Unit 5: Revolutions c. 1750-1900

Content Area: **Social Studies**
Course(s):
Time Period: **November**
Length: **20-23 class periods**
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".

6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa.
6.2.12.CivicsPR.2.b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
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.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
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.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.

Rationale

This unit examines political, economic, social, and technological revolutions.

Enduring Understandings

Content Specific	Skills Specific
• The development of ideas, beliefs, and religions illustrates how groups in society perceive themselves, and the interactions between societies and their beliefs often have significant political, social, and cultural implications. • The process by which societies group their members and the norms that govern interactions between these groups and between individuals influence political, economic, and cultural institutions and organizations. • A variety of internal and external factors contribute to the formation, expansion, and decline of states. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes. • The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments. • Human adaptation and innovation have led to increased efficiency, comfort, and security, while technological advances have significantly shaped human development and interactions, with both intended and unintended consequences. • As societies develop, they both affect and are affected by the ways in which they produce, exchange, and consume goods and services.	• Claims and arguments are constructed with specific purposes, evidence, and reasoning; recognizing and describing these elements enables people to evaluate credibility, reveal bias or perspective, and make informed decisions across various contexts. • Comparing the arguments or main ideas of multiple sources deepens understanding, strengthens critical evaluation, and supports informed synthesis or decision-making. • Historical understanding comes from analyzing events within their specific time and place, examining causes and consequences, tracing patterns of continuity and change, and integrating evidence from multiple perspectives to form a well-reasoned interpretation of their significance. • Recognizing patterns and connections among historical developments and processes deepens our understanding of how events influence one another and shape broader trends over time. • Explaining a historical concept, development, or process involves understanding its context, key features, and significance within the broader context of the historical narrative.

Essential Questions

Content Specific	Skills Specific
• How have scientific and technological developments over the course of history	• How do purpose, audience, and medium shape the argument's meaning and reliability?

changed the way people live and economies and governments function? • In what ways have technological advances reshaped human development and interactions, both positively and negatively? • How do governments gain, maintain, and exercise power in different historical contexts? • How do social hierarchies and group relationships shape political, economic, and cultural institutions? • In what ways do belief systems influence political, social, and cultural developments?	• How can I synthesize the two sources to form a well-supported conclusion or action? • How can we use evidence, context, and multiple perspectives to interpret the significance of historical events and developments? • How do patterns and connections among historical events help us understand change over time? • How can we clearly explain the significance of a historical concept, development, or process?

Key Resources

This section houses the essential required resources for this unit.

- Strayer, R. W., & Nelson, E. (2023). Ways of the world: A brief global history with sources: For the AP world history: Modern course since 1200 C.E. Bedford, Freeman & Worth Publishers.

- AP Classroom

Supplementary Resources

This section houses additional approved resources for this unit.

- OPTIC organizer
- PIECES organizer

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative

essential skills in the unit. →			assessments, and pretests.
Identify and describe a claim and/or argument in a text-based or non-text-based source.	• Enlightenment • *A Vindication of the Rights of Women* • *Declaration of the Rights of Woman and of the Female Citizen* • *Seneca Falls Conference* • Rousseau • Kant • Social Contract • Popular Sovereignty • Wollstonecraft • Beccaria	• Guided viewing: AP daily video • Comparison of Enlightenment thinkers and ideas	• AP classroom practice • Source analysis: Claim and argument
Compare the main arguments or ideas presented in two sources.	• Propaganda movement in the Philippines • Māori nationalism and the New Zealand Wars • Puerto Rico- writings of Lola Rodriguez de Tio • German and Italian unifications • Balkan nationalisms • Ottomanism	• Comparing revolutions organizer • Guided Viewing: American Rev • Sourcing: Declaration of Independence • Guided Viewing: French Rev • Sourcing: Declaration of the Rights of Man and Citizen • Guided Viewing: Haitian Revolution • Sourcing: Slave letters to the governor	• Short Answer question • AP classroom practice
Explain a historical concept, development, or process	• Industrialization	• Mapping the Industrial Revolution • Sourcing: Only a weaver • Identifying contributing factors to the Industrial Revolution	• Short Answer question • AP Classroom Practice

Identify patterns among or connections between historical developments and processes	• Decline of Middle Eastern and Asian share in global manufacturing:
	  ○ Shipbuilding in India and Southeast Asia
	  ○ Iron works in
		• Mapping the spread of industry
		• Comparing Industrialization in the US and Russia
		• Visual sourcing
			• Short Answer question
			• AP Classroom Practice

	India ○ Textile production in India and Egypt	activity	
Explain a historical concept, development, or process	• Steam engines • fossil fuels • Second Industrial Revolution • Railroads, steamships, telegraph	• Comparison of innovations/innovation impact	• Short Answer question • AP Classroom Practice
Identify patterns among or connections between historical developments and processes	• Muhammad Ali's development of a cotton textile industry in Egypt • Spread of industry in Japan	• Perspectives: Comparing government roles in industrialization • Guided reading: Japan's Industrial Revolution • Cause and effect graphic organizer	• Making a comparative claim activity • AP Classroom Practice
Explain how a historical development or process relates to another historical development or process	• Hong Kong and Shanghai Banking Corporation (HSBC) • Unilever based in England and the Netherlands and operating in British West Africa and the Belgian Congo • Stock markets • Limited-liability corporations	• Guided viewing: Capitalism and Socialism • Changing economic theories and business practices organizer • Connecting historical developments and processes activity • Visual sourcing activities	• Short Answer question • AP Classroom Practice
Explain the point of view, purpose, historical situation, and/or audience of a source	• political, social, educational, and urban reforms • labor unions • Marxism	• Comparing the social impact of industrialization graphic organizer • Comparing reforms • HIPP sourcing activity	• AP classroom practice • Short answer question
Explain how a specific historical development or	• development of the middle class • Changing roles of	• Visual sourcing activities • contextualization	• Context identificatio

process is situated within a broader historical context.	women • urbanization	activity	n paragraph
Use historical reasoning to explain relationships among pieces of historical evidence.	• growth of labor force • growth of industrial output • continuities and changes in the industrial age	• Continuity and change organizer	• MCQ, SAQ, and DBQ assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Identifying evidence • Identifying a claim • Support an argument using relevant evidence	• Unit 3 AP World History

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).

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).