

SECTION 4

Hungarian parliament passes legislation funding an army to fight against the Hapsburg empire, 1848



Austria-Hungarian empire flag



WITNESS HISTORY AUDIO

Balkan Nationalism

“How is it that they [European powers] cannot understand that less and less is it possible . . . to direct the destinies of the Balkans from the outside? We are growing up, gaining confidence, and becoming independent . . .”

—Bulgarian statesman on the first Balkan War and the European powers

Focus Question How did the desire for national independence among ethnic groups weaken and ultimately destroy the Austrian and Ottoman empires?

Nationalism Threatens Old Empires

Objectives

- Describe how nationalism contributed to the decline of the Hapsburg empire.
- List the main characteristics of the Dual Monarchy.
- Understand how the growth of nationalism affected the Ottoman empire.

Terms, People, and Places

Francis Joseph
Ferenc Deák
Dual Monarchy

Note Taking

Reading Skill: Recognize Sequence Complete a table like the one below to keep track of the sequence of events that led Austria into the Dual Monarchy. Look for dates and other clues to sequence in the text.

Events in Austrian History	
1840	
1848	
1859	
1866	
1867	

Napoleon had dissolved the Holy Roman Empire, which the Hapsburgs had led for nearly 400 years. Austria’s center of power had shifted to Central Europe. Additional wars resulted in continued loss of territory to Germany and Italy. Why did nationalism bring new strength to some countries and weaken others?

In Eastern and Central Europe, the Austrian Hapsburgs and the Ottoman Turks ruled lands that included diverse ethnic groups. Nationalist feelings among these subject peoples contributed to tensions building across Europe.

The Hapsburg Empire Declines

In 1800, the Hapsburgs were the oldest ruling house in Europe. In addition to their homeland of Austria, over the centuries they had acquired the territories of Bohemia and Hungary, as well as parts of Romania, Poland, Ukraine, and northern Italy.

Austria Faces Change Since the Congress of Vienna, the Austrian emperor Francis I and his foreign minister Metternich had upheld conservative goals against liberal forces. “Rule and change nothing,” the emperor told his son. Under Francis and Metternich, newspapers could not even use the word *constitution*, much less discuss this key demand of liberals. The government also tried to limit industrial development, which would threaten traditional ways of life.

Vocabulary Builder

Use the information below and the following resources to teach the high-use word from this section.

All in One Teaching Resources, Unit 5, p. 26; Teaching Resources, Skills Handbook, p. 3

High-Use Word

fraternal, p. 706

Definition and Sample Sentence

adj. brotherly

Tim and Josh had a very fraternal relationship because they had known each other their entire lives.

SECTION

4

Step-by-Step Instruction

Objectives

As you teach this section, keep students focused on the following objectives to help them answer the Section Focus Question and master core content.

- Describe how nationalism contributed to the decline of the Hapsburg empire.
- List the main characteristics of the Dual Monarchy.
- Understand how the growth of nationalism affected the Ottoman empire.

Prepare to Read

Build Background Knowledge L3

Ask students to recall what they have learned about nationalist movements in the German and Italian states. Have them predict how nationalist movements may have threatened old empires.

Set a Purpose L3

- WITNESS HISTORY** Read the selection aloud or play the audio.

AUDIO Witness History Audio CD, Balkan Nationalism

Ask **Who does “they” refer to in the quotation?** (*European powers*) **How is this statement an expression of nationalism?** (*It says that the Balkan states want to be independent nations, able to control their own destinies.*)

- Focus** Point out the Section Focus Question and write it on the board. Tell students to refer to this question as they read. (*Answer appears with Section 4 Assessment answers.*)
- Preview** Have students preview the Section Objectives and the list of Terms, People, and Places.
- Note Taking** Have students read this section using the Paragraph Shrinking strategy (TE, p. T20). As they read, have students fill in the table sequencing events in Austria.

