

Take a Stand! World History

Socratic Discussion in History

Teacher Edition

DEDICATION

Dedicated to Zdenka and the De Gree Kids

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I. What is The Classical Historian? _____	v
II. How to Teach with The Classical Historian _____	ix
Week One: The Earliest Civilizations _____	1
Week Two: The Ancient Hebrews _____	8
Week Three: Ancient Greece _____	19
Week Four: The Hellenistic Age _____	23
Week Five: Roman Republic and Roman Empire _____	25
Week Six: Christianity _____	29
Week Seven: Ancient India _____	33
Week Eight: Ancient China _____	37
Week Nine: The Middle Ages in Europe _____	44
Week Ten: The End of Medieval Civilizations _____	49
Week Eleven: Islamic Civilizations _____	50
Week Twelve: Medieval China and Medieval Japan _____	52
Week Thirteen: Medieval Africa _____	60
Week Fourteen: The Renaissance _____	62
Week Fifteen: The Reformation _____	64
Week Sixteen: Absolutism, The Age of Exploration, The Commercial Revolution _____	66
Week Seventeen: The Scientific Revolution and the Age of Enlightenment _____	68
Week Eighteen: The French Revolution _____	70

Week Nineteen: The Industrial Revolution_____	78
Week Twenty: Thought and Culture_____	82
Week Twenty-One: Liberalism and Nationalism _____	83
Week Twenty-Two: Thought and Culture in the 19 th Century_____	84
Week Twenty-Three: The Age of Imperialism_____	85
Week Twenty-Four: Modern Consciousness_____	90
Week Twenty-Five: Causes and Effects of World War I_____	91
Week Twenty-Six: Totalitarianism_____	96
Week Twenty-Seven: Causes of World War II_____	101
Week Twenty-Eight: World War II_____	105
Week Twenty-Nine: The Cold War in Europe_____	106
Week Thirty: The End of the Cold War_____	110
Week Thirty-One: The Post Cold War World and Islamic Terrorism_____	114
Week Thirty-Two:_____	114

I. What is The Classical Historian?

The Classical Historian teaches the student to know, understand, engage, and love history. Classical education in history nurtures a young person's natural inclination to seek the truth in all things and trains students to be independent thinkers and lifelong learners. Key in our approach is the Socratic discussion in history.

The Classical Historian provides a comprehensive, classical approach to history effective in classrooms and in the home school. The classical approach challenges students to know history content and to think, read, and write critically about past and current events. Key to this approach is the Socratic discussion in history. The Classical Historian approach is engaging, interesting, and teaches students to be independent thinkers and lifelong learners.

Classical Historian students learn how to analyze history and current events with a critical eye. Students acquire the basic facts of history through a clear concise text and primary source documents. They acquire critical thinking skills specific to history. Using this knowledge and skills, students become adept at finding out the truth in past events. They then use these thinking tools when learning current events.

Students learn how to become a part of the conversation of history by answering key open-ended questions designed to not only test their knowledge of facts but also develop critical thinking skills. Classical Historian students use the Socratic dialog with their classmates or family members and learn to listen to the perspectives of others and grow in their own thinking.

History is not just a list of dates and events but is open to differing interpretations. Classical Historian students know history but also engage the past with critical thinking tools. Students who use these tools in their history class then apply them throughout their lives. We hope you and your student become a part of the conversation.

Grammar, Logic, and Rhetoric

The Classical Historian uses a five-step program to teach history. The first step is the "Grammar of History." Steps two through five are the "Logic and Rhetoric of History." Grammar refers to the basic facts of history; Logic refers to the thinking skills of the historian; Rhetoric refers to the speaking and writing skills of the historian.

1. The Grammar of History
2. The Tools of the Historian
3. Research
4. The Socratic Discussion
5. The Analytical Essay or Reflections

The Grammar of History

The grammar of history refers to the basic facts of an historical event and do not require analytical thinking. Answers to the questions of "who, what, when, and where" constitute the grammar of history. It is essential for a historian to know the grammar of history. Children in the ages of pre-k through grade 5 can handle this stage. Students at this age (3-11) are eager to memorize, parrot, and recite. Even so, learning the grammar of history never stops at a certain age. Even an adult

acquires historical knowledge through reading, lectures, visits to museums, and discussions. Because the high school course covers so many years in so short a time, there are not specific words we have chosen for students to remember. Instead, for each chapter the student reads, the student will create a list of 10 important words or terms and write definitions for them.

The Logic and Rhetoric of History

The Dialectic and Rhetoric of History refer to the thinking, speaking, and writing tools essential for analysis and expression in history. They include, as well, the ability to research various sources, engage in Socratic discussions, and write analytical essays.

The Tools of the Historian

The tools of the historian below are taught throughout the Teaching the Socratic Discussion in History curriculum of The Classical Historian. The Classical Historian products show you how to use these tools and train your students how to use them as well.

1. Fact or Opinion?
2. Judgment
3. Supporting Evidence
4. Primary and Secondary Sources
5. Using Quotes
6. Paraphrasing
7. Researching Various Sources
8. The Socratic Discussion in History
9. Making a Counterargument
10. Understanding Cause and Effect
11. Understanding Compare and Contrast
12. Understanding Bias
13. Using Evidence and Not Emotion to Form Judgement
14. Writing a Thesis Statement for an Analytical History Essay
15. Writing an Outline for an Analytical History Essay
16. Writing a Rough Draft for an Analytical History Essay
17. Revising an Analytical History Essay
18. Citing Sources in the Text of an Analytical History Essay
19. Writing a Works Cited Page

Forces that Influence History

In every history, the following forces play an influential role. In our *Take a Stand!* books, we challenge the young historian to analyze the past based on the following forces. For an in-depth explanation of these, please read Carl Gustavson's *A Preface to History*.

1. Technology
2. Social forces
3. Institutional factor
4. Revolution
5. Individual in history
6. The role of ideas
7. Power
8. International organization
9. Causation

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Teacher Instructions for Week One: The Earliest Civilizations

During Class

1. Icebreaker: Two Truths and a Lie
This is an ice breaker I like to use with pre-teens and teenagers. Each person (including the teacher) writes down two truths and a lie about himself, in any order. Then, each person reads out loud the three statements, and everyone guesses which statement is the lie. No matter how well or how poorly the students know each other, an ice breaker activity is recommended. Learning is fun and social, and the ice breaker loosens everyone up. It is FANTASTIC for the students to see a sincere smile from each other and from the teacher before learning happens.
2. Teach the lesson Fact or Opinion in *Take a Stand!*
3. Teach the lesson Judgment in *Take a Stand!*
4. On page 4 of *Western Civilization*, read the Focus Questions. Have students give their best answers out loud.
5. On page 21 of *Western Civilization*, read out loud the Primary Source. Have students discuss answers to the questions on page 21.
6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on Mesopotamia, Egypt, and Kush on this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students answer the questions in class.
8. Assign students to read chapter 1.

Homework

1. Read chapter 1.
2. Answer the Focus Questions for chapter 1, found on page 4.
3. Complete all activities of the open-ended questions for this chapter except the Reflection.

Teacher Instructions for Week Two: The Ancient Hebrews

During Class

1. Review the Focus Questions from chapter 1 of *Western Civilization*.
2. Review the answers from the Socratic discussion and lead the Socratic discussion from Lesson One. Direct students to write the Reflection.
3. Teach Primary or Secondary Source Analysis and Judgement.
4. On page 23, preview the Focus Questions.
5. Read the primary source on page 32. Direct students to answer the questions out loud.
6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on the Ancient Hebrews on this website: <https://www.classicalhistorian.com/free-primary-sources.html#/>. Have students answer the questions in class.

Homework

1. Read chapter 2 of *Western Civilization*.
2. Answer the Focus Questions for chapter 2 on page 23.
3. Complete all activities for the two open-ended questions except the Reflection.

Teacher Instructions for Week Three: Ancient Greece

During Class

1. Review the Focus Questions from chapter 2 of *Western Civilization*.
2. Review the answers from the Socratic discussion questions and lead the Socratic

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discussions. Direct students to write the Reflection on one of the discussions.

3. Teach the lesson on Paraphrasing.
4. On page 34, preview the Focus Questions for chapter 3, The Greeks.
5. Read the primary source on page 61. Direct students to answer the questions out loud.
6. Introduce students to the open-ended question.
7. If time permits, read one or more primary sources on Ancient Greece on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Homework

1. Read chapter 3 of *Western Civilization* through page 61.
2. Answer the Focus Questions on pages 34 and 35.
3. Complete the open-ended question.

Teacher Instructions for Week Four: The Hellenistic Age

During Class

1. Review the Focus Questions from chapter 3 of *Western Civilization*.
2. Review the answers from the Socratic discussion question and lead the Socratic discussion. Direct students to write the Reflection on the discussions.
3. Have students share their Reflection in class.
4. Begin reading in class from chapter 3, pages 62-71.

Homework

1. Read pages 62-71 in *Western Civilization*. Answer the Questions.
2. Answer the open-ended question.

Teacher Instructions for Week Five: Roman Republic and Empire

During Class

1. Review the answers from the Questions on Alexander the Great.
2. Lead the class in the Socratic discussion.
3. Direct the students to write the Reflection for the Socratic discussion.
4. Introduce students to the open-ended discussion on the Roman Republic.
5. If time permits, preview the Focus Question for chapter four on page 72.
6. If time permits, read one or more primary sources on the Roman Republic and Roman Empire on this website: [https://www.classicalhistorian.com/free-primary-sources.html#/. Have students answer the questions in class.](https://www.classicalhistorian.com/free-primary-sources.html#/)

Homework

1. Read chapter 4.
2. Answer the Focus Questions on page 72.
3. Answer the open-ended questions.

Teacher Instructions for Week Thirty-One The Post-Cold War World and Islamic Terrorism

During Class

1. Lead the class in the Socratic discussion.
2. Direct students to write the reflection.
3. Introduce students to the Focus Questions for chapter 22.

Homework

1. Read chapter 22.
2. Answer the Focus Questions for chapter 22.

3. Answer the Socratic discussion open-ended questions.

Teacher Instructions for Week Thirty-Two: Final Class

During Class

1. Review answers for the Focus Questions for chapter 22.
2. Lead the class in the Socratic discussions.
3. Direct students to write the reflection.
4. Have a discussion about which topic was the favorite topic of students to study this year.

Week One: The Earliest Civilizations

Fact or Opinion?

Fact

A **fact** in history is a statement that is accepted as true and is not debatable. A fact often refers to a date, a person, or a document. For example, “The Declaration of Independence was written and signed in 1776.” We know this happened because we have the original document, the men who wrote and signed this document wrote about it, and observers wrote about it as well. There is no doubt in anybody’s mind whether the facts in this statement are true.

Which of these sentences are facts and which are not?

Fact or Not a Fact?

- | | | |
|-----------|----|---|
| <u>NF</u> | 1. | The first Egyptian settlements were near the Euphrates River. |
| <u>F</u> | 2. | Early civilizations often settled near major rivers. |
| <u>F</u> | 3. | Another way of saying Old Stone Age is Paleolithic. |
| <u>NF</u> | 4. | Early man used guns to hunt buffaloes. |
| <u>NF</u> | 5. | California has the best waves to surf in the United States. |

Opinion

An **opinion** is an expression of somebody’s ideas and is debatable. Opinions that are based on facts and good reasoning are stronger than opinions not based on facts. In history, opinions alone tend to be less persuasive than when a person supports his opinions with facts.

Are the following opinions or facts?

Opinion or Fact?

- | | | |
|----------|----|---|
| <u>O</u> | 1. | Life for early man was more peaceful than our life today. |
| <u>O</u> | 2. | Teachers who are nice don’t assign homework. |
| <u>O</u> | 3. | Almost everybody’s favorite food is pizza. |
| <u>F</u> | 4. | Mesopotamia means “the land between two rivers.” |
| <u>F</u> | 5. | Sumerians were the first people to use wheeled vehicles. |

Now that you've learned the difference between fact and opinion, read the example paragraphs below and answer the questions. These two students attempted to answer the question "Did the ancient civilizations of Mesopotamia contribute much to world civilizations?"

Student 1: The ancient civilizations of Mesopotamia contributed much to the world. These societies rocked! When there was a really big war, the Sumerians and Assyrians knew how to fight hard. These societies would use a lot of arrows in their battles, and the enemy wouldn't know how to respond. Most of the time, the enemy would just die, or quit. Also, everyone knows that Mesopotamia had the best kind of clothing. Have you seen pictures of the great Babylonian kings? Their clothing was "tight." And, Mesopotamia was the land between two rivers, so therefore this area had to have a lot of water. All in all, the ancient civilizations of Mesopotamia contributed much to the world.

Student 2: The ancient civilizations of Mesopotamia contributed much to the world. The Sumerians created the first written language. We call this "Cuneiform." Sumerians also were the first people to use the wheel for transportation. The Babylonian king Hammurabi established one of the first written law codes, known as Hammurabi's Code. These laws helped the weak against the strong, protected women's property rights, and regulated doctors' fees. Also, the Hittites discovered how to use iron, which at that time was the strongest metal in the world that humans could work with. Phoenicians gave us the world's first alphabet, with 22 symbols. In addition, the Hebrews were the first people ever to worship only one God. Yes, the ancient civilizations of Mesopotamia contributed much to the world.

Questions

1. Which of these two students uses more opinion than fact? Student 1 uses more opinion than fact.
2. Copy one sentence that is an opinion. Also, everyone knows that Mesopotamia had the best kind of clothing.
3. Copy one sentence that details at least one fact. The Babylonian king Hammurabi established one of the first written law codes, known as Hammurabi's Code.
4. Which of these two students' writings is more persuasive? Why? Student 2 has a more persuasive essay than Student 1 because student 2 uses more facts than opinions for the supporting evidence.

Week Four: The Hellenistic Age
Socratic Discussion Open-Ended History Question
Was Alexander the Great Really Great?

Questions on Alexander the Great

1. How did the Hellenistic Age differ from the Hellenic Age? In the Hellenistic Age, Greeks did not owe their allegiance to the city-state. Kingdoms and empires became the new organization as opposed to the city-state.
2. What was the new avenue to the good life in the Hellenistic Age, according to the Greek philosophers? Freedom from the emotional stress was viewed as the new way to the good life, according to Greek philosophers.
3. Under the Hellenistic Age, what did Greeks start to think of people that was different than in the Hellenic Age? In the Hellenistic Age, Greeks began to view people as part of the world, and not just either Greek or barbarian. Greeks began to develop universal truths for all mankind.
4. Who was Alexander’s tutor? His tutor was Aristotle, one of Greece’s most important philosophers.
5. Where did Alexander conquer? He conquered the Persian Empire, Egypt, and nearly all of Greece.
6. How did Alexander bring East and West closer together? He conquered much of the East, he married a Persian bride, he made 80 Greek officers and 10,000 Greek soldiers marry Near Eastern women, and founded Greek cities.
7. What was the greatest result of Alexander’s conquests? _____

Week Five
Roman Republic and Roman Empire
Socratic Discussion Open-Ended Question
The Roman Republic

Not enough can be said of the Roman Republic, which existed from 509 B.C. to 60 B.C. Its government was the model American Founders used to create the United States of America in 1789. Roman laws became the framework of legal systems in many countries, such as France, Great Britain, Spain, and the United States of America. The language of Rome is the ancestor of all romance languages, such as Portuguese, Spanish, French, and Romanian. Roman architectural structures are still in use today. Without a doubt, understanding the Roman Republic is essential to understanding Western civilization.

While there is no debate about the greatness of the Roman Republic, there are questions of what led to the success and its downfall. Was it the government, the laws, the architecture, the army? Answer the questions “What are the two most important causes of the greatness of the Roman Republic? How was Rome great?”

In your answer, know these terms as they relate to the Roman Republic and Empire:

Republic	Romulus and Remus	architecture
tribunes	veto	branches of government
Twelve Tables	Cincinnatus	written constitution
Roman Law	dictator	Roman army

Republic

A **government** is a group of people who lead a country. In the Roman Republic, the government was a republic. A **republic** is a government where citizens vote for representatives who govern. Founders of the United States of America looked to the ancient Romans for ideas on how to govern. From 1775-1789, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison, George Washington and others formed our government. These men did not want to have a king, but they could not find an example of a government in the world where there wasn't a king or a dictator. American Founding Fathers looked back over 2,000 years to the Roman Republic for ideas. Because of this, the government of the United States looks very much the same as the government of the Roman Republic.

In this activity, research how the government of the Roman Republic was formed, and notice how similar it is to the government of the United States of America.

Government of the United States of America

1. Congress <u>Makes the law</u> Who chooses leaders of government in the U.S.A.?	2. President <u>Enforces the law</u> Citizens of the U.S.A.	3. Courts (Judges) <u>Interpret the law</u>
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Government of the Roman Republic

1. Roman Assemblies Makes the law Who chose leaders of government in the Roman Republic?	2. Consuls In war - dictator	3. Praetors (Judges) Interprets the law Citizens of the Roman Republic
---	--	---

Questions: Fill in the blanks above with answers to these questions.

1. Who made law in the Roman Republic? The Senate
2. Who enforced the law in the Roman Republic? Consuls; in war, Dictator
3. Who interpreted the law in the Roman Republic? Praetors
(interpret means to say if the law is fair or not)
4. Who chose leaders of government in the Roman Republic? From 509 B.C. to 287 B.C., only patricians chose leaders. After, all citizens (patricians and plebeians) chose leaders.
5. How is the American government similar to the Roman government? All citizens choose leaders, and there are three branches of government.

Socratic Discussion Open-Ended Question The Fall of the Roman Empire

Ancient Roman civilization is arguably one of the most important societies for the Western world. Roman contributions in language, law, art, architecture, religion, and other facets of life are still felt in countries such as France and the United States. During its zenith, the Roman Empire spanned as far west as Britannia, east into Asia, north into present-day Germany, and south into Africa. It is hard not to overstate Roman influence in the development of Western civilization.

Like many great civilizations ancient Rome fell. The Western Roman Empire finally collapsed in A.D. 476. (The Eastern Roman Empire, known as Byzantium, continued until A.D. 1453)

Based on the evidence you research, what were the two most important reasons for the fall of the Roman Empire?

Reasons for the Fall of the Roman Empire

1. In A.D. 395, the empire permanently split into two separate entities. This was one reason the Western Roman Empire fell in A.D. 476.
2. German barbarians attacked the Roman Empire.
3. Asian Huns attacked the German barbarians and the Roman Empire.
4. The Romans became more concerned with their riches than with strength.
5. German general Odoacer conquered Rome in A.D. 476.
6. Roman mercenaries didn't care about the Roman Empire.
7. Criminal gangs broke laws and robbed merchants.

Explain Your Reasons for the Fall of the Roman Empire

1. The two empires split resources and became weaker.
2. German barbarians were stronger than the Roman Empire.
3. Asian Huns pushed German barbarians west into the Roman Empire.
4. Romans didn't work hard and let their empire get weak.
5. If your capitol is conquered, your country usually loses.
6. A mercenary is somebody who fights for money, and might not fight the best.
7. When crime overtakes a society, the society gets weak.

Rating the Reasons for the Fall of the Roman Empire

Reasons for the Fall	Rating (1-10)*		Reason for the rating
1. Split in two	1.	3	1. West and East didn't cooperate
2.	2.		2.
3.	3.		3.
4.	4.		4.
5.	5.		5.
6.	6.		6.
7.	7.		7.
*A score of 1 means this reason is the most important.			

Socratic Discussion and Reflection

When you share ideas with other students, your ideas may be reinforced, rejected, or slightly changed. Listening to your classmates' ideas will help you form your own judgment. After the class discussion, write your reflection.

Week Nineteen: The Industrial Revolution
Socratic Discussion Open-Ended Question
The Industrial Revolution

The Industrial Revolution in Western Europe and the United States took place roughly between 1750 and 1900. It is called a revolution because of the dramatic change that took place in people's daily lives. In manufacturing, science, transportation, communication, and the workplace, inventions, discoveries, and new ideas altered how people viewed the world and how they lived.

Discuss the most important changes to society during the Industrial Revolution. In what field did inventions or discoveries cause the greatest change in the everyday life of humans? You may choose from the following list: science, medicine, transportation, agriculture, manufacturing, and communication.

You should be familiar with advances and changes in these areas between 1750 and 1900:

medicine	science	transportation	agriculture
manufacturing	communication	philosophy	

The Industrial Revolution

Research the greatest changes of the Industrial Revolution in the following categories.

MEDICINE		
Person	Invention or discovery	Effect on society
Edward Jenner	<u>Vaccinations</u>	<u>Some diseases were eradicated.</u>
<u>Louis Pasteur</u>	<u>Heating milk kills kills bacteria.</u>	Drinking was safer
Robert Koch	<u>Discovered how germs cause disease</u>	<u>Some germs could be killed with sterilization.</u>
<u>Joseph Lister</u>	<u>Strong chemicals kill germs</u>	Killed germs and made operating cleaner and safer

SCIENCE		
Person	Invention or discovery	Effect on society
John Dalton	Atoms	<u>Advanced atomic studies.</u>
Michael Faraday	<u>Magnetism produces electricity</u>	<u>Electric generators were created</u>
<u>Wilhelm Roentgen</u>	X ray	Doctors could look inside the body without operating
Marie Curie	Radioactive elements: radium and polonium	<u>Furthered study of radiation</u>

TRANSPORTATION		
Person	Invention or discovery	Effect on society
Robert Fulton	<u>Profitable steamboat</u>	Travel time on water was shortened.
George Stephens	Train	<u>Travel time on land was shortened.</u>
Karl Benz	<u>Internal combustible motor</u>	<u>Too much to write about</u>
<u>Wilbur and Orville Wright</u>	Airplane	<u>Travel time in the air was created.</u>

AGRICULTURE		
Person	Invention/discovery	Effect on society
Jethro Tull	Seed drill	<u>Planted seeds in rows, producing more crops.</u>
<u>Charles Townshend</u>	Crop rotation	<u>More crops were produced.</u>
Cyrus McCormick	Mechanical reaper	<u>This harvested grain quicker.</u>
John Deere	<u>Steel plow</u>	<u>Farmers plowed better.</u>

MANUFACTURING		
Person	Invention or discovery	Effect on society
John Kay	Flying shuttle	<u>One person operated a loom and cloth was woven quicker.</u>
James Hargreaves	<u>Spinning Jenny</u>	<u>It spun thread faster than the spinning wheel.</u>
<u>Edmund Cartwright</u>	Power loom	<u>This created textiles quickly.</u>
Eli Whitney	Cotton gin	<u>The cotton gin separated seeds from cotton quickly.</u>

COMMUNICATION		
Person	Invention or discovery	Effect on society
Samuel F.B. Morse	<u>Wire Telegraph</u>	<u>Communication over long distances was quick.</u>
<u>Guglielmo Marconi</u>	Wireless telegraph	<u>Communication over long distances was quick, and no wires were needed.</u>
Vladimir Zworyka	Television	<u>Moving pictures could be sent through radio waves.</u>

Reflection

Look over the notes you've taken on the last two pages. Answer the following questions.

1. Based on your notes, in what field did inventions or discoveries cause the greatest change in the everyday life of humans? _____

2. How did inventions or discoveries in this field effect (change) everyday life? _____

3. In what field did inventions or discoveries cause the second-greatest change in the everyday life of humans? _____

4. How did inventions or discoveries in this field effect (change) everyday life? _____

5. Choose one person you think was most responsible for the greatest advancement made during the Industrial Revolution. What did he or she invent or discover, and how did this greatly impact the everyday life of humans? _____

Week Twenty: Thought and Culture

1. In a short paragraph, summarize what is Romanticism.

2. In a short paragraph, summarize what is German Idealism.

3. In a short paragraph, summarize what is “classical liberalism.” The author of *Western Civilization* calls this liberalism.

4. In a short paragraph, summarize what is Nationalism as it was understood in the 18th and 19th century.
