



A Peace of the Pie

Causes and Effects of the Congress of Vienna



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Subject	Social Studies	Time Frame	90 minutes
Course	World History	Duration	2 Periods

Essential Question

Is peace possible after a major conflict? Can countries have a balance of power after war?

Summary

This lesson introduces students to the impact of the Congress of Vienna. This lesson is meant to be taught after the French Revolution and Napoleon content has been introduced to students. Using hands-on activities, discussions, and research, students explore the individuals who helped shape the Congress of Vienna and its effects.

Snapshot

Engage

Students draw upon previous knowledge of what led up to the Congress of Vienna.

Explore

Students are introduced to key players and events of the Congress of Vienna.

Explain

Students read and summarize an article to facilitate understanding of the causes and effects of the Congress of Vienna.

Extend

Students participate in a Historical Mingle as the major actors at the Congress of Vienna.

Evaluate

Students complete a CER to demonstrate understanding.

Standards

ACT College and Career Readiness Standards - Reading (6-12)

CLR402: Draw logical conclusions in somewhat challenging passages

IDT403: Summarize key supporting ideas and details in somewhat challenging passages

ACT College and Career Readiness Standards - Writing (6-12)

D&S 401: Building and strengthening the argument. A score in this range indicates that the writer is able to: -Make use of clear reasoning and examples to arrive at an understanding of the issue and differing perspectives on it -Adequately convey reasons why the argument is worth considering -Extend ideas and analysis by considering factors that complicate the writer's own perspective -Anticipate objections by qualifying the argument

Oklahoma Academic Standards (Social Studies: World History (9th through 12th grade))

WH.3.1: Analyze the causes and global impact of

WH.3.1C: the French Revolution including the Napoleonic Wars

WH.3.1D: the Congress of Vienna.

Attachments

- [CER—A Peace of the Pie - Spanish.docx](#)
- [CER—A Peace of the Pie - Spanish.pdf](#)
- [CER—A Peace of the Pie.docx](#)
- [CER—A Peace of the Pie.pdf](#)
- [Historical Mingle Activity Cards—A Peace of the Pie - Spanish.docx](#)
- [Historical Mingle Activity Cards—A Peace of the Pie - Spanish.pdf](#)
- [Historical Mingle Activity Cards—A Peace of the Pie.docx](#)
- [Historical Mingle Activity Cards—A Peace of the Pie.pdf](#)
- [Historical Mingle Graphic Organizer—A Peace of the Pie - Spanish.docx](#)
- [Historical Mingle Graphic Organizer—A Peace of the Pie - Spanish.pdf](#)
- [Historical Mingle Graphic Organizer—A Peace of the Pie.docx](#)
- [Historical Mingle Graphic Organizer—A Peace of the Pie.pdf](#)
- [I Think, We Think and SIT—A Peace of the Pie - Spanish.docx](#)
- [I Think, We Think and SIT—A Peace of the Pie - Spanish.pdf](#)
- [I Think, We Think and SIT—A Peace of the Pie.docx](#)
- [I Think, We Think and SIT—A Peace of the Pie.pdf](#)
- [Lesson Slides—A Peace of the Pie.pptx](#)
- [The Congress of Vienna Article—A Peace of the Pie - Spanish.docx](#)
- [The Congress of Vienna Article—A Peace of the Pie - Spanish.pdf](#)
- [The Congress of Vienna Article—A Peace of the Pie.docx](#)
- [The Congress of Vienna Article—A Peace of the Pie.pdf](#)

Materials

- Lesson Slides (attached)
- I Think, We Think and SIT handout (attached; one per student)
- Congress of Vienna Article handout (attached; one per student)
- Historical Mingle Activity Cards (attached)
- Historical Mingle Graphic Organizer (attached; one per student)
- Claim, Evidence, Reasoning handout (attached; one per student)
- Student devices with Internet access
- Pencils
- Paper

10 minutes

Engage

Use the attached **Lesson Slides** to guide the lesson.

Begin with **slide 2**. Introduce the Congress of Vienna, its causes, and effects. Review **slides 3-4** to introduce students to the essential questions and learning objective.

Display **slide 5**. Share instructional strategy, [I Think/We Think](#). Students will draw on previous knowledge of the French Revolution and Napoleon to explore the question: *How did Europe respond to the French Revolution and Napoleon?*

Have students create a T-chart with a sheet of paper labeling the left-hand column "*I Think*" and the right-hand column "*We Think*" or pass out the attached **I Think/We Think and S-I-T** handout.

