

Winslow Township School District
AP World history
Unit 5. Revolutions c. 1750 to c. 1900

Unit Revolutions c. 1750 to c. 1900

Overview: In this unit, students will explore the intellectual and ideological context within which various political revolutions swept the Atlantic world in the period from 1750 to 1900. Students also will examine and compare the course and outcomes of those revolutions. Finally, students will analyze the causes, development, and spread of the industrial revolution.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><u>Unit 5</u> Revolutions c. 1750 to c. 1900</p>	<p>Wida 1,5 6.2.12.CivicsPR.2.a 6.2.12.HistoryUP.2.a 6.2.12.CivicsPD.3.a 6.2.12.HistoryCC.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b 6.2.12.GeoGI.3.a 6.2.12.EconGI.3.a 6.2.12.EconET.3.a 6.2.12. EconET.3.b 6.2.12.CivicsPI.3.a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900. ● Explain how the Enlightenment affected societies over time. ● Explain causes and effects of the various revolutions in the period from 1750 to 1900. ● Explain how environmental factors contributed to industrialization from 1750 to 1900. ● Explain how different modes and locations of production have developed and changed over time. Explain how technology shaped economic production over time. ● Explain the causes and effects of economic strategies of different states and empires. ● Explain the development of economic 	<ul style="list-style-type: none"> • What was the intellectual and ideological context within which political revolutions swept the Atlantic world from 1750 to 1900? <ul style="list-style-type: none"> • In what ways did Enlightenment ideals affect societies over time? • In what ways did Enlightenment ideals fail to affect society? • What were the effects of the various political revolutions that occurred from 1750 to 1900? <ul style="list-style-type: none"> • How have different modes and locations of production developed and changed over time? • How did environmental factors contribute to the emergence and growth of industrialization in the period 1750 to 1900? • What role have states played in

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		<p>systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.</p> <ul style="list-style-type: none"> ● Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900. ● Explain how industrialization caused change in existing social hierarchies and standards of living. Explain the extent to which industrialization brought change from 1750 to 1900. 	<p>shaping economic production and distribution over time?</p> <ul style="list-style-type: none"> • What have been the effects of the various economic strategies employed by different states and empires? • How did the development of various economic systems, ideologies, and institutions contributed to change in the period from 1750 to 1900? • In what ways and to what extent did industrialization impact individuals and societies from 1750 to 1900? • What factors led to calls for reform in industrial societies from 1750 to 1900?
<p><i>Unit 5: Enduring Understandings</i></p>	<ul style="list-style-type: none"> ● Human adaptation and innovation have resulted in increased efficiency, comfort, and security; Technological advances have shaped human development and interactions with both intended and unintended consequences. ● A variety of internal and external factors contributed to state formation, expansion, and decline; Governments maintain order through a variety of administrative institutions, policies, and procedures; 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 affect and are affected by the ways that they produce, exchange, and consume goods and services. 		

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Curriculum Unit 5	Performance Expectations		Pacing	
			Days	Unit Days
Unit 5 Revolutions c. 1750 to c. 1900	6.2.12.CivicsPR.2.a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.	2	20
	6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	2	
	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).	2	
	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.	2	
	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.	1	
	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.	1	
	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.	1	
	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.	2	
	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.	2	

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	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.	1	
	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.	1	
	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.	1	
	Assessment, Re-teach and Extension		2	

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Unit 5	
Core Ideas	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa.
Complex interacting factors influence people’s perspective.	6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
Civic participation and deliberation are essential characteristics individuals who support democracy and its principles.	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).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.
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.	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.	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.

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Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	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.
Resources of an area affect what is produced and opportunities for employment.	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.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	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.
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	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.

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Unit 5	
Assessment Plan	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> ● Independent reading ● Use teacher-created graphic organizers to analyze and/or categorize information drawn from various primary and secondary sources. ● Complete Cornell-style notes while reading various secondary sources. ● Generate essential questions from various secondary readings. ● Independent writing ● Construct responses to Short Answer Questions (SAQ). ● Evaluate own, sample, and peer responses to Short Answer questions. ● Written responses to Warm Up/Do Now ● Written responses to Summarizer/Exit Slip ● Complete Classwork/Homework Assignments 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> ● Debate ● Oral Report ● Role Playing ● Think Pair Share ● Projects ● Portfolio ● Presentations ● Prezi ● Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> ● 2020 Bentley, Traditions and Encounters ● NJ Amistad Commission Interactive Curriculum ● NJ Commission on Holocaust Education ● Diversity, Equity & Inclusion Educational Resources. https://www.nj.gov/education/standards/dei/ 	<p>Have students complete multiple timeline activities</p> <p>Online textbook enrichment activities</p> <p>Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG)</p> <ul style="list-style-type: none"> ● The Reign of Terror ● Factory Life

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources
 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint <https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/resources-teaching-financial-literacy>

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSS.ELA Standards

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Integration of Technology Standards NJSLS 8

8.1.12.IC.3. Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.