

Name: Zollverein and the European Union by Patricia Laurence		Unit Plan: Week of April 15
		Subject/Grade Level: AP European History
Unit Title:	Zollverein and the EU	
Standards:	AP European History 5.7 The Congress of Vienna, 6.2 The Spread of Industry, 7.1&2 Nationalism, 9.1 Contextualizing the Cold War, 9.2 Rebuilding Europe, 9.10 The European Union, 9.13 Globalization	
Objectives		
→ Historical Thinking Skill 3: Analyze arguments in primary and secondary sources		
→ Historical Thinking Skill 4: Analyze the context of historical events, developments, or processes		
→ Historical Thinking Skill 5: Using historical reasoning processes, analyze patterns and connections between and among historical developments and processes		
→ Historical Thinking Skill 6: Develop an argument		
Key Concepts		
→ KC3.3 Political revolutions and complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.		
→ KC4.4.IV European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20 <sup>th</sup> century.		
Essential Questions		
→ Evaluate the extent to which the context of the development of the Zollverein was similar to the context of the development of the European Union		
Learning Acquisition and Assessment		
Students will know... (content/concepts)	Students will be able to... (skills, performance tasks)	
→ The economic, political, and ideological context surrounding the development of both the Zollverein and the EU	→ Closely observe and analyze data, text, and visual sources to make connections across time periods	
Formative Assessments	Summative Assessments	
→ Students will answer guided questions about each source set to ensure understanding and accurate analysis of data, text, and visual sources.	→ Students or teachers can choose between various modalities to answer the essential question.	
Learning Activities (1 week – 5 days): Lesson introduction, body, and closing		
Day 1	→ Teachers provide direct instruction about to give students a brief overview of the early stages of development of the EU, particularly of post-war Europe and the foundation of the ESCE. A brief	

	<p>review of the what the Zollverein was may be necessary depending on the group.</p> <p>Main EU-related concepts/activities: Students begin evaluating documents. The document sets are designed to be used in any order. For classes with less experience with primary source documents, teachers may consider a gradual release model for documents sets as needed.</p>	
Day 2	<p>→ Students continue to evaluate document sets, answering the guided questions to help facilitate close observation and analysis.</p> <p>Main EU-related concepts/activities: Schengen, ESCS, EURATOM</p>	
Day 3	<p>→ Students continue to evaluate document sets, answering the guided questions to help facilitate close observation and analysis.</p> <p>Main EU-related concepts/activities: Political Ideology, ECSC, EU Expansion, Charter of Fundamental Rights</p>	
Day 4	<p>→ Students can use the graphic organizer provided in the Educator Notes and Student Handouts or create a Venn diagram to help them evaluate the extent to which the two contexts were similar. Teachers or student can choose a product, including Socratic circle, essay response, or group discussion. A whole class option is to designate one side of the classroom as “all similar” and the other as “all different” and ask students to place themselves in the room somewhere along that spectrum based on their evaluation of the sources. Students can then have conversations with students close by to them or far away from them on the spectrum to elucidate their thinking.</p> <p>Main EU-related concepts/activities: Context of the Development of the EU</p>	
Day 5	<p>→</p> <p>Main EU-related concepts/activities:</p>	
Resources and Materials		
Books/Articles	Worksheets	Social media accounts/other digital resources
→	<p>Zollverein and the EU Educator Notes and Student Resources</p> <p>Zollverein and EU Comparison Documents</p>	→

## Zollverein and the EU: Educator Notes and Student Organizers

The source sets are designed by theme, but the theme is not listed in order to elicit students to evaluate the information and find meaning without a topical label, much as historians must do. For your reference, the sets are:

Set 1: Physical losses from war

Set 2: Removing borders

Set 3: Foreign competition

Set 4: Shared ideology\*

Set 5: Growth of cooperation over time

Set 6: Regional concessions

\*In this case, the ideologies are not the same, but there is the idea of a shared ideology among the group.

