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Curriculum Guide

WORLD HISTORY ACADEMIC, 9TH GRADE

UNIT 3 THE 19TH CENTURY

Belleville Board of Education

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Unit Overview

Unit 3 examines the effects of the Industrial Revolution in Europe, Japan and the United States; how scientific technology created new forms of energy and inventions; how the urban migration and growth of the cities was created by the Industrial Revolution; how capitalism emerged as the dominant economic pattern; and how the growth of industrial economies led to imperialism and colonialism due to the need and desire for more resources, cheap labor and expanding power. The theme of this unit is resources and innovation as symbols of social status and power

Enduring Understanding

1. New feelings and motivations of nationalism and belonging.

2. The Industrial Revolution was a result of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems.

3. Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform for groups such as women.

4. The Western countries colonized large areas of Africa and Asia, leading to major political and cultural changes that still have an

impact on today's world.

Essential Questions

1. How has the concept of Nationalism impacted global affairs?

2. How has the Industrial Revolution helped or harmed civilization?

3. How has the Industrial Revolution changed roles of men, women and children?

4. How has the growth of industry augmented social classes?

5. How did Industrialization lead to competing political ideologies?

6. Why did the need for resources and creation of wealth fuel colonization?

7. How were the indigenous people and their culture viewed and treated before and during colonization?

8. How the struggle between socialism and capitalism creates political discord and lead the creation of political parties?

9. How does technology contribute to historical turning points?

Exit Skills

By the end of Unit 3,

1. Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.
2. Students should be able to choose a side to a query and provide logical argument for their choice.
3. Students should be able to deductively use new information and logically apply this evidence to a related problem.
4. Students should be able to inductively gather information and deduce a theory based on their findings.
5. Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial 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.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.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
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.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.
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.

Interdisciplinary Connections

LA.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.
LA.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.
LA.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.
LA.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.

Learning Objectives

Students will be able to:

1: analyze the effects of the Industrial Revolution in Europe and the United States.

2: analyze why and how England was the first country to industrialize.

3: examine how scientific and technological changes and new forms of energy brought about massive social, economic, and and technological advances of nations during this era in history which created a cultural change

4: describe the growth of population, rural to urban migration and growth of cities associated with the Industrial Revolution and the motivations behind it.

5: trace the evolution of work and labor, the effects of immigration, mining and manufacturing, division of labor, and the union movement.

6: understand the connections among natural resources, entrepreneurship, colonization, labor, and capital in an

industrial economy.

7: analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism.

8: describe the rise of industrial economies and their link to imperialism and colonialism: The role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology.

9: discuss the locations of the colonial rule and how they continued to impact geography today

10: explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule and the various connections to today

11. Identify the effectes of imperialism on African nations such as Congo

12. Discuss how Ethopia was able to remain independent and the effect of their indepenece on society

Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events leading up to Imperialism.
- Build foundation through vocabulary and key people identification such as Ottoman Empire and Imperialistic nature.
- Analyze and create a Google Slides to explain the impact of Imperialism on future events such as World War I.
- Use of maps and interactive time likes to understand the context surrounding the time period / event including maps of Imperialistic Regions.
- Create a map of the Europe and show how each area was impacted by the events surrounding the Industrial Revolution.

- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from a key persons point of view
- Research and collect historical evidence for an essay about how the ideas of Imperialism have altered our 21st Century today.

Assessment Evidence - Checking for Understanding (CFU)

Use of Exit Tickets to conclude the lesson on how Industrialization affected today's society.-formative assessmnet

Unit test-summative assessment

-alternate assessements (see below)

Student Presentations on a specific imperialistic nations and how they took over certain areas such as African and use Evaluation Rubrics

Compare and contrast life in before and after Industrialization. Explain in an essay.

-benchmark assessments (see below)

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- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

HMH World History Textbook

HMH World History Ebook

Ancillary Resources

NEWSELA

COMMONLIT

History.com- HMH login additional resources

HMH Player App

Reading Like A Historian

Biographical Dictionary (HMH)

Close Read Screencasts

Connect One

Interactive Timelines

Technology Infusion

- Create a PPT describing how the Industrial Revolution led to many societal changes such as women's suffrage.
- Make an interactive website about how the Imperialism affected the world we live in today.
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

Alignment to 21st Century Skills & Technology

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy

- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Center-based instruction
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts

Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various members of the European society during the Industrial Revolution.

Check students progress as they take notes on events surrounding the surge of Imperialism.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the changes as a result of Imperialism.

use of translation technologies

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing

- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the changes throughout European society when the Industrial Revolution began.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate if Imperialism affected US society today.

investigate the ways the Industrial Revolution changed society today.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: