### Unit Number and Title:
**Unit 5: Age of Revolutions (1750 – 1914)**

### Time Frame:
6 Weeks (taught in 4<sup>th</sup> 6 weeks)

### Curriculum Concepts:
- Revolution
- Conflict
- Innovation
- Political Systems
- Economic Systems
- Imperialism
- Human-Environment Interaction
- Enlightenment

### Enduring Understandings (Big Ideas):
- Events and ideas have ripple effects on other events and ideas.
- When there is conflict between or within societies, change is the result.

### Essential Questions:
- What are the similarities among political revolutions?
- Did European industrialization improve or harm global civilizations?
- When should one question authority?
- How is power gained, used, justified, and lost?
- What is worth fighting for?

### The student will know:
- Scientific Revolution, Industrial Revolution, European imperialism, and the Enlightenment as traditional historical points of reference in world history

### The student will be able to:
- Identify major causes and describe effects of the Scientific Revolution
- Identify major causes and describe effects of the Industrial Revolution
- Describe the impact of the Industrial Revolution on the
<table>
<thead>
<tr>
<th>Topic</th>
<th>Unit Curriculum Document</th>
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<tbody>
<tr>
<td>Causes and global impact of the Industrial Revolution</td>
<td>development of modern economic systems</td>
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<tr>
<td>Causes and the global impact of European Imperialism</td>
<td>Identify the causes and describe effects of European imperialism</td>
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<tr>
<td>Causes and effects of the American and French revolutions,</td>
<td>Describe the Enlightenment's impact on political revolutions</td>
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<tr>
<td>Napoleonic Wars, and Latin American independence movements</td>
<td>Explain how 17th and 18th century European scientific advancements led to the Industrial Revolution</td>
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<tr>
<td>Relationships between geography and the historical</td>
<td>Explain how the Industrial Revolution led to political, economic, and social changes in Europe</td>
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<td>development of a region or nation (i.e., map on the changing</td>
<td>Identify the major political, economic, and social motivations that influenced European imperialism</td>
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<td>European possession of South American territory)</td>
<td>Explain the major characteristics and impact of European imperialism</td>
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<td>Compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion</td>
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<td>Explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America</td>
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<td>Trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar</td>
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<td>Identify the influence of separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions</td>
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<td>Create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation</td>
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<td>Impact of geographic factors on major historic events and processes</td>
<td>Interpret maps, charts, and graphs to explain how geography has influenced people and events in the past (i.e. map of Napoleon’s Russian Campaign, graph of distribution of taxes among French Estates)</td>
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<td>Impact of the Industrial Revolution</td>
<td>Locate places and regions of historical significance directly related to major eras and turning points in world history (i.e., map of Europe following the Congress of Vienna)</td>
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<td>Historical origins, characteristics, and benefits of the free enterprise system, including Adam Smith and <em>The Wealth of Nations</em></td>
<td>Analyze the influence of human and physical geographic factors on the opening of the Panama Canal</td>
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<td>How contemporary political systems have developed from earlier systems of government, including the Influence of the Enlightenment</td>
<td>Identify important changes in human life caused by the Industrial Revolution</td>
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<td>Summarize the role of economics in driving political changes as related to the Industrial Revolution</td>
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<td>Identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in <em>The Wealth of Nations</em></td>
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<td>Explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical civilizations through the English Civil War and the Enlightenment</td>
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<td>Identify the impact of political and legal ideas contained in the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen</td>
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<td>Explain the political philosophies of John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Jefferson, and William Blackstone</td>
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<td>• Significance of political choices and decisions made by individuals, groups, and nations</td>
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<td>• Relationship between the arts and the times during which they were created</td>
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<td>• How major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present</td>
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<td>• Critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology</td>
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| • Describe how people have participated in supporting or changing their governments |
| • Describe the rights and responsibilities of citizens and noncitizens in civic participation |
| • Identify examples of key persons who were successful in shifting political thought, including William Wilberforce |
| • Analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced (i.e., satire of the Enlightenment) |
| • Explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution |
| • Explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism (railroads, telegraph, germ theory of disease) |
| • Explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society |
| • Identify the contributions of significant scientists and inventors such as Thomas Edison, Louis Pasteur, and James Watt |
| • Evaluate the validity of a source based on language, corroboration with other sources, and information about the author (i.e., early American and French democratic documents) |
### World History
**Unit Curriculum Document**