Reading and Note Taking Study Guide, p. 202

Teach

The Hapsburg Empire/ Dual Monarchy

Instruct

L3

- **Introduce: Key Terms** Ask students to find the key term **Dual Monarchy** (in blue) in the text and explain what it was. Have them predict if this compromise would help restore or further erode Austrian power.
- **Teach** To show the luxurious life at the Vienna court of the Hapsburgs, display **Color Transparency 135: Court Ball at the Hofburg**. Discuss the events that led to the decline of the Austrian empire. Then ask **What made the Austrian empire vulnerable to nationalist efforts?** (*It was multinational and extremely fragmented, even within the various regions. Also, it was ethnically diverse, with Germans in the minority; fewer than a quarter of Austrian subjects even spoke German.*)
 **Color Transparencies, 135**
- **Quick Activity** Have students access **Web Code nap-2243** to take the **Geography Interactive Audio Guided Tour** and then answer the map skills questions in the text.

Independent Practice

Split students into two groups. Assign one group the role of Hungarians immediately after the creation of the Dual Monarchy. Assign the second group the role of Czechs from Bohemia. Have the groups discuss their stance on the Dual Monarchy among themselves, then have the two groups debate each other.

Monitor Progress

As students complete their tables, circulate to make sure they understand that the Dual Monarchy was a compromise to allow the Hungarians to have more control of their government and yet remain under Francis Joseph's rule. For a completed version of the table, see

 **Note Taking Transparencies, 154**

Answers

- ✓ He made some limited reforms, such as granting a constitution that set up a legislature.
- ✓ Subject peoples other than Hungarians resented the Dual Monarchy, and unrest increased.

Austria, however, could not hold back the changes that were engulfing the rest of Europe. By the 1840s, factories were springing up. Soon, the Hapsburgs found themselves facing the problems of industrial life that had long been familiar in Britain—the growth of cities, worker discontent, and the stirrings of socialism.

A Multinational Empire Equally disturbing to the old order were the urgent demands of nationalists. The Hapsburgs presided over a multinational empire. Of its 50 million people at mid-century, fewer than a quarter were German-speaking Austrians. Almost half belonged to different Slavic groups, including Czechs, Slovaks, Poles, Ukrainians, Serbs, Croats, and Slovenes. Often, rival groups shared the same region. The empire also included large numbers of Hungarians and Italians. The Hapsburgs ignored nationalist demands as long as they could. When nationalist revolts broke out in 1848, the government crushed them.

Francis Joseph Grants Limited Reforms Amid the turmoil, 18-year-old **Francis Joseph** inherited the Hapsburg throne. He would rule until 1916, presiding over the empire during its fading days into World War I.

An early challenge came when Austria suffered its humiliating defeat at the hands of France and Sardinia in 1859. Francis Joseph realized he needed to strengthen the empire at home. Accordingly, he made some limited reforms. He granted a new constitution that set up a legislature. This body, however, was dominated by German-speaking Austrians. The reforms thus satisfied none of the other national groups that populated the empire. The Hungarians, especially, were determined to settle for nothing less than total self-government.

✓ **Checkpoint** What actions did Francis Joseph take to maintain power?

Formation of the Dual Monarchy

Austria's disastrous defeat in the 1866 war with Prussia brought renewed pressure for change from Hungarians within the empire. One year later, **Ferenc Deák** (DEH ahk), a moderate Hungarian leader, helped work out a compromise that created a new political power known as the **Dual Monarchy** of Austria-Hungary.

The Austria-Hungary Government Under the agreement, Austria and Hungary were separate states. Each had its own constitution and parliament. Francis Joseph ruled both, as emperor of Austria and king of Hungary. The two states also shared ministries of finance, defense, and foreign affairs, but were independent of each other in all other areas.

Nationalist Unrest Increases Although Hungarians welcomed the compromise, other subject peoples resented it. Restlessness increased among various Slavic groups, especially the Czechs in Bohemia. Some nationalist leaders called on Slavs to unite, insisting that “only through liberty, equality, and **fraternal** solidarity” could Slavic peoples fulfill their “great mission in the history of mankind.” By the early 1900s, nationalist unrest often left the government paralyzed in the face of pressing political and social problems.

✓ **Checkpoint** How did Hungarians and Slavic groups respond to the Dual Monarchy?

Vocabulary Builder

fraternal—(fruh TUR nul) *adj.* brotherly

Differentiated Instruction


Solutions for All Learners

L1 Special Needs

To help visual learners understand why nationalism challenged the Austrian and Ottoman empires, have them look at the map on the next page. Have them compare the ethnic borders in the main map with the political borders in the inset map. Ask **Why would these borders lead to tensions?** (*Many groups are split by borders and combined with other groups.*)

L2 Less Proficient Readers

Use the following resources to help students acquire basic skills.

 **Adapted Reading and Note Taking Study Guide**

- Adapted Note Taking Study Guide, p. 202
- Adapted Section Summary, p. 203

L3 English Language Learners

Major Nationalities in Eastern Europe, 1800–1914

Geography Interactive
For: Audio guided tour
Web Code: nap-2243



The Balkans, 1878



Colors reflect the major languages spoken in Eastern Europe, 1800 to 1914.

Map Skills In the late 1800s, the Balkans had become a center of conflict, as various peoples and empires competed for power.

- Locate** (a) Black Sea (b) Ottoman empire (c) Serbia (d) Greece (e) Austria-Hungary
- Place** Which four large seas border the Balkan Peninsula?
- Identify Central Issues** Why do you think competing interests in the Balkans led the region to be called a powder keg?

History Background

Religious Differences The peoples of the Balkans differ not only in their ethnicities, but also in their religions. Bosniaks and Albanians are Muslim. Although Romanians, Bulgarians, Greeks, Serbs, and Montenegrins all belong to Orthodox Christian

Churches, each national church has its own hierarchy and an independent head. Croats are Roman Catholics. Hungarians, Czechs, and Slovaks are mainly Catholics, though some belong to Protestant churches.

The Ottoman Empire Collapses

L3

Instruct

■ **Introduce** Explain to students that the Ottoman empire, like the Austrian empire, was enormous and contained many diverse states and ethnic groups. As they read, have students compare how nationalism affected the Ottoman empire with how nationalism affected the Austrian empire.

■ **Teach** Ask **What made the Balkans, in particular, such an unstable area?** (*It consisted of many small states with nationalist movements, and it was the focus of competing interests and conflicts among the European powers.*) **What happened once the Ottoman empire began to fail?** (*European powers, such as Britain, Austria, and Russia, scrambled to divide up Ottoman lands.*)

■ **Quick Activity** Display **Color Transparency 134: Europe, 1803 and 1914**. Use the lesson suggested in the transparency book to guide a discussion on the changes in Europe during this period.

 **Color Transparencies, 134**

Independent Practice

■ To help students understand the different regions included in the Ottoman empire, have them fill in the Outline Map *The Ottoman Empire, About 1815*.

All in One Teaching Resources, Unit 5, p. 33

■ Have students fill in the Outline Map *The Balkans, 1878*, and label the Balkan states.

All in One Teaching Resources, Unit 5, p. 34

Monitor Progress

■ Check Reading and Note Taking Study Guide entries for student understanding.

■ Circulate to make sure that students are filling in their Outline Maps accurately. Administer the Geography Quiz.

All in One Teaching Resources, Unit 5, p. 36

Answers

Map Skills

- Review locations with students.
- Adriatic, Mediterranean, Aegean, and Black Sea
- Sample: Different nationalist interests were causing unrest with no clear solution, and the region seemed ready to explode into war at any moment.

Assess and Reteach

Assess Progress

- Have students complete the Section Assessment.
- Administer the Section Quiz.

All in One Teaching Resources, Unit 5, p. 24


- To further assess student understanding, use

 **Progress Monitoring**
Transparencies, 93

Reteach

If students need more instruction, have them read the section summary.

 **Reading and Note Taking**
Study Guide, p. 203

 **Adapted Reading and**
Note Taking Study Guide, p. 203

 **Spanish Reading and**
Note Taking Study Guide, p. 203

Extend

Ask students to research recent developments in the Balkans. Have students give an oral presentation describing how conditions have changed or remained the same in the region over the last 100 years.

Answers

Caption The Turkish leader looks weak and passive as the other two leaders divide parts of the Ottoman empire.