Sources are labeled with the following conventions: Source set number, followed either by A or B. A indicates sources about the Zollverein, B about the European Union or one of its earlier iterations. The letter is then often followed by another number if there are several sources about that theme and time period. Occasionally, as in Set 1B and and Set 3B-4, there are two pieces of information that work together to create one idea, so they have not been labelled individually.

In the interest of finding ways to incorporate this lesson in the way that best fits your classroom, these resource sets can be used as a group or broken into stand-alone pieces as needed. The sets, by design, do not need to be investigated in the order presented, to allow for classroom flexibility with limited resources. The student guides focus on the skill of comparison, but the resources for each time period can also be used for stand-alone contextualization as well. I hope you find that the resources can be tailored to your classroom needs. As a teacher I find the timetable of completing the curriculum in a meaningful way one of the biggest challenges of planning instruction, so I hope you will find these flexible enough to work within your instructional timetables.

The student guides provide some structure for students to work in small groups with questions to guide their inquiry. It also helps organize their analysis of the documents, so that they can then move to the evaluation portion comparing the contexts in which the two organizations developed.

## Set 1

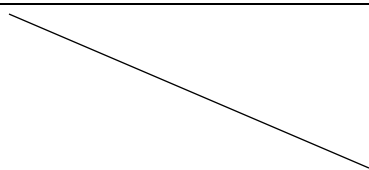
Source	What did you learn about the time period from this source?	How are these sources related? (if more than 1)
1A Maps of losses to Napoleon		
1B Images of cities before and after World War 2		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.

## Set 2

Source	What did you learn about the time period from this source?	How are these sources related?
2A-1 Cartoon of a merchant		
2A-2 Map of the expansion of the Zollverein		
2B Map of Commuter Rail across France, Germany, and Switzerland		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.

### Set 3

Source	What did you learn about the time period from this source?	How are these sources related?
3A-1 J.G. Herder, Germany, are you still sleeping?		
3A-2 List, <i>The National System of Political Economy</i> (about Britain)		
3A-3 Maps of Rail Lines in Britain and the German states		
3B-1 Steel import hearings		
3B-2 Table, production of crude steel		
3B-3 Treaty establishing EURATOM		
3B-4 Spending on nuclear research in the U.S. and by EURATOM		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.

## Set 4

Source	What did you learn about the time period from this source?	How are these sources related?
4A-1 Map of revolts in 1848-1849		
4A-2 Kohn, Romanticism and the Rise of German Nationalism		
4B-1 Table of dominant political parties, 1951		
4B-2 ESCS Treaty		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.

## Set 5

Source	What did you learn about the time period from this source?	How are these sources related?
5A List, <i>The National System...</i> about industry protection		
5B Map of the expansion of the EEC over time		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.



## Set 6

Source	What did you learn about the time period from this source?	How are these sources related?
6A Feuerstein, "From the Zollverein to the Economics of Regionalism"		
6B Fundamental Charter on Human Rights, re: United Kingdom and Poland		

What is the relationship between the A and B sources? What similarities and differences do you notice?

Similarities	Differences

Write a sentence or short paragraph about your findings.

Evaluate the extent to which the context surrounding the development of the Zollverein was similar to the context surrounding the development of the European Union.

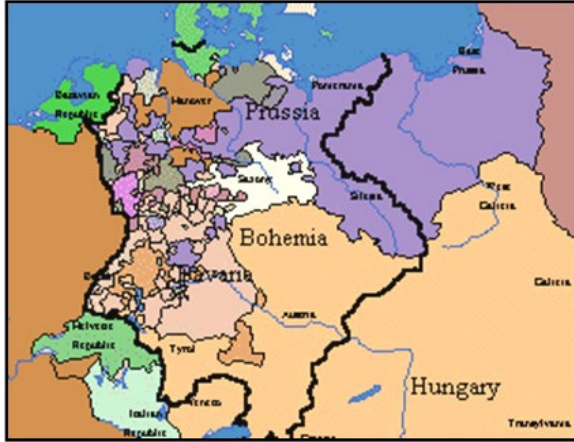
Use your evaluations from the Source Sets to consider the overarching question.

Similarities: In what ways were they more similar? To what extent?	Differences: In what ways were they different? To what extent?

## Set 1

Source 1A

Maps of Prussia, before and after significant losses to Napoleon in 1807



**BEFORE JENA AND AUERSTADT**



**AFTER THE TREATY OF TILSIT**

Images from The Clausewitz Homepage, [clausewitz.com](http://clausewitz.com)

## Set 1, cont.

Source 1B

Images of cities before and after World War 2.

City of Dresden, Germany, before and after World War 2



Compiled by Ian Smith, The Vintage News, April 9, 2016

Rotterdam, Netherlands, before and after World War 2



## Set 2

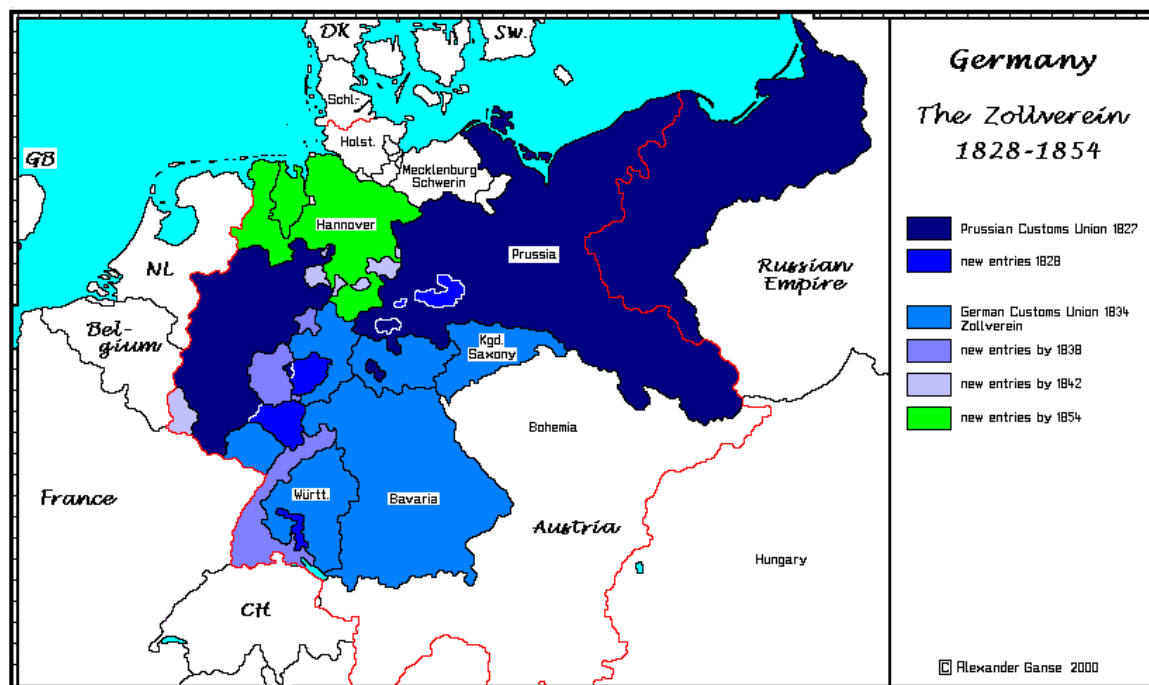
Source 2A-1

Cartoon, representing a merchant traveling through the tiny state of Schaumburg-Lippe, in what is now the south-east part of Lower Saxony, 1834.



Narration translates to "You see, officer, that I have nothing to declare. For what's in the back of the wagon hasn't crossed the border of Lippe yet, in the middle there's nothing, and what's in the front has already crossed the border of Lippe."

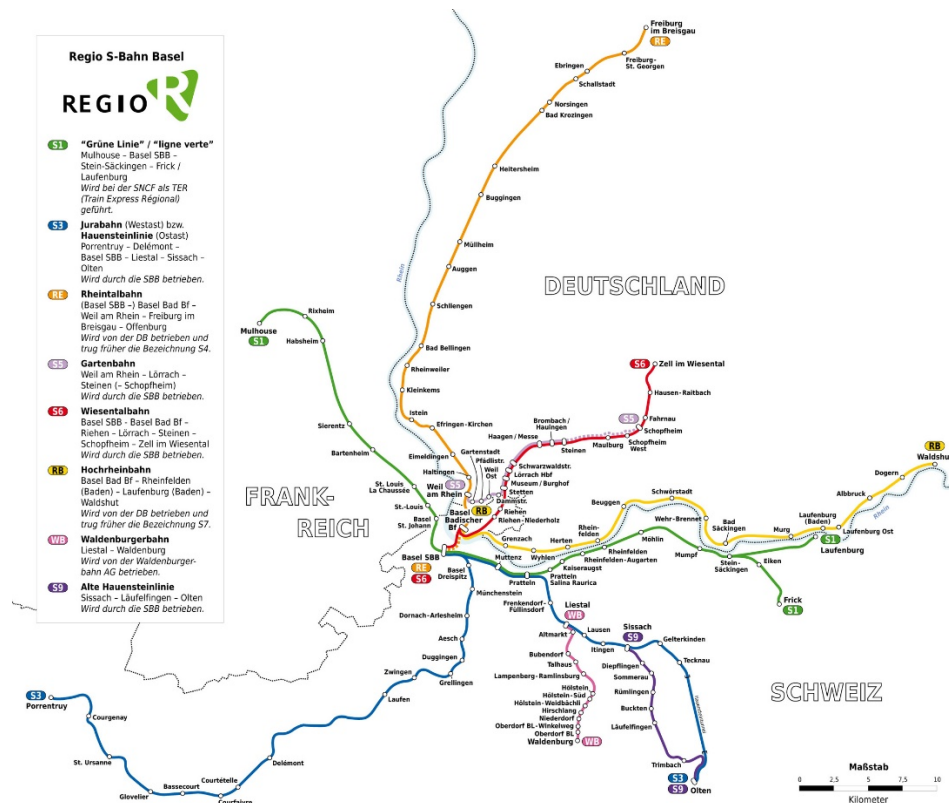
Source 2A-2 Map of the expansion of the Zollverein



## Set 2, cont.

Source 2B

Commuter Rail across Three Nations. Map by Maximilliar Dorrbecker, from Matthew Yglesias, “38 Maps that explain Europe” Vox.com, September 8, 2014



A symbol of present-day Europe's high level of peace and cooperation, as well as its commitment to excellent mass transit service, the commuter rail network for the city of Basel in Switzerland extends into both France and Germany. Responsibility for the service is split between the Swiss national rail company, France's SNCF, and Germany's Deutsche Bahn. International urban agglomerations are fairly common globally (there are several on the US-Mexico border), but cross-border transportation services are uniquely practical in Europe because the Schengen Agreement allows for transit across most of the continent's internal boundaries without passport checks or customs.

## Set 3

### Source 3A-1

J. G. Herder, "Germany, Are You Still Sleeping?" from *Complete Works*, edited by Bernard Suphan, 1889.

"Germany, are you slumbering on? Look what happens around you, what has happened to yourself. Feel it, wake up....See your neighbour Poland, formerly so powerful and proud, kneeling dishonored and untidy before three victors.\* Look at the giant in the East; you yourself taught him to brandish his sword and his club. Look westward: there relying on might and luck another fighter faces you, full of agility and enthusiasm. And you, you still tarry to stand up like a man and wisely to unite?....Should your name be gone with the wind? Will you too kneel before strangers, partitioned by them? Do none of your ancestors, does not your own heart, does not your language mean anything to you?....Courts will not protect you nor princely priests....Who does not protect himself, does he deserve liberty?

### Source 3A-2

Friedrich List, *The National System of the Political Economy*, 1841

The Britons as an independent and separate nation would henceforth take their national interest as the sole guide of their policy. The Englishman, from predilection for his language, for his laws, regulations, and habits, would whenever it was possible devote his powers and his capital to develop his own native industry, for which the system of free trade, by extending the market for English manufactures over all countries, would offer him sufficient opportunity; he would not readily take a fancy to establish manufactures in France or Germany. All excess of capital in England would be at once devoted to trading with foreign parts of the world. If the Englishman took it into his head to emigrate, or to invest his capital elsewhere than in England, he would as he now does prefer those more distant countries where he would find already existing his language, his laws, and regulations, rather than the benighted countries of the Continent. All England would thus be developed into one immense manufacturing city. Asia, Africa, and Australia would be civilised by England, and covered with new states modelled after the English fashion. In time a world of English states would be formed, under the presidency of the mother state, in which the European Continental nations would be lost as unimportant, unproductive races. By this arrangement it would fall to the lot of France, together with Spain and Portugal, to supply this English world with the choicest wines, and to drink the bad ones herself: at most France might retain the manufacture of a little millinery. Germany would scarcely have more to supply this English world with than children's toys, wooden clocks, and philological writings, and sometimes also an auxiliary corps, who might sacrifice themselves to pine away in the deserts of Asia or Africa, for the sake of extending the manufacturing and commercial supremacy, the literature and language of England. It would not require many centuries before people in this English world would think and speak of the Germans and French in the same tone as we speak at present of the Asiatic nations.



Source 3A-3 Maps of Rail lines, 1849



Source: The Cambridge Group for the History of Population and Social Structure



## Set 3, cont.

Source 3B-1

Steel Imports Hearings before the Committee on Finance United States Senate, June 2 and 3, 1966.

“Now, companies (in the European Economic Community) seeking to overcome weakness of small size are moving from joint ventures to full-fledged merger. The merger wave really got going two years ago when the German producers August Thyssen-Huette and Phoneix-Rheinrohr united under the Thyssen name to form Western Europe’s biggest steel company. Now the wave is spreading to Luxembourg and France and will cross national boundaries is a proposed merger of two German producers with Holland’s largest steel-maker, Hoogovens, is approved.




A German steel official sums up the aim of all these moves: ‘With fewer, bigger companies, we think European steel can come closer to the secret of production and price stability that exists in the U.S.’”

Source 3B-2

Production of Crude Steel, from the Office for Official Publications of the European Communities, 2002.

STEEL

Table 1.3.2 Production of crude steel

1 000 t		EU	D	F	I	NL	B	L	UK	IRL	DK	EL	E	P	A	FIN	S
EU-6	1952	41 996	18 629	10 867	3 635	693	5 170	3 002									
	1957	59 997	27 973	14 100	6 979	1 185	6 267	3 493									
	1962	73 011	32 563	17 234	9 757	2 096	7 351	4 010									
	1967	89 886	36 744	19 658	15 890	3 401	9 712	4 481									
EU-9	1973	150 073	49 521	25 270	20 995	5 623	15 522	5 924	26 649	116	453						
	1977	126 121	38 985	22 089	23 333	4 923	11 256	4 329	20 474	47	685						
EU-10	1981	126 053	41 610	21 245	24 778	5 472	12 283	3 790	15 321	33	612	909					
EU-12	1986	126 899	37 134	17 865	22 985	5 286	9 713	3 705	15 766	208	632	1 009					
	1990	136 854	38 434	19 016	25 467	5 412	11 453	3 560	17 895	326	610	999	12 936	746			
EU-15	1995	155 745	42 051	18 107	27 766	6 409	11 558	2 613	17 655	310	654	939	13 802	828	5 003	3 152	4 898
	1998	159 525	44 046	20 153	25 642	6 377	11 426	2 477	17 034	359	792	1 108	14 827	936	5 298	3 928	5 122
	2000	163 410	46 376	21 001	26 728	5 666	11 637	2 571	15 252	359	800	1 088	15 840	1 088	5 723	4 091	5 190

Source: Eurostat.

## Set 3, cont.

Source 3B-3

Treaty establishing the European Atomic Energy Community (EURATOM), Title 1, Article 2

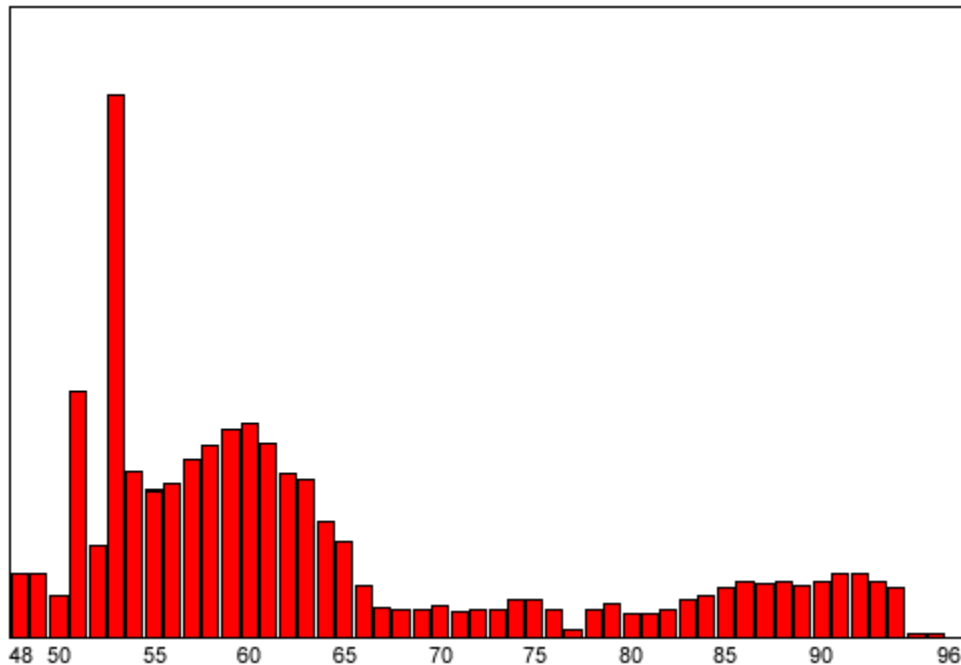
“In order to perform its task, the Community shall, as provided in this Treaty:

- a. Promote research and ensure the dissemination of technical information
- b. Establish uniform safety standards to protect the health of workers and of the general public and ensure that they are applied
- c. Facilitate investment and ensure, particularly by encouraging ventures on the part of undertakings, the establishment of the basic installations necessary for the development of nuclear energy in the Community
- d. Ensure that all users in the Community receive a regular and equitable supply of ores and nuclear fuels....
- g. ensure wide commercial outlets and access to the best technical facilities by the creation of a common market in specialized materials and equipment, by the free movement of capital for investment in the field of nuclear energy and by freedom of employment for specialists within the Community.

## Set 3, cont.

Source 3B-4

Average US spending on Nuclear Weapons Research, Development, Testing and Production: \$96 million annually, 1958-1962 *Atomic Audit: The Costs and Consequences of U.S. Nuclear Weapons Since 1940*, Brookings Institution Press, 1998.



G. Denegre, G. Stiennon, and F. Leonard "The European BR2 Reactor at Mol, Belgium", *New Scientist*, April 6, 1961.

"By the end of 1960 the atomic research programme of Euratom (the European Atomic Energy Community of Federal (West) Germany, France, Italy, and the three Benelux countries) was well under way. Although Euratom intends to spend \$215 million in independent research activities during the initial five-year period, and the expenditure of \$75 million has been authorized for 1961."

