

# **06\_World History/Global Studies: Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)**

Content Area: **Social Studies**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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World History/Global Studies is a required survey course with a major focus on the developments in world history from the Renaissance to the present. Both a chronological and thematic approach will be used to foster an understanding of the world today through the use of primary documents. Honors level students will be expected to have a high level of reading and writing proficiency and the recommendation of both their Social Studies and English teachers.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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According to the 2020 New Jersey Student Learning Standards – Social Studies 6.2 World History: Global Studies by the End of Grade 12:

### **Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)**

- 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.

### **Enduring Understanding(s):**

- Students will understand that 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.

- Students will understand that 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.

### Essential Question(s):

- What are the causes and effects of the various revolutions throughout the world?
- How did these revolutions encompass the principle ideas of the Enlightenment?
- To what extent did democracy play a role in political and social reforms of the 18th, 19th, and 20th centuries?
- How did the Agricultural and Industrial Revolutions start?
- What are the short-term and long-term effects of the Agricultural and Industrial Revolutions?
- Why did industrialized nations embark on a competitive race for global resources and markets?
- What is the significance of the short-term and long-term effects of imperialism?
- What causes inequality?

## CONTENT AREA STANDARDS

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SOC.6.2	World History: Global Studies
SOC.6.2.3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)
	Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
SOC.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.
	Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
SOC.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).
	Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
SOC.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.
	Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
SOC.6.2.12.CivicsDP.3.b	Use data and evidence to 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.

	Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
SOC.6.2.12.HistoryCC.3.a	<p>Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.</p> <p>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</p>
SOC.6.2.12.GeoGI.3.a	<p>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.</p> <p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.</p>
SOC.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.
SOC.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.
SOC.6.2.12.EconGE.3.c	<p>Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.</p> <p>Resources impact what is produced and employment opportunities.</p>
SOC.6.2.12.EconET.3.a	<p>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.</p> <p>Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).</p>
SOC.6.2.12.EconET.3.b	<p>Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.</p> <p>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</p>
SOC.6.2.12.HistoryCC.3.b	<p>Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>To better understand the historical perspective, one must consider historical context.</p>
SOC.6.2.12.HistoryUP.3.a	<p>Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.</p> <p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>
SOC.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.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

### ○ [DEI](#)

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student

## Learning Standards.

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
LA.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).
LA.RH.11-12.6	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
LA.RH.11-12.8	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
LA.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.
LA.WHST.11-12.2.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.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.
LA.WHST.11-12.6	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
LA.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.
LA.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 specific 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.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
LA.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.
CS.K-12.2	Collaborating Around Computing and Design
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.
CS.K-12.2.c	Solicit and incorporate feedback from, and provide constructive feedback to, team members and other stakeholders.
CS.K-12.2.d	Evaluate and select technological tools that can be used to collaborate on a project.

CS.K-12.4	Developing and Using Abstractions
CS.K-12.5	Creating Computational Artifacts
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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#### **Students will understand:**

- 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.
- Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.
- Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.
- Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.
- Resources impact what is produced and employment opportunities.
- Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).

- Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.
- To better understand the historical perspective, one must consider historical context.
- Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

## **Procedural Knowledge**

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### **Students will be able to:**

- Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 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).
- Use a variety of resources from multiple perspectives.
- Analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
- Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America.
- Evaluate the degree to which each movement achieved its goals.
- Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
- Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914.
- Make evidence-based inferences regarding the impact of imperialism.
- Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
- 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.
- Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
- 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.
- Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
- Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.

- Analyze the extent to which racism was both a cause and consequence of imperialism.
- Evaluate the impact of imperialism from multiple perspectives.
- Analyze the impact of the policies of different European colonizers on indigenous societies.
- Explain the responses of these societies to imperialistic rule.
- Analyze the social, political, and economic causes and effects of the French Revolution.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

## **Formative Assessments**

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**For this unit, formative assessments can/will include:**

- Students will read a primary source related to the Atlantic World and Age of Discovery. Then students will be organized into groups to demonstrate knowledge of salient points

from the documents.

- Read the prologue to *Guns, Germs, and Steel*. Then, identify the key concepts and take notes.
- Self-paced Nearpod and/or EdPuzzle.
- KWL- Inequality. What are the causes of inequality?
- Examine the introduction DVD to understanding the book that they will be reading in class that defines the causes of inequality in the world. Answer questions following Bloom's taxonomy that will be asked. Students will write in their learning logs.
- Conference in groups with the teacher to make sure they are on track for the presentations.
- Student generated quizzes to assess learning of classmates.
- Short writing assignments to check for understanding.
- Student or teacher generated questions throughout the films to check for understanding. If teacher generated, student can use whiteboards to answer questions.
- Play the Urban Game and assess learning through end product.

Alternative:

- French Revolution Game- The French Revolution: Students will be split into 2 teams those for the revolution and royalists. Each group may answer any of the questions and will have the opportunity to find the answers to the questions within their packets. This means they may read through the information to find the answer if they are unsure. If a student wants to answer they should stand up and then be called on. If the student answers the question correctly, they will then choose a number in the opposing teams' number range. Before the game each person on both teams was randomly assigned a number. The students on the team for the revolution were assigned some of the numbers from # 1- 25 and those against the revolution were assigned #26-50. When an opposing team guesses a number of a person on the other team, that person is guillotined (not literally) and is eliminated not from the game but the scoreboard only. The winning team is decided by the amount of people still standing after all the questions have been asked.
- Answering questions.

## **Summative Assessments**

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**For this unit, summative assessments can/will include:**

- Students will demonstrate their knowledge in a teacher generated test or quiz.
- News Broadcast Projects. Students will present a video or live news broadcast on a topic



assigned by the teacher for Nationalist Revolutions or Industrial Revolutions. This must include interviews with varying viewpoints on their topic, a commercial break for a new consumer product that would have existed during that time, organization, accurate content, and refined presentation skills. Students will complete a student generated quiz immediately after each of the presentations. The group that presented will complete a self-assessment of their presentation.

- Create a class cookbook: Find or create a healthy recipe to share with your class. The recipe should be nutritional and “healthy”. Use the information you learned in class to assist in choosing healthy ingredients. Post the recipe to the link provided below. The same link is located on the class website under Links, on the right hand side, labeled Healthy Recipe Padlet Cookbook.
- Create a poster for a gallery walk and expert groups share.
- PSA to solve one of the long-term effects of imperialism.

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **Resources Include:**

#### **Core:**

- Ellis and Esler. World History. Pearson Education, Inc: New York, NY, 2016. Print.
- Documents in Western Civilization CD-ROM. Apprentice Hall. NJ.
- National Geographic. *Guns, Germs, and Steel*. DVD.1999.
- Diamond, Jared. *Guns, Germs, and Steel*. 2003. Chapters: Intro and one
- *The Suffragette* film
- *Amazing Grace* film
- *Hidalgo* film
- *Amistad* film
- *12 Years A Slave* film
- French Revolution documentary
- The American Revolution  
<https://www.youtube.com/watch?v=HIUiSBXQHCw&index=28&list=PLBDA2E52FB1EF80C9>
- The Industrial Revolution  
<https://www.youtube.com/watch?v=zhL5DCizj5c&list=PLBDA2E52FB1EF80C9&index=32>
- The French Revolution  
<https://www.youtube.com/watch?v=lTTvKwCyIFY&list=PLBDA2E52FB1EF80C9&index=29>

- Haitian Revolutions: Crash Course World History #30  
[https://www.youtube.com/watch?v=5A\\_o-nU5s2U&list=PLBDA2E52FB1EF80C9&index=30](https://www.youtube.com/watch?v=5A_o-nU5s2U&list=PLBDA2E52FB1EF80C9&index=30)
- Imperialism: Crash Course World History #35  
<https://www.youtube.com/watch?v=alJaltUmrGo&list=PLBDA2E52FB1EF80C9&index=35>
- Samurai, Daimyo, Matthew Perry, and Nationalism: Crash Course World History #34  
[https://www.youtube.com/watch?v=Nosq94oCl\\_M&list=PLBDA2E52FB1EF80C9&index=34](https://www.youtube.com/watch?v=Nosq94oCl_M&list=PLBDA2E52FB1EF80C9&index=34)
- Capitalism and Socialism: Crash Course World History #33  
<https://www.youtube.com/watch?v=B3u4EFTwprM&list=PLBDA2E52FB1EF80C9&index=33>
- Latin American Revolutions: Crash Course World History #31  
<https://www.youtube.com/watch?v=ZBw35Ze3bg8&list=PLBDA2E52FB1EF80C9&index=31>
- The French Revolution <http://www.pbs.org/marieantoinette/faces/index.html>
- Versailles Palace <http://en.chateauversailles.fr/homepage>
- *Famine to Freedom* <https://youtu.be/m4l1QmZxxz8>
- Cookbook via Padlet
- *Food Inc* documentary
- Clip of *King Corn* documentary <https://www.youtube.com/watch?v=jisBG3egS8o>
- The Urban Game directions <http://thecaveonline.com/APEH/TheUrbanGame.htm>
- Classroom LMS

#### Supplemental:

- Everything Global History: <https://www.youtube.com/playlist?list=PLCH8uxPXHDP AJtHZorCO4JUFaL-ycPPvy>
- Crash Course: <https://www.youtube.com/playlist?list=PLBDA2E52FB1EF80C9>

## INTERDISCIPLINARY CONNECTIONS

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### English/Language Arts

- Information Writing
- Narrative Writing

### Math

- Data collection/analysis

## **Science**

- Environmental Literacy

## **Science & Health**

- Integrate quantitative or technical information expressed in words in a text. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- Social Emotional Learning

## **Technology/Multimedia**

- Video case studies
- Researching based writing
- Educational tech applications

## **Career Readiness**

- Use technology to enhance productivity.
- Employ valid and reliable research strategies.
- Work productively in teams while using cultural global competence.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