Share the prompt with the students: *How did Europe respond to the French Revolution and Napoleon?* Ask students to individually record their answers in the "*I Think*" column. Once they have written their responses, ask them to turn to their [Elbow Partner](#) to share what they wrote. Once they have shared their responses, ask them to fill in their thoughts in the "*We Think*" column.

Possible Student Responses to I Think/We Think

The European countries wanted peace. The European countries were scared of another "Napoleon" taking over.

15 minutes

Explore

Display **slide 6**.

Introduce the [S-I-T strategy](#) to students. Tell students to look for one *Surprising* fact or idea, one *Interesting* fact or idea, and one *Troubling* fact or idea as they watch the [video](#) on slide 6. Students should use the S-I-T portion of the I Think/We Think and S-I-T handout to add their video reflection responses.

After playing the video and providing time to complete the S-I-T handout, ask students to share their responses with an Elbow Partner. Ask for volunteers to share their responses to the class.

Possible Student Responses

Surprising - Europe went back on some of the policies that emerged during the French Revolution.

Interesting - Europe was working together towards the goal of peace.

Troubling - Certain countries seemed to gain more land and power than others.

20 minutes

Explain

Display **slide 7**. Pass out the attached **Congress of Vienna Article** and review the [Stop and Jot](#) strategy. While reading, have students use Stop and Jot strategy by reading the left side and stopping to answer the questions on the right side of the handout.

When students have completed their notetaking, have them discuss their responses to the questions with their Elbow Partner, followed by partners' sharing to the whole class.

30 minutes

Extend

Teacher's Note

Prior to this lesson, print and cut the attached **Historical Mingle Cards**, one for each student. To start the activity, assign students to groups of 4. Each member will represent an individual who attended the conference.

Prior to the lesson, print a copy of the Historical Mingle Graphic Organizer for each student.

Next have students participate in an [Historical Mingle](#). Display **slide 8** to review the strategy. Place students in groups of 4. Assign each group member to be a representative who attended the Congress of Vienna. Each group will have a representative from Great Britain, France, Austria, and Russia.

Provide students a Historical Mingle Card that contains information about their assigned individual. Pass out the **Historical Mingle Graphic Organizer** for each individual student to complete as they mingle with each of the Congress attendees.

- Have students introduce themselves in their assumed role.
- Allow time for the students to read through and become familiar with their Congress of Vienna representative.
- When students have become "experts," ask them to mingle with their group where they will share information about the person whom they are representing.
- After students have had time to mingle with each other and complete their graphic organizers, ask them to discuss what they have learned about each individual in a whole class discussion.

Teacher's Note

For larger classes, there will be duplicates of each location/representatives.

25 minutes

Evaluate

Pass out the attached **Claim, Evidence, Reasoning** handout. Display **slide 9**. Introduce students to the [Claim-Evidence-Reasoning strategy](#). Assign students to read the two questions and select **one** to respond to in a Claim-Evidence-Reasoning (CER) format.

- Question #1: Is Peace Possible after the French Revolution and the reign of Napoleon?
- Question #2: Can Europe have a balance of power after the French Revolution and the reign of Napoleon?

Using their chosen question, ask students to write a *Claim* that answers the question (typically one sentence). Next, using research, have students provide *Evidence* that supports their claim. Finally, have students write their *Reasoning*, which explains why they chose their specific evidence and how gives an explanation into why they chose their evidence, and thus supports their claim (typically a few sentences).

Teacher's Note: Optional Video

If students need support in developing a Claim-Evidence-Reasoning response, play the video on **slide 10** which details how to write a CER.

Teacher's Note: Sample Student Responses

1. Peace throughout Europe is possible after the French Revolution and Napoleon. The representatives at the Congress of Vienna ensured that the major powers were mostly balanced, helping to prevent another rise in a single power or person. The Congress of Vienna also helped to maintain lasting peace by not being very harsh on the defeated France. Although the Congress suppressed nationalism leading to local uprisings and the consolidation of Germany, there will not be another major European continental conflict for another one hundred years with the outbreak of WWI.
2. A balance of European power after the French Revolution and Napoleon was possible. The Congress of Vienna redistributed land like creating the United Kingdom of Netherlands and stripping some of France's newly acquired lands. This allowed the major powers to assist in that no one power dominated the continent. Although there will be local conflicts, there will not be a major threat to the balance of power until Germany unites and the full consuming European war of WWI.

Resources

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