**AP Euro – Chapter 21 Study Guide: Reaction, Revolution & Romanticism**

Overarching Question: How did the French & Industrial revolutions inspire global change AND how did conservatives react to the quest for change?

Short Answer Questions (TWO REQUIRED):

1. *Given events that occurred 1789-1814 and Napoleon’s imminent defeat, the Congress of Vienna began to meet in 1814 to discuss post-Revolutionary / Napoleonic Europe.* 
   1. *Identify THREE guiding principles that influenced negotiations at the Congress and briefly explain its connection to events of 1789-1814.*
   2. *Choose the principle you believe to be the most significant, briefly explain it and why it is the MOST significant.*
   3. *Choose another guiding principle, briefly explain why it also may be considered significant.*
2. *(REQUIRED) Historians have proposed that both the Peace of Westphalia which ended the Thirty Years War (1648) and the Concert of Europe were important turning points that influenced political diplomacy between European states.*
   1. *Briefly explain ONE way the Peace of Westphalia was a turning point that influenced European diplomacy.*
   2. *Briefly explain ONE way the Concert of Europe was a turning point that influenced European diplomacy.*
   3. *Briefly explain ONE important difference between the Peace of Westphalia and the Concert of Europe.*
3. *Ideologies such as conservatism, liberalism, nationalism, and utopian socialism all developed in the aftermath of the Napoleonic era.* 
   1. *Briefly define 19th c. conservatism and explain ONE example of how it was exercised.*
   2. *Briefly define 19th c. liberalism; explain ONE example of its economic aspect and ONE example of its political aspect..*
   3. *Briefly define 19th c. nationalism and explain ONE example of how it threatened the existing political order.*
   4. *Briefly define 19th c. utopian socialism and explain ONE example of how it intended to “better the human condition.”*
4. *Reform and revolutionary movements exploded across Europe 1830-1850.*
   1. *Identify and briefly explain the causes of ONE European revolution of the 1830s (hint: think Franc or Italy).*
   2. *Briefly explain and give ONE example how Great Britain’s experience was different than that of the Continent during this time.*
   3. *Identify TWO places that experienced revolution in 1848 and briefly explain why each failed.*
5. *Romanticism as an intellectual movement that encompassed art, music, poetry and literature.* 
   1. *Briefly define romanticism and explain ONE example of how it differed from Enlightenment era expression.*
   2. *Identify ONE romantic artist and briefly explain why his/her work is considered romantic.*
   3. *Identify ONE romantic poet or author and briefly explain why his / her word is considered romantic.*

*Next page for Key Vocabulary and Concepts >>>>*

Key Vocabulary and Concepts:

