The Congress of Vienna

## Goals & Objectives

Students will learn about the Congress of Vienna and how Europe was restructured because of it. Students will state the actions of the Congress of Vienna and the consequences of these actions. They will explain why the consequences occurred.

## California State Content and Common Core Standards

State Standards

10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

10.2.5 Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.

Common Core

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Draw evidence from informational texts to support analysis, reflection, and research.

Gather relevant information from multiple authoritative print and digital sources **(primary and** **secondary),** using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Conduct short as well as more sustained research projects to answer a question (including a selfgenerated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Lesson Introduction

The class will play a short “Jeopardy” style review game in groups of 4-5 in which the previous lesson will be reviewed since it forms the basis for topic of this lesson. The winning group will get to pick the country their project will be on first, second place picks second, and so on.

### Vocabulary

Students will be given a vocabulary list of key terms related to the Congress of Vienna which they will have handy for their research.

Key Terms:

Indemnity

Reactionary

Prince Klemens Von Metternich

Charles Maurice de Tallyrand

King Louis XVIII

Lord Castlereagh

Czar Alexander I

Bourbon Royal Family

### Content Delivery

The teacher will introduce the project by projecting a before and after map of Europe with regards to the Congress of Vienna. The background knowledge will have already been addressed in the lesson introduction through the review games since the background information is the Napoleonic Empire which was covered in the previous lesson. The class will be given a handout with the directions for the project. After going through the directions as a class the groups will decide which country they wish to do their project on and groups will choose in order of their placing in the review game.

### Student Engagement

For the project, students will be in groups and writing a group paper. For their paper a group will choose one of the major countries involved in the Napoleonic War and the Congress of Vienna. Once they have chosen their country the groups will research and write about what the current state of that country was at the time of the Congress of Vienna. The state of the country must include such topics as politic systems, culture, leaders, and technology. Students will then write about how their country was impacted by the Congress of Vienna followed by how their country would have wanted the Congress of Vienna to happen. This must be proven using the evidence researched about the state of the country.

Directions for Congress of Vienna Project & Rubric

For this project your group will be tasked with writing a group paper about one of the major countries involved in the Napoleonic Wars and the Congress of Vienna. Your group must be 4-5 people and your country will be chosen by you. Country choice order will be determined by a review game at the beginning of the lesson. Your group will then research the state of your country at the time of the Congress of Vienna. The state of your country must include political systems, culture, leaders, and technology as well as any other information you deem relevant. Your group will then write a group paper that explains what the state of your country was at the time of the Congress of Vienna as well as how the Congress of Vienna impacted the country. You will then write about how the Congress of Vienna would have happened, if at all, if it was done to the demands and expectations of your country. Your evidence for this will be based off of the research on the state of the country at the time of the Congress. Your paper must be 3-4 pages in length double-spaced.

Rubric

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| --- | --- | --- | --- | --- | --- | --- |
| Requirements | Points | 1 | 2 | 3 | 4 | 5 |
| Length of Paper | /5 |  |  | The paper is 1 page in length | The paper is 2-3 pages in length | The paper is 3-4 pages in length |
| State of Nation | /5 | The paper does not state the state of the nation | The paper states the state of the nation without stated required categories | The paper states the state of the nation in only some stated required categories | The paper states the state of the nation in stated required categories only. | The paper states the state of the nation in stated required categories and extra categories |
| Impact of the Congress of Vienna | /5 | The paper does not describe the impact of the Congress on the nation | The paper only describes some ways in which the Congress impacted the nation | The paper describes the impact of the Congress on the nation | The paper accurately describes the impact of the Congress on the nation without details | The paper accurately describes the impact of the Congress on the nation in detail. |
| Changes to Congress of Vienna | /5 | The paper does not describe how the nation would have changed the Congress | The paper describes in only a few sentences how the nation would have changed the Congress | The paper describes how the nation would have changed the Congress in only a few ways | The paper describes how the nation would have changed the Congress | The paper describes in detail how the nation would have changed the Congress. |
| Uses evidence to describe why Congress of Vienna changed | /5 | The paper uses does not use evidence to describe why Congress of Vienna would have been changed by the nation | The paper uses only a few pieces of evidence to describe why Congress of Vienna would have been changed by the nation | The paper uses little pieces of evidence to describe why Congress of Vienna would have been changed by the nation | The paper uses some pieces of evidence to describe why Congress of Vienna would have been changed by the nation | The paper uses many pieces of evidence to describe why Congress of Vienna would have been changed by the nation |
| Total Points | /25 | X4= | /100 pts. |  |  |  |

### Lesson Closure

To close the lesson the students will give a short description of their paper to the class and explain why their version of the Congress of Vienna was different from the actual Congress of Vienna.

### Assessment

Formative- During the in-class research for the project the teacher will move around the room and ask groups about what they have found in the research so far.

Summative-The teacher will examine the students’ projects to see if they have found all of the necessary information and to see if they have used their critical thinking skills to make the hypothetical Congress of Vienna

## Accommodations for English Learners, Striving Readers and Students with Special Needs

To accommodate for these students the students will be allowed to change their research uses. The English Learners will be allowed to use webpages and search engines in their native languages in order to make research easier and because they will still be using research skills. These accommodated students will also be observed and possibly moved into a group in order to ensure that they will not all be placed into one group.