

NAME:

BLOCK:

**- CENTRAL HISTORICAL QUESTION -**  
**WHAT IDENTITIES EMERGE FROM REVOLUTIONS?**

**FEATURED BELOW:** Iconic picture of the 1848 revolution in Berlin. In the painting one can recognize in the middle and on the bottom edge the flag of the monarchist Revolutionaries. They wanted a unified Germany with a monarch at its head. On the right side one can see two flags of the republican Revolutionaries. They wanted a Republic based on the French example and therefore constructed their flag with vertical stripes, in the style of the French Tricolor. The orientation of the three colors on the revolutionary German Tricolors varied. **SOURCE: Artist Unknown, 1848.**



**OBJECTIVE(S)**

**1.) IDENTIFY** the types of socio-political identities that emerged in the Age of Revolution

**2.) COMPARE** social & political revolutions

**PART I: WARM UP**

**DIRECTIONS:** Make note of the questions / comments posed during the mini-discussion of this section. Use the space below.

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**PART II: IDENTITY SPECTRUM**

**DIRECTIONS:** Read the “Question of Change” and the potential responses below. Circle the number above the response that you identify with the *most*. It is okay if you do not 100% agree with each statement. Life will resume. Try to connect with one.

**QUESTION OF CHANGE #1:** *What kind of education do you think kids should have?*

1	2	3	4	5
No school at all. Kids should decide for themselves what is interesting. They need to follow their passions.	Kids should still go to school but teaching should totally change – more iPads, everything tech-based, lots of projects, fewer tests.	Things are really pretty good as they are. Maybe we should change certain aspects of education, but let’s be really careful about how we do that.	No changes, please. It might not be perfect, but it’s much more dangerous to rock the boat in any way than it is to just stick with what we already know.	Go back to the days of incredibly strict discipline and rote memorization. Kids were really much better educated back then.

# QUESTION OF CHANGE #2:

*What kind of government do you think we should have?*

*\*\*You can role-play here and “invent” an answer that doesn’t exactly represent your true feelings. It might be fun to play around with the spectrum!\*\**

EXPLAIN YOUR RESPONSE  
BELOW:

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# RADICAL

# LIBERAL

# MODERATE

# CONSERVATIVE

# REACTIONARY



## PART III: SOCIO-POLITICAL IDENTITY SPECTRUM

**DIRECTIONS:** Read each explanation of the various identities that emerged in the Age of Revolution. Then, with your partner, discuss what issues would bring out the radical, liberal, moderate, conservative or reactionary identity within you.

“LEFTIST” ←————→ “RIGHTIST”

<u>RADICAL IDENTITY</u> (Ultra-Liberal)	<u>LIBERAL IDENTITY</u>	<u>MODERATE IDENTITY</u>	<u>CONSERVATIVE IDENTITY</u>	<u>REACTIONARY IDENTITY</u> (Ultra-Conservative)
<p><u>Definition:</u> Those in favor of a thorough or complete political and social reform of government &amp; society. i.e. “Change everything. Society should go in an entirely new direction in the name of progress.”</p>	<p><u>Definition:</u> Those in favor of new ideas for societal progress &amp; maximum individual liberty in political and social reform of government &amp; society. i.e. “Change things often, as change is needed, embrace new &amp; progressive ideas of change.”</p>	<p><u>Definition:</u> Those in favor of both reform and conserving gov.t policies without excessive action in changing policy or maintenance of tradition. = i.e. “Change some things, leave some things alone, both without excess force”</p>	<p><u>Definition:</u> Those in favor of keeping traditional attitudes and values and caution about change or innovation in gov.t policy or societal standards. = i.e. “Change very little and very slowly. Resist progress in the name of keeping old tradition.”</p>	<p><u>Definition:</u> Those in total opposition of political or social liberalization or reform of government &amp; society. = i.e. “Change nothing, except a return to old traditions of the past.”</p>
<p>What issue in the world do you think you have a radical stance on? EXPLAIN:</p>	<p>What issue in the world do you think you have a liberal stance on? EXPLAIN:</p>	<p>What issue in the world do you think you have a moderate stance on? EXPLAIN:</p>	<p>What issue in the world do you think you have a conservative stance on? EXPLAIN:</p>	<p>What issue in the world do you think you have a reactionary stance on? EXPLAIN:</p>

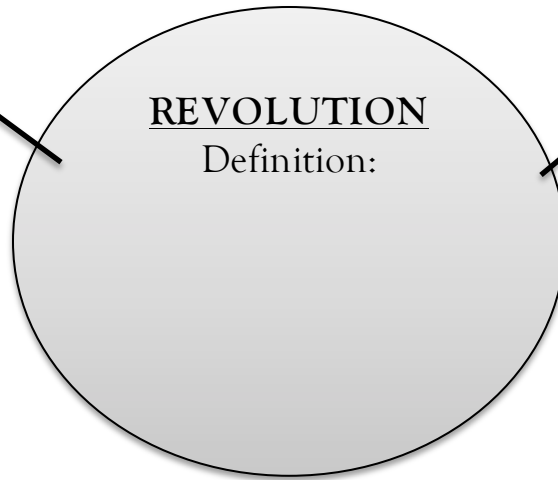
# HOMework

(DUE TUESDAY, DECEMBER 16<sup>TH</sup>, 2014)

**DIRECTIONS:** As we explore the three revolutions of this unit we will be investigating the extent to which each revolution is a **social** and/or **political** revolution. But, what is a social revolution? Political revolution? What does each look like? Can the a revolution be **both** a social AND political revolution. In order to answer these questions, it is crucial that you have an understanding of what constitutes a revolution as a social revolution or political revolution. Write down aspects of each type of revolution in the general area of space below near each title.

SOCIAL  
REVOLUTION

POLITICAL  
REVOLUTION



<u>EXAMPLE OF A SOCIAL REVOLUTION IN HISTORY:</u>	<u>EXAMPLE OF A POLITICAL REVOLUTION IN HISTORY:</u>
What is your example and <b>how</b> is it an example of a social revolution?     	What is your example and <b>how</b> is it an example of a political revolution?     