Unit 6: Consequences of Industrialization c. 1750-1900

Content Area: **Social Studies**
Course(s):
Time Period: **January**
Length: **12-15 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.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.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.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.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

This unit examines the consequences of global industrialization, including imperialism, migration, and economic policy.

Enduring Understandings

Content Specific	Skills Specific
• 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	• 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,

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. • As societies develop, they both affect and are affected by the ways in which they produce, exchange, and consume goods and services.	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 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 did differing ideologies contribute to the development of imperialism from 1750-1900? • How did state power shift in various parts of the world from 1750-1900? • How and why did internal and external factors influence the process of state building? • How did various environmental factors contribute to the development of a global economy? • How did various environmental factors contribute to the development of varied patterns of migration?	• How do purpose, audience, and medium shape an argument's meaning and reliability? • 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 essential skills in the unit. →	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 assessments, and pretests.
Explain how a specific historical development or process is situated within a broader historical context. Identify and describe a claim and/or argument in a text-based or	• Social Darwinism • nationalism • civilizing mission • Missionaries • Colonization of Africa	• Guided viewing: Crash course imperialism • Guided Reading: Strayer • Visual sourcing • Contextualization practice	• AP classroom practice • Source analysis: Claim and argument

non-text-based source.			

Explain how a specific historical development or process is situated within a broader historical context.
 	
Compare the main arguments or ideas presented in two sources.
	• Non-state to state colonial control:
	  ○ Shift from the private ownership of the Congo by Leopold II to the Belgian Government
	  ○ Shift from the Dutch East India Company to Dutch government control in Indonesia and Southeast Asia
	• European states that expanded empires in Africa
	  ○ Britain in West Africa
	  ○ Belgium in the Congo
	  ○ French in West Africa
	• Settler colonies established in empires
	  ○ New Zealand
		• Visual Sourcing
		• Guided Viewing: King Leopold's Ghost
		• Consequences chart
		• Mapping Imperialism Activity
		• Argumentation Practice
			• Short Answer question
			• AP classroom practice

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source	• Tupac Amaru II's rebellion in Peru
	• Samory Touré's military battles in West Africa
	• Yaa Asantewaa War in West Africa
	• 1857 rebellion in India
	• New States
	  ○ Establishment of independent states in the Balkans
	  ○ Sokoto Caliphate in modern-day Nigeria
	  ○ Cherokee Nation
	  ○ Zulu Kingdom
	• Rebellions
	  ○ Ghost Dance in the US
		• Guided viewing: Indian rebellion in 1857
		• Causes and effects of resistance
		• Sourcing Activity: Ghost Dance
			• Short Answer question
			• AP Classroom Practice

	○ Xhosa cattle-killing movement in Southern Africa ○ Mahdist wars in Sudan		
Explain the point of view, purpose, historical situation, and/or audience of a source	• Resource Export Economies: ○ Cotton production in Egypt ○ Rubber extraction in the Amazon and the Congo basin ○ The palm oil trade in West Africa ○ The guano industries in Peru and Chile ○ Meat from Argentina and Uruguay ○ Diamonds from Africa	• Guided Reading: Ways of Working • Advertisement sourcing activity	• Short Answer question • AP Classroom Practice
Explain how a specific historical development or process is situated within a broader historical context.	• Industrialized states practicing economic imperialism: ○ Britain and France expanding their influence in China through the Opium Wars ○ The construction of the Port of Buenos Aires with the support of British firms • Commodities that contributed to European and American economic advantage: ○ Opium produced in the Middle East or South Asia and exported to China ○ Cotton grown in South Asia and Egypt and exported to Great Britain and other	• Guided viewing: Opium Wars • Contextualization practice • Visual sourcing	• Short Answer question • AP Classroom Practice

	European Countries ○ Palm oil produced in sub-Saharan Africa and exported to European countries ○ Copper extracted in Chile		
Explain how a historical development or process relates to another historical development or process	• Return of migrants: ○ Japanese agricultural workers in the Pacific ○ Lebanese merchants in the Americas ○ Italian industrial workers in Argentina ○ Irish to the US ○ British engineers and geologists to South Asia and Africa	• Patterns of migration study • Mapping global migration • Determining causes of migration chart	• AP Classroom Practice • DBQ mapping
Explain how a historical development or process relates to another historical development or process	• Migrant ethnic enclaves ○ Chinese in Southeast Asia, the Caribbean, South America, and North America ○ Indians in Southern Africa, the Caribbean, and Southeast Asia ○ Irish in North America ○ Italians in North and South America • Regulation of Immigrants ○ Chinese Exclusion Act ○ White Australia Policy	• Mapping Migration • Visual sourcing	• AP Classroom Practice

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument.	• Consequences of Imperialism	• Argumentation practice	• AP classroom practice • DBQ

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).