

HPISD CURRICULUM
(SOCIAL STUDIES, AP WORLD HISTORY)

EST. NUMBER OF DAYS: 25 DAYS __

UNIT NAME	UNIT 5: WESTERN HEGEMONY 1750 CE –1914 CE
Unit Overview	<p>A 5 week unit focusing on the period of western hegemony in world history. The major dynamics of the era start with economic revolution (industrialization) and political revolution in the West. The West tends to exert itself politically, socially, and economically in other parts of the world (Africa, Asia, Latin America) as a result. In each non-western society, a major debate takes place surrounding questions of modernization and its place in society. Primary themes stressed during this unit include: interactions between man and the environment, interactions of cultures, state-building, expansion and interaction of economic systems, and the development of social structures.</p>
Generalizations/Enduring Understandings	<p>Interactions with the Environment Migrations primarily occur as a result of economic, religious, or political factors and often lead to a “two-way” exchange of culture.</p> <p>Epidemic diseases are often spread along major trade routes and are a significant factor leading to societal decline.</p> <p>Technology frequently is used or developed to improve transportation or manufacturing and often is the result of cross-cultural interactions.</p> <p>Cultural Interactions World religions have spread and gained converts primarily as a result of increased trade, migrations, or societal upheaval.</p> <p>Scientific advance is often a result of cross-cultural interactions between two societies.</p> <p>State Formation Over time political structures become more elaborate focusing on large bureaucracies and standing armies as populations increase.</p> <p>The growth of nationalism has been a fairly common response to colonial/imperial rule in modern history.</p> <p>Political revolutions, generally led by the elites, are more likely to focus on shifting power rather than on social change.</p> <p>Economic Structures The economies of most societies in history rely primarily upon agricultural production.</p> <p>The spread of industrialization affects manufacturing, political power, and social structures.</p> <p>As transportation systems improve, long distance trade becomes increasingly more important in history.</p> <p>Social Structures Gender roles differ between social classes.</p>

	<p>In most societies in history, families tend to be the most important social unit.</p> <p>Most social hierarchies are centered around occupation.</p>
<p>Concepts</p>	<ol style="list-style-type: none"> 1. Questions of Periodization <ul style="list-style-type