

# Unit 5: World History Advanced Placement

## Industrialization and Global Integration

Content Area: **Social Studies**  
Course(s): **Generic Course**  
Time Period: **Marking Period 3**  
Length: **3 weeks**  
Status: **Published**

### Standards

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SOC.9-12.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.9-12.6.1.12.A.3.b	Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
SOC.9-12.6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.9-12.6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.9-12.6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.
SOC.9-12.6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
SOC.9-12.6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
SOC.9-12.6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
SOC.9-12.6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.
SOC.9-12.6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
SOC.9-12.6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.
SOC.9-12.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
SOC.9-12.6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
SOC.9-12.6.2.12.A.3.c	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.9-12.6.2.12.A.3.d	Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.
SOC.9-12.6.2.12.A.3.e	Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

SOC.9-12.6.2.12.A.3.f	Compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America, and evaluate the degree to which each movement achieved its goals.
SOC.9-12.6.2.12.A.3.g	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.9-12.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.9-12.6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
SOC.9-12.6.2.12.B.3.c	Relate the role of geography to the spread of independence movements in Latin America.
SOC.9-12.6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.
SOC.9-12.6.2.12.C.3.a	Analyze interrelationships among the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of land-holding.
SOC.9-12.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.9-12.6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world regions.
SOC.9-12.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.9-12.6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.
SOC.9-12.6.2.12.C.3.f	Determine the extent to which Latin American political independence also brought about economic independence in the region.
SOC.9-12.6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
SOC.9-12.6.2.12.D.3.b	Explain how industrialization and urbanization affected class structure, family life, and the daily lives of men, women, and children.
SOC.9-12.6.2.12.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.9-12.6.2.12.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.9-12.6.2.12.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.9-12.6.3.12.D.1	Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.
CCSS.ELA-Literacy.RH.11-12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
CCSS.ELA-Literacy.RH.11-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-Literacy.RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-Literacy.RH.11-12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
CCSS.ELA-Literacy.RH.11-12.6	Evaluate authors' differing points of view on the same historical event or issue by

	assessing the authors' claims, reasoning, and evidence.
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
CCSS.ELA-Literacy.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-Literacy.RH.11-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-Literacy.RH.11-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS.ELA-Literacy.WHST.11-12.1	Write arguments focused on discipline-specific content.
CCSS.ELA-Literacy.WHST.11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
CCSS.ELA-Literacy.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.WHST.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
CCSS.ELA-Literacy.WHST.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
CCSS.ELA-Literacy.WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CCSS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
CCSS.ELA-Literacy.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Essential Questions

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What social transformations occur as a result of industrialization?

What are the characteristics of a modern state?

How do states use ideologies to support expansions and colonization?

What sparks revolutions?

What philosophies develop during this time period and how are they similar as well as different than those of ancient times?

## Goals/Objectives

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After studying this unit students should:

- Be able to consistently analyze the relationships between multiple historical causes and effects
- Be able to construct meaningful interpretations
- Be able to define and frame a question about the past and to address that question through the construction of an argument
- Be able to identify, describe, and evaluate evidence about the past from diverse sources

## Content

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**Main Text:** Bulliet, Richard. *The Earth and Its Peoples: A Global History*. 4th ed. Boston, MA.: Houghton Mifflin, 2008.

**Primary Sources:** Students will read and analyze selected primary sources (documents, images and maps) using:

Andrea, Alfred J. and Overfield, James H. *The Human Record: Sources of Global History*. Vol. I & II. 6<sup>th</sup> ed. Boston, MA.: Houghton Mifflin, 2009.

Kishlansky, Mark A., and Susan Lindsey Lively. *Sources in World History: Readings for World Civilization*. Belmont: Wadsworth, 1998.

Reilly, Kevin. *Worlds of History: A Comparative Reader*. Volumes I & II. Boston: Bedford/Saint Martin's, 1999.

Stearns, Peter N., ed. *World History in Documents: A Comparative Reader*. New York: New York UP, 1998.

## **PERIODIZATION: c. 1750 to c. 1900**

### **Key Concept 5.1: Industrialization and Global Capitalism**

- Industrialization
- New patterns of global trade and production
- Transformation of capital and finance
- Revolutions in transportation and communication: Railroads, steamships, canals, telegraph
- Reactions to the spread of global capitalism
- Social transformations in industrialized societies

### **Key Concept 5.2: Imperialism and Nation-State Formation**

- Imperialism and colonialism of trans-oceanic empires by industrializing powers
- State formation and territorial expansion and contraction
- Ideologies and imperialism

### **Key Concept 5.3: Nationalism, Revolution, and Reform**

- The rise and diffusion of Enlightenment thought

- 18th century peoples develop a sense of commonality
- Spread of Enlightenment ideas propels reformist and revolutionary movements
- Enlightenment ideas spark new transnational ideologies and solidarities

### **Key Concept 5.4: Global Migration**

- Demography and urbanization
- Migration and its motives
- Consequences of and reactions to migration

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## **Skills**

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- Chronological Reasoning - Periodization
- Chronological Reasoning - Historical Causation
- Chronological Reasoning - Patterns of continuity and change of over time
- Comparison and Contextualization - Comparison
- Crafting Historical Arguments from Historical Evidence - Appropriate use of relevant historical evidence
- Crafting Historical Arguments from Historical Evidence - Historical argumentation
- Geography Skills - Ability to think spatially
- Geography Skills - Analyzing geographic information
- Historical Interpretation and Synthesis

## **Assessment of Learning**

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- Change and Continuity Over Time Essays
- Compare and Contrast Essays
- Content and Geography Quizzes
- Current Events Connection Writing Assignment

- Document Based Question Essays
- Online Practice Quizzes
- Short Document Analysis
- Socratic Seminars
- Student Presentations
- Unit Test - 70 multiple choice questions

## **Instructional Strategies**

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- Brainstorming
- Cooperative learning
- Demonstrations
- Direct instruction/Lecture
- Discussion
- Drill and Practice
- Games
- Graphic Organizers
- Guided reading
- Higher Order Thinking Skills
- Interactive instruction
- Journal writings
- Labs
- Manipulatives
- Problem-based instruction
- Structured overview

## **Differentiation**

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- Alternative assessments
- Choice of activities
- Choice of books
- Flexible grouping
- Guided reading
- Homework options
- Independent research and projects
- Leveled rubrics

- Modified materials
- Multiple texts
- Multi-sensory
- Personal agendas
- Pre-teach
- Re-teach
- Stations/Centers
- Supplemental materials
- Supplemental teaching

## **Technology**

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- Computer Lab/Laptops
- DVDs/CDs/Videos/TV
- Internet Resources
- iPads
- Overhead Transparencies
- PowerPoint
- SMART Board

## **21st Century Themes**

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- Business, Financial, Economic and Entrepreneurial Literacy
- Civic Literacy
- Global Perspectives
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Interdisciplinary Connections**

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- Art
- Business
- Health & PE
- Industrial Arts
- Math
- Music
- Science
- Social Studies
- World Languages