

PERIOD 3:

c. 1815–c. 1914

Key Concept 3.1

The transition from an agricultural to an industrial economy began in Britain in the 18th century, spread to France and Germany between 1850 and 1870, and finally spread to Russia in the 1890s. The governments of those countries actively supported industrialization. In southern and eastern Europe, some pockets of industry developed, surrounded by traditional agrarian economies. Although continental nations sought to borrow from and in some instances imitate the British model—the success of which was represented by the Crystal Palace Exhibition in 1851—each nation’s experience of industrialization was shaped by its own matrix of geographic, social, and political factors. The legacy of the revolution in France, for example, led to a more gradual adoption of mechanization in production, ensuring a more incremental industrialization than was the case in Britain. Despite the creation of a customs union in the 1830s, Germany’s lack of political unity hindered its industrial development. However, following unification in 1871, the German Empire quickly came to challenge British dominance in key industries, such as steel, coal, and chemicals.

Beginning in the 1870s, the European economy fluctuated widely because of the vagaries of financial markets. Continental states responded by assisting and protecting the development of national industry in a variety of ways, the most important being protective tariffs, military procurements, and colonial conquests. Key economic stakeholders, such as corporations and industrialists, looked to national governments to promote economic development by subsidizing ports, transportation, and new inventions; registering patents and sponsoring education; encouraging investments and enforcing contracts; and maintaining order and preventing labor strikes. In the 20th century, some national governments assumed far-reaching control over their respective economies, largely in order to contend with the challenges of war and financial crises.

Key Concept 3.2

Industrialization promoted the development of new socioeconomic classes between 1815 and 1914. In highly industrialized areas, such as western and northern Europe, the new economy created new social divisions, leading for the first time to the development of self-conscious economic classes, especially the proletariat and the bourgeoisie. In addition, economic changes led to the rise of trade and industrial unions, benevolent associations, sport clubs, and distinctive class-based cultures of dress, speech, values, and customs. Europe also experienced rapid population growth and urbanization that resulted in benefits as well as social dislocations. The increased population created an enlarged labor force, but in some areas migration from the countryside to the towns and cities led to overcrowding and significant emigration overseas.

Industrialization and urbanization changed the structure and relations of bourgeois and working-class families to varying degrees. Birth control became increasingly common across Europe, and childhood experience changed with the advent of protective legislation, universal schooling, and smaller families. The growth of a cult of domesticity established new models of gendered behavior for men and women. Gender roles became more clearly defined as middle-class women withdrew from the workforce. At the same time, working-class women increased their participation as wage laborers, although the middle class criticized them for neglecting their families.

Industrialization and urbanization also changed people's conception of time; in particular, work and leisure were increasingly differentiated by means of the imposition of strict work schedules and the separation of the workplace from the home. Increasingly, trade unions charged themselves as the protectors of workers and working-class families, lobbying for improved working conditions and old-age pensions. Increasing leisure time spurred the development of leisure activities and spaces for bourgeois families. Overall, although inequality and poverty remained significant social problems, the quality of material life improved. For most social groups, the standard of living rose, the availability of consumer products grew, and sanitary standards, medical care, and life expectancy improved.

Key Concept 3.3

The French and industrial revolutions triggered dramatic political and social consequences and new theories to deal with them. The ideologies engendered by these 19th-century revolutions—conservatism, liberalism, socialism, nationalism, and even romanticism—provided their adherents with coherent views of the world and differing blueprints for change. The responses to socioeconomic changes reached a culmination in the revolutions of 1848, but the failure of these uprisings left the issues raised by the economic, political, and social transformations unresolved well into the 20th century.

In the second half of the 19th century, labor leaders in many countries created unions and syndicates to provide the working classes with a collective voice, and these organizations used collective action such as strikes and movements for men's universal suffrage to reinforce their demands. Feminists and suffragists petitioned and staged public protests to press their demands for similar rights for women. The international movements for socialism, labor, and women's rights were important examples of a trend toward international cooperation in a variety of causes, including antislavery and peace movements. Finally, political parties emerged as sophisticated vehicles for advocating reform or reacting to changing conditions in the political arena.

Nationalism acted as one of the most powerful engines of political change, inspiring revolutions as well as campaigns by states for national unity or a higher degree of centralization. Early nationalism emphasized shared historical and cultural experiences that often threatened traditional elites. Over the course of the 19th century, leaders recognized the need to promote national unity through economic development and expanding state functions to meet the challenges posed by industry.

Key Concept 3.4

Following a quarter-century of revolutionary upheaval and war spurred by Napoleon's imperial ambitions, the Great Powers met in Vienna in 1814–1815 to re-establish a workable balance of power and suppress liberal and nationalist movements for change. Austrian Foreign Minister Klemens von Metternich led the way in creating an informal security arrangement to resolve international disputes and stem revolution through common action among the Great Powers. Nonetheless, revolutions aimed at liberalization of the political system and national self-determination defined the period from 1815 to 1848.

The revolutions that swept Europe in 1848 were triggered by poor economic conditions, frustration at the slow pace of political change, and unfulfilled nationalist aspirations. At first, revolutionary forces succeeded in establishing regimes dedicated to change or to

gaining independence from great-power domination. However, conservative forces, which still controlled the military and bureaucracy, reasserted control. Although the revolutions of 1848 were, as George Macaulay Trevelyan quipped, a “turning point at which modern history failed to turn,” they helped usher in a new type of European politics and diplomacy. Conservative leaders, exemplified by Napoleon III of France, used popular nationalism to advance state power and authoritarian rule. Further, the Crimean War (1853–1856), prompted by the decline of the Ottoman Empire, shattered the Concert of Europe established in 1815 and opened the door for the unifications of Italy and Germany. Using the methods of *Realpolitik*, Cavour in Italy and Bismarck in Germany succeeded in unifying their nations after centuries of disunity. Their policies of war, diplomatic intrigue, and, in Bismarck’s instance, manipulation of democratic mechanisms created states with the potential for upsetting the balance of power, particularly in the case of Germany.

Following the Crimean War, Russia undertook a series of internal reforms aimed at achieving industrial modernization. The reforms succeeded in establishing an industrial economy and emboldened Russia’s aspirations in the Balkans. They also led to an active revolutionary movement, which employed political violence and assassinations and was one of the driving forces behind the 1905 Russian Revolution. After the new German Emperor Wilhelm II dismissed Chancellor Bismarck in 1890, Germany’s diplomatic approach altered significantly, leading to a shift in the alliance system and increased tensions in European diplomacy. Imperial antagonisms, growing nationalism, militarism, and other factors resulted in the development of a rigid system of alliances. The Great Powers militarized their societies and built up army and naval forces to unprecedented levels (fed by industrial and technological advances), while at the same time developing elaborate plans for the next war.

The long-anticipated war finally came in the summer of 1914. The assassination of the heir to the Austrian throne in Sarajevo forced the political leaders of the Great Powers, locked in the rigid structure of the Triple Entente versus the Triple Alliance, to implement war plans that virtually required the escalation of hostilities. The ensuing Great War revealed the flaws in the diplomatic order established after the unifications of Germany and Italy, but more importantly, it produced an even more challenging diplomatic situation than that faced by the diplomats in 1814–1815.

Key Concept 3.5

The European imperial outreach of the 19th century was in some ways a continuation of three centuries of colonization, but it also resulted from the economic pressures and necessities of a maturing industrial economy. The new technologies and imperatives of the second industrial revolution (1870–1914) led many European nations to view overseas territories as sources of raw materials and consumer markets. While European colonial empires in the Western Hemisphere diminished in size over this period as former colonies gained independence, the region remained dependent on Europe as a source of capital and technological expertise and was a market for European-made goods. European powers also became increasingly dominant in Eastern and Southern Asia in the early 19th century, and a combination of forces created the conditions for a new wave of imperialism there and in Africa later in the century. Moreover, European national rivalries accelerated the expansion of colonialism as governments recognized that actual control of these societies offered economic and strategic advantages. Notions of global destiny and racial superiority fed the drive for empire, and innovations such as antimalarial drugs, machine guns, and gunboats made it feasible. Non-European societies without these modern advantages could not effectively resist European imperial momentum.

