



**Big Era Seven**  
**Industrialization and Its Consequences**  
**1750-1914 CE**



**Landscape Teaching Unit 7.3**  
**People, Power, and Ideology: A whole new world**  
**1830-1900 CE**

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## Why this unit?

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The modern world in which students live is a complex, interrelated network of people, things, and places. Yet we ask them, through our political system, to participate in it as conscious actors. None of us possesses the tools to simply process all the information we encounter every day without a filter. Instead, we screen what we take in from family, friends, media, the classroom, or any daily conversation. We also filter information through sets of abstract ideas and values that provide a framework with which we process our world. One term for these ideas and values is ideology.

This unit introduces students to the major political, economic, and social ideologies of the nineteenth century world. The basic aim is to help them become fluent in our modern world's political vocabulary, and, more important, to help them develop their own ideological framework with which to navigate their world more effectively and consciously.

## Unit objectives

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*Upon completing this unit, students will be able to:*

1. Define the terms conservatism, feminism, imperialism, liberalism, nationalism, and socialism.
2. Explain in a paragraph which of a series of political statements they most agree with.
3. Prepare a one-page summation of one ideology's major tenets, a major historical event in an ideology's development, or a major figure in an ideology's history, using both words and pictures.
4. Gather information about the tenets, events, and representative individuals of the major ideologies of the modern world.
5. Explain in a coherent, well-supported paragraph which ideology most closely aligns with their own views of the world.

## Time and materials

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This unit should take 1-3 days of class time, depending on whether the teacher asks the students to complete all of the lessons or not, and how the teacher balances homework and classwork.

Materials include blank paper, scissors, glue sticks, pencils, and pens (both colored and black), poster boards (one per student group), and research materials (likely textbooks, but possibly library or internet). Students will need notepaper. A computer projector is optional.

## The historical context

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By 1830, the worldwide political and economic changes ushered in by the Atlantic Revolutions and the Industrial Revolution were in full swing. So too were changes in the ways people understood their relationships to each other, their governments, their economies, and other societies around the world. By 1914, the end of Big Era 7, the major ideologies that, through their interactions and conflicts, would shape Big Era 8 had formed. These major ideological standpoints included conservatism, feminism, imperialism, liberalism, nationalism, and socialism.

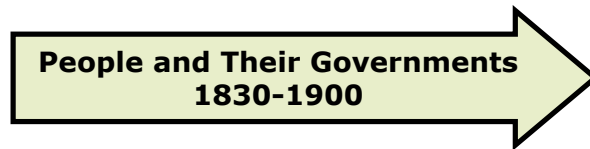
To a great extent, the various ideological developments of the period can be seen as a response to the classical liberalism of the eighteenth century. Classical liberalism posited the individual as the primary actor in history. For a classical liberal, a well-run government existed solely to protect the individual's rights, and a well-run economy was based on individual economic decisions unfettered by government.

What these liberal ideas looked like in practice varied from time to time and place to place. In the context of a hereditary monarchy, introducing the individual vote would upend the monarch's traditional authority. A conservative would probably oppose that happening. A liberal might argue that all men are created equal, and a feminist might respond, "not only men."

As a result of the expansion of colonial empires around the globe, these ideologies spread, developed, and in many ways changed. In a state holding a colonial empire, a nationalist might advocate further growth of the empire for the good of the nation. In a colonized society a nationalist would oppose empire on the same grounds. A socialist in an industrialized society would see class conflict with the national bourgeoisie as the fundamental challenge of the day. In the colonial periphery, a socialist might take the struggle against imperialism to be the primary concern and ally with elements of the national bourgeoisie against the colonizers.

None of these ideologies was simply a product of other historical developments of the period, and neither were events simply a product of ideology or ideological conflict. By the end of the period, the stage was set for the major conflicts of the twentieth century: world wars, revolutions, and independence and egalitarian movements. All of these were to some extent—varying, no doubt—ideologically motivated and certainly ideologically influenced.

**This unit in the Big Era Timeline**



## *Lesson 1*

### *Engaging the Ideas*

#### **Preparation**

1. Create four signs each with one of the following: “Agree”, “In-Between”, “Disagree”, “Don’t Know.”
2. As desired, create some visual materials (signs, posters, computer presentations) representing the following six statements:
  - The government should pass laws requiring businesses to recognize people’s equal rights.
  - The government messes things up when it tries to change society.
  - Housing, education, and health care should be free for everyone.
  - Women and men are equally capable of running the government and economy.
  - If necessary, the US should use military force to ensure access to oil.
  - Some countries are better than other countries.
3. Place the four signs from step 1 in each of the four corners of the room.

#### **Introduction**

Tell your students that a thought occurred to you as you were coming to school this morning. You wondered if the school would work better if all the people there, older and young, contributed to making the school rules. Tell them you weren’t sure how to go about it and weren’t sure what would be good or bad if the school worked that way. Call on students for their input, choosing particular students who might give differing perspectives. Limit discussion to a few minutes. The idea is to get students thinking about the relationship between those who makes school rules and those who are asked to abide by them. Once students engage the idea, end the discussion.

Next, tell students that just as a school has an administration that enforces and sometimes makes the rules that the staff and students are expected to follow, so too do countries have governments making and enforcing policy that affects the population.

#### **Activities**

1. Tell students that you will give them a series of statements about government’s relationship to people. Tell them that they will be given time to think about what the statements mean and how they relate to it. Each corner of the room has a sign on it, and

they will, upon your direction, move to the corner with the sign that best represents how they feel about one of the statements. Repeat this procedure for all six statements.

2. Explain the statements on each sign:
  - a. “Agree” means the student *generally* agrees with the statement.
  - b. “Disagree” means the student *generally* disagrees with the statement.
  - c. “In-between” means the student *understands* the statement, *is clear* on her or his ideas on the subject, and has feelings of both agreement and disagreement with the statement.
  - d. “Don’t know” means the student doesn’t yet understand the statement or needs more information to form a definite opinion.
3. The order in which you present the statements is not important. Present the statements to the class aloud and perhaps visually on the blackboard, poster, or projector.
4. Tell students that once they arrive at their corner, they should discuss together why they believe what they believe about the statement and also choose one person to represent the group’s view to the class as a whole. The “don’t know” group should discuss what they don’t understand about the question and what further information they would need to come to a definite opinion.
5. Instruct students to begin the process by going to the appropriate corner, discussing their ideas, and choosing their group spokesperson.
6. Keep discussion in the corners relatively brief, not more than a few minutes and likely around two minutes. Once you stop discussion, have each spokesperson briefly share the group’s perspective with the class. Sharing of the four perspectives should take no more than three or four minutes total.
7. After sharing, move on to the next statement and repeat the process.
8. If time in the class period runs short, do not use all six statements. It is better to give each statement a full examination than rush through all six without allowing students to think about the issues they raise.

### **Assessment**

Either through a guided class discussion or writing paragraphs individually, have students explain which of the statements they agreed with most, which they agreed with least, and why they did so.

## *Lesson 2*

### *Making the Papers*

#### **Preparation**

1. Place students into groups of four, each with a diverse range of talents. Give each group a number or letter. This will facilitate the class's activity later in Lesson 3. Minimally, there must be one group for each ideology. If there are fewer than 24 students in the class, keep six groups but have some consist of three students, cutting the “Artist” role in the smaller groups. If there are more than 24 students, double up on groups for particular ideologies but never assign more than two of a particular ideology in a class. If desired, designate the role of Editor, Reporter, Biographer, and Artist, that each student will fulfil in each group.
2. If you so choose, designate which events will be detailed by each group’s Reporter, and which figures will be used for each group’s Biographer. If you let students choose, make sure that there is a wide range of events among the groups and that no two groups duplicate biographical subjects.
3. Plan how students will research information. Most efficient in terms of class time will be to have student use their textbooks for information. The process can be further sped up by noting precise sections of the textbook as they apply to each of the groups.
4. Prepare materials for each group to create their “newspapers”: paper, colored pens, pencils, scissors, glue or glue sticks, and whatever else works best.
5. Prepare seating arrangements and seating charts for group work as desired.
6. Prepare enough copies of Student Handout 2.1 for all your students, with a few extras of each role.
7. Each group of students will need a large poster board on which to affix their group's pages.

#### **Introduction**

1. Tell students that the statements they heard and saw in Lesson 1 didn’t just relate to our world today. Rather, each one was typical of one of the main ideologies of the nineteenth century.

2. Define “ideology” for the students as a coherent set of ideas which, together, explain people’s relationship to each other, their governments, and their world. Emphasize “coherent.” People can have ideas about the world that *don’t* fit together—that don’t make sense as a whole. That’s not “ideology.” Ideology, whatever else one might say about it, fits together. Ideologies are, for the most part, logically consistent.
3. Tell students that as a class they will examine six different ideologies that were important in the nineteenth century and continue to influence our world today:  
**conservatism**  
**feminism**  
**imperialism**  
**liberalism**  
**nationalism**  
**socialism**
4. If students are not already sitting in their groups, place them there.
5. Note to students that the nineteenth century was the time when innovations in long distance communication and the mechanization of printing allowed for an unprecedentedly wide diffusion of newspapers, around the world.
6. Inform students about the four roles in the groups and that a student will play.
  - a. The Editor is responsible for one page of the newspaper that explains the ideology.
  - b. The Reporter is responsible for one page of the newspaper that presents a narrative of one major historical event between the years 1830 and 1900 with an analysis/response reflecting the group’s ideology.
  - c. The Biographer is responsible for one page of the newspaper that presents the life and career of one major representative figure
  - d. The Artist is responsible for one page of the newspaper which presents a one-page presentation of the ideology using images, diagrams, words, or symbols.
7. Inform students that there may be groups of three, and in those groups the Artist role will be omitted.

## Activities

1. Once roles within each group are designated for each student, have students complete the research worksheets for the four roles (Student Handouts 2.2-2.5). In the preparation section above, you will have already determined what resources students will use for their research. Stress to students that they should keep to whichever resources you have determined, most likely the textbook.



2. To help launch the students' research, give them the list of basic definitions of the six ideologies (Student Handout 2.1)
3. Clarify the process for completing the research.
  - a. In the boxes with questions, students write concise notes which respond directly to the questions.
  - b. Clarify that there is enough space to record information to complete each students' portion in the newspaper.
  - c. Instruct students to record where they got their information in the box labeled "Source," using proper bibliographic format.
4. When students have completed research, either for homework or during class time, they should create their portions of their group's newspaper.
  - a. Inform students that instructions to create their part of the newspaper can be found on the second page of Student Handouts 2.2-2.5.
  - b. Go over with the class the instructions for creating newspapers to check students' understanding. Respond to questions as needed.
5. Once students have completed their pages, each group should affix them neatly to their poster boards. Depending on how you arrange students' work time, this can take place on the same day as Lesson 3, in five minutes at the start of class.

**Lesson 2*****Student Handout 2.1*****Basic Definitions of Nineteenth-Century Ideologies**

**Conservatism** Advocated enduring political and social order; traditional values, usually including religious values; preservation of aristocratic and clerical privileges; often favored hereditary monarchy; disfavored popular protest, revolution, or radical democracy.

**Feminism** Aimed to achieve the social, legal, and personal equality of women and men; argued that men have historically dominated women as a class of society, historically oppressed them and treated them unfairly; sought greater educational, economic, and professional opportunities for women.

**Imperialism** Supported policies and actions of extending a country's authority and influence over other countries or peoples by conquest or by exerting economic, political, and sometimes cultural dominance over them; claimed that domination over others was justified owing to the imperial power's moral, intellectual, religious, or racial superiority.

**Liberalism** Advocated individual political and economic freedom, unrestricted market competition, free trade, constitutional government, civic participation, and confidence in human progress; sometimes called classical liberalism, distinguishing it from modern American political liberalism.