## Set 4

Source 4A-1, Sites of Revolts in 1848-1849



Map 1848 Revolutions. Source: ThingLink

Source 4A-2

Hans Kohn, "Romanticism and the Rise of German Nationalism", *The Review of Politics*, vol 12, no. 4 (October 1950)

"Romantic nationality was based not upon a modern constitution but upon traditional customs which grow organically and which should not be interfered with from without. They represented the true folk-spirit, the *Volksggeist*; there seemed in them much greater wisdom than in all the lofty constructions of rational principles. The folk traditions were securely founded in history and had stood the test of time whereas, as the romanticists believed, the principles of 1789 had failed because they were conceived without regard for history and had claimed universal validity...History alone was a safeguard for national destiny; and romanticism made the study of national history and the exploration of the national past important to statesmen who found therein an arsenal for fighting the spread of revolution and for establishing or maintaining national independence."

## Set 4, cont.

Source 4B-1

Western European Nations and Dominant Political Parties, 1951.

Nation	Leader in 1951	Political Party of Leader
Belgium*	Joseph Pholien, PM	Christian Social Party
France*	Vincent Auriol, President	French Section of the Workers' International
Italy*	Alcide De Gasperi, PM	Christian Democracy
Luxembourg*	Pierre Dupong, PM	Christian Social People's Party
Netherlands*	Willem Drees, Sr., PM	Labour Party (formed in 1946 from a merger of the Social Democratic Workers' Party, the Free-thinking Democratic League and the Christian Democratic Union)
West Germany*	Konrad Adenauer, Chancellor	Christian Democratic Union
Great Britain	Winston Churchill, PM	Conservative Party
Portugal	Francisco Craveiro Lopes, Pres.	National Union
Spain	Francisco Franco, Caudillo (military rule)	The Falange, or Traditionalist Spanish Phalanx and of the Councils of the National Syndicalist Offensive
Denmark	Erik Erikson, PM	Venstre (literal translation: left) or Left, Denmark's Liberal Party
Norway	Oscar Torp, PM	Norwegian Labour Party
Sweden	Tage Erlander, PM	Swedish Social Democratic Party

\*founding member of European Coal and Steel Community and the European Economic Community

Source 4B-2

ECSC Treaty, signed in Paris on April 18, 1951

"The Heads of state of the six Member Nation States Germany, Belgium, France, Italy, Luxembourg and the Netherlands.

Resolved to substitute for age-old rivalries the merging of their essential interests; to create, by establishing an economic community, the basis for a broader and deeper community among peoples long divided by bloody conflicts; and to lay the foundations for institutions which will give direction to a destiny henceforward shared,

Have decided to create a European Coal and Steel Community...This Community, founded upon a common market, common objectives and common institutions...shall have as its task to contribute to economic expansion, growth of employment, and a rising standard of living in the member States."

## Set 5

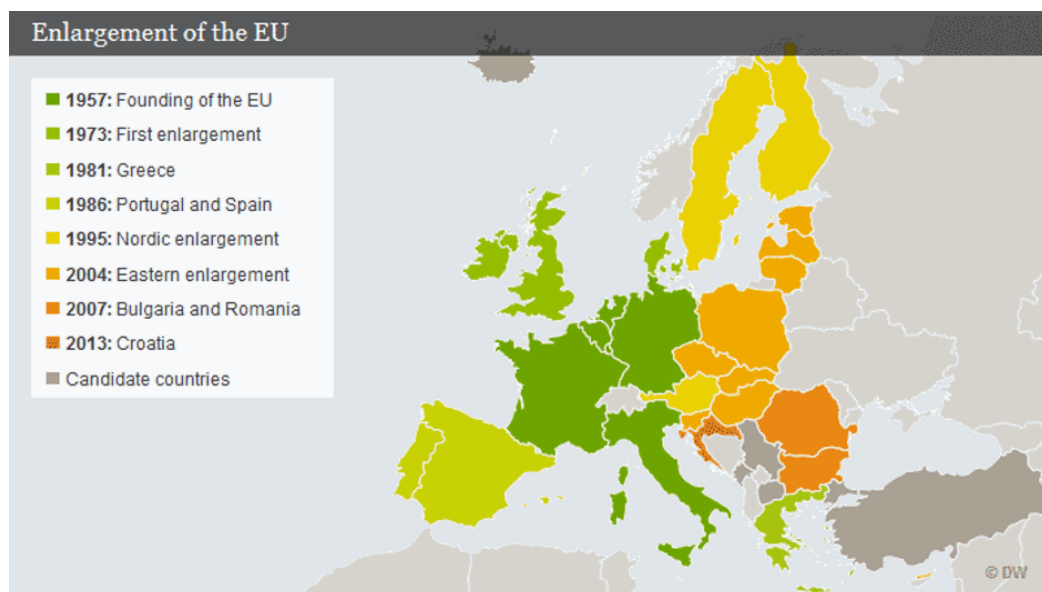
### Source 5A

Friedrich List, *The National System of the Political Economy*, 1841

Neither is it at all necessary that all branches of industry should be protected in the same degree. Only the most important branches require special protection, for the working of which much outlay of capital in building and management, much machinery, and therefore much technical knowledge, skill, and experience, and many workmen are required, and whose products belong to the category of the first necessities of life, and consequently are of the greatest importance as regards their total value as well as regards national independence (as, for example, cotton, woolen and linen manufactories, &c.). If these main branches are suitably protected and developed, all other less important branches of manufacture will rise up around them under a less degree of protection.

### Source 5B

Map of the expansion of the European Economic Community over time, from dw.com



## Set 6

### Source 6A

Switgard Feuerstein, "From the Zollverein to the Economics of Regionalism" published in *150 Years Journal of Economics and Statistics*, 2013.

"...Prussia at that time did not want a customs union with Austria for political reasons, but some southern states had threatened to only renew the Zollverein treaties, which expired at the end of 1853, if the Zollverein would include Austria.

In this situation, Prussia and Hanover secretly agreed on a customs union in September 1851, that was to begin in 1854. Prussia was interested in an agreement, as Hanover's territory was an alternative of connecting its eastern and western provinces, which weakened the bargaining power of the other members. The conditions for Hanover were very favourable. In particular, it was to receive 75% more of the tariff revenues than its share according to the population. Moreover, several tariffs and taxes in the Zollverein were to be lowered. This action effectively created a wall against Austrian accession, because Austria was unlikely to reduce its duties to these lower levels. As Prussia could terminate the Zollverein treaties in 1853, the other states could only accept the treaty with Hanover or leave the Zollverein, which none of them did."

### Source 6B

Protocol 30 on the application of the Charter of Fundamental Rights of the European Union to Poland and the United Kingdom, Official Journal 115, May 9, 2008.

#### Article 1

1. The Charter does not extend the ability of the Court of Justice of the European Union, or any court or tribunal of Poland or of the United Kingdom, to find that the laws, regulations or administrative provisions, practices or action of Poland or of the United Kingdom are inconsistent with the fundamental rights, freedoms and principles that it affirms.
2. In particular, and for the avoidance of doubt, nothing in Title IV of the Charter\* creates justiciable rights applicable to Poland or the United Kingdom except in so far as Poland or the United Kingdom has provided for such rights in its national law.

\*Title IV of the Charter refers to Solidarity, or the rights of workers to form unions.

#### Article 2

To the extent that a provision of the Charter refers to national laws and practices, it shall only apply to Poland or the United Kingdom to the extent that the rights or principles that it contains are recognized in the law or practices of Poland or of the United Kingdom.