- ✓ Austria-Hungary took over Bosnia and Herzegovina; Russia pushed toward the Black Sea and Istanbul; Britain and France went after Ottoman lands in North Africa and the Middle East.



"The Sick Man of Europe"

Turkey's Abdul Hamid II (right) reacts to Bulgarian and Austrian rulers claiming parts of the Ottoman empire. *How does this cartoon show the Ottoman empire as "the sick man of Europe"?*

The Ottoman Empire Collapses

Like the Hapsburgs, the Ottomans ruled a multinational empire. It stretched from Eastern Europe and the Balkans to North Africa and the Middle East. There, as in Austria, nationalist demands tore at the fabric of the empire.

Balkan Nationalism Erupts In the Balkans, Serbia won autonomy in 1830, and southern Greece won independence during the 1830s. But many Serbs and Greeks still lived in the Balkans under Ottoman rule. The Ottoman empire was also home to other national groups, such as Bulgarians and Romanians. During the 1800s, various subject peoples staged revolts against the Ottomans, hoping to set up their own independent states.

European Powers Divide Up the Ottoman Empire Such nationalist stirrings became mixed up with the ambitions of the great European powers. In the mid-1800s, Europeans came to see the Ottoman empire as "the sick man of Europe." Eagerly, they scrambled to divide up Ottoman lands. Russia pushed south toward the Black Sea and Istanbul, which Russians still called Constantinople. Austria-Hungary took control of the provinces of Bosnia and Herzegovina. This action angered the Serbs, who also had hoped to expand into that area. Meanwhile, Britain and France set their sights on other Ottoman lands in the Middle East and North Africa.

War in the Balkans In the end, a complex web of competing interests contributed to a series of crises and wars in the Balkans. Russia fought several wars against the Ottomans. France and Britain sometimes joined the Russians and sometimes the Ottomans. Germany supported Austrian authority over the discontented national groups. But Germany also encouraged the Ottomans because of their strategic location in the eastern Mediterranean. In between, the subject peoples revolted and then fought among themselves. By the early 1900s, observers were referring to the region as the "Balkan powder keg." The explosion that came in 1914 helped set off World War I.

✓ **Checkpoint** How did the European powers divide up Ottoman lands?

4 Assessment

Progress Monitoring Online

For: Self-quiz with vocabulary practice
Web Code: naa-2244

Terms, People, and Places

1. For each term, person, or place listed at the beginning of the section, write a sentence explaining its significance.

Note Taking

2. **Reading Skill: Recognize Sequence**
Use your completed table to answer the Focus Question: How did the desire for national independence among ethnic groups weaken and ultimately destroy the Austrian and Ottoman empires?

Comprehension and Critical Thinking

3. **Identify Alternatives** What alternatives did Francis Joseph have in responding to nationalist demands? How might Austrian history have been different if he had chosen a different course of action?
4. **Draw Conclusions** Why did the Dual Monarchy fail to end nationalist demands?
5. **Identify Central Issues** How did Balkan nationalism contribute to the decline of the Ottoman empire?

Writing About History

Quick Write: Draft an Opening Paragraph In a persuasive essay, you want to grab the reader's attention by opening with a strong example, and then convincingly stating your views. Choose a topic from the section, such as whether the Hapsburgs or the Ottoman Turks could have built a modern, unified nation from their multinational empires. Then draft an opening paragraph.

Section 4 Assessment

1. Sentences should reflect an understanding of each term, person, or place listed at the beginning of the section.
2. In 1867 Austria formed the Dual Monarchy, giving Hungary its own constitution and parliament. Other groups continued to press for national freedom. In the Ottoman empire, various ethnic groups demanded independence, and European

powers competing for influence supported some of these groups.

3. Sample: He might have allowed the inclusion of all ethnic groups in the legislature, controlling unrest and keeping the empire alive longer.
4. Other nationalities within the empire gained little from it and continued to demand national independence.
5. Sample: Various ethnic groups were demanding independence from Ottoman rule. European powers interfered.

Writing About History

Paragraphs should focus on one issue, include a strong supporting example, and present a convincing statement of students' views.