The “new imperialism” of the late 19th and early 20th centuries was promoted in European nations by interest groups that included politicians, military officials and soldiers, missionaries, explorers, journalists, and intellectuals. As an example of a new complex phase of imperial diplomacy, the Berlin Conference in 1884–1885 outlined the procedures that Europeans should use in the partition of the African continent. By 1914, most of Africa and Asia were under the domination of Great Britain, France, Portugal, Germany, Belgium, and the Netherlands. Notwithstanding the power of colonial administrations, some groups in the colonial societies resisted European imperialism, and by 1914, anticolonial movements had taken root within the non-European world and in Europe itself.

Imperialism exposed Europeans to foreign societies and introduced “exotic” influences into European art and culture. At the same time, millions of Europeans carried their culture abroad, to the Americas and elsewhere, through emigration, and helped to create a variety of mixed cultures around the world.

Key Concept 3.6

The romantic movement of the early 19th century set the stage for later cultural perspectives by encouraging individuals to cultivate their uniqueness and to trust intuition and emotion as much as reason. Partly in reaction to the Enlightenment, romanticism affirmed the value of sensitivity, imagination, and creativity and thereby provided a climate for artistic experimentation. Later artistic movements such as Impressionism, Expressionism, and Cubism, which rested on subjective interpretations of reality by the individual artist or writer, arose from the attitudes fostered by romanticism. The sensitivity of artists to non-European traditions that imperialism brought to their attention also can be traced to the romantics’ emphasis on the primacy of culture in defining the character of individuals and groups.

In science, Darwin’s evolutionary theory raised questions about human nature, and physicists began to challenge the uniformity and regularity of the Newtonian universe. In 1905, Einstein’s theory of relativity underscored the position of the observer in defining reality, while the quantum principles of randomness and probability called the objectivity of Newtonian mechanics into question. The emergence of psychology as an independent discipline, separate from philosophy on the one hand and neurology on the other, led to investigations of human behavior that gradually revealed the need for more subtle methods of analysis than those provided by the physical and biological sciences. Freud’s investigations into the human psyche suggested the power of irrational motivations and unconscious drives.

Many writers saw humans as governed by spontaneous, irrational forces and believed that intuition and will were as important as reason and science in the search for truth. In art, literature, and science, traditional notions of objective, universal truths and values increasingly shared the stage with a commitment to and recognition of subjectivity, skepticism, and cultural relativism.

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

I. Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates.

A. Britain's ready supplies of coal, iron ore, and other essential raw materials promoted industrial growth.

B. Economic institutions and human capital such as engineers, inventors, and capitalists helped Britain lead the process of industrialization, largely through private initiative.

C. Britain's parliamentary government promoted commercial and industrial interests because those interests were represented in Parliament.

Illustrative examples, Britain's leadership:

- ♦ The Crystal Palace at the Great Exhibition of 1851
- ♦ Banks
- ♦ Government financial awards to inventors

Illustrative examples, commercial interests in government:

- ♦ Repeal of the Corn Laws

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

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SP-2 Explain how and why the political forms of European governments have changed over time.

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IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

II. Following the British example, industrialization took root in continental Europe, sometimes with state sponsorship.

A. France moved toward industrialization at a more gradual pace than Great Britain, with government support and with less dislocation of traditional methods of production.

Illustrative examples, government support of industrialization:

- ♦ Canals
- ♦ Railroads
- ♦ Trade agreements

B. Industrialization in Prussia allowed that state to become the leader of a unified Germany, which subsequently underwent rapid industrialization under government sponsorship.

Illustrative examples, industrialization in Prussia:

- ♦ Zollverein
- ♦ Investment in transportation network
- ♦ Adoption of improved methods of manufacturing
- ♦ Friedrich List’s National System

C. A combination of factors including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship accounted for eastern and southern Europe’s lag in industrial development.

Illustrative examples, geographic factors in eastern and southern Europe:

- ♦ Lack of resources
- ♦ Lack of adequate transportation

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Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

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Key Concept 3.1

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

III. During the second industrial revolution (c. 1870–1914), more areas of Europe experienced industrial activity, and industrial processes increased in scale and complexity.

A. Mechanization and the factory system became the predominant modes of production by 1914.

Illustrative examples, factory production:

- ♦ Manchester, England
- ♦ The Krupp family (Essen, Germany)

B. New technologies and means of communication and transportation—including railroads—resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network.

