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## Lesson

### Overview

Students research prominent proponents of significant *isms* that emerged in the nineteenth century, including imperialism, liberalism, socialism, nationalism, industrialism, and anarchism. They will present their findings at a Meeting of the Minds conference with the goal of convincing the collective group that their *ism* is the most significant.

### Objectives

- Students will understand the basic concepts of liberalism, nationalism, socialism, imperialism, industrialism, and anarchism.
- Students will understand the role significant individuals played in the development of the various *isms*.

### Notes for the Teacher/Duration

- Assign students to one of the six *isms*, and have those students sit together in the classroom.
- Give each group the brief overviews of individuals associated with its assigned *ism*, and tell the students that they will need to research both the *ism* and any or all of the individuals associated with this concept.
- You may either assign students to a particular individual or have them decide as a group which individuals to bring to the Meeting of the Minds.
- Explain that they will be preparing for a Meeting of the Minds conference, at which time they will be addressing the following questions:
  - What is the meaning of your particular *ism*?
  - Why did your individual become associated with this *ism*?
  - Were there any significant events associated with your *ism*? Explain.
  - Why is this *ism* the most significant of the nineteenth century?

### Day One

- Read and discuss the "Background for Teachers and Students."
- Group students by an assigned *ism*, and give them the names and brief overviews of the individuals associated with their *ism*.
- Have students do further research on the assigned *ism* and the biographies of associated individuals.
- Have students decide which individuals they would like to bring to the Meeting of the Minds conference.

#### Teaching tip

Depending on the number of students in the class, you may either fill all of the individual roles or use two or three roles from each *ism* group. If the class size is larger than thirty-six, you can have students double up on selected individuals.



#### Teaching tip

You may allow students to use technology in their presentations at the Meeting of the Minds.





## Day Two

- Distribute the “Meeting of the Minds Agenda” for notetaking.
- Research and group planning

## Days Three and Four

- Students attend the Meeting of the Minds conference. They have each of their selected individuals address the questions on the agenda.

## Days Four and Five

- Have students vote on which *ism* was the most significant. They cannot vote for their own selected *ism*. If there is a tie, you may cast the deciding vote.
- Debrief using discussion questions and document analysis.

## Day Six

- Debrief using the extension activities.
- Check the answers to the document questions.

## Answers to Document Questions

### Document A

1. What kind of revolution is Nechayev suggesting? Explain.

*A complete destruction of the existing order*

2. What does Nechayev mean by the “deeds”?

*A violent act, like an assassination*

### Document B

1. Is this a racist poem by nineteenth-century standards? Explain.

*Answers will vary, but most nineteenth-century people viewed this as not racist.*

2. Is this a racist poem by twenty-first-century standards? Explain.

*Answers will vary, but most twenty-first-century people would view this as very racist.*

### Document C

1. Why does the author suggest that only Prussia can truly form a united Germany?

*Prussia can unify Germany because it is more interested in reform and the establishment of national interests.*

# Background for Teachers and Students



The first International Peace Conference in The Hague

The Lieber Code, signed into law by Abraham Lincoln in 1863 during the American Civil War, was a domestic regulation of the U.S. Army. When, in 1899, the Hague Convention sought to codify the rules of war, it drew heavily on Lieber's 157 articles, in which he had set out guidelines to ensure that civilians and prisoners of war would be protected despite the fighting around them. The code enumerated the rules of behavior in times of war, including the application of martial law and the treatment of noncombatants, prisoners of war, and hostages. It also addressed pillage, spying, truces, prisoner exchanges, and paroles.<sup>29</sup> This code served as a working paper for the delegates to an international peace conference that included the major European powers of Great Britain, France, and Germany.

The conference agenda included negotiations around the themes of avoiding conflicts, disarmament, the laws of war, and war crimes. It also suggested that nations not directly involved in a conflict help arbitrate a solution. During the conference, it was even recommended that an international court of justice be established to mediate disputes between nations. Most of the countries at the conference favored arbitration; there was disagreement, however, as to whether there should be binding arbitration.

Twenty-seven countries participated in the Hague Convention of 1899, including Great Britain, Russia, the United States, Germany, France, Italy, the Scandinavian countries, and Japan. In fact, it was Tsar Nicholas II of Russia who first proposed the conference and was instrumental in setting it up. All the nations at the conference were regarded as equals, with each having one vote in passing resolutions. The conference discussed the mediation as a means of settling a conflict between one or more nations. Delegates also passed resolutions regarding most of the items in the Lieber Code, including treatment of prisoners of war, banning the use of poison or poison gas, treatment of noncombatants, wanton bombardment of civilians, looting, and forced conscription. Additionally, country delegates saw the need to ban the use of explosives launched from balloons. (Use of airplanes was still in the future.) Most nations agreed it was necessary to prohibit the use of dum-dum bullets, which expand when striking a person or object.

You will now have the opportunity to debate and frame resolutions on several of the most important issues facing the delegates at this conference.

<sup>29</sup> Schoales, *Justice and Dissent*, 256.

Image source: First Peace Congress. By unknown artist, 1899, Imperial War Museums, A Court Charles (Col), HU67224, via Wikimedia Commons

Name \_\_\_\_\_

# Roles Chart

Country	Head of State	Delegation Head	Assistant	Assistant	Assistant
Austria-Hungary	Franz Josef I	Count Rudolph von Welsersheimb	Alexander Okolicsányi von Okolicsna	Cajetan Mérey von Kapos-Mére	Victor von Khuepach zu Reid
France	Émile Loubet	Léon Bourgeois	Georges Bihourd	Paul-Henri-Benjamin d'Estournelles de Constant	Admiral Péphau
Germany	Wilhelm II	George Herbert, Count Münster-Ledensburg	Dr. Phillip Zorn	Captain Siegel	Baron Freiherr von Stengel
Great Britain	Queen Victoria	Sir Julian Pauncefote	Sir Henry Howard	Sir John A. Fisher	Sir John Charles Ardagh
Japan	Emperor Meiji	Baron Tadasu Hayashi	Ichiro Motono	Captain Toshiatsu Sakamoto	Nagao Ariga
Russia	Nicholas II	Baron Egor Egorovich Staal	Fedor Fedorovich Martens	Alexander Basily	Colonel Gilinsky
Turkey	Abdulhamid II	Turkhan Pasha	Youssef Bey	General Abdullah Pasha	R. Mehemed Pasha
United States	William McKinley	Andrew Dickson White	Seth Low	Stanford Newel	Captain Alfred Thayer Mahan

## Additional Roles

Country	Head of State	Delegation Head	Assistant	Assistant
Belgium	Leopold II	Auguste Beernaert	Count de Grelle Rogier	Maurice Joostens
Bulgaria	Ferdinand I	Dr. Dimitri I. Stancioff	Major Christo Hessaptchieff	Colonel Roberto Trompowsky
Greece	George I	Nicholas P. Delyanni	Georges Streit	C. Sapountzakis
Italy	Umberto I	Count Constantino Nigra	Count Guido Pompilj	Louis Zuccari
Netherlands	Queen Wilhelmina	Abraham Pieter Cornelis van Karnebeek	General J. C. C. den Beer Poortugael	Willem Hendrik de Beaufort
Portugal	Carlos I	Count de Macedo	A. d'Ornellas de Vasconcellos	Captain Augusto de Castilho
Romania	Carol I	Alexander Beldiman	Jean N. Papiniu	Colonel Constantin Coanda
Serbia	Alexander I	Chedomille Miyatovitch	Colonel Alexander Maschine	Dr. Voislave Veljkovitch
Spain	Alfonso XIII	Duke de Tetuán	Wenceslao Villa Urrutia	Arturo de Baguér
Switzerland	Robert Comtesse	Dr. Arnold Roth	Colonel Arnold Künzli	Edouard Odier

Your Character Role \_\_\_\_\_

## Discussion Questions

1. What provisions of these treaties do you think were unrealistic given the realities of warfare, both then and now?
2. Gandhi said that "our greatness lies not so much in being able to remake the world . . . as being able to remake ourselves."<sup>32</sup> Do you think that the delegates to these conferences were idealistic dreamers, or did they actually believe that their decisions would create a world free of major conflicts? Did they think that nations who did end up in wars would actually abide by the rules they created?
3. Jean-Jacques Rousseau wrote in *The Social Contract* that during a war "individuals are enemies only accidentally, not as men, nor even as citizens, but as soldiers."<sup>33</sup> Do the decisions reached by the Hague Treaty buttress this statement? Explain.
4. Considering what you know about the evolution of warfare in the twenty-first century, to what extent do the rules of warfare agreed to by the nations in 1899, and later in 1907, still apply? What additions would you make? For example, should the use of napalm or barrel bombs be banned?
5. Most people consider territorial invasion by a nation a just cause for war. Are there any other causes that rise to that level of provocation? For example, currently, if a nation launched an Internet attack that severely damaged another country's economy, would that be a reasonable cause for war?
6. Can you think of any incidents during the wars of the twentieth and twenty-first centuries that violated the provisions of the 1899 and 1907 conferences?
7. There is a popular quote that "all is fair in love and war." Is that really true? Discuss.
8. Early in 1900, U.S. soldiers fighting in the Philippines were accused of using expanding bullets. In August 1914, Germany attacked France through Belgium without warning. In 1916, a German submarine off the coast of Ireland sank a British ocean liner suspected of carrying arms, also without warning and with great loss of civilian life. The British and American Air Forces firebombed the city of Dresden during World War II, also with great loss of civilian life. In 1944, fifty British airmen were executed for escaping from a prison camp. Were any or all of the above clear violations of the Hague Treaty? Why or why not?

<sup>32</sup> Mahatma Gandhi, quoted in Attenborough, ed., *The Words of Gandhi*.

<sup>33</sup> Rousseau, *The Social Contract*, 11.