or tries to break away</td>
<td>Greeks in the Ottoman Empire, French-speaking Canadians</td>
</tr>
<tr>
<td>State-building</td>
<td>Culturally distinct groups form into a new state by accepting a single culture</td>
<td>The United States, Turkey</td>
</tr>
</tbody>
</table>

2. Drawing Conclusions
Which type of nationalist movement is a force for disunity?
How does ‘Nationalism’ work?
National Symbols Poster

National symbols/flags have traditionally been used to encourage a sense of national unity, bringing people together to celebrate cultural accomplishments and promoting a communal strength in the face of difficult times. What kind of national symbol will you design to represent your nation & your homeland to the rest of the world?

Background/Intro:
  a. You are an artist in a nation that has just freed itself from foreign rule (“Death to the Imperialists”). The new government is asking you to design a symbol that will represent your people on the world stage. It's up to you to design the symbol that best suits your nation. Will your symbol be peaceful or warlike, dignified or joyful? Will it celebrate your independence or cultural achievements? Or will it be a combination these and other qualities?

Samples (see overhead)
  i. Austria - The hammer and sickle symbolize agriculture and industry. The broken chains celebrate Austria's liberation from Germany at the end of WW 2
  ii. United States - The olive branch and arrows symbolize a desire for peace but a readiness for war. The Latin phrase “E pluribus unum” means “Out of many, one”, expressing a desire to create unity out of diversity
  iii. Peru - The country's wealth is shown by 'vicuña' (with its silky fur), the quinine tree (which helps to cure malaria) and a horn of plenty.
  iv. Botswana - Industry and livestock are connected by water, the key to the country's prosperity. *Pula* in the Setswana language means “rain, water, wealth”
  v. Uruguay - The shield features symbols of justice, strength, freedom, and prosperity.

Task:
  • Create your own “national” symbol & flag.

Guiding Questions

Use these to help you figure out the type of design you want to use and what ideas you want to convey with them.
  vi. What values and goals of your new country do you want to show?
  vii. What symbols do you think will best represent these ideas?
  viii. Will your symbol represent your country's past or future? Its land? Its goals?
  ix. Will your design include words that also express your ideas?

Grading:
  • Each poster will be graded out of 20pts using the rubric on the back.
  • Each poster is required to have at least 3 symbols representing what you believe in as an individual who represents his people.
  • Each poster is to be in full color.
# Nationalism Poster Rubric

## Student Name

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Elements</strong></td>
<td>The poster includes all required elements as well as additional</td>
<td>All required elements are included on the poster.</td>
<td>All but 1 of the required elements are included on the poster.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Labels</strong></td>
<td>All items of importance on the poster are clearly labeled with</td>
<td>Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.</td>
<td>Labels are too small to view OR no important items were labeled.</td>
</tr>
<tr>
<td><strong>Graphics - Relevance</strong></td>
<td>All graphics are related to the topic and make it easier to</td>
<td>All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.</td>
<td>All graphics relate to the topic. One or two borrowed graphics have a source citation.</td>
<td>Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The poster is exceptionally attractive in terms of design,</td>
<td>The poster is attractively in terms of design, layout, and neatness.</td>
<td>The poster is acceptably attractive though it may be a bit messy.</td>
<td>The poster is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are no grammatical/mechanical mistakes on the poster.</td>
<td>There are 1-2 grammatical/mechanical mistakes on the poster.</td>
<td>There are 3-4 grammatical/mechanical mistakes on the poster.</td>
<td>There are more than 4 grammatical/mechanical mistakes on the poster.</td>
</tr>
</tbody>
</table>