World History Unit 3: Age of Revolutions (1750-1914)

Content Area: **Social Studies**
Course(s):
Time Period: **MP2**
Length: **1/2 MP**
Status: **Published**

Targeted Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
6.2.12.CivicsPI.3.a	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
6.2.12.CivicsPD.3.a	Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
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.
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.
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.
6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
6.2.12.HistoryCC.3.c	Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Rationale

The Age of Revolutions marks a pivotal era in world history characterized by profound social, political, and economic transformations. This unit will explore major revolutions and movements across different continents during this period, focusing on causes, key events, and lasting impacts. By studying this era, students will gain a comprehensive understanding of how revolutions shaped the modern world and contributed to the development of contemporary societies.

Enduring Understandings

Content Specific	Skills Specific
• Social and political systems have promoted and denied civic virtues and democratic principles. • Economic globalization affects economic growth, labor markets, human rights, the environment, resource allocation, income distribution, and culture. • Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, etc).	• Geographic data can be used to analyze spatial patterns. • To better understand the historical perspective, one must consider the historical context. • Examining multiple events and perspectives allows for a clearer understanding of the significance of individuals and groups. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

Essential Questions

Content Specific	Skills Specific
• How did enlightenment principles influence radical changes in governments around the world? • How did the Agricultural and Industrial Revolutions lead to population growth, changes in lifestyle, societal changes, and spur major world powers to implement imperialist policies? • What was the impact of imperialism on	• How do I find reliable evidence to support a claim? • How can I examine events using multiple perspectives?

the colonizers and the colonized?	

Key Resources

This section houses the essential required resources for this unit.

HMH Modules 24 & 25

Political Revolutions	Economic Revolutions	Imperialism
• Digital Inquiry Group: Reign of Terror • C3 French Revolution Analysis & Evaluation • OER Project: Age of Revolutions • Analysis: Haitian Revolution • Simon Bolivar Analysis • Primary Source Analysis: Mexican Revolution • Digital Inquiry Group: Russian Revolution • Digital Inquiry Group: Russian Civil War	• Perspectives: Industrial Revolution • Inquiry: Industrial Revolution • Digital Inquiry: Factory Life	Liberating Narratives: Less Scrambling • Perspectives: European Colonization of Africa • African Rebellions • OER Project: inquiries on imperialism • Digital Inquiry Group: Battle of Adwa • British Colonization of India • Primary Sources: Imperialism

Supplementary Resources

This section houses additional approved resources for this unit.

OER: The Agricultural and Industrial Revolutions (w/ primary sources)

Skills, Content, Activity, Assessment

Citing Evidence Data analysis Analyzing cause and effect Compare and contrast Research	• Political Revolutions • Enlightenment • French Philosophers • Democratic Ideals • Natural Rights • Social Contract • French Revolution • Haitian Revolution • Simon Bolivar & Jose de San Martin in Latin America • Mexican Independence • Russian Revolution	• C3 French Revolution Analysis & Evaluation • OER Project: Age of Revolutions • Compare & present: political revolutions • Revolutionary Timeline • Analysis: Haitian Revolution • Simon Bolivar Analysis • Primary Source Analysis: Mexican Revolution • Digital Inquiry Group: Russian Revolution • Digital Inquiry Group: Russian Civil War • In groups, students find differences and commonalities between various revolutions.	• Presentation • Conferencing • Discussion • Student-led inquiry
Citing evidence Primary Source Analysis Analyze Cause and Effect Research	• Economic Revolutions • Agricultural Revolution • Transportation Revolution • Industrial Revolution • factory system • laissez-faire economics • capitalism • Urbanization	• Add events of economic revolutions to the timeline • Analyze the causes and impacts of economic revolutions • Perspectives: Industrial Revolution • Inquiry: Industrial Revolution • Digital Inquiry:	• Presentation • Conferencing • Discussion • Student-led inquiry

		Factory Life • In groups, students find differences and commonalities between various revolutions.	
Citing evidence Primary Source Analysis Analyze Cause and Effect Research	• Age of Imperialism • European Colonization of Africa • African Resistance • Impact of Industrial Rev on Imperialist policy (need for raw materials, new markets, etc) • British in India • Europeans in China • Western nations in Japan	• Political Cartoon Analysis • Map comparison- before and after European Imperialism in Africa • Perspectives: European Colonization of Africa • African Rebellions • OER Project: inquiries on imperialism • Digital Inquiry Group: Battle of Adwa • British Colonization of India • Primary Sources: Imperialism	• Presentation • Conferencing • Discussion • Student-led inquiry

Holocaust

Holocaust: Discuss the genocides during the time period, including the Atlantic Slave Trade and Cape Colony.

Amistad

Amistad: African American contributions to the American Revolution, including Phyllis Wheatley, Salem Poor, Peter Salem, Cff Whittenmore, and the contributions of enslaved persons.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Enlightenment	World Unit 2: Enlightenment & Scientific Revolution
Compare/Contrast Cause/Effect Primary Source Analysis	World Unit 2

Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSLS-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.DC.3	Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate **NJ SLS** here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

L.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RL.MF.11–12.6	Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text

information (e.g., express a personal point of view, new interpretation of the author's message).