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The dates for the period of history are approximate and reflect the research of the author and editors, who acknowledge that not all historians will agree with them. Ideas to encourage students to put the Romantic era in historical context follow this chronology.

## **Romanticism (1789–1860) — Time Line**

- 1762** Rousseau writes *Émile*
- 1770** Ludwig von Beethoven is born
- 1775–1783** The American Revolution
- 1776** Declaration of Independence is adopted
- c. 1779** The Industrial Revolution begins
- 1783** Beethoven's first works are printed Mozart composes *Mass in C Minor*
- 1789** The Enlightenment ends; the Bastille is stormed; French Revolution begins; Romantic era begins
- 1799** French Revolution ends; Napoleon overthrows the Directory and becomes First Consul of France
- 1799–1815** Napoleonic Wars allow Napoleon to dominate Europe
- 1800** Napoleon establishes the Bank of France
- 1800–1815** Beethoven's second and most productive period; writes "Moonlight" sonata

- 1802** Napoleon becomes First Consul for life; puts down revolution in Haiti
- 1803** Haiti gains independence; France sells Louisiana Purchase to U.S. to acquire money for wars in Europe
- 1804** Napoleon is crowned Emperor; establishes first French empire
- 1806** Prussia declares war on France
- 1806–1836** Arc de Triomphe is erected
- 1808–1830** Independence movements in Latin America
- 1808–1832** Goethe writes *Faust*
- 1810** Frédéric Chopin is born
- 1814** Napoleon is exiled
- 1823** Byron begins *Don Juan*
- 1824** Delacroix paints *Incidents from the Massacre at Chios*
- 1831** Hugo writes the *Hunchback of Notre Dame*
- 1836** Constable paints *Stoke-by-Nayland*; Cole paints *The Oxbow*
- 1841** Dumas writes *Three Musketeers*

## **Time Line Classroom Activities**

1. **Adding to the chronology.** Reproduce a copy of this chronology for your students. Have them add another significant event between several (or selected) entries, and ask them to be prepared to explain why the event was important to understanding the period. As a variation, have students add events from other parts of the world and explain how the event is similar to or different from what was happening during the Enlightenment.
2. **Making a classroom time line.** Attach a roll of shelf paper to a bulletin board or wall. Have students draw a time line on the paper and transfer the information from the chronology to the time line. They can then illustrate each event with a drawing.
3. **Linking past to present.** Include the current year (or their birth year) in the chronology or time line, and have students count and record the number of intervening years.
4. **Researching and presenting reports.** Assign news bulletin-type mini-reports on each topic in the chronology and have students deliver the reports as if they were doing a radio broadcast.