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| Historical Content Must Knows | Terms, People and Events Must Knows | Academic Vocabulary Must Knows |
| **Congress of Vienna 1814-15**  -Legitimacy & Balance of Power  **Conservatism & Concert of Europe**  -Protocol of Troppau (1820) & Intervention  **Latin American Revolutions: Why? Who?**  -Simon Bolivar & Jose de San Martin  -Monroe Doctrine  **Greek Revolution (1821)**  -Russo-Turkish war (1828)  -Treaty of Adrianople (1829)  **Reform in Great Britain**:  -Pocket & Rotten Borough  -Corn Law (1815)  -Peterloo Massacre (1819)  **France ∆s: Louis XVIII - Charles X**  -Ultra-royalists  -Ministerial Responsibility  Intervention in Italy & Spain: Outcome?  German States: **Karlsbad Decrees** (1819)  Russia:  -**Decembrist Revolt** (1825): Cause, outcome  -Northern Union  **Liberalism**: Roots, Who supported it?  Economic Liberalism: “Classical Economics”  Political Liberalism: Beliefs?  **Nationalism**: Beliefs? Where & why?  **Socialism**: Beliefs?  **Utopian Socialism**: Variations? Who? What?  French Revolution 1830 >> Louis-Philippe  -**July Ordinances**, Chamber of Deputies  Belgium v. Poland revolts (1830): Outcomes  **Reform Act of 1832** (GB): Changes made  Anti-Corn Law League: Goal? Who?  **Revolutions of 1848:** Desires & Why Fail?  -France v. German States v. Hungary v. Italy  -Frankfurt Assembly: Gross v Kleindeutsch  Italian States: *Risorgimento*  US Federalism v Republicanism: Difference?  -Main People & War of 1812 impact  Professional Police Force: Why? Meaning?  **Romanticism**: Goals, expression, themes  -Individualism, Heroism  -Neo-Gothic Architecture  -Gothic Literature | **Klemens von Metternich**  Quadruple alliance: members?  **Edmund Burke**  Joseph de Maistre: Main idea?  Tory v. Whig (GB): Who? Goals?  *Carbonari* in Italy  Friedrich Jahn & *Burschenschaften*  **Tsar Alexander I (Romanov)**  **Tsar Nicholas I (Romanov)**  **Thomas Malthus**  **-Principle of Population**  **David Ricardo**  **-Iron Law of Wages**  **John Stuart Mill: *On Liberty***  Charles Fourier & *Phalanstery*  **Robert Owen**  Louis Blanc: *Organization of Work*  Zoe Gatti de Gamond  **Comte Henri de Saint-Simon**  **Flora Tristan**: Worker’s Union  Adolphe Thiers v. Francois Guizot  Leopold of Saxe-Coburg  Louis-Napoleon Bonaparte (F)  Frederick-William IV (Pr)  Louis Kossuth v. Franz Joseph I (A)  **G. Mazzini & Young Italy**  Pope Pius IX  **J.W. von Goethe** / Grimm Bros.  Thomas Carlyle / Sir Walter Scott  **Mary Shelley** & *Frankenstein*  **Percy Shelley**  **Lord Byron / Wm Wordsworth**  **Caspar David Friedrich**  **JMW Turner / Eugene de la Croix**  Ludwig von Beethoven: Main works  Hector Berloiz: Program Music  Christian Revival:  -John Wesley (Methodism)  -F-R de Chateaubriand (RC) | Upheaval  Prevail  Status Quo  Bulwark  Ambiguous  Vigor  Thwart  Topple  Suffrage  Gentry  Faction  Disseminate  Bicameral  Indemnity  Capitulate  Autonomy  Arbitrary  Tenet  Laissez-faire  Nation  Self-Determination  Edict  Catalyst, catalyze  Barricade  Abdicate  Franchise: En-, Disen-  Pauper  Graft  Rife  Influx  Constable, Bobbie  Solitary Confinement  Rehabilitation  Feasible  Pseudo-  Grandiose |

**Chapter 21– Reaction, Revolution & Romanticism – Homework Grid – 50 Points**

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| A. **Complete a Dated Chapter Reading Log** of your learning from the reading notes & / or a paragraph summary of in-class lecture / activity / discussion. A paragraph requires 5-7 sentences.  (5 points per day) | B. Construct well-written paragraph responses of about 5-7 sentences to the **Short Answer Questions** provided in the Study Guide. Fully answer all parts of the Q AND indicate each portion of the answer.  **NOTE: TWO REQUIRED** (5 points per SAQ) |
| C. **Analyze Primary & Secondary Source**. Read & analyze three (3) of the sources listed below. For EACH document complete a HIPPO worksheet to demonstrate your analysis (on the “Class Documents” tab):  -Voice of Conservatism, Metternich (p.627)  -University Students, Burschenschaften (p.633)  -Voice of Liberalism, JS Mill (p.636)  -Voice of Italian Nationalism, Mazzini (p.645)  -New British Police (p.648)  -Gothic Literature, Poe (p.651)  (15 points, 5 each) | D. **Form a Study Group & Execute an Effective 1-hour Study Session.** Download the Group Study Session form from the Class Documents tab, engage in a focused study session where you discuss and clarify specific content such as:  -How did conservatives attempt to erase the changes brought by the French Revolution & Napoleon and maintain political authority?  -How did various nationalist groups attempt to gain independence & what were the initial outcomes of these movements in different parts of the world? Why the variety of outcomes?  -What new ideological movements developed to improve the lives of workers, women & slaves? How did they go about achieving their goals?  FULLY COMPLETE THE FORM to verify your learning. Each person completes their own form & includes a photo of the group in action. (10 Points) |
| E. Choose a nationalist movement of the 1830s or 1840s (Latin America, Greek, Italian, or other European) & **create a propaganda poster** (8.5” x 11”) that supports a nationalist movement. The poster must include an applicable phrase or slogan + a compelling visual + a call to action. It should clearly communicate WHO the group is & WHAT the movement is seeking. On the back of the poster write a 1-paragraph explanation of your work.  (10 points) | F. **Construct a 1-page “Side by Side” op-ed article (in present tense)** on the subject of “change” during the post-Napoleon era. The left side should be from the “19th c. liberal” POV & the right side should be from the “19th c. conservative POV. The topic should be a real event – political, social or economic in nature and “authored” by an “appropriate” person of the era (indicate the author on the tagline at the bottom of the column). On the back of the page write a 1-paragraph explanation of which side you support and why. (15 points) |