

World History: Industrialism and a New Global Age

ESTABLISHED GOALS:

Competencies:

- *Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective.*
- *Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time.*
- *Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials.*
- *Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences.*
- *Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style.*

Content Standards:

- His.1.9-12. Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
- His.2.9-12. Analyze change and continuity in historical eras.
- His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
- His.4.9-12. Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
- His.5.9-12. Analyze how historical contexts shaped and continue to shape people's perspectives.
- His.6.9-12. Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
- His.7.9-12. Explain how the perspectives of people in the present shape interpretations of the past.
- His.8.9-12. Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.
- His.9.9-12. Analyze the relationship between historical sources and the secondary interpretations made from them.
- His.10.9-12. Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
- His.11.9-12. Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
- His.12.9-12. Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.

Transfer

*Students will be able to independently use their learning to **make informed decisions based upon chronological reasoning and historical perspective.***

Meaning

ENDURING UNDERSTANDINGS

Students will understand that...

- in order to act responsibly and effectively, citizens must understand the important institutions of their society and the principles that these institutions are intended to reflect.
- history is interpretive; and people construct different accounts of the same event, which are shaped by their perspectives—their ideas, attitudes, and beliefs.
- no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences.
- chronological reasoning requires wrestling with issues of causality, significance, context, and perspective.
- group memberships and identities provide or deny certain opportunities and power.

ESSENTIAL QUESTIONS

- Do scientific advancements always result in an improved society?
- Do the needs of one group supercede the needs of another?

Acquisition

Students will know...

- the emergence of big business and industrial powers in the 1800's.
- the impact of new technology on industry, transportation, communication and medicine.
- how working-class struggles led to improved conditions for workers.
- the impact of new social movement and cultural, intellectual, and educational trends.
- the origins, development, and impact of the women's suffrage movement in Europe and North America.
- the major characteristics of European nationalism

Students will be skilled at...

- evaluating the impact of historical context.
- analyzing change and continuity over time.
- using questioning techniques to assess change, continuity, and context and to pursue further inquiry.
- explaining and analyzing the reciprocal relationship between history and perspective.
- analyzing the relationship between primary and secondary sources.
- evaluating the limitations of historical evidence and secondary interpretations
- critiquing the usefulness of secondary and

- His.13.9-12. Critique the appropriateness of the historical sources used in a secondary interpretation.
- His.14.9-12. Analyze multiple and complex causes and effects of events in the past.
- His.15.9-12. Distinguish between long-term causes and triggering events in developing a historical argument.
- His.16.9-12. Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
- His.17.9-12. Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
- Geo.5.9-12. Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.
- Geo.11.9-12. Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- Civ.3.9-12. Analyze the impact of constitutions, laws, treaties, and international agreements on the maintenance of national and international order.
- Civ.8.9-12. Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
- Eco.13.9-12. Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Eco.14.9-12. Analyze the role of comparative advantage in international trade of goods and services.

and how modern nationalism affected European politics and society.

- that nationalism and ethnic groupings reshaped European and Asian geography and politics.
- the impact of industrialization on revolution.
- how expanded educational opportunities and literacy contributed to changes in European society and cultural life.
- the changing social status of European Jews and the rise of anti-Semitism.
- the main ideas behind Social Darwinism and that they impacted European imperial expansion.
- the causes and effects of European, American, and Asian imperial expansion.
- why European contact with Africa increased during the 1800's and the varying responses of African peoples to European Imperialism.
- how British rule affected India, Indian perspectives on Western culture, and the origins of Indian nationalism.
- the impact of Chinese political and social reforms and why revolution broke out in 1911.
- the political problems faced by Mexico and other new Latin American nations.
- of the following key players, places, events, and/or ideas:
 - Bismark, Kaiser Wilhelm II, Queen Victoria, Leopold II, Duma, Suez Canal, Zionism, Boer War, Opium War, Taiping Rebellion, Boxer Uprising, Russo-Japanese War, French Indochina, Spanish-American War

vocabulary: dynamo, assembly line, stock, corporation, cartel, germ theory, urban renewal, mutual-aid society, standard of living, cult of domesticity, women's suffrage, racism, social gospel, chancellor, Realpolitik, kaiser, Reich, kulturkampf, social welfare, anarchist, emigration, Dual Monarchy, colossus, emancipation, zemstvo, pogrom, refugees, Cycle of Tsars (absolutism, reform, and reaction), rotten borough, electorate, secret ballot, parliamentary democracy, free trade, repeal, abolition movement, capital offense, penal colony, absentee

historical sources and analyzing their limitations.

- analyzing cause and effect relationships
- distinguishing between long-term causes and triggering events to develop an argument.
- integrating evidence from multiple sources into a reasoned argument.
- critiquing varying media for historical accuracy
- evaluating the influences of decisions and decision making.
- evaluating the impact of economic globalization.
- analyzing factors that impact national and international affairs.
- evaluating social and political systems in different contexts, times, and places.
- analyzing cause and effect relationships.
- analyzing the role of comparative advantage in international trade.

	landlord, home rule, provisional, premier, coalition, libel, Zionism, imperialism, protectorate, sphere of influence, paternalistic, elite, pasha, Mahdi, sultan, genocide, concession, sati, sepoy, viceroy, deforestation, purdah, balance of trade, trade surplus, trade deficit, indemnity, extraterritoriality, Diet, zaibatsu, homogeneous society, confederation, dominion, metis, indigenous, regionalism,	
Content Area Literacy Standards		21st Century Skills
● RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. ● RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. ● RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. ● RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. ● WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i>. ● WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.		● <i>make judgments and decisions</i> ● <i>think creatively</i> ● <i>communicate clearly</i> ● <i>access and evaluate information</i>

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	