Illustrative examples, new technologies:

- ♦ Bessemer process
- ♦ Mass production
- ♦ Electricity
- ♦ Chemicals

Illustrative examples, developments in communication and transportation:

- ♦ Telegraph
- ♦ Steamship
- ♦ Streetcars or trolley cars
- ♦ Telephones
- ♦ Internal combustion engine
- ♦ Airplane
- ♦ Radio

C. Volatile business cycles in the last quarter of the 19th century led corporations and governments to try to manage the market through a variety of methods, including monopolies, banking practices, and tariffs.

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Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Key Concept 3.1 — The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry.

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Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

IS-1 Explain the role of technology in forming and transforming European society.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

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Period 3: c. 1815–c. 1914

Key Concept 3.2

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

I. Industrialization promoted the development of new classes in the industrial regions of Europe.

A. In industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, such as the proletariat and the bourgeoisie.

B. In some of the less industrialized areas of Europe, the dominance of agricultural elites continued into the 20th century.

C. Class identity developed and was reinforced through participation in philanthropic, political, and social associations among the middle classes, and in mutual aid societies and trade unions among the working classes.

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

II. Europe experienced rapid population growth and urbanization, leading to social dislocations.

A. Along with better harvests caused in part by the commercialization of agriculture, industrialization promoted population growth, longer life expectancy, and lowered infant mortality.

B. With migration from rural to urban areas in industrialized regions, cities experienced overcrowding, while affected rural areas suffered declines in available labor as well as weakened communities.

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Related Thematic Learning Objectives
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PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

III. Over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families.

A. Bourgeois families became focused on the nuclear family and the cult of domesticity, with distinct gender roles for men and women.

B. By the end of the century, higher wages, laws restricting the labor of children and women, social welfare programs, improved diet, and increased access to birth control affected the quality of life for the working class.

C. Economic motivations for marriage, while still important for all classes, diminished as the middle-class notion of companionate marriage began to be adopted by the working classes.

D. Leisure time centered increasingly on the family or small groups, concurrent with the development of activities and spaces to use that time.

Illustrative examples, laws restricting the labor of children and women:

- ♦ Factory Act of 1833
- ♦ Mines Act of 1842
- ♦ Ten Hours Act of 1847

Illustrative examples, leisure time activities and spaces:

- ♦ Parks
- ♦ Sports clubs and arenas
- ♦ Beaches
- ♦ Department stores
- ♦ Museums
- ♦ Theaters
- ♦ Opera houses

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TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
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PP-1 Explain how capitalism has developed as an economic system.

PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

IS-1 Explain the role of technology in forming and transforming European society.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

IV. A heightened consumerism developed as a result of the second industrial revolution.

A. Industrialization and mass marketing increased both the production and demand for a new range of consumer goods—including clothing, processed foods, and labor-saving devices—and created more leisure opportunities.

Illustrative examples, mass marketing:

- ♦ Advertising
- ♦ Department stores
- ♦ Catalogs

B. New efficient methods of transportation and other innovations created new industries, improved the distribution of goods, increased consumerism, and enhanced the quality of life.

Illustrative examples, new efficient methods of transportation and other innovations:

- ♦ Steamships
- ♦ Railroads
- ♦ Refrigerated rail cars
- ♦ Ice boxes
- ♦ Streetcars
- ♦ Bicycles

Illustrative examples, new industries during the second industrial revolution:

- ♦ Chemical industry
- ♦ Electricity and utilities
- ♦ Automobile
- ♦ Leisure travel
- ♦ Professional and leisure sports

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PP-2 Explain the impact of the development of new technologies and industries on economic growth and the standard of living in different geographic regions.

PP-4 Explain the causes and consequences of economic inequality.

IS-4 Explain how and why the status of specific groups within society has changed over time.

Key Concept 3.2 — The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.

V. Because of the continued existence of more primitive agricultural practices and land-owning patterns, some areas of Europe lagged in industrialization while facing famine, debt, and land shortages.

Illustrative examples, primitive agricultural practices and famines:

- ♦ The “Hungry ’40s”
- ♦ Irish potato famine
- ♦ Russian serfdom

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Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic and social inequality over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

A. Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance.

Illustrative examples, liberals:

- ♦ Jeremy Bentham
- ♦ Anti-Corn Law League
- ♦ John Stuart Mill

B. Radicals in Britain and republicans on the continent demanded universal male suffrage and full citizenship without regard to wealth and property ownership; some argued that such rights should be extended to women.

