\* Period 3, 1750-1900 – **MODERN** – “*INDUSTRIALIZATION & GLOBAL INTEGRATION*”

APWH Unit 5, ***REVOLUTIONS***; & APWH Unit 6, ***CONSEQUENCES OF INDUSTRIALIZATION***

\* Ankrom Says: “**INDUSTRIALISM, IMPERIALISM, & REVOLUTION**” \*

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| **UNITS & TOPICS** | ***BIG IDEAS* YOU SHOULD KNOW!** |
| 5.1 = The Enlightenment  AMSCO, pp. 275-284  Stearns, 18.3-18.5, pp. 415-423  CCEH #18 – The Enlightenment | 1. Early Socialism 2. *EMPIRICISM* & Rational Inquiry 3. *FEMINIST MOVEMENT* – Wollstonecraft, de Gouges, Stanton, & Mott 4. *LIBERALISM* & the Spread of Liberal Ideas 5. Major Philosophers 6. Hobbes, Lock, & Rousseau – *NATURAL RIGHTS* 7. Resistance to Slavery & *ABOLITION OF SLAVERY* 8. Women’s *SUFFRAGE* 9. Zionism   \* How did the Enlightenment *CHANGE POLITICAL THOUGHT* in Europe? Elsewhere?  \* The Enlightenment – *CCOT* |
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| **THEMATIC FOCUS – CULTURAL DEVELOPMENTS & INTERACTIONS:** The development of ideas, beliefs, & religions illustrates how groups in society view themselves, & the interactions of societies & their beliefs often have political, social, & cultural implications. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective A: Explain the *INTELLECTUAL* & *IDEOLOGICAL* *CONTEXT* in which revolutions swept the Atlantic world from 1750 to 1900. | **HISTORICAL DEVELOPMENTS**  \* Enlightenment philosophies applied new ways of understanding & empiricist approaches to both the natural world & human relationships; they also reexamined the role that religion played in public life & emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, & the social contract.  \* The rise & diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions & rebellions against existing governments.  \* Nationalism also became a major force shaping the historical development of states & empires. |

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| **THEMATIC FOCUS – SOCIAL INTERACTIONS & ORGANIZATION:** The process by which societies group their members & the norms that govern  the interactions between these groups & between individuals influence political, economic, & cultural institutions & organization. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective B: Explain how the Enlightenment affected societies over time. | **HISTORICAL DEVELOPMENTS**  \* Enlightenment ideas & religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, & the end of serfdom.  \* Demands for women’s suffrage & an emergent feminism challenged political & gender hierarchies. |

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| 5.2 = Nationalism & Revolution  AMSCO, pp. 285-296  “Sire, it’s a revolution: The Storming of the Bastille” [French Revolution]  “Bolivar Establishes Gran Columbia” [Latin America]  “The Expedition of the Thousand” [Germany & Italy]  CCWH #29 – French Revolution  CCWH #30 – Haitian Revolution  CCWH #31 – Latin American Revolutions  CCEH #27 – Italian & German Unification | 1. *AMERICAN & FRENCH REVOLUTIONS* 2. *ATLANTIC REVOLUTIONS* 3. Bolivar’s *JAMAICA LETTER* 4. Creole Revolutionaries 5. Discontent With Monarchial Systems of Government 6. *ITALIAN & GERMAN UNIFICATION* 7. The “*DoI*” & the “*DOROMAC*” 8. Ethnic Nationalism 9. *HAITIAN REVOLUTION* 10. Nationalism 11. Nation-States 12. Support & Challenges to Early Imperialism   \* Nationalism, Politics, & Nation-States  \* *COMPARE* the American & French vs. the Atlantic Revolutions  \* What is Nationalism? How did it spread? How was it used to create new States? |
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| **THEMATIC FOCUS – GOVERNANCE:** The development of ideas, beliefs, & religions illustrates how groups in society view themselves, & the interactions of societies & their beliefs often have political, social, & cultural implications. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective C: Explain causes & effects of the various revolutions in the period from 1750 to 1900.. | **HISTORICAL DEVELOPMENTS**  \* People around the world developed a new sense of commonality based on language, religion, social customs, & territory. This was sometimes harnessed by governments to foster a sense of unity.  \* The 18th century marked the beginning of an intense period of revolution & rebellion against existing governments, leading to the establishment of new nation-states around the world.  \* Discontent with monarchist & imperial rule encouraged the development of systems of government & various ideologies, including democracy & 19th-century liberalism.  \* Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, & its successful establishment of a republic, the United States of America, was a model & inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, & the Latin American independence movements facilitated the emergence of independent states in the Americas.  \* The ideas of Enlightenment philosophers, as reflected in revolutionary documents— including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man & of the Citizen” during the French Revolution, & Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence & democratic ideals.  \* Newly imagined national communities often linked this new national identity with borders of the state, & in some cases, nationalists challenged boundaries or sought unification of fragmented regions. |

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| 5.3 = Industrial Revolution  AMSCO, pp. 297-303  CCWH #32 – The Industrial Revolution  CCEH #24 – The Industrial Revolution | 1. Agricultural Revolution 2. British *CANALS & WATERWAYS* 3. British *TIMBER, COAL, & IRON* 4. Labor Specialization 5. The *FACTORY SYSTEM* 6. *URBANIZATION*   \* *CCOT* in labor systems |
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| **THEMATIC FOCUS – HUMANS & THE ENVIRONMENTS:** The environment shapes human societies, & as populations grow & change, these populations in turn shape their environments. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective D: Explain how environmental factors contributed to industrialization from 1750 to 1900. | **HISTORICAL DEVELOPMENTS**  \* A variety of factors contributed to the growth of industrial production & eventually resulted in the Industrial Revolution, including:  - Proximity to waterways; access to rivers & canals  - Geographical distribution of coal, iron, & timber  - Urbanization  - Improved agricultural productivity  - Access to foreign resources  - Accumulation of capital  \* The development of the factory system concentrated production in a single location & led to an increasing degree of specialization of labor. |

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| 5.4 = Industrial Revolution Spreads  AMSCO, pp. 304-309  “Stephenson’s Rocket Enters Service” | 1. German Industrialization 2. India’s Cotton-textile Industry 3. Industrialization in Russia & Japan 4. Japan & the Meiji Restoration 5. *RAILROADS & STEAMSHIPS* 6. Rise of Japan & the *DECLINE OF ASIA* |
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| **THEMATIC FOCUS – TECHNOLOGY & INNOVATION:** Human adaptation & innovation have resulted in increased efficiency, comfort, & security, & technological advances have shaped human development & interactions with both intended & unintended consequences. | |
| **w**  **LEARNING OBJECTIVE**  Unit 5: Learning Objective E: Explain how different modes & locations of production have developed & changed over time. | **HISTORICAL DEVELOPMENTS**  \* The rapid development of steam-powered industrial production in European countries & the U.S. contributed to the increase in these regions’ share of global manufacturing during the first Industrial Revolution. While Middle Eastern & Asian countries continued to produce manufactured goods, these regions’ share in global manufacturing declined.  \* As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe & the United States, Russia, & Japan. |

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| 5.5 = Tech. of the Industrial Age  AMSCO, pp. 310-316 | 1. *ELECTRICITY, STEEL, & CHEMICALS* 2. Fossil Fuels 3. New Methods of Industrial Production 4. Railroads & Migration 5. *INTERNAL COMBUSTION ENGINE* & *STEAM-POWERED* *MACHINES* 6. The *SECOND INDUSTRIAL REVOLUTION* |
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| **THEMATIC FOCUS – TECHNOLOGY & INNOVATION:** Human adaptation & innovation have resulted in increased efficiency, comfort, & security, & technological advances have shaped human development & interactions with both intended & unintended consequences. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective F: Explain how technology shaped economic production over time. | **HISTORICAL DEVELOPMENTS**  \* The development of machines, including steam engines & the internal combustion engine, made it possible to take advantage of both existing & vast newly discovered resources of energy stored in fossil fuels, specifically coal & oil. The fossil fuels revolution greatly increased the energy available to human societies.  \* The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, & precision machinery during the second half of the 19th century.  \* Railroads, steamships, & the telegraph made exploration, development, & communication possible in interior regions globally, which led to increased trade & migration. |

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| 5.6 = Govts Role in Industrialization  AMSCO, pp. 317-324  “The Meiji Restoration”  “The Construction of the Suez Canal” | 1. Industrialization in Russia & Japan 2. Japan & the *MEIJI RESTORATION* 3. Military Modernization 4. Rise of Japan & the Decline of Asia 5. The Opening of Japan 6. *WESTERN VS. EASTERN INDUSTRIALIZATION* |
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| **THEMATIC FOCUS – GOVERNANCE:** A variety of internal & external factors contribute to state formation, expansion, & decline. Governments maintain order through a variety of administrative institutions, policies, & procedures, & governments obtain, retain, & exercise power in different ways & for different purposes. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective G: Explain the causes & effects of economic strategies of different states & empires. | **HISTORICAL DEVELOPMENTS**  \* As the influence of the Industrial Revolution grew, a small number of states & governments promoted their own state sponsored visions of industrialization.  \* The expansion of U.S. & European influence in Asia led to internal reform in Japan that supported industrialization & led to the growing regional power of Japan in the Meiji Era. |