**Nationalism** Claimed the natural rights of a people or "nation" to constitute a sovereign state; the idea that a people who share language, cultural traditions, historical experience, and feeling of common identity make up a nation, which should be at the heart of that people's loyalty.

**Socialism** Sought to achieve collective social ownership of the means of producing and distributing goods and service, as well as social equality and justice; the collective might be a whole nation or other types of social communities; several varieties of socialism emerged in the nineteenth century and often included political theories; in Marxist ideology socialism would triumph over capitalism in a revolutionary struggle culminating in the establishment of worldwide communism, society free of class or private property.

**Lesson 2**

***Student Handout 2.2***

**Editor Research Questions**

What is your ideology's position on governments and on their relationship to the people they govern?

Source:

What is your ideology's position on the relationship between people who own businesses and employed people?

Source:

What is your ideology's position on the relationship between men and women in political, economic, social, or cultural terms?

Source:

What is your ideology's position on relationships between countries?

Source:

## Instructions for Creating Editor Page

Your page of the newspaper will consist of a headline, paragraphs that communicate the information from your research worksheet, and at least one picture of your own work that helps to explain the information in your text. How you organize your page is up to you, but make sure the organization makes your ideas more rather than less clear to a reader.

1. Draft about 4 paragraphs that communicate all the information on your research worksheet.
2. Draw a rough sketch of the image you will use to help explain your paragraphs. If necessary for viewers to understand the image, write a brief sentence as a caption for the picture.
3. On a blank piece of paper, using pencil, develop a layout for your page.
  - a. Leave space at the top of the page for the headline.
  - b. Determine where each paragraph should go.
  - c. Determine where the picture should go. The picture should not take up more than  $\frac{1}{4}$  of the space on the page.
4. Either typing or writing neatly, prepare final drafts of your paragraphs in the correct size to go on your page in the space you created for them in your layout.
5. Prepare your image and, if necessary, write the caption in the correct size to go on your page in the space you created for it in your layout. Color is optional.
6. Affix the paragraphs and images onto your page as determined in your layout, using scissors and glue stick or other materials.
7. With all your paragraphs and the image in place, create a headline at the top of your page that catches a reader's attention while giving a sense of the ideas on your page.

**Lesson 2**

***Student Handout 2.3***

<b>Reporter Research Questions</b>
When and where did your event take place?
Source:

What individuals or groups of people took part in your event and what were their roles?
Source:

How did your ideology influence the actions of the event's participants?

Source:

What were the results of your event in history?

Source:

## Instructions for Creating Reporter Page

Your page of the newspaper will consist of a headline, paragraphs that communicate the information from your research worksheet, and at least one image of your own work that helps to explain the information in your text. How you organize your page is up to you, but make sure the organization makes your ideas more rather than less clear to a reader.

1. Draft about 4 paragraphs that communicate all the information on your research worksheet.
2. Draw a rough sketch of the picture you will use to help explain your paragraphs. If necessary to understand the image, write a brief sentence as a caption for the picture.
3. On a blank piece of paper, using pencil, develop a layout for your page.
  - a. Leave space at the top of the page for the headline.
  - b. Determine where each paragraph should go.
  - c. Determine where the picture should go. The picture should not take up more than  $\frac{1}{4}$  of the space on the page.
4. Either typing or writing neatly, prepare final drafts of your paragraphs in the correct size to go on your page in the space you created for them in your layout.
5. Prepare your image and, if necessary, caption in the correct size to go on your page in the space you created for it in your layout. Color is optional.
6. Affix the paragraphs and images onto your page as determined in your layout, with scissors and glue stick or other materials.
7. With all your paragraphs and the image in place, create a headline at the top of your page which catches a reader's attention while giving a sense of the ideas on your page.



**Lesson 2**

***Student Handout 2.4***

**Biographer research questions**

Where and when did your historical figure live?

Source:

What were the major historical events in your figure's country and the world during her or his lifetime?

Source:

How did these events shape her or his ideas about government and its relationship to the economy and society?

Source:

How did these events shape her or his ideas about the relationship between men and women in political, economic, social, or cultural terms?

Source:

How did these events shape her or his ideas about relationships between countries?

Source:

## Instructions for Creating Biographer Page

Your page of the newspaper will consist of a headline, paragraphs that communicate the information from your research worksheet, and at least one picture of your own work that helps to explain the information in your text. How you organize your page is up to you, but make sure the organization makes your ideas more rather than less clear to a reader.

1. Draft about 4 paragraphs which communicate all the information on your research worksheet.
2. Draw a rough sketch of the image you will use to help explain your paragraphs. If necessary to understand the image, write a brief sentence as a caption to explain the picture.
3. On a blank piece of paper, using pencil, develop a layout for your page.
  - a. Leave space at the top of the page for the headline.
  - b. Determine where each paragraph should go.
  - c. Determine where the picture should go. The picture should not take up more than  $\frac{1}{4}$  of the space on the page.
4. Either typing or writing neatly, prepare final drafts of your paragraphs in the correct size to go on your page in the space you created for them in your layout.
5. Prepare your image and, if necessary, write the caption in the correct size to go on your page in the space you created for it in your layout. Color is optional.
6. Affix the paragraphs and images onto your page as determined in your layout, with scissors and glue stick or other materials.
7. With all your paragraphs and the image in place, create a headline at the top of your page which catches a reader's attention while giving a sense of the ideas on your page.

**Lesson 2**

***Student Handout 2.5***

**Artist research questions**

What are the basic beliefs or ideas in your ideology? How would you represent them visually?

Source:

What were the major events that shaped your ideology? How would you represent one or more of them visually?

Source:

Who were the major figures in the development of your ideology? How would you represent her, him, or them visually?

Source:

### **Instructions for Creating Artist Page**

Your page of the newspaper will consist of a headline and images and symbols that communicate the information from your research worksheet. Add words to your images and symbols to clarify their meaning, as necessary. How you organize your page is up to you, but make sure the organization makes your ideas more rather than less clear to a reader.

1. On your research worksheet, you determined how you would visually represent your ideology's beliefs, major event(s), and figure(s). Draw a rough sketch of these pictures. If necessary to understand the image, write a brief caption to explain the picture.
2. Determine what other pictures, diagrams, words, or symbols you will use on your page to make your ideas fit together clearly, in a way that is easy for a reader to understand. Consider not only what you will draw, but how you will arrange it on the page.
3. On your paper, use pencil to sketch the images on your page, in the layout you determined in step. Leave space on your page for the headline.
4. Following your penciled sketch, draw the images on your page using something permanent, like pen, colored pencils, or paint. You may also wish to use computer software
5. With all your images complete, create a headline at the top of your page that catches a reader's attention while giving a sense of the ideas in the space you left for it.

## ***Lesson 3***

### ***Reading the Papers***

#### **Preparation**

1. Designate areas around the four walls of the classroom for each of the groups created for lesson 2.
  - a. Arrange groups to minimize repetition, so that as students proceed around the room in a clockwise order, they will read newspapers from all the ideologies in not more than 7 steps.
  - b. Based on the number of newspapers students will read and how long your class period is, determine how long groups will have to read each newspaper and write responses to questions. For example, if there are 7 newspapers and 55 minutes in class, you might allow 6 minutes for each newspaper, totaling 42 minutes reading and responding.
  - c. Prepare some means with which to hang the groups' poster boards in their designated areas.
2. On the chalkboard, write four questions:
  - a. What are the basic ideas and beliefs of [name of ideology]?
  - b. What was an important event in the development of [name of ideology] and what was the nature of that event?
  - c. Who was a major figure in [name of ideology] and what did she or he contribute to its development?
  - d. From your own perspective, with what do you agree in [name of ideology] and with what do you disagree? Why?

#### **Introduction**

1. Inform students that they will now gather information about all of the ideologies by reading the different newspapers the class has produced.
2. Tell students that although they will remain in their groups for the purpose of reading the papers they will read them and form opinions about the ideologies *as themselves*. They should not think of themselves as representing the same ideology as the one in the newspaper pages they made.

#### **Activities**

1. If students have not already done so, give groups no more than five minutes to affix their completed pages neatly on to their poster board.






2. Instruct students to take out notepaper or notebooks and label a sheet with their names and dates. They should title the assignment “Reading the Papers.”
3. Let students know that for each newspaper they will take brief notes in response to questions **a, b, and c** that you wrote on the chalkboard. Students will not respond to question **d** during class time but should leave space on their papers to write responses to that question later. Read all four questions aloud and have students write them down on their papers.
4. Inform students of how long they will have to read each newspaper in their groups and write responses to questions **a, b, and c**. Encourage the groups to discuss at a reasonable volume what they read so that all group members are clear on the ideologies. But also emphasize that the class will need to move through the newspapers efficiently to cover them all. Let students know that they will move clockwise around the room.
5. Have each group go to their designated areas around the classroom with their poster boards and notepaper. Have each group hang their poster boards in their designated areas.
6. Inform students that they will begin by taking notes on their own newspaper.
7. When time is up for the first newspaper, instruct students to move clockwise around the room to the next newspaper and begin the process of reading, discussing, and responding to questions a, b, and c again. Repeat the process until all groups have read newspapers from all ideologies.
8. Once finished with all the ideologies, instruct students to return to their seats.
9. By your choosing, have students complete responses to question **d** either for homework or in class on the next class day.

**Assessment**

Students write paragraphs explaining which ideology most closely represents their own views and why it does. In their paragraph students should have the following:

- A clear topic sentence that states which ideology most closely represents their own views of the world and gives a general reason it does so.
- A sentence or two that details the basic tenets of the ideology and explains why it best fits the student's understanding of the world.
- A sentence or two that describes a major historical event in the ideology's development and why that event was historically important.
- A sentence or two that describes the role of a major historical figure in the ideology's development and why her or his role was historically important.

## This unit and the Three Essential Questions

 <p>HUMANS &amp; the ENVIRONMENT</p>	<p>Consider 20<sup>th</sup> or 21<sup>st</sup> century versions of four of the six ideologies discussed in this unit:</p> <ul style="list-style-type: none"> <li>• Political conservatism (Republican Party in the US or Conservative Party in the UK)</li> <li>• Feminism</li> <li>• Neo-liberalism</li> <li>• Socialism (Progressivism in the US or Labour Party in the UK)</li> </ul> <p>Construct a table or chart identifying leading policies or attitudes that each of these ideologies express regarding current conditions of the earth's or the country's natural/physical environment. How do these policies or attitudes differ?</p>
 <p>HUMANS &amp; other HUMANS</p>	<p>Take the role of a 19<sup>th</sup>-century man or woman who advocates one of the six ideologies discussed in this unit:</p> <ul style="list-style-type: none"> <li>• conservatism</li> <li>• feminism</li> <li>• imperialism</li> <li>• liberalism</li> <li>• nationalism</li> <li>• socialism</li> </ul> <p>Write a paragraph or two or give a speech or a visual presentation expressing your hopes for the future and fate of humankind in the next 100 years based on your chosen ideology.</p>
 <p>HUMANS &amp; IDEAS</p>	<p>Write mini biographies of two leaders who advocated any two of the six ideologies discussed in this unit:</p> <ul style="list-style-type: none"> <li>• conservatism</li> <li>• feminism</li> <li>• imperialism</li> <li>• liberalism</li> <li>• nationalism</li> <li>• socialism</li> </ul> <p>Then explain a few ways in which these two leaders probably differed in their ideas or actions.</p>

## **This unit and the Seven Key Themes**

This unit emphasizes:

Key Theme 2: Economic Networks and Exchange

Key Theme 3: Uses and Abuses of Power

Key Theme 4: Haves and Have-Nots

Key Theme 5: Expressing Identity

Key Theme 7: Spiritual Life and Moral Codes

## **This unit and the Standards in Historical Thinking**

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (F) appreciate historical perspective.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (A) compare and contrast differing sets of ideas.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (A) formulate historical questions.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (A) evaluate alternative courses of action.

**Resources for Teachers and Students**

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