Illustrative examples, advocates of suffrage:

- ♦ Chartists
- ♦ Flora Tristan

C. Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible.

Illustrative examples, conservatives:

- ♦ Edmund Burke
- ♦ Joseph de Maistre
- ♦ Klemens von Metternich

D. Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism.

Illustrative examples, utopian socialists:

- ♦ Henri de Saint-Simon
- ♦ Charles Fourier
- ♦ Robert Owen

Illustrative examples, Marxists:

- ♦ Friedrich Engels
- ♦ Clara Zetkin
- ♦ Rosa Luxemburg

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Related Thematic Learning Objectives

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SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

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E. Anarchists asserted that all forms of governmental authority were unnecessary and should be overthrown and replaced with a society based on voluntary cooperation.

Illustrative examples, anarchists:

- ♦ Mikhail Bakunin
- ♦ Georges Sorel

F. Nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism with a concomitant anti-Semitism, and chauvinism justifying national aggrandizement.

Illustrative examples, nationalists:

- ♦ J. G. Fichte
- ♦ Grimm Brothers
- ♦ Giuseppe Mazzini
- ♦ Pan-Slavists

Illustrative examples, anti-Semitism:

- ♦ Dreyfus affair
- ♦ Christian Social Party in Germany
- ♦ Karl Lueger, mayor of Vienna

G. While during the 19th century western European Jews became more socially and politically acculturated, Zionism, a form of Jewish nationalism, developed late in the century as a response to growing anti-Semitism throughout Europe.

Illustrative example, Zionists:

- ♦ Theodor Herzl

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Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

I. Ideologies developed and took root throughout society as a response to industrial and political revolutions.

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Related Thematic Learning Objectives
(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-8 Evaluate the extent to which, over time, religion shifted from a matter of public concern to one of private belief.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

II. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.

A. Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization.

B. Reforms transformed unhealthy and overcrowded cities by modernizing infrastructure, regulating public health, reforming prisons, and establishing modern police forces. The reforms were enacted by governments motivated by such forces as public opinion, prominent individuals, and charity organizations.

C. Reformers promoted compulsory public education to advance the goals of public order, nationalism, and economic growth.

Illustrative examples, modernizing infrastructure:

- ♦ Sewage and water systems
- ♦ Public lighting
- ♦ Public housing
- ♦ Urban redesign
- ♦ Parks
- ♦ Public transportation
- ♦ Edwin Chadwick
- ♦ Georges Haussmann

Period 3: c. 1815–c. 1914

Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

IS-1 Explain the role of technology in forming and transforming European society.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

II. Governments, at times based on the pressure of political or social organizations, responded to problems created or exacerbated by industrialization.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

III. Political movements and social organizations responded to problems of industrialization.

A. Mass-based political parties emerged as sophisticated vehicles for social, economic, and political reform.

Illustrative examples, mass-based political parties:

- ♦ Conservatives and Liberals in Great Britain
- ♦ Conservatives and Socialists in France
- ♦ Social Democratic Party in Germany

B. Workers established labor unions and movements promoting social and economic reforms that also developed into political parties.

Illustrative examples, political parties representing workers:

- ♦ German Social Democratic Party
- ♦ British Labour Party
- ♦ Russian Social Democratic Party

C. Feminists pressed for legal, economic, and political rights for women as well as improved working conditions.

Illustrative examples, feminists and feminist movements:

- ♦ Flora Tristan
- ♦ British Women’s Social and Political Union
- ♦ Pankhurst family
- ♦ Barbara Smith Bodichon

D. Various nongovernmental reform movements, many of them religious, assisted the poor and worked to end serfdom and slavery.

Illustrative examples, reform movements and social reformers:

- ♦ The Sunday School movement
- ♦ The temperance movement
- ♦ British abolitionist movement
- ♦ Josephine Butler

Period 3: c. 1815–c. 1914

Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

Key Concept 3.3 — Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.

SP-8 Explain how and why civic institutions developed apart from governments and the impact they had on European states over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

III. Political movements and social organizations responded to problems of industrialization.

(CONTINUED)

Period 3: c. 1815–c. 1914

Key Concept 3.3

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-2 Explain how political revolution and war altered the role of the church in political and intellectual life, as well as how religious authorities and intellectuals responded to these changes.

OS-4 Evaluate the extent to which new theories of government and political ideologies continued to incorporate traditional explanations based on religious beliefs.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-4 Describe the emergence and development of political theories and practices that stressed the political importance and rights of the individual.

SP-5 Explain how the relationship between states and ecclesiastical authority changed over time.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.

A. Metternich, architect of the Concert of Europe, used it to suppress nationalist and liberal revolutions.

B. Conservatives re-established control in many European states and attempted to suppress movements for change and, in some areas, to strengthen adherence to religious authorities.

C. In the first half of the 19th century, revolutionaries attempted to destroy the status quo.

Illustrative examples, early 19th-century political revolts:

- ♦ War of Greek Independence
- ♦ Decembrist revolt in Russia
- ♦ Polish rebellion
- ♦ July Revolution in France

D. The revolutions of 1848, triggered by economic hardship and discontent with the political status quo, challenged conservative politicians and governments and led to the breakdown of the Concert of Europe.

Period 3: c. 1815–c. 1914

Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

SP-6 Explain how religious belief affected politics and how the principle of religious toleration emerged and changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-2 Explain how family life, relations between social groups, and ideas about gender have changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

I. The Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism.

(CONTINUED)

Period 3: c. 1815–c. 1914

Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-4 Explain the causes and consequences of economic inequality.

PP-5 Explain how individuals, groups, and the state responded to economic developments over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

SP-1 Describe the political forms and economic roles of European governments from 1450 to the present.

SP-2 Explain how and why the political forms of European governments have changed over time.

SP-3 Explain how and why the economic roles of European governments have changed over time.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.

A. The Crimean War demonstrated the weakness of the Ottoman Empire and contributed to the breakdown of the Concert of Europe, thereby creating the conditions in which Italy and Germany could be unified after centuries of fragmentation.

B. A new generation of conservative leaders, including Napoleon III, Cavour, and Bismarck, used popular nationalism to create or strengthen the state.

C. The creation of the dual monarchy of Austria-Hungary, which recognized the political power of the largest ethnic minority, was an attempt to stabilize the state by reconfiguring national unity.

D. In Russia, autocratic leaders pushed through a program of reform and modernization, including the emancipation of the serfs, which gave rise to revolutionary movements and eventually the Russian Revolution of 1905.

Illustrative examples, reformers in Russia:

- ♦ Alexander II
- ♦ Sergei Witte
- ♦ Peter Stolypin

Period 3: c. 1815–c. 1914

Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

II. The breakdown of the Concert of Europe opened the door for movements of national unification in Italy and Germany as well as liberal reforms elsewhere.

(CONTINUED)

Period 3: c. 1815–c. 1914

Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives

(Focus of Exam Questions)

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.4 — European states struggled to maintain international stability in an age of nationalism and revolutions.

III. The unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order.

A. Cavour's diplomatic strategies, combined with the popular Garibaldi's military campaigns, led to the unification of Italy.

B. Bismarck used *Realpolitik*, employing diplomacy, industrialized warfare, weaponry, and the manipulation of democratic mechanisms to unify Germany.

C. After 1871, Bismarck attempted to maintain the balance of power through a complex system of alliances directed at isolating France.

Illustrative examples, Bismarck's alliances:

- ♦ Three Emperors' League
- ♦ Triple Alliance
- ♦ Reinsurance Treaty

D. Bismarck's dismissal in 1890 eventually led to a system of mutually antagonistic alliances and heightened international tensions.

E. Nationalist tensions in the Balkans drew the Great Powers into a series of crises, leading up to World War I.

Illustrative examples, nationalist tensions in the Balkans:

- ♦ Congress of Berlin in 1878
- ♦ Growing influence of Serbia
- ♦ Bosnia-Herzegovina annexation crisis, 1908
- ♦ First Balkan War
- ♦ Second Balkan War

Period 3: c. 1815–c. 1914

Key Concept 3.4

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH ▲

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-1 Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-4 Explain how and why the status of specific groups within society has changed over time.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

A. European national rivalries and strategic concerns fostered imperial expansion and competition for colonies.

B. The search for raw materials and markets for manufactured goods, as well as strategic and nationalistic considerations, drove Europeans to colonize Africa and Asia, even as European colonies in the Americas broke free politically, if not economically.

C. European imperialists justified overseas expansion and rule by claiming cultural and racial superiority.

Illustrative examples, ideas of cultural and racial superiority:

- ♦ “The White Man’s Burden”
- ♦ *Mission civilisatrice*
- ♦ Social Darwinism

Period 3: c. 1815–c. 1914

Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

I. European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

INT-2 Describe how political, scientific, and technological developments facilitated European contact and interaction with other parts of the world.

INT-3 Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

INT-4 Evaluate why different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-9 Explain how and why changes in warfare affected diplomacy, the European state system, and the balance of power.

IS-1 Explain the role of technology in forming and transforming European society.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

II. Industrial and technological developments (i.e., the second industrial revolution) facilitated European control of global empires.

A. The development of advanced weaponry ensured the military advantage of Europeans over colonized areas.

Illustrative examples, advanced weaponry:

- ♦ Minié ball (bullet)
- ♦ Breech-loading rifle
- ♦ Machine gun

B. Communication and transportation technologies facilitated the creation and expansion of European empires.

Illustrative examples, communication and transportation technologies:

- ♦ Steamships
- ♦ Railroads
- ♦ Telegraph
- ♦ Photography

C. Advances in medicine enabled European survival in Africa and Asia.

Illustrative examples, advances in medicine:

- ♦ Louis Pasteur's germ theory of disease
- ♦ Anesthesia and antiseptics
- ♦ Public health projects
- ♦ Quinine

Related Thematic Learning Objectives

(Focus of Exam Questions)

INT-5 Explain how encounters between Europe and the wider world shaped European culture, politics, and society.

INT-6 Explain how encounters between Europe and the wider world shaped non-European culture, politics, and society.

OS-3 Explain how traditional views of authority and forms of knowledge coexisted with the scientific method and reason.

SP-7 Explain how and why European governments have moved toward or reacted against representative and democratic principles and practices.

SP-10 Explain how the concept of a balance of power emerged, developed, and eventually became institutionalized over time.

IS-3 Explain how and why tensions have arisen between the individual and society over the course of European history.

IS-4 Explain how and why the status of specific groups within society has changed over time.

IS-5 Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

A. Imperialism created diplomatic tensions among European states that strained alliance systems.

Illustrative examples, diplomatic tensions:

- ♦ Berlin Conference (1884–1885)
- ♦ Fashoda crisis (1898)
- ♦ Moroccan crises (1905, 1911)

B. Imperial encounters with non-European peoples influenced the styles and subject matter of artists and writers and provoked debate over the acquisition of colonies.

Illustrative examples, artists and writers and works:

- ♦ Jules Verne's literature of exploration
- ♦ Paul Gauguin and Pablo Picasso's Primitivism
- ♦ Vincent Van Gogh and Japanese prints
- ♦ Joseph Conrad's Heart of Darkness

Illustrative examples, participants in the imperialism debate:

- ♦ Pan-German League
- ♦ J. A. Hobson's and Vladimir Lenin's anti-imperialism
- ♦ E.D Morel and the Congo Reform Association

C. Especially as non-Europeans became educated in Western values, they challenged European imperialism through nationalist movements and by modernizing local economies and societies.

Illustrative examples, responses to European imperialism:

- ♦ Indian Congress Party
- ♦ Zulu Resistance
- ♦ India's Sepoy Mutiny
- ♦ China's Boxer Rebellion
- ♦ Japan's Meiji Restoration

Period 3: c. 1815–c. 1914

Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.5 — A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.

III. Imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.5

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

PP-3 Explain how society has changed over time as a result of the development of capitalism.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-1 Explain how and why national identities were created, developed, and challenged.

Key Concept 3.6 — European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

I. Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion.

A. Romantic artists and composers broke from classical artistic forms to emphasize emotion, nature, individuality, intuition, the supernatural, and national histories in their works.

Illustrative examples, Romantic artists:

- ♦ Francisco Goya
- ♦ Caspar David Friedrich
- ♦ J.M.W. Turner
- ♦ John Constable
- ♦ Eugène Delacroix

Illustrative examples, romantic composers:

- ♦ Ludwig van Beethoven
- ♦ Frédéric Chopin
- ♦ Richard Wagner
- ♦ Pyotr Ilyich Tchaikovsky

B. Romantic writers expressed similar themes while responding to the Industrial Revolution and to various political revolutions.

Illustrative examples, Romantic writers:

- ♦ Johann Wolfgang von Goethe
- ♦ William Wordsworth
- ♦ Lord Byron
- ♦ Percy Shelley
- ♦ John Keats
- ♦ Mary Shelley
- ♦ Victor Hugo

Period 3: c. 1815–c. 1914

Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

- INT-1** Describe how economic, religious, cultural, and political motives influenced European exploration and colonization of overseas territories.
- INT-3** Explain how different motives for promoting European exploration and colonization of overseas territories changed from 1450 to the present.
- PP-3** Explain how society has changed over time as a result of the development of capitalism.
- PP-4** Explain the causes and consequences of economic inequality.
- PP-5** Explain how individuals, groups, and the state responded to economic developments over time.
- OS-5** Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.
- IS-3** Explain how and why tensions have arisen between the individual and society over the course of European history.
- IS-4** Explain how and why the status of specific groups within society has changed over time.
- IS-5** Explain how identities such as ethnicity, race, gender, religious affiliation, and class have affected the individual's relationship to society from 1450 to the present.

Key Concept 3.6 — European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

- A. Positivism, or the philosophy that science alone provides knowledge, emphasized the rational and scientific analysis of nature and human affairs.
- B. Charles Darwin provided a scientific and material account of biological change and the development of human beings as a species, and inadvertently, a justification for racialist theories that became known as Social Darwinism.
- C. Marx's scientific socialism provided a systematic critique of capitalism and a deterministic analysis of society and historical evolution.

D. Realist and materialist themes and attitudes influenced art and literature as painters and writers depicted the lives of ordinary people and drew attention to social problems.

Illustrative examples, realist artists and authors:

- ♦ Honoré de Balzac
- ♦ Honoré Daumier
- ♦ Charles Dickens
- ♦ George Eliot
- ♦ Gustave Courbet
- ♦ Fyodor Dostoevsky
- ♦ Jean-François Millet
- ♦ Leo Tolstoy
- ♦ Émile Zola
- ♦ Thomas Hardy

Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives
(Focus of Exam Questions)

NI-1 Explain how and why national identities were created, developed, and challenged.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

Key Concept 3.6 — European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

II. Following the revolutions of 1848, Europe turned toward a realist and materialist worldview.

(CONTINUED)

Period 3: c. 1815–c. 1914
Key Concept 3.6

TEACHER-SELECTED EXAMPLES OF HISTORICAL INDIVIDUALS, EVENTS, TOPICS, OR SOURCES FOR STUDENTS TO EXAMINE IN DEPTH

Related Thematic Learning Objectives

(Focus of Exam Questions)

OS-5 Explain the emergence, spread, and questioning of scientific, technological, and positivist approaches to addressing social problems.

OS-6 Explain how individualism, subjectivity, and emotion came to be considered valid sources of knowledge over time.

OS-7 Explain how the values of individualism, subjectivity, and emotion were expressed in different political ideologies and cultural and artistic forms.

NI-2 Explain how and why cultural, regional, and other social identities coexisted with national identities and occasionally challenged the notion of a unified nation or empire.

NI-3 Explain how and why political, economic, and religious developments challenged or reinforced the idea of a unified Europe in the period 1450 to the present.

NI-4 Explain how overseas expansion, warfare, and international diplomacy affected Europeans' identification of themselves as members of national, cultural, regional, or transnational groups.

Key Concept 3.6 — European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other.

III. In the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life.

A. Philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress.

Illustrative examples, philosophers who emphasized the irrational:

- ♦ Friedrich Nietzsche
- ♦ Georges Sorel
- ♦ Henri Bergson

B. Freudian psychology offered a new account of human nature that emphasized the role of the irrational and the struggle between the conscious and subconscious.

C. Developments in the natural sciences, such as quantum mechanics and Einstein's theory of relativity, undermined the primacy of Newtonian physics as an objective description of nature.

Illustrative examples, scientists who undermined the notion that Newtonian physics provided an objective knowledge of nature:

- ♦ Max Planck
- ♦ Marie and Pierre Curie

D. Modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values such as beauty and patriotism.

Illustrative examples, modern artists:

- ♦ Claude Monet
- ♦ Paul Cézanne
- ♦ Henri Matisse
- ♦ Edgar Degas
- ♦ Pablo Picasso
- ♦ Vincent Van Gogh