Social Studies Curriculum

World History
Course Description

This course examines world events from 1350 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars that changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions.
## World History Honors  Social Studies

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<th>Unit</th>
<th>Topic</th>
<th>Duration</th>
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<td>Unit 1</td>
<td>Global Encounters</td>
<td>7-9 Weeks</td>
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<td>Renaissance, Reformation, Scientific Revolution and Enlightenment</td>
<td>7-9 Weeks</td>
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<td>Unit 3</td>
<td>Age of Revolutions</td>
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<td>Unit 4</td>
<td>A Half-Century of Crisis</td>
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<td>Unit 5</td>
<td>The 20th Century Since 1945</td>
<td>7-9 Weeks</td>
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Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
  - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
  - Evaluate consequences of unauthorized electronic access and disclosure, and on dissemination of personal information.
  - Compare and contrast policies on filtering and censorship both locally and globally.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
### Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

**CRP1. Act as a responsible and contributing citizen and employee**
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
Career Ready Practices

CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
### Career Ready Practices

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.
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<th>CRP12. Work productively in teams while using cultural global competence.</th>
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<td>Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.</td>
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## Differentiated Instruction

### Accommodate Based on Students Individual Needs: Strategies

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<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<td>• Extra time for assigned tasks&lt;br&gt;• Adjust length of assignment&lt;br&gt;• Timeline with due dates for reports and projects&lt;br&gt;• Communication system between home and school&lt;br&gt;• Provide lecture notes/outline</td>
<td>• Extra Response time&lt;br&gt;• Have students verbalize steps&lt;br&gt;• Repeat, clarify or reword directions&lt;br&gt;• Mini-breaks between tasks&lt;br&gt;• Provide a warning for transitions&lt;br&gt;• Reading partners</td>
<td>• Precise step-by-step directions&lt;br&gt;• Short manageable tasks&lt;br&gt;• Brief and concrete directions&lt;br&gt;• Provide immediate feedback&lt;br&gt;• Small group instruction&lt;br&gt;• Emphasize multi-sensory learning</td>
<td>• Teacher-made checklist&lt;br&gt;• Use visual graphic organizers&lt;br&gt;• Reference resources to promote independence&lt;br&gt;• Visual and verbal reminders&lt;br&gt;• Graphic organizers</td>
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### Assistive Technology
- Computer/whiteboard
- Tape recorder
- Spell-checker
- Audio-taped books

### Tests/Quizzes/Grading
- Extended time
- Study guides
- Shortened tests
- Read directions aloud

### Behavior/Attention
- Consistent daily structured routine
- Simple and clear classroom rules
- Frequent feedback

### Organization
- Individual daily planner
- Display a written agenda
- Note-taking assistance
- Color code materials
### Enrichment

**Accommodate Based on Students Individual Needs: Strategies**

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships
**Assessments**

*Suggested Formative/Summative Classroom Assessments*

- Timelines, Maps, Charts, Graphic Organizers
- Unit Assessments, Chapter Assessments, Quizzes
- DBQ, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog
New Jersey Core Curriculum Content Standards 9-12

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

A. Civics, Government, and Human Rights

☐ 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.

B. Geography, People, and the Environment

☐ 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.c: Relate the role of geography to the spread of independence movements in Latin America.
C. Economics, Innovation, and Technology

- **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, and 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 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.

D. History, Culture, and Perspectives

- **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.
English Language Arts & History/Social Studies Grades 9-10 Common Core Standards

Key Ideas and Details:

☐ 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.

English Language Arts Standards » Writing » Grade 9-10

Text Types and Purposes:

☐ WHST.9-10.2 a-f: Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Production and Distribution of Writing:

☐ 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.

Research to Build and Present Knowledge:

☐ 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.
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.