For additional assessment, have students access **Progress Monitoring Online** at **Web Code naa-2244**.

How have people used nationalism as a basis for their actions?

Starting in the late 1700s, a spirit of nationalism swept across Europe and the Americas. Nationalism is a powerful force characterized by strong feelings of pride in and devotion to one's nation. It gives people a sense of identity beyond their family and local area. Nationalism can compel people to fight to establish their own nation, through revolution. It can move people to volunteer to defend their country from outside attack. It can even cause people to attack another country in order to acquire more territory for the homeland. Consider the following examples:

Revolution

The American Revolution may have been the first major eruption of nationalism. Americans sought liberty and equality. This search, prevented by Britain's efforts to maintain control, helped unify the diverse American colonies. Americans already spoke the same language and followed the same basic religion. Faced with Britain's tyranny, nationalist feelings arose in the form of patriotism. Those feelings gained full expression in the Declaration of Independence of July 4, 1776.

Defense

In June 1940, the British expected an invasion. Their nation stood alone against the German military machine, which was ready to strike as soon as Britain's defenses weakened. They never weakened. Prime Minister Winston Churchill set the tone when he urged the nation to stand up to Hitler. The British responded with courage and devotion to the cause of freedom. Despite a bombing blitz that devastated London, British morale remained high, and Hitler gave up his plans.

Aggression

Yugoslavia has been an ethnic powder keg since its creation in 1918. Nationalist tensions broke up this federation of six republics after the fall of communism. Four republics declared their independence, but the republic of Serbia aggressively tried to keep the nation together. It supported Serbian nationalists in civil wars and used "ethnic cleansing" to clear regions of non-Serbs in hopes of absorbing those regions into a "Greater Serbia." Intervention by NATO finally ended this practice and restored an uneasy peace in 1999.



Three Sarajevo girls run through "Sniper Alley" in Sarajevo.

Nationalism

Objectives

- Understand how nationalism has been a force for political and social change.
- Describe the positive and negative aspects of nationalism.

Build Background Knowledge L3

Discuss with students the meaning of *nationalism*. Ask them to describe how nationalism shaped events in the German and Italian states in the 1800s.

Instruct L3

- Refer students to the question at the top of this page: **How have people used nationalism as a basis for their actions?** Have volunteers describe how nationalism affected people during the American Revolution, World War II, and episodes of ethnic cleansing in Serbia.
- Discuss with students if and how nationalism plays a role today in American society. Write students' responses on the board to help formulate a class answer to the question.

Independent Practice

Concept Connector Have students fill in the Concept Connector worksheet on nationalism, which includes additional examples and critical thinking questions.

 **Reading and Note Taking**
Study Guide, p. 359

Monitor Progress

Circulate to make sure that students are filling in their Concept Connector worksheets accurately.

Thinking Critically

- (a) Sample: Not always. It can make people take desperate or illegal actions in the name of their country. (b) Sample: The terrorist attacks on the World Trade Center on September 11, 2001, brought out nationalistic feelings in Americans. These were seen as direct and violent attacks on the nation within its own borders.
- Research should identify a specific example of nationalism today, such as in Northern Ireland or Sri Lanka.

History Background

The World Cup Every four years, a heated soccer competition called the World Cup arouses nationalistic feelings around the world. World Cup competitions have taken place every four years since 1930, except during World War II. In 2002, Brazil won its fifth World Cup title—a record. Ecstatic fans celebrated for three days, draped in green and gold, the colors of Brazil's flag.

While most of the nationalism inspired by the World Cup is light-hearted, the competition has led to tension and even violence. For example, in 1994, angry fans murdered Colombian player Andrés Escobar upon his return home from the World Cup because he had accidentally kicked the ball into his own team's net, crushing Colombia's hopes for the title.

Queen Elizabeth and King George VI of Great Britain visit a London neighborhood that had been bombed by Germany in 1941.

Thinking Critically

- (a) Is nationalism a positive force? Explain your answer. (b) What event or events in recent years brought out nationalistic feelings among Americans? Why?
- Connections to Today** Do library research to identify an example of nationalism today.