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| 5.7 = Econ. Developments & Innovations  AMSCO, pp. 325-331 | 1. Adam Smith & *FREE-MARKET ECONOMICS* vs. Mercantilism 2. Increase in Living Standards 3. Innovations in Banking & Finance 4. The Spread of Global Capitalism   \* Economic Changes, CCOT  \* How did industrialization bring economic change? |
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| **THEMATIC FOCUS – ECONOMIC SYSTEMS:** As societies develop, they affect & are affected by the ways that they produce, exchange, & consume goods & services. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective H: Explain the development of economic systems, ideologies, & institutions & how they contributed to change in the period from 1750 to 1900. | **HISTORICAL DEVELOPMENTS**  \* Western European countries began abandoning mercantilism & adopting free trade policies, partly in response to the growing acceptance of Adam Smith’s theories of laissez-faire capitalism & free markets.  \* The global nature of trade & production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking & finance.  \* The development of industrial capitalism led to increased standards of living for some, & to continued improvement in manufacturing methods that increased the availability, affordability, & variety of consumer goods. |

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| 5.8 = Reactions to the Industrial Economy  AMSCO, pp. 332-342  “The Slave Trade Abolition Act”  “Society Was Cut into Two: The 1848 Revolutions”  “The Second Opium War”  CCEH #25 – Reform & Revolution  CCWH #33 – Capitalism & Socialism | 1. China’s *SELF-STRENGTHENING MOVEMENT* 2. *KARL MARX* & *MARXISM* 3. Modernization of the Ottoman Empire 4. Opposition to Industrialization 5. Political Reform 6. Qing China’s Opium Wars 7. Rise of the *LABOR MOVEMENT* 8. Taiping Rebellion 9. *TANZIMAT REFORMS* 10. The Growth of European Empires 11. The Rise of Socialism   \* Ideology & Activism, Economics, & Feminism  \* How did China & Japan differ in their responses to Western encroachment? |
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| **THEMATIC FOCUS – SOCIAL INTERACTIONS & ORGANIZATION:** The process by which societies group their members & the norms that govern the interactions between these groups & between individuals influence political, economic, & cultural institutions & organization. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective I: Explain the causes & effects of calls for changes in industrial societies from 1750 to 1900. | **HISTORICAL DEVELOPMENTS**  \* In response to the social & economic changes brought about by industrial capitalism, some governments, organizations, & individuals promoted various types of political, social, educational, & urban reforms.  \* In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, & gain higher wages. Workers’ movements & political parties emerged in different areas, promoting alternative visions of society.  \* Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, & the ideas of socialism & communism.  \* In response to the expansion of industrializing states, some governments in Asia & Africa, including the Ottoman Empire & Qing China, sought to reform & modernize their economies & militaries. Reform efforts were often resisted by some members of government or established elite groups. |

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| 5.9 = Society in the Industrial Age  AMSCO, pp. 343-350  “The Opening of Ellis Island” | 1. Emergence of Social Reform Movements 2. Emergence of *NEW SOCIAL CLASSES* & the *INDUSTRIAL WORKING CLASS* 3. (Global) Migration of Workers 4. *WOMEN* & *CHILDREN* in the New Industrial Age |
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| **THEMATIC FOCUS – SOCIAL INTERACTIONS & ORGANIZATION:** The process by which societies group their members & the norms that govern the interactions between these groups & between individuals influence political, economic, & cultural institutions & organization. | |
| **LEARNING OBJECTIVE**  Unit 5: Learning Objective J: Explain how industrialization caused change in existing social hierarchies & standards of living. | **HISTORICAL DEVELOPMENTS**  \* New social classes, including the middle class & the industrial working class, developed.  \* While women & often children in working class families typically held wage-earning jobs to supplement their families’ income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.  \* The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, & insufficient infrastructure to accommodate urban growth. |

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| 5.10 = CCOT in the Industrial Age  AMSCO, pp. 351-356 | 1. Racial Hierarchies & Labor Patterns   \* How was the Industrial Revolution an ECONOMIC, POLITICAL, & SOCIAL turning point in global history? |
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| My AP Classroom: *Personal Progress Check* #5 | |

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| 6.1 = Rationales for Imperialism |  |
| 6.2 = State Expansion |  |
| 6.3 = Indigenous Responses to State Expansion |  |
| 6.4 = Global Econ. Development |  |
| 6.5 = Economic Imperialism |  |
| 6.6 = Causes of Migration |  |
| 6.7 = Effects of Migration |  |
| 6.8 = Causation in the Imperial Age |  |
| My AP Classroom: *Personal Progress Check* #6 | |
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