	Marietta City Schools			
	2023–2024 District Unit Planner			

Individuals and Societies AP World History

Unit title	*Unit 5- Revolutions 1750 - 1900*	**MYP year**	*5*	**Unit duration (hrs)**	*16 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century

CE/AD.

a. Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.
b. Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society.

SSWH14 Analyze the Age of Revolutions.

a. Examine absolutism through a comparison of the reigns of Louis XIV and Tsar Peter the Great.
b. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825).
c. Explain Napoleon's rise to power, the role of geography in his defeat, and the consequences of France's defeat for Europe.

SSWH15 Describe the impact of industrialization and urbanization.

a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.
b. Examine the political and economic ideas of Adam Smith and Karl Marx.
c. Examine the social impact of urbanization, including: women and children.

College Board Learning Objectives:

Unit 5 Learning Objective A Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.

Unit 5 Learning Objective B Explain how the Enlightenment affected societies over time.

Unit 5 Learning Objective C Explain causes and effects of the various revolutions in the period from 1750 to 1900.

Unit 5 Learning Objective D Explain how environmental factors contributed to industrialization from 1750 to 1900.

Unit 5 Learning Objective E Explain how different modes and locations of production have developed and changed over time.

Unit 5 Learning Objective F Explain how technology shaped economic production over time.

Unit 5 Learning Objective G Explain the causes and effects of economic strategies of different states and empires.

Unit 5 Learning Objective H Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.

Unit 5 Learning Objective I Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.

Unit 5 Learning Objective J Explain how industrialization caused change in existing social hierarchies and standards of living.

Unit 5 Learning Objective K Explain the extent to which industrialization brought change from 1750 to 1900.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

2. organize items chronologically
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
11. draw conclusions and make generalizations
15. determine adequacy and/or relevancy of information
16. check for consistency of information

Map and Globe Skills:

6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Literacy Standards:

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

L9-10WHST1: Write arguments focused on discipline-specific content.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. All elements, A-F.

Key concept	Related concept(s)	Global context
Conflict Liberty Structure	**Change** is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	**Fairness and Development** Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Statement of inquiry
Societies can adopt, adapt, or resist significant ideas.

Inquiry questions

Factual
What were the principles of the Enlightenment, and how did it compare with previous thinking?
What revolutions occurred as a result of the spread of Enlightenment ideas?
What were the changes that industrialization had on western society?

Conceptual
How did the Age of Revolutions change the nature of the relationship between governments and their people?
What were the different economic and social responses to the challenges posed by industrialization?

Debatable
What were the greatest effects that industrialization had on the transformation of western society during the late 18th century and 19th century?

MYP Objectives	Assessment Tasks	
What specific MYP __objectives__ will be addressed during this unit?	*Relationship between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	Manchester DBQ (modified from AP European History released exam) Students apply DBQ skills to address a DBQ on the growth of industry in 19th century Manchester, using the full DBQ rubric.	**Formative Assessment(s):** Unit 5 Vocabulary Quiz **Summative Assessment(s):** Enlightenment Salon Activity Manchester DBQ

Approaches to learning (ATL)

Category: Thinking
Cluster: Critical thinking skills
Skill Indicator: Recognize unstated assumptions and bias (learning strategies for source analysis)

Learning Experiences
Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Explain the various causes and effects of the advent of the Industrial Revolution in 18th and 19th century Britain.	Urban Game - Students participate in a simulation that has them build a city to see the effects of the growth of the Industrial Revolution	
Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.	Regional Responses to Industrialization - Students use links included in the document to research regional responses to the Industrial Revolution outside of Europe.	
Explain how the Enlightenment affected societies over time.	Enlightenment Salon - Students are assigned a prominent figure from the Enlightenment period and/or early modern world history and participate in a role-playing, discussion-based activity to simulate an Enlightenment salon - a discussion of ideas.	

Content Resources

Anatomy of Revolution PPT ATL 1
Anatomy of Revolution Notes Organizer and Prompt
Unit 5 Quizlet - Vocab Terms
Prompt Practice Key