06 The Industrial Revolution/Imperialism

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **Semester 1**
Length: **2 weeks**
Status: **Published**

Standards

6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
b6.2.12.EconGE.1.a	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
6.2.12.GeoGI.3.a	Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
	Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
6.2.12.EconGE.3.b	Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
6.2.12.EconGE.3.c	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
6.2.12.EconET.3.b	Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
6.2.12.HistoryCC.3.b	Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
6.3.12.HistoryCA.12	Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Enduring Understandings

1. While colonialism was motivated by individual interests, imperialism was motivated by national interests.
2. Industrialization, Imperialism and Nationalism are all interdependent.
3. Intellectual, scientific and technological advances can lead to revolution.
4. The interdependence and competition between regions leads to progress.

5. Individualism is a driving force behind change.

- Students will determine, through media literacy skills and lateral, close reading strategies when evaluating primary and secondary resources the following: 1. context of the text; 2. reason for the text; 3. type of source the text is; 4. the point of view of the author of the text 5. the intended audience for the text 6. evaluate the stance of the text

- Students will use Historical Thinking Skills to evaluate sources and ideas. Comparison, Contextualization, Continuity and Change over Time, Periodization, Synthesis, Claims, Point of View, Intended Audience, and Purpose.

- Students will observe, note, and draw conclusions with the understanding that there are multiple perspectives. Multiple perspectives is the foundation to understanding the why and how of history. Documents, primary sources, historical readings will be evaluated.

Essential Questions

1. How did scientific and technological developments lead to Industrialization and Urbanization in both Europe and the United States?
2. How did the Industrial Revolution and Imperialism lead to shifts in Balance of Power throughout the International community?
3. How did the Industrial Revolution and Imperialism promote the Rise of Nationalism in Europe?
4. How did new intellectual and political movements influence race relations and feelings of empowerment, as well as entitlement in terms of Europe's role in the International Community during the 18th and19^{th} centuries?

Knowledge and Skills

The major innovations of the Industrial Revolution

The social impact of the Industrial Revolution

The relationship between the Industrial Revolution, Imperialism and Globalization

Why did the Industrial Revolution begin in England? Outline the reasons

What made the textile industry one of the earliest and largest industries? (Identify noteworthy advances)

What role did Iron play in Industrialization? What made this efficient?

Why was steam so important? (Identify noteworthy advances)

How did the Factory impact the society around it? How did the factory system, started in Europe, impact global climate/climate change/the environment.

How did Railroads reflect a culmination of the Industrial Revolution? How did they expand the IR?

What was Capitalism and how/why did it become a central economic force in the new Industrial Age?

- Sadler Committee Report

- Adam Smith- Capitalism & Free Market

- Marx- Communism/Socialism
- Andrew Ure- Captains of Industry & Robber Barons
- Samuel Smiles- Individualism & Middling Class
- Robert Owen- Utopias & Socialism
- Chartist Demands- Labor Unions
- Jack London- Realism & Social Justice
- Edwin Chadwick- Utilitarianism
- Pope Leo XIII- Christian Socialism

Transfer Goals

Students will be able to independently assess the way the new inventions and production tools of the Industrial Revolution transformed lifestyles as compared to the way modern inventions (internet) revolutionized the way people live.

Students will be able to independently create comparisons of the concept of protector/policeman of the world to the imperialistic motives of Europe in the 18th and 19th centuries.

Resources

DOCUMENTS:

- Sadler Committee Report

- Andrew Ure ‘In Defense of the Factory System’

- The Chartists Demands
- Samuel Smile ‘Self Help’
- Edwin Chadwick ‘Inquiry into the Sanitary Conditions of the Poor’
- Jack London ‘Life in London’s East Side’
- Pope Leo XIII ‘Rerum Novarum’
- Robert Owen ‘Creating Utopia’
- Karl Marx ‘Communist Manifesto’
- Map of European Colonization of Africa
- Rudyard Kipling ‘The White Man’s Burden’

TEXTBOOK

- World History: Patterns of Civilization

SUPPLEMENTAL TEXT

- Perry M. Rogers- ‘Aspects of Western Civilization’
- John P. McKay ‘Sources for Western Society, Since 1300’
- Katharine J. Lualdi ‘Sources of The Making of the West, Volume II: Since 1500: Peoples and Cultures’

Additional Resources from WH databases, and articles connected to the content, including primary readings, historiography, and secondary sources.

DIGITAL & ONLINE

- BBC- The Industrial Revolution
- Excerpts from Industrial Revelations with Mark Williams
- Fordham Sourcebook - The Industrial Revolution https://sourcebooks.fordham.edu/mod/modsbook14.asp
- Kahn Academy- The Industrial Revolution https://www.khanacademy.org/humanities/world-history/1600s-1800s/imperialism/v/industrialization-and-imperialism
- The Industrial Revolution- PBS https://www.pbs.org/video/the-industrial-revolution-xcckxg/

Modifications for Text Lexiles/Different reading levels

Learning Ally subscription, Newsela (free version), Google Translate, Upfront Magazine digital version

Global Mosaic Textbook

Stanford History Education Group

Upfront Magazine

I Think History

PSB Videos/articles

Facing History

BBC

New Visions for Social Studies

Smithsonian

History.com articles

National Geographic video clips

Aspects of Western Civilization: (primary source) : Royers

CSPAN Educational Resources

NPR

60 Minutes

American Experience

Textbook Primary Source Readings

Brown University Choices

Not in Our Town

CBS

National Geographic

Frontline PBS

News publications, including but not limited to NYTimes, Washington Post.

Washington Post

AI (i.e. Gemini, Magicschool)

Diffit

Web-based resources including but not limited to digital media (SIFT method), primary sources, peer reviews, historical documents and writings of historians

Assessments

https://docs.google.com/document/d/1Ww024LQIovOsDb84DAFuB3xhbTUxqLQTaVy65PIJJ4g/edit

Modifications

https://docs.google.com/document/d/1ODqaPP69YkcFiyG72fIT8XsUIe3K1VSG7nxuc4CpCec/edit?tab=t.0