

Unit 5 -- Revolutions (1750-1900)

Content Area: **Basic Skills**
Course(s): **Advanced Placement World History**
Time Period: **December**
Length: **3 Weeks**
Status: **Published**

Unit Overview:

This unit first deals with the Enlightenment, nationalism, and revolutions during this period. It then focuses on the Industrial Revolution: its beginnings, spread, and the associated technologies. The unit further addresses the role of governments, economic developments, reactions to the industrial economy, and societal changes in the age of industrialization. Finally, it concentrates on examining continuity and change during this period.

Enduring Understandings:

- In addition to new ideas, new technologies were reshaping societies.
- Middle Eastern and Asian countries share in global manufacturing declined due to industrialization in Europe.
- The age of new ideas led to political and philosophical conflicts.
- The developments of the second industrial revolution were in steel, chemicals, precision machinery, and electronics.
- The Enlightenment challenged the role of monarchs and church leaders.
- The Ottoman Empire, China, and Japan either accepted Western ways or suffered from them.

Essential Questions:

- How did different types of locations of production develop and change over time?
- How did industrialization cause change in existing social hierarchies and standards of living?
- How did technology shape economic production during the period from 1750 to 1900?
- How did the Enlightenment shape the intellectual and ideological thinking that affected reform and revolution after 1750?
- What conditions led to calls for change in industrial societies, and what were the effects of those efforts?
- What economic strategies did different states and empires adopt, and what were the causes and effects of those strategies?
- What factors contributed to and characterized industrialization?
- What were the causes and effects of the various revolutions in the period from 1750-1900?

Standards/Indicators/Student Learning Objectives (SLOs):

SWBAT explain the intellectual and ideological context in which revolutions swept the Atlantic world.

SWBAT how the Enlightenment affected societies over time.

SWBAT explain the causes and effects of the various revolutions in the period from 1750 to 1900.

SWBAT explain how environmental factors contributed to industrialization.

SWBAT explain how different modes and locations of production have developed and changed over time.

SWBAT explain how technology shaped economic production over time.

SWBAT explain the causes and effects of economic strategies of different states and empires.

SWBAT explain the causes and effects of calls for changes in industrial societies.

SWBAT explain how industrialization caused change in existing social hierarchies and standards of living.

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| 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.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.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.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 |

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| | 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. |
| 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. |

Lesson Titles:

- Continuity and Change in the Industrial Age
- Economic Developments and Innovations in the Industrial Age
- Industrialization Spreads
- Industrialization: Government's Role
- Nationalism and Revolutions
- Reactions to the Industrial Economy
- Society and the Industrial Age
- Technology of the Industrial Age
- The Enlightenment
- The Industrial Revolution Begins

21st Century Skills and Career Ready Practices:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Media Literacy
- Life and Career Skills
- Communication and Collaboration
- Global Perspectives
- AP Exam Preparation

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater |
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| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP5.1 | Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization. |
| CRP.K-12.CRP6.1 | Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization. |
| CRP.K-12.CRP7.1 | Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CRP.K-12.CRP9.1 | Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture. |
| CRP.K-12.CRP10.1 | Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the |

pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

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| CRP.K-12.CRP11.1 | Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks. |
| CRP.K-12.CRP12.1 | Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. |
| PFL.9.1.12.D.2 | Assess the impact of inflation on economic decisions and lifestyles. |
| PFL.9.1.12.D.3 | Summarize how investing builds wealth and assists in meeting long- and short-term financial goals. |
| PFL.9.1.12.E.2 | Analyze and apply multiple sources of financial information when prioritizing financial decisions. |
| PFL.9.1.12.F.1 | Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities. |

Inter-Disciplinary Connections:

This unit will cross-content with the following:

Language Arts -- Students will read primary sources and write essays and DBQs.

Science -- Students will learn about new innovations throughout the world.

Art -- Students will learn about art work that represented the historical time period being studied.

Math -- Students will learn about tax structures in ancient governments.

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. |
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text. |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. |
| MA.N-Q.A.1 | Use units as a way to understand problems and to guide the solution of multi-step |

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| | problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. |
| MA.N-Q.A.2 | Define appropriate quantities for the purpose of descriptive modeling. |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem. |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources. |
| LA.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. |
| LA.RH.11-12.10 | By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently. |
| LA.RST.11-12.1 | Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions. |
| LA.RST.11-12.2 | Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. |
| LA.RST.11-12.3 | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. |
| LA.RST.11-12.5 | Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. |
| LA.WHST.11-12.1.A | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. |
| VPA.1.1.12.D.CS1 | Common themes exist in artwork from a variety of cultures across time and are communicated through metaphor, symbolism, and allegory. |
| VPA.1.1.12.D.CS2 | Stimuli for the creation of artworks can come from many places, including other arts disciplines. |
| VPA.1.4.12.B.CS3 | Art and art-making reflect and affect the role of technology in a global society. |
| 9-12.HS-LS1-3.3.1 | Plan and conduct an investigation individually and collaboratively to produce data to serve as the basis for evidence, and in the design: decide on types, how much, and accuracy of data needed to produce reliable measurements and consider limitations on the precision of the data (e.g., number of trials, cost, risk, time), and refine the design accordingly. |
| 9-12.HS-LS2-1.3.1 | students understand the significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs. They recognize patterns observable at one scale may not be observable or exist at other scales, and some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly. Students use orders of magnitude to understand how a model at one scale relates to a model at another scale. They use algebraic thinking to examine scientific data and predict the effect of a change in one variable on another (e.g., linear growth vs. exponential growth). |
| 9-12.HS-LS1-4.4.1 | Models (e.g., physical, mathematical, computer models) can be used to simulate systems and interactions— including energy, matter, and information flows—within and between systems at different scales. |

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Analyzing Primary Sources on time frames between 1750 - 1900 (Analysis/DOK 4)
- Annotation writing of AMSCO book Unit 5 (Recall/ DOK 1)
- AP Test Preparation by translating multiple choice (Application/DOK 2)
- Comparing land based empires after 1750 (Compare and Contrast/DOK 2)
- Creating AP style Multiple Choice questions (Creating/DOK 6)
- Delsea One
- Evaluating other student's essay prompts (Grading/DOK 5)
- Group Activity on learning about AP writing formats (Formulate/DOK 3)
- Guessing scores from past AP Exams (Grading/DOK 5)
- Lecture/Discussion on different cultures from around the world (Compare and Contrast/DOK 2)
- Linking historical events from one time period to another (Synthesis/DOK 4)
- Stimulus Based Multiple Choice Exams modeled on the AP format (Evaluate,synthesize,analysis/DOK 4)
- SWAG
- Vocabulary Exercise from the unit (Review/DOK 1)
- Writing Exercises on DBQ and Essay on Revolutions (Synthesis/DOK 4)

Modifications

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Formative Assessment:

- Anticipatory Set: Current event analysis as needed to connect today to the past
- Anticipatory Set: Explain review game rules
- Anticipatory Set: How do governments change over time?
- Anticipatory Set: Impact of Industrialization
- Anticipatory Set: Prepare and motivate students for their test/quiz
- Closure: Discuss Key Terms from Unit 5
- Closure: Exit Card on lectures
- Closure: Review Revolutions quiz
- Closure: Whip Around from Test/Quiz results
- Closure: Whip Around from the Revolutions lecture notes
- Warm Up: AP DBQ writing tips

- Warm Up: AP Essay writing tips
- Warm Up: Discuss current political issues in the world today
- Warm Up: Review key terms from the unit
- Warm Up: Review Test/Quiz results

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Summative Assessment:

- Alternate Assessment: Student created AP Questions on Unit 5
- Benchmark: AP Testing strategies
- Benchmark: Differences in Industrialization
- Marking Period Assessment: Quiz on ABSCO Unit 5
- Marking Period Assessment: Revolutions Essay
- Marking Period Assessment: Test on ABSCO Unit 5

Resources & Materials:

AMSCO Textbook

Traditions and Encounters Textbook

5 Steps to a 5 Workbook

[AP Central Website](#)