**Standards:** CCSS: RH.9-10.2, RH.9-10.3, WHST.9-10.2 a-f, WHST.9-10.4, WHST.9-10.6, WHST.9-10.7, WHST.9-10.8

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<th>NJDOE Student Learning Objectives</th>
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| 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. **Standard: RH.9-10.2 , 6.2.12.A.3.a** | How did ideas of the Enlightenment lead to the American and French Revolutions? Under what conditions are people willing to give up their rights and why? How did the concept of natural rights change people’s ideas about government and politics? | **Group Assignment:** Divide students into two groups. Have each group research the impact the Enlightenment had on their assigned revolution. (American Revolution and French Revolution) Have students present findings to the class. | **Reading:** "Life, Liberty, and the Pursuit of Happiness: Documents in American History, Volume 1: To 1877" | **ELA Book Report:** V for Vendetta graphic novel

**Creative Writing:** Create your own revolution based on the ideas of The Enlightenment. This should be a 21st century story.
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<td>Write a narrative account explaining how the revolutionary ideas of this time period spread rapidly in Europe and the Americas. <strong>Standard: WHST.9-10.2, 6.2.12.A.3.b</strong></td>
<td>As the Enlightenment ideas spread through the Western world, how did they influence the arts and government? How did salons play a role in the spread of revolutionary ideas? What role did the literate middle class have in the spread of ideas that would lead to revolution and political change?</td>
<td><strong>Salon Activity:</strong> Salon-style discussion. Students will use the ideas from their do now/bell ringers, texts, and notes to discuss and debate with each other the ideal form of government. <strong>Microtheme:</strong> How did the literate middle class help spread the ideas of the Enlightenment and ultimately spark revolution?</td>
<td><strong>Salons:</strong> <a href="http://worldhistory.abc-clio.com/Search/Display/311037?terms=salons">http://worldhistory.abc-clio.com/Search/Display/311037?terms=salons</a></td>
<td><strong>ELA Book Report:</strong> Common Sense by Thomas Paine. <strong>ELA Creative Writing:</strong> Write a Thomas Paine style pamphlet that would inspire young people to enact real change in the world.</td>
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<td>Explain how the existing governments in England, France, and Spain responded to the demand for self-government in the Americas. <strong>Standard: 6.2.12.A.3.c</strong></td>
<td>What are the lasting legacies of Napoleon, George Washington, and King George III? Why were the Revolutions justified in changing a government? What circumstances allowed colonist to incite a revolution?</td>
<td><strong>Comparison Chart:</strong> create and chart of the historical legacies of George Washington, King George III, and Napoleon Bonaparte. <strong>Scenario:</strong> Imagine you woke up tomorrow and the government has shut off the internet and confiscated every cell phone in America. The government now dictated with whom you may speak, whom to marry, and what to study in college. Would you choose to revolt? Why or why not?</td>
<td><strong>George III and American Rebellion:</strong> <a href="http://www.history.com/this-day-in-history/king-george-iii-speaks-to-parliament-of-american-rebellion">http://www.history.com/this-day-in-history/king-george-iii-speaks-to-parliament-of-american-rebellion</a> <strong>Film:</strong> V for Vendetta <strong>Revolt! Lesson Plans:</strong> <a href="http://learning.blogs.nytimes.com/2011/02/08/revolt-comparing-historical-revolutions/?_php=true&amp;_type=blogs&amp;_r=0">http://learning.blogs.nytimes.com/2011/02/08/revolt-comparing-historical-revolutions/?_php=true&amp;_type=blogs&amp;_r=0</a></td>
<td><strong>ELA Book Report:</strong> Napoleon Bonaparte Biography <strong>Digital Arts:</strong> Using your knowledge of King George III create YouTube video trying to convince the American Colonists to remain part of the British Empire.</td>
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<td>Conduct short research to determine to what extent the goals of the revolutionaries were realized in the American, French, and Latin American revolutions.</td>
<td>Did the French Revolution plant seeds for future revolutions? What factor contributed to the success of the American revolution?</td>
<td><strong>Graphic Organizer:</strong> Construct and complete a graphic organize to show France’s evolution from the revolution to the Third Republic. Include each stage</td>
<td><strong>Slave Resistance:</strong> <a href="http://scholar.library.miami.edu/slaves/san_domingo_revolution/individual_essay/david.html?utm_source=feedburner&amp;utm_medium=twitter">http://scholar.library.miami.edu/slaves/san_domingo_revolution/individual_essay/david.html?utm_source=feedburner&amp;utm_medium=twitter</a></td>
<td><strong>Fine Arts:</strong> Create posters for each revolution using newspaper and magazine clippings to make a collage.</td>
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| **Standard: WHST.9-10.7, 6.2.12.A.3.d** | Revolution? To what extent were the Latin American revolutions a success or failure? What is the modern day legacy of the Haitian Revolution? | in the process. Define each form of government. (Monarchy, totalitarianism, dictatorship, republic) Explain how each one worked and why it failed. | utm_campaign=Feed%3A+haiti-info+(Haiti+-+the+latest+info) Environmental Factors?: http://www.theguardian.com/world/2010/apr/15/iceland-volcano-weather-french-revolution | **ELA Book Report:** Avengers of the New World: The Story of the Haitian Revolution  
**ELA:** Distribute the poem "TO TOUSSAINT L’OUVERTURE" by William Wordsworth. The poem should be read out loud to the class. Break into groups of three and discuss the meaning poem and write an original poem about the Haitian Revolution.  
**Digital Arts/Music:** Set to modern music; create a music video that exemplifies... |
| Explain the relationship of geographic location to the timing and success of political revolutions in Latin America and Haiti. **Standard: 6.2.12.B.3.c** | How did the timing of the French Revolution give rise to successful rebellions in Haiti? How did the rugged rural terrain of America prove to be a disadvantage to the British Military? | Lecture: Haitian Revolution PPT (PPS Website)  
**Journal:** Do you think that the Haitian Revolution would have happened without the American Revolution? | Haitian Revolution: http://choices.edu/resources/detail.php?id=197  
Current Events: http://choices.edu/resources/current.php  
| Evaluate the success of Latin American revolutions (e.g., Mexico, Argentina) in achieving economic independence during this time period. **Standard: 6.2.12.C.3.f** | What were the economic and trade repercussions of the Latin American Revolutions? Following independence what economic, political, and social obstacles did independent Latin America face? | Latin American Webquest: (PPS Website)  
**Revolutionary Posters:** Place students into groups of 4-5 and assign them a Latin American revolution or a loyalist standpoint. Each group will create a poster for their cause and present it to the class. | Latin American Revolutions: https://www.khanacademy.org/partner-content/crash-course1/crash-course-world-history/you-aint-the-boss-of-me/v/crash-course-world-history-31 | **ELA Book Report:** Nataniel Aguirre, Juan de la Rosa: Memoirs of the Last Soldier of the Independence Movement, about the Bolivian struggle for independence in the early nineteenth century.  
**Digital Arts/Music:** Set to modern music; create a music video that exemplifies... |
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| 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). | **What was Bolivar's Vision?**  
Why did he believe South America was doomed to fail?  
How did the leadership of Toussaint Louverture prove successful in the Haitian Revolution?  
Are individuals as important as underlying structures in explaining change? | **Writing:** Evaluate the legacy of Toussaint-Louverture, by examining the Haitian Constitution, and writing a 2 paragraph essay  
**Glogster:** in groups of 3-4 create a digital poster for a revolutionary leader. | Robespierre:  
http://www.history.com/this-day-in-history/robespierre-outrthrown-in-france  
http://www.bbc.co.uk/history/historic_figures/robespierre_maximilien.shtml  
Jos de San Martin:  
http://www.historytoday.com/richard-cavendish/josé-san-mart%C3%ADn-liberated-peru  
Third Estate:  
http://www.history.com/this-day-in-history/third-estate-makes-tennis-court-oath | **ELA Book Report:**  
- Tale of Two Cities by Charles Dickens  
- Madame Tussaud: A Novel of the French Revolution, by Michelle Moran  
- Island Beneath the Sea: A Novel by Isabel Allende, tells the story of a slave at the time of the Haitian Revolution |
| 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. | How did the industrialization of England impact the quality of life for those living in urban centers?  
How did the literature of the Industrial revolution reflect social problems?  
How did the Industrial Revolution transform | **Essay:** After reading secondary and primary sources pertaining to the Industrial Revolution, write an argumentative essay that addresses the question, "Were the achievements and growth of the Industrial Revolution Era worth the cost to society? " and support your position with | Social Impact:  
http://www.clemson.edu/caah/history/facultypages/pam_mack/lec122sts/hobsbawm4.html  
Global Issues:  
http://find.galegroup.com/gic/informark.do?&idigest=fb720fd31d9036c1ed2d1f3a050fcc2&type=retrieve&tabID= | **ELA Book Report:**  
- Oliver Twist  
- North and South  
**Environmental Awareness:** Create a short film about current environmental issues as a result of industry. (Hint: China) |
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| **Literature:** Compare and contrast the two models of industry in Charles Dickens' *Oliver Twist* and *Silas Marner* by George Eliot. [http://worldbeat.earthbeat.sk.ca/pdfs/The-Industrial-Revolution-LessonPlans.pdf](http://worldbeat.earthbeat.sk.ca/pdfs/The-Industrial-Revolution-LessonPlans.pdf) | **Timeline of Women’s Suffrage:** Construct a timeline of women’s suffrage that encompasses British as well American suffrage. Include major events and leaders. **Slogan:** In groups of 2 create and original advertising campaign for the Women’s Suffrage Movement. | **Suffrage in England:** [http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/](http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/) ** Suffrage Timeline:** [http://womenshistory.about.com/od/suffrage/a/intl_timeline.htm](http://womenshistory.about.com/od/suffrage/a/intl_timeline.htm) **England and Suffrage:** [http://www.nationalarchives.gov.uk/education/england1906to1918/pdf/bgg4.pdf](http://www.nationalarchives.gov.uk/education/england1906to1918/pdf/bgg4.pdf) **Films:** Iron Jawed Angels | **ELA Book Report:**  
- Susan B Anthony Biography.  
- *In the Thick of It* **Current Events:** Are there any countries around the world that women are not afforded the right to vote? |
| **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. Standard: 6.2.12.A.3.f** | How did Suffragettes in England use extreme measures to achieve their goals? How did women is both Britain and the United States challenge traditional notions about women and politics? | **Suffrage in England:** [http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/](http://www.bbc.co.uk/bitesize/higher/history/britsuff/suffrage/revision/1/) ** Suffrage Timeline:** [http://womenshistory.about.com/od/suffrage/a/intl_timeline.htm](http://womenshistory.about.com/od/suffrage/a/intl_timeline.htm) **England and Suffrage:** [http://www.nationalarchives.gov.uk/education/england1906to1918/pdf/bgg4.pdf](http://www.nationalarchives.gov.uk/education/england1906to1918/pdf/bgg4.pdf) **Films:** Iron Jawed Angels | **ELA Book Report:**  
- Susan B Anthony Biography.  
- *In the Thick of It* **Current Events:** Are there any countries around the world that women are not afforded the right to vote? |
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| 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. | **Standard: RH.9-10.3 , 6.2.12.A.3.g, WHST.9-10.2, 6.2.12.D.3.d** | **Photo Essay:** Create a Prezi/photo essay illustrating African resistance to imperialism. 10-15 slides.  
**Poem:** Write an original poem or song from the point of view of a person living within a colony. (China, Congo, India, South Africa)  
**Group Activity:** Boxer Rebellion, Sepoy Rebellion, Boer War, and Opium War. Students shout work in groups of 4. Each group will be assigned a rebellion and analyze primary documents. Imagine you are diplomats charged with concluding these conflicts with a treaty. Write a report detailing your negotiations. What are your main concerns? What are different ways you could look out for interests on both sides? | **The First Opium War:** [http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay01.html](http://ocw.mit.edu/ans7870/21f/21f.027/opium_wars_01/ow1_essay01.html)  
**The Opium Wars:** [http://www.bbc.co.uk/history/0/20428167](http://www.bbc.co.uk/history/0/20428167)  
**Sepoy Rebellion:** [http://www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml](http://www.bbc.co.uk/history/british/victorians/indian_rebellion_01.shtml)  
**Maps:** [http://www.atlasofbritempire.com](http://www.atlasofbritempire.com)  
**Interactive TimeLine:** [http://www.bbc.co.uk/radio4/history/empire/map/](http://www.bbc.co.uk/radio4/history/empire/map/) | **ELA Book Report:** King Leopold’s Ghost  
**ELA Book Report:** Passage to India by E.M. Forster. |

<p>| Use historical maps from different time periods in the 19th and 20th century to determine which European country had the greatest geographic and economic advantage in the world. | <strong>Standard: 6.2.12.B.3.a</strong> | <strong>Mapping the British Empire:</strong> using the quote “the sun never sets on the British Empire,” create label all the current and former British colonies with their independence years and cultural influences. | <strong>Maps:</strong> <a href="http://www.atlasofbritempire.com">http://www.atlasofbritempire.com</a> | <strong>ELA Book Report:</strong> Passage to India by E.M. Forster. |</p>
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| Describe how industrialization and urbanization impacted class structure (e.g., rise of the middle class), family life, and the daily lives of men, women, children, and the environment in England. **Standard: 6.2.12.D.3.b, 6.2.12.B.3.b** | How does industrialization impact women's suffrage, worker's rights, change population growth, immigration patterns and bring about urbanization? How do technological innovations promote and influence social change? | **Letter:** Imagine you are a factory worker in Liverpool. Write a letter home to your family in rural England about your everyday life. **Photo Essay:** Child Labor in the Industrial Revolution 10-15 slides. | **British Empire Films:** [http://legacy.lclark.edu/~campion/hist328/films.htm](http://legacy.lclark.edu/~campion/hist328/films.htm) | **ELA Book Report:**  
- Oliver Twist by Charles Dickens  
- David Copperfield by Charles Dickens  
**ELA Creative Writing:** In the spirit of Charles Dickens write an original story about life in the digital age. |
| 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. **Standard: 6.2.12.C.3.a** | What factors contributed to a second agriculture revolution? | **Lecture:** Second Agricultural Revolution (PPS Website) **Venn Diagram:** Compare and contrast the First and Second Agricultural Revolutions. | **Agricultural Revolution England:** [http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml](http://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml) | **ELA:** Romantics, Dickens, Bronte, Wordsworth, Byron, paintings  
**Math:** demographics, productivity calculations (any of Allen’s formulas) |
<p>| Analyze how the Industrial Revolution led to the expanding global markets in the 18th and 19th centuries (e.g., importance of natural resources, cheap labor, transportation, Suez and | How did the global market economy led to a scramble for natural resources? How did the Industrial Revolution lead to exploitative labor practices? | <strong>PBS Panama Canal Documentary</strong> <strong>Political Cartoon Analysis:</strong> During the early part of the 20th century, the Panama Canal was the subject of | <strong>Seven Wonders of the Industrial World:</strong> <a href="http://www.bbc.co.uk/history/british/victorians/seven_wonders_01.shtml">http://www.bbc.co.uk/history/british/victorians/seven_wonders_01.shtml</a> <strong>Panama Canal ABC-CLIO:</strong> | <strong>Fine Arts:</strong> Working in cooperation with social studies, create political cartoons that reflect the need for natural resources and, global markets, and cheap labor. |</p>
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<td><strong>Standard: 6.2.12.C.3.b</strong></td>
<td><strong>Opening of the Suez:</strong> <a href="http://worldhistory.abc-clio.com/Search/Display/448295?terms=suez+canal">http://worldhistory.abc-clio.com/Search/Display/448295?terms=suez+canal</a></td>
<td><strong>Capitalism, Socialism, Communism:</strong> <a href="http://www.webpages.uidaho.edu/engl_258/lecture%20notes/capitalism%20etc%20defined.htm">http://www.webpages.uidaho.edu/engl_258/lecture%20notes/capitalism%20etc%20defined.htm</a></td>
<td><strong>Economics/Math:</strong> Stock Market Game</td>
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<td>Compare 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.</td>
<td>How did individual groups promote revolutionary actions and bring about the characteristics of capitalism, communism and socialism? How did Laissez Faire economics lead to socialism and capitalism in Europe during the 20th century?</td>
<td><strong>Lecture:</strong> Capitalism, Socialism, Communism (PPS Website) <strong>Triple Venn Diagram:</strong> Compare and contrast socialism in Western Europe, capitalism in the United States, and communism in the Soviet Union.</td>
<td><strong>Biology:</strong> The evolution of the peppered moth and the connections to pollution. <strong>Chemistry:</strong> - Nitrogen fixation and crop rotation - Sulfur impurities in coal v. coke - Difference between iron and steel</td>
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<td>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.</td>
<td><strong>Lecture:</strong> 2nd Industrial Revolution PowerPoint (PPS Website)</td>
<td><strong>Extension Activity:</strong> Students will view clips from <a href="http://www.sciencereview.org/pdfs/363.pdf">The Steam Engine:</a> <a href="http://news.bbc.co.uk/hi/english/static/road_to_riches/prog5/industrial.stm">Industrialization:</a> <a href="http://www.makingthemodernworld.org.uk/stories/the_second_industrial_revolution/">Making of the Modern World:</a>** Biology:** The evolution of the peppered moth and the connections to pollution. <strong>Chemistry:</strong> - Nitrogen fixation and crop rotation - Sulfur impurities in coal v. coke - Difference between iron and steel</td>
<td><strong>ELA Book Report:</strong> <em>Time Machine</em> by H.G. Wells</td>
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| 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). **Standard: 6.2.12.C.3.e** | **Essential Question:** How did the development of infrastructures in colonies improve everyday life? How did schools in colonial Africa and Asia influence and impact culture? **Debate:** “So long as there is imperialism in the world, a permanent peace is impossible.” Is the above statement true or did imperialism improve the lives of indigenous peoples? **Journal:** What is the impact of the Scramble for Africa? On Africa? On Europe? | **Sample Activities:** the film *Wal-Mart: The High Cost of Low Price* and then analyze it from the perspective of one or more of the historical figures they have studied. | **Resources:** Quiz: [http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/quiz/](http://www.brainpop.com/socialstudies/ushistory/industrialrevolution/quiz/) | **Interdisciplinary Connections:** New Imperialism: [ABC-CLIO](http://worldhistory.abc-clio.com/Search/Display/309386?terms=european+imperialism)  
**ELA Book Report:** [Joseph Conrad's Heart of Darkness](http://afe.easia.columbia.edu/main_pop/kpct/kp_heartofdarkness.htm)  
**ELA Essay:** After 1945 most African nations won independence in many different ways. Identify and explain how different African nations gained independence. Include examples of several countries’ independence struggles. |
| Compare and contrast China and Japan’s views of, the effects of, and responses to imperialism (i.e., Japan imperialistic interests in Korea, Manchuria; China: rejection of imperialist powers). **Standard: 6.2.12.D.3.c** | **Essential Question:** How did China combat the growing European influence in China? How did Japan become and imperial power in Asia? What is the Great Leap Forward and what were the goals of the reform? How did Japanese imperialism lead to the Westernization of Japan? | **Sample Activities:** Venn Diagram: Compare and contrast the Japanese Imperialism of Korea and English imperialism of China. **Lecture:** Korea under Japanese rule (PPS Website) **Guided Reading:** Colonial Korea **Map:** Create a spheres of influence map indicating the European colonial influence | **Resources:** Manchuria: [http://www.bbc.co.uk/learningzone/clips/japanese-invasion-of-manchuria-and-the-league-of-nations-response/2448.html](http://www.bbc.co.uk/learningzone/clips/japanese-invasion-of-manchuria-and-the-league-of-nations-response/2448.html)  
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<td>in China.</td>
<td>cman&amp;task=doc_view&amp;gid=147</td>
<td>China in the 20th Century: <a href="http://departments.kings.edu/history/20c/china.html">http://departments.kings.edu/history/20c/china.html</a></td>
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### Unit 3 Vocabulary

**Vocabulary:**
- Stamp Act Congress
- Common Sense
- Declaration of Independence
- English Bill of Rights
- Magna Carta
- First Estate
- Second Estate
- Third Estate
- Bourgeoisie
- Declaration of Rights of Man and of the Citizen
- Counter Revolution
- Coup d’état
- Continental System, Nationalism
- Maximilien Robespierre, absolute monarch
- Versailles
- Toussaint Louverture Creole
- Simon Bolivar

| Jose de San Martin Bernardo O’Higgins |
| Gran Colombia, Saint Domingue |
| Industrial Revolution |
| Factors Of Production |
| Mass Production |
| Assembly Line |
| Interchangeable Parts |
| Cottage Industry |
| Factory |
| Urbanization |
| Laissez Faire |
| Capitalism |
| Entrepreneur |
| Socialism |
| Darwinism |
| Social Darwinism |
| Communism |
| Imperialism, Extraterritoriality |
| Boxer Rebellion |
| Suez Canal |
| Spanish American War |
### DBQ (Required)

**DBQ Choose 1**

The Reign of Terror: Was It Justified?

What Was the Driving Force Behind European Imperialism in Africa?

### Unit Project (Suggested)

What if America lost the Revolution? Create a graphic novel based on this premise.

Create or construct a two-dimensional map of Africa, label each country, colonizer, demographics, exports, and government.

### Suggested Field Trips:
Japan Society, China Society, Brooklyn Museum: The Arts of Africa
### Amistad Additional Resources

The state of New Jersey has an Amistad Commission Interactive Curriculum for grades K-12.  

http://www.njamistadcurriculum.net/

All New Jersey educators with a school email address have access to the curriculum free of charge. Registration can be found on the homepage of the NJ Amistad Curriculum. All Paterson public school Social Studies teachers should create a login and password.

The topics covered in the Amistad curriculum are embedded within our curricula units. The Amistad Commission Interactive Curriculum units contain the following topics:

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<td>2. Indigenous Civilization (1000-1600)</td>
<td>6. The Constitution and Continental Congress (1775-1800)</td>
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<td>4. The emerging Atlantic World (1200-1700)</td>
<td>8. The Civil War and Reconstruction (1861-1877)</td>
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<td>9. Post Reconstruction and the origins of the Progressive Era</td>
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<tr>
<td>10. America Confronts the 20\textsuperscript{th} Century and the emergent of Modern America (1901-1920)</td>
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<tr>
<td>11. America In the 1920s and 1930s, Cultural, Political, and Intellectual, Development, and The New Deal, Industrialization and Global Conflict (1921-1945)</td>
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<tr>
<td>13. National and Global Debates, Conflicts, and Developments &amp; America Faces in the 21\textsuperscript{st} Century (1970-Present)</td>
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The Amistad Commission Interactive Curriculum contains the following resources for teachers use that aligns with the topics covered:
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<td>3. Assessments</td>
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<td>4. Essentials</td>
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<td>5. Gallery</td>
<td>10. Rubrics</td>
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All Resources on the NJ Amistad Curriculum website are encouraged and approved by the district for use.