

**Course:** *World History*

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

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:** *(keep each of the following headings in place)*
  - **Content 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.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.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.
    - 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
    - 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.EconGI.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.EconGI.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.EconGI.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.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.
- **21st Century Life & Career Standards**
  - <https://www.state.nj.us/education/cccs/2020/2020%20NJSLS-CLKS.pdf>
  - 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
  - 9.1.12.EG.2: Explain why various forms of income are taxed differently.
  - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
  - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
  - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
  - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
  - 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
  - 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
  - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
  - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
  - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

- (e.g., 1.3E.12profCR3.a).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **English Companion Standards**
  - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
  - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
  - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
  - RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
  - RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  - NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
  - NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
  - NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - Grade 9-10 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG0910.pdf>
  - Grade 11-12 Companion Standards:  
<https://www.state.nj.us/education/cccs/2016/ela/CompanionG1112.pdf>

- ***Interdisciplinary Content Standards***

- List any standards from other content areas that apply to this unit.

- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education 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.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

***NJ Amistad Curriculum:*** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to relate the patterns of economic, social and political revolutions of the 19th century to current global questions of equity, government power and economic expansion..

As aligned with LRHSD Long Term Learning Goal(s):<https://www.lrhhsd.org/Page/6163>

1. Choose and analyze appropriate sources to gain content knowledge.
2. Apply acquired content to connect past and present day events.
3. Collaborate and interact with others in a diverse and ever-changing world.
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
5. Communicate effectively through written, oral, and visual means.

**Enduring Understandings**

Students will understand that. . .

**EU 1**

political revolutions spurred by Enlightenment ideas of democracy and freedom caused regional (the Americas) and global changes in government, values and beliefs. (6.2.12.CivicsPD.3.a & 6.2.12.HistoryCC.3.a, 6.2.12.CivicsDP.3.a)

**EU 2**

technological advancements have caused fundamental and economic changes throughout the world. (6.2.12.CivicsPI.3.a, 6.2.12.EconET.3.a.; 6.2.12.HistoryCC.3.b, 6.2.12.EconET.3.a)

**Essential Questions**

**EU 1**

- How difficult is it to overthrow an established idea or system? (6.2.12.CivicsPD.3.a & 6.2.12.HistoryCC.3.a)
- How have Democratic ideals been used as a driving force for change in the global community? (6.2.12.CivicsDP.3.a)

**EU 2**

- Why do some nations industrialize and others not?
- Was imperialism mutually beneficial?
- In what ways has industrialization led to imperialism? (6.2.12.CivicsPI.3.a, 6.2.12.EconET.3.a.; 6.2.12.HistoryCC.3.b, 6.2.12.EconET.3.a)

<p><i>EU 3</i> global connections create new and constantly changing boundaries impacting culture, class structure, economics, and migration patterns. (6.2.12.GeoGI.3.a)</p> <p><i>EU 4</i> the Industrial Revolution and the quest for processed materials lead to new ideas of gender and labor equality and systems of government and economics. (6.2.12.EconET.3.b)</p>	<p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How has imperialism caused global, economic, and cultural changes? (6.2.12.GeoGI.3.a)</li> <li>• How did societies change from racial/ethnic class structures to an economic based structure? (6.2.12.HistoryCC.3.b:)</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>• How did industrialization and urbanization impact class structure, family life, the environment and the early stages of socialism? (6.2.12.EconET.3.b)</li> <li>• How can it be argued that socialism and communism were responses to the failures of capitalism during this era? (6.2.12.EconET.3.b)</li> <li>• How did economic and political changes lead to the development of the women's rights and labor movements of the late 19th century? (6.2.12.CivicsDP.3.b)</li> </ul>
<p><u>Knowledge</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• the global and regional changes as a result of revolutions. (6.2.12.HistoryCC.3.a)</li> <li>• the impact on societies after established structures are overthrown. (6.2.12.CivicsPD.3.a)</li> <li>• democratic ideals have been a driving force for societal change. (6.2.12.CivicsDP.3.a)</li> <li>• democratic ideals have spurred revolutions throughout the world. (6.2.12.CivicsDP.3.b, (6.2.12.HistoryCC.3.a)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• the industrial Revolution has led to various societal changes. (workers, cities, political ideology) (6.2.12.EconGI.3.b, 6.2.12.EconET.3.a)</li> </ul>	<p><u>Skills</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• read and analyze primary source documents in relation to Latin American Revolutions (RI.9-10.9)</li> <li>• debate the causes of Latin American Revolutions (6.2.12.HistoryCC.3.a)</li> <li>• compare and contrast causes of 18th century revolutions to those in the 20th century (6.2.12.CivicsPD.3.a)</li> <li>• assess the effectiveness of adopting democratic ideas in order to prevent revolution (6.2.12.CivicsDP.3.a)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• detect bias in data presented in various forms advocating for and arguing against imperialism (RI.9-10.8)</li> <li>• read and analyze primary source documents to determine different points of view regarding</li> </ul>

- resources have created the need for imperialism. (6.2.12.EconGI.3.c)
- colonies have suffered under Imperialist rule. (6.2.12.EconGI.3.b, 6.2.12.EconGI.3.c)
- imperialism has helped spread racist or bigoted ideology. (6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c)
- the tools of “Empire;” How the development of railroads, ports, canals and weapons allowed the British/ French and others to maintain control over numerous regions of the world. (6.2.12.CivicsPI.3.a, 6.2.12.EconET.3.a; 6.2.12.HistoryCC.3.b, 6.2.12.EconET.3.a)

*EU 3*

- the long term consequences of the Berlin Conference and how this is still evident today in Africa. (6.2.12.GeoGI.3.a)
- the issues that were created due to European imperialism in SE Asia and the Pacific. (6.2.12.GeoGI.3.a, 6.2.12.EconGI.3.b)
- the general policies and practices European nations used to maintain control of their colonies in Africa and Asia. (6.2.12.HistoryCC.3.c)

*EU 4*

- the cause of labor and women’s rights movements. (6.2.12.EconET.3.a, 6.2.12.HistoryCC.3.b)
- development of new political ideologies. (6.2.12.EconET.3.a, 6.2.12.EconET.3.b)
- changes in class structure. (6.2.12.EconET.3.b)
- the core tenets of capitalism, socialism and communism. (6.2.12.EconET.3.b)

industrialization (RI.9-10.9)

- draw inferences from factual material regarding tactics of European expansion into colonies in Africa and Asia (6.2.12.EconGI.3.b)
- map locations of European colonial empires (6.2.12.GeoGI.3.a)

*EU 3*

- present arguments for and against dividing Africa (6.2.12.GeoGI.3.a)
- research useful and valid resources in all forms of media
- compare and contrast the credibility of differing ideas, elements or accounts regarding policies of control and economic practices in Africa (6.2.12.HistoryCC.3.c)
- develop media literacy for reliable research tools regarding topics in relation to European Imperialism (9.4.12.IML.3)

*EU 4*

- compare and contrast causation of social movements. (6.2.12.EconET.3.a, 6.2.12.HistoryCC.3.b)
- assess “pros” and “cons” of developing economic systems. (6.2.12.EconET.3.b)
- compare and contrast the credibility of differing ideas, elements or accounts.
- read and analyze primary source documents to determine different points of view on women’s rights and labor unions. (RI.9-10.9)
- utilize various forms of media (video, physical/digital art) in order to complete alternative assessments. (9.4.12.CI.1)

## Stage Two - Assessment

## Stage Three - Instruction

**Learning Plan: Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- Compare and contrast three different revolutions (A) (EU 1)
- Map colonial empires of a European nation from 1700-1920 (A) (EU 2)
- Create a Venn Diagram comparing Communism, Capitalism and Socialism (A) (EU 4)
- Watch clips of and comment on *The French Revolution* (History Channel) (A, M) (EU 1)
- List various ideas of the Enlightenment seen in the *Declarations of the Rights of the Man and the Citizen* (A,M) (EU 1)
- Create diagrams or maps of resources needed for industrialization and where they come from (A,M) (EU 3)
- Compare the tools of empires of the 19th Century with tools nations use today to increase their economic reach (outsourcing, advertising, social media, etc). (A, M) (EU 3)
- Read and reflect upon a letter written by a suffragette
- Compare the Magna Carta, the French Declaration of the Rights of Man, and the preamble to the US Constitution. (A, T) (EU 1)
- Identify ways in which the Industrial Revolution led to the growth of cities and changes in governmental policy (taxation, public schooling, voting rights, etc) (A, M) (EU 5)
- Evaluate the impact of democratic ideals in 3 modern nations in Latin America. (A, M, T) (EU2)
- Determine which 3 nations in Latin America and the Caribbean would be the best places to open a business. (T) (EU2)
- A newspaper editor has requested a report on the current progress of any revolution taking place during this era. This report must include interviews with the leaders of the revolution, reasons for the revolution, and reform movements. Be sure to include analysis of any use of technological innovation. (M, T) (EU1, EU 3)
- Analyze the extent to which imperialism and colonial practices are the root causes of conflict in Africa (ie Rwanda, South



Africa). (M, T) (EU 5)

- Create a map that shows the migration of people from Asia and the Pacific to countries industrializing in the 19th century. (A) (EU 4, EU 5)
- Interview of a child being forced to work for harvested material (T) (EU3, EU 4)
- Create a re-enactment of the Berlin Conference that represents the goals of each European power. (T) (EU 4)

## Pacing Guide

<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
0	<i>Foundations of the Modern Age</i>	15-20
1	<i>The Emergence of the First Global Age</i>	25-30
2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)	25-30
3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	25-30
4	Half-Century of Crisis and Achievement: The Era of the Great Wars	30-35

5	The 20th Century Since 1945: Challenges for the Modern World	30-35
6	Contemporary Issues	40-45

### Instructional Materials

- *“Heimler’s History” Youtube Video Series*
- *John Green’s Crash Course World History Series*
- *World History in Documents by Peter Stearns or a similar primary source book*
- *Textbook*
- *Primary source documents*
- *History Channel Documentaries*
- *DBQ’s*
- *World Maps*
- *Simon Bolivar’s “Jamaica Letter”*
- *Colored Pencils/Markers/Crayons*
- *“Seterra” map simulation games or “I like 2 learn”*

## Accommodations

Special Education: The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

Students with 504 Plans: Students will be accommodated based on specific accommodations listed in the 504 Plan.

English Language Learners: Students will be accommodated based on individual need and in consultation with the ELL teacher.

Students at Risk of School Failure: Students will be accommodated based on individual need and provided various structural supports through their school.

Gifted and Talented Students: Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.