

World History Unit 2: Age of Revolutions (1750-1914)

Unit: *Social Sciences and History*, Grade(s) *Grade 9 - Grade 12*

Age of Revolutions 1750-1914

Duration: 9 Weeks

Unit

Essential Questions/Enduring Understandings

- EQ1: How have the ideas of the Enlightenment influenced modern government?
- EQ2: How does abuse of power lead to conflict?
- EQ3: What causes revolution? Is it ever justified?
- EQ4: When are people justified in using violence against their government? If ever?
- EQ5: What makes a leader great? Is it better to be loved or feared as a leader?
- EQ6: How do economics play a role in the decisions of a people or their government?
- EQ7: How do societies balance individual and community rights?
- EQ8: How do Europeans define progress? Does progress benefit everyone?
- EQ9: How do new ideas and technology change the world?
- EU1: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform.
- EU2: The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.
- EU3: Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Students will be able to...

- Explain the impact of the Enlightenment on European politics and the mixed legacy of Enlightenment ideas
- Describe the American struggle for independence was influenced by Enlightenment ideals
- Evaluate social, political, and economic problems that created an atmosphere ripe for revolution
- Analyze the rise and fall of Napoleon and one of the great empires of Europe
- Summarize the early challenges to old order in Europe
- Explain how liberals and nationalists challenged the old order
- Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.
- Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas.
- Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas.
- Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions.
- Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti.
- Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period.
- Explain why the problems of Industrialization contributed to the outbreak of revolution.
- Determine the central ideas or information of a primary or secondary source (e.g., the Sadler Report, Oliver Twist, David Copperfield) to understand how the British government responded to the problems of industrialization and urbanization during the time period.
- Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).
- Analyze the causes of the “new imperialism.”
- Describe how imperial governments ruled their empires.
- Analyze the forces that shaped Africa.
- Describe how Africans resisted imperialism.
- Describe the main reforms under the Meiji government
- Analyze the factors contributing to Japan’s drive for empire.
- Describe how imperialism spread to the Pacific islands.
- Describe how the need for raw materials led to global imperialism
- Explain the many colonial rulers divided conquered areas in Asia and Africa without regard for historic boundaries and ethnic divisions.
- Preview the impact of assimilation on the people of the colonized areas.
- Point out that China was subject to imperialism, while Japan was becoming an imperial power.
- Discuss the legacy of Spanish colonialism and the effects of U.S. economic imperialism throughout Latin America.

Evidence of Learning/ Assessment

- Competency 1 & Evaluation
 - [Age of Revolutions Graphic Novel](#)
- Competency 2 & Evaluation
 - [What if Project](#)
- Formative Assessments
 - [Formative Assessment Digital Choices](#)
 - Quizzes
 - Essays
 - Oral Reports/Presentations
 - Class Participation
 - Projects
 - Cooperative Group Projects/Activities
 - Research Papers/Reports
 - Homework Assignments
 - Role Playing/Simulations
 - Portfolios
 - Journals
 - Debates/Mock Trial
 - Timelines/Posters

Instructional Design/Learning Plan

- [Suggested Sequence for Learning](#)
- Suggested Learning Activities
 - Create a play that focuses on how the discoveries of Copernicus, Galileo, Bacon, Newton & Kepler challenged traditional teachings and beliefs
 - Draw evidence from informational text to explain the impact of the Enlightenment on social change in Europe regarding the treatment of women and the toleration of minority groups
 - Write a narrative explaining how revolutionary ideas spread rapidly in Europe & the Americas
 - Create a report card to evaluate the success of Latin American revolution in achieving independence.
 - Debate the advantages and disadvantages of scientific and technological changes (steam engine, telegraph, coal, oil) and explain how they influenced changes in Europe, Africa, and Asia for better or worse.
 - Write a narrative regarding the consequences of imperialism from the perspectives of native populations and European colonizers.
 - Explain the effect of Social Darwinism as a motive for imperialism (White Man's Burden) - analyze political cartoons and literature of the time

Unit Materials

- [World History Resources/Materials](#)
- InfoBase
- Flocabulary
- Modern World History Holt McDougal

Standards Covered

*ELA NJSL

History, Social Studies, Science and Technical Subjects Grade 9-10**RH: Reading History and Social Studies**

- **Craft and Structure**
 - RH.9-10.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
 - RH.9-10.6: Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- **Integration of Knowledge and Ideas**
 - RH.9-10.9: Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
- **Key Ideas and Details**
 - RH.9-10.1: Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
 - RH.9-10.2: Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
 - RH.9-10.3: Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- **Range of Reading and Level of Text Complexity**
 - RH.9-10.10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST: Writing History, Science and Technical Subjects

- **Production and Distribution of Writing**
 - WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 - WHST.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - WHST.9-10.6: Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- **Range of Writing**
 - WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **Research to Build and Present Knowledge**
 - WHST.9-10.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - WHST.9-10.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- **Text Types and Purposes**
 - WHST.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
 - WHST.9-10.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

***Social Studies NJSL**

SOC.6.2.12: World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.

SOC.6.2.12.3: Age of Revolutions (1750-1914)

- SOC.6.2.12.A.3: Civics, Government, and Human Rights
 - SOC.6.2.12.A.3.a: Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
 - SOC.6.2.12.A.3.b: Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
 - SOC.6.2.12.A.3.c: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
 - SOC.6.2.12.A.3.d: Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
 - SOC.6.2.12.A.3.e: Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
- SOC.6.2.12.B.3: Geography, People, and the Environment
 - SOC.6.2.12.B.3.a: Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
 - SOC.6.2.12.B.3.b: Relate the role of geography to the spread of independence movements in Latin America.
- SOC.6.2.12.C.3: Economics, Innovation, and Technology
 - SOC.6.2.12.C.3.a: Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
 - SOC.6.2.12.C.3.b: Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
 - SOC.6.2.12.C.3.c: Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
 - SOC.6.2.12.C.3.d: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
 - SOC.6.2.12.C.3.e: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- SOC.6.2.12.CS3: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.
- SOC.6.2.12.D.3: History, Culture, and Perspectives
 - SOC.6.2.12.D.3.a: Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
 - SOC.6.2.12.D.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
 - SOC.6.2.12.D.3.c: Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
 - SOC.6.2.12.D.3.d: Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
 - SOC.6.2.12.D.3.e: Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Additional Properties

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