

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	WORLD	UNIT #: 3	UNIT NAME: AGE OF REVOLUTIONS (1750-1914)
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Code #	CCSS and/or NJCCCS
<p>3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact</p> <p>Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. 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.</p>	
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.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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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.
6.2.12.A.3.b	Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
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.
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.
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.
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.
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.
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.
6.2.12.B.3.b	Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
6.2.12.B.3.c	Relate the role of geography to the spread of independence movements in Latin America.
6.2.12.C.3.a	Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.
6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.c	Compare the characteristics of capitalism, communism, and socialism to determine why each system emerged in different world

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	regions.	
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.	
6.2.12.C.3.e	Assess the impact of imperialism on economic development in Africa and Asia.	
6.2.12.C.3.f	Determine the extent to which Latin American political independence also brought about economic independence in the region.	
6.2.12.D.3.a	Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.	
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.	
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.	
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.	
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.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<i>Determine how the central ideas (i.e., liberty, natural rights, and spirit of nationalism) found in the English Bill of Rights; Declaration of Independence and the Declaration of the Rights of Man and Citizen caused political changes during this time period.</i>	RH.9-10.2 6.2.12.A.3.a
2	<i>Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas.</i>	WHST.9-10.2 6.2.12.A.3.b

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3	Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas.	6.2.12.A.3.c
4	<i>Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions.</i>	WHST.9-10.7 6.2.12.A.3.d
5	Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti.	6.2.12.B.3.c
6	Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period.	6.2.12.C.3.f
7	<i>Use technology to produce/publish an explanation of the role of individuals and groups in promoting revolutionary change (e.g., Simon Bolivar, Ben Franklin, Thomas Jefferson, Samuel Adams, Abbe Sieyes, Robespierre, Jose de San Martin, Oliver Cromwell, the Third Estate, Bolsheviks).</i>	WHST.9-10.6 6.2.12.D.3.a
8	<i>Determine the central ideas or information of a primary or secondary source (e.g., the Sadler Report, Oliver Twist, David Copperfield) to understand how the British government responded to the problems of industrialization and urbanization during the time period.</i>	RH.9-10.2 6.2.12.A.3.e
9	Trace the struggles for women's suffrage in Europe (e.g., Emmeline Pankhurst) and North America (e.g., Seneca Falls) and explain their different experiences.	6.2.12.A.3.f
10	<i>Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period.</i>	RH.9-10.3 6.2.12.A.3.g
11	Use historical maps from different time periods in the 19 th and 20 th century to determine which European country had the greatest geographic and economic advantage in the world.	6.2.12.B.3.a
12	Explain the impact of industrialization on population growth, urbanization, and the environment by	6.2.12.B.3.b

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	evaluating the quality of life in this time period.	
13	Describe how industrialization and urbanization affected class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, and children in England.	6.2.12.D.3.b
14	Explain the cause and effect of the “agricultural revolution” in England to the mechanization of production with population growth and land-holding during this time period.	6.2.12.C.3.a
15	Analyze how the Industrial Revolution led to the expanding global markets in the 18 th and 19 th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and Panama canals, communication).	6.2.12.C.3.b
16	<i>Produce clear and coherent writing that compares the competing economic and political philosophies (e.g., amount of government influence or regulation) of capitalism in the United States, socialism in Western Europe, and communism in the Soviet Union.</i>	WHST.9-10.4 6.2.12.C.3.c
17	Determine the advantages and disadvantages of the scientific and technological changes (e.g., steam engine, telegraph, coal, oil) and explain how they influenced social, economic, and cultural changes in Europe, Africa, and Asia during this time period.	6.2.12.C.3.d
18	Evaluate the effect of economic development (e.g., telegraph, railroad, schools, bureaucracy) in Africa (e.g., Ghana, Egypt, South Africa) and Asia (e.g., India, China).	6.2.12.C.3.e
19	Compare and contrast China’s and Japan’s views of and responses to imperialism (i.e., Japan imperialistic interests in Korea, Manchuria; China: rejection of imperialist powers).	6.2.12.D.3.c
20	Determine the effects of imperialism on the development and change to livelihood and economic growth of each country in the 20th century (e.g., Japan: industrialization / westernization, China: civil war Chiang Kai-shek / Mao Zedong).	6.2.12.D.3.c
21	<i>Write a narrative regarding the consequences of imperialism (e.g., Boxer Rebellion, Opium Wars, Sepoy Rebellion, Philippine Rebellion) from the perspectives of native populations and European</i>	WHST.9-10.2 6.2.12.D.3.d

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	<i>colonizers.</i>	
22	Explain the effect of Social Darwinism as a motive for imperialism (i.e., White Man's Burden, religious conflicts between Buddhism and Christianity).	6.2.12.D.3.e