| Construct a thesis on a social studies issue or event supported by evidence |

**Student Understanding (student friendly TEKS)**
- **1E** – I can identify major causes and describe the major effects of the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions.
- **8A** – I can explain how 17th and 18th century European scientific advancements led to the Industrial Revolution.
- **8B** – I can explain how the Industrial Revolution led to political, economic, and social changes in Europe.
- **8C** – I can identify the major political, economic, and social motivations that influenced European imperialism.
- **8D** – I can explain the major characteristics and impact of European imperialism.
- **9A** – I can compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion.
- **9B** – I can explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America.
- **9C** – I can trace the influence of the American and French revolutions on Latin America and the role of Simón Bolivar.
- **9D** – I can identify the major political, economic, and social motivations that influenced European imperialism.
- **15A** – I can create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation.
- **16A** – I can locate places and regions of historical significance directly related to major eras and turning points in world history.
- **16B** – I can analyze the influence of human and physical geographic factors the opening of the Panama Canal.
- **16C** – I can interpret maps, charts, and graphs to explain how geography has influenced people and events in the past.
- **17A** – I can identify important changes in human life caused by the Industrial Revolution.
- **17B** – I can summarize the role of economics in driving political changes as related to the Industrial Revolution.
- **18A** – I can identify the free enterprise system and the contributions of Adam Smith’s *Wealth of Nations*.
- **20A** – I can explain the development of democratic-republican government from the Judeo-Christian legal tradition and classical civilizations through the English Civil War and the Enlightenment.
- **20B** – I can identify the impact of political and legal ideas contained in the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of the Citizen.
World History
Unit Curriculum Document

- 21A – I can describe how people have participated in supporting or changing their governments.
- 21B – I can describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history.
- 21C – I can identify William Wilberforce’s success in shifting political thought.
- 26B – I can analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced,
- 28A – I can explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution.
- 28B – I can explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism.
- 28D – I can explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society.
- 28E – I can identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt.
- 29D – I can evaluate the validity of a source.
- 29G – I can construct a thesis on a social studies issue or event supported by evidence.

TEKS

- **Student Expectations and Knowledge and Skills Statement**
  1. History. The student understands traditional historical points of reference in world history. The student is expected to:
  2. (E) identify major causes and describe the major effects of the following important turning points in world history from 1750 to 1914: the Scientific Revolution, the Industrial Revolution and its impact on the development of modern economic systems, European imperialism, and the Enlightenment's impact on political revolutions
  3. History. The student understands the causes and the global impact of the Industrial Revolution and European imperialism from 1750 to 1914. The student is expected to:
  4. (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution
  5. (B) explain how the Industrial Revolution led to political, economic, and social changes in Europe
  6. (C) identify the major political, economic, and social motivations that influenced European imperialism
  7. (D) explain the major characteristics and impact of European imperialism
  8. History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:
  9. (A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the
Glorious Revolution, and religion
(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America
(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar
(D) identify the influence of ideas such as separation of powers, checks and balances, liberty, equality, democracy, popular sovereignty, human rights, constitutionalism, and nationalism on political revolutions

(15) Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:
(A) create and interpret thematic maps, graphs, and charts to demonstrate the relationship between geography and the historical development of a region or nation

(16) Geography. The student understands the impact of geographic factors on major historic events and processes. The student is expected to:
(A) locate places and regions of historical significance directly related to major eras and turning points in world history
(B) analyze the influence of human and physical geographic factors on major events in world history, including the development of river valley civilizations, trade in the Indian Ocean, and the opening of the Panama and Suez canals
(C) interpret maps, charts, and graphs to explain how geography has influenced people and events in the past

(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:
(A) identify important changes in human life caused by the Neolithic Revolution and the Industrial Revolution
(B) summarize the role of economics in driving political changes as related to the Neolithic Revolution and the Industrial Revolution

(18) Economics. The student understands the historical origins of contemporary economic systems and the benefits of free enterprise in world history. The student is expected to:
(A) identify the historical origins and characteristics of the free enterprise system, including the contributions of Adam Smith, especially the influence of his ideas found in The Wealth of Nations

(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:
(A) explain the development of democratic-republican government from its beginnings in the Judeo-Christian legal tradition and classical Greece and Rome through the English Civil War and the Enlightenment
(B) identify the impact of political and legal ideas contained in the following documents: the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen
(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Jefferson, and William Blackstone

(21) Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:
(A) describe how people have participated in supporting or changing their governments
(B) describe the rights and responsibilities of citizens and noncitizens in civic participation throughout history

(C) identify examples of key persons who were successful in shifting political thought, including William Wilberforce

(26) Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:

(B) analyze examples of how art, architecture, literature, music, and drama reflect the history of the cultures in which they are produced

(28) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies from 1750 to the present. The student is expected to:

(A) explain the role of textile manufacturing and steam technology in initiating the Industrial Revolution and the role of the factory system and transportation technology in advancing the Industrial Revolution

(B) explain the roles of military technology, transportation technology, communication technology, and medical advancements in initiating and advancing 19th century imperialism

(D) explain the role of telecommunication technology, computer technology, transportation technology, and medical advancements in developing the modern global economy and society

(E) identify the contributions of significant scientists and inventors such as Marie Curie, Thomas Edison, Albert Einstein, Louis Pasteur, and James Watt

(29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:

(D) evaluate the validity of a source based on language, corroboration with other sources, and information about the author

(G) construct a thesis on a social studies issue or event supported by evidence

Targeted College Readiness Standards:
- I.B.3
- II.B.4
- III.A.2
- IV.B.3
- V.B.1

Targeted ELPs:
- 1A
- 2E
- 3H
- 4F
- 5G
Academic Vocabulary:
- Imperialism
- Industrialization
- Enlightenment

Language of Instruction:
- Due Process
- Separation of Powers
- Checks and Balances
- Democracy
- Popular Sovereignty
- Nationalism
- Panama Canal
- Free Enterprise System (Capitalism, Market Economy)
- Industrial Revolution
- Liberty
- Equality
- Declaration of Independence
- US Constitution
- Declaration of the Rights of Man and of the Citizen
- John Locke
- Thomas Hobbes
- Voltaire
- Charles de Montesquieu
- Jean Jacques Rousseau
- Thomas Jefferson
- William Blackstone
- Marie Curie
- Thomas Edison
- Albert Einstein
- Louis Pasteur
- James Watt
- Napoleon
- Simon Bolivar
### Instruction

**Instructional Resources:**
- *World History: Patterns of Interaction*, McDougal Littell
  - Chapter 22 p. 542-550, 550-557, 558-562, 563-567
  - Chapter 23 p. 573-583, 584-592, 593-596
  - Chapter 24 p. 604-608
  - Chapter 25 p. 633-646, 647-653
  - Chapter 26 p. 673-679
  - Chapter 27 p. 685-689, 695, 697-705
- *Mastering the TEKS In World History*, Jarrett, Zimmer, Killoran
  - Chapter 14
  - Chapter 15
  - Chapter 16

**Technology:**
- Suggested ways to incorporate technology and/or websites into the unit

**Career Connections/Real Life Application:**
- Suggested ways to make content relevant

**Exemplar Lessons:**
- Research Based Instructional Strategies:
  -

**Assessment**

**Student self-assessment & reflection:**
- Acceptable evidence or artifacts: