###-nationalism

#### Case Study: Italy and Germany

**A. Drawing Conclusions**
As you read this section, take notes to answer questions about nationalism as a force for disunity and unity.

<table>
<thead>
<tr>
<th>How did nationalism lead to the breakup of these empires?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Austro-Hungarian</td>
</tr>
<tr>
<td>2. Russian</td>
</tr>
<tr>
<td>3. Ottoman</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did each of the following help unify Italy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Camillo di Cavour</td>
</tr>
<tr>
<td>5. Giuseppe Garibaldi</td>
</tr>
<tr>
<td>6. King Victor Emmanuel</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How did each of the following lead to German unification?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. policy of realpolitik</td>
</tr>
<tr>
<td>8. Seven Weeks’ War</td>
</tr>
<tr>
<td>9. Franco-Prussian War</td>
</tr>
</tbody>
</table>

**B. Recognizing Main Ideas**
On the back of this paper, explain how Otto von Bismarck brought about the crowning of King William I of Prussia as kaiser of the Second Reich.
The languages of Europe are divided into four main families—Celtic, Germanic, Romance, and Slavic. Nationalists, people who believed that people of a common ancestry should unite under a single government, often used common language as a tool to achieve their goal.

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

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

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

Interpreting Text and Visuals

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

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

2. To what major language family does English belong? ___________________________

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

To what family do most of these languages belong? _______________________________

Name five of these languages. ________________________________________________

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

5. How might language help to divide people and prevent them from forming their own country? ____________________________

Examine the map again. In what part of Europe might that have happened? ______

6. How might language unite people and help them to form their own country? ______

Examine the map again. In what part of Europe might that have happened? _______
The Sicilians are fighting against the enemies of Italy, and for Italy. To furnish them with money and with arms, and to bring them the aid of his strong right arm, such is the duty of every Italian. The spirit of discord and the indifference of any one province to the fate of her neighbour are the things that have been at the bottom of the misfortunes of Italy.

The salvation of Italy began on the day on which the sons of the same soil rushed forward to defend their brothers when in danger.

If we abandon these brave children of Sicily and leave them to their fate, they will have to fight against the mercenaries of the Bourbon, plus those of Austria and those of the priest who reigns in Rome.

Let the people of the liberated provinces lift high their voices in championing the cause of their brothers who are fighting! Send your generous youth where the battle is for the Motherland!

Let the Marches, and Umbria, and Sabina, and the Roman Campania, and the land of Naples rise, so as to bring division into the forces of our enemy!

If the towns do not offer sufficient support to the insurrection, let the more determined of you range the country in bands.

A brave man can always find arms! In the name of God, do not listen to the cowards who parade before their richly laden tables!

Let us arm! Let us fight for our brothers! Tomorrow, we shall fight for ourselves.

A little band of brave men who follow me on the country's battlefields are marching to the rescue along with me. Italy knows them: they appear whenever the tocsin of danger sounds. Noble and generous comrades! they have consecrated their lives to their country. They will give to her their last drop of blood, seeking no other reward save that of having done their duty, and that a clear conscience may abide with them.

“Italy and Victor Emmanuel!” This, our battle-cry when crossing the Ticino, will echo to the fiery rocks of [AE]tna. To this cry, prophetic of combat, and borne along by Italy's lofty mountains as far as the Tarpeian rock, the tottering throne of tyranny will crash. All, then, will rise as one man!

To arms! At one blow, let us end the sufferings of centuries. Let us prove to the world that it was indeed in this land that the sturdy race of ancient Romans once lived.

On April 1, 1895, German nationalist Otto von Bismarck delivered a speech to a delegation of students in Friedrichsruh on his 80th birthday. He reviewed key events that led to the unification of Germany and promoted the idea of German unity. As you read part of this speech, consider his hopes and dreams for future generations of Germans.

Gentlemen! I have just heard from the lips of your teachers, the leaders of higher education, an appreciation of my past, which means much to me. From your greeting, I infer a promise for the future, and this means even more for a man of my years than his love of approbation. You will be able, at least many of you, to live according to the sentiments which your presence here today reveals, and to do so to the middle of the next century, while I have long been condemned to inactivity and belong to the days that are past. I find consolation in this observation, for the German is not so constituted that he could entirely dismiss in his old age what in his youth inspired him. Forty and sixty years hence you will not hold exactly the same views as today, but the seed planted in your young hearts by the reign of Emperor William I will bear fruit, and even when you grow old, your attitude will ever be German national because it is so today. . . .

We had to win our national independence in difficult wars. The preparation, the prologue, was the Holstein war. We had to fight with Austria for a settlement; no court of law could have given a decree of separation; we had to fight. That we were facing French war after our victory at Sadowa could not remain in doubt for anyone who knew the conditions of Europe. . . . After the war had been waged everybody here was saying that within five years we should have to wage the next war. This was to be feared it is true, but I have ever since considered it to be my duty to prevent it. We Germans had no longer any reason for war. We had what we needed. To fight for more, from a lust of conquest and for the annexation of countries which were not necessary for us always appeared to me like an atrocity; I am tempted to say like a Bonapartistic and a foreign atrocity, alien to the Germanic sense of justice. . . .

The men who made the biggest sacrifices that the empire might be born were undoubtedly the German princes, not excluding the king of Prussia. My old master hesitated long before he voluntarily yielded his independence to the empire. Let us then be thankful to the reigning houses who made sacrifices for the empire which after the full thousand years of German history must have been hard for them to make. . . .

I would then—and you will say I am an old, conservative man—compress what I have to say into these words: Let us keep above everything the things we have, before we look for new things, nor be afraid of those people who begrudge them to us. In Germany struggles have existed always. . . . Life is a struggle everywhere in nature, and without inner struggles we end by being like the Chinese, and become petrified. No struggle, no life! Only, in every fight where the national question arises, there must be a rallying point. For us this is the empire, not as it may seem to be desirable, but as it is, the empire and the emperor, who represents it. That is why I ask you to join me in wishing well to the emperor and the empire. I hope that in 1950 all of you who are still living will again respond with contented hearts to the toast.

LONG LIVE THE EMPEROR AND THE EMPIRE!


Activity Options

1. Recognizing Point of View Discuss Bismarck’s thoughts about German nationalism with a group of classmates. Then compare Bismarck’s ideas with the nationalist sentiments of Bolívar (page 63) and Garibaldi (page 65).

2. Using Aural Stimuli Deliver this speech excerpt to the class. Try to use a tone of voice and a rate of speaking that will most effectively convey Bismarck’s message.
CONNECTIONS ACROSS TIME AND CULTURES
Bonds That Create a Nation-State

As you learned in Chapter 24, nationalism led to the formation of nation-states. In a nation-state, people are linked by such common bonds as government, culture, and history. What common bonds do people in the United States today share? Work with a partner to fill in the chart below. If you need help, consult an almanac or encyclopedia.

<table>
<thead>
<tr>
<th>Common Bonds That Link the People of the United States Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Nationality:</td>
</tr>
<tr>
<td>2. Territory/Land:</td>
</tr>
<tr>
<td>3. Government:</td>
</tr>
<tr>
<td>4. Language:</td>
</tr>
<tr>
<td>5. Religion:</td>
</tr>
<tr>
<td>6. Culture:</td>
</tr>
<tr>
<td>7. Economy:</td>
</tr>
<tr>
<td>8. Other:</td>
</tr>
</tbody>
</table>
Nationalism Case Study: 
Italy and Germany

Determining Main Ideas  Write your answers in the blanks provided.

1. Powerful political idea of the 1800s that upset the balance of power in Europe:

2. Policy of forcing Russian culture on all ethnic groups in the Russian empire:

3. Sardinian prime minister who worked for Italian unification:

4. Leader of the Red Shirts who united the southern part of Italy with the Kingdom of Piedmont-Sardinia:

5. Very conservative members of Prussia's wealthy landowning class:

6. Prime minister under Wilhelm I:

7. Term applied to tough power politics with no room for idealism:

8. War between Austria and Prussia in 1866:

9. War between Prussia and France that was the final stage in German unification:

10. Title taken by King Wilhelm of Prussia during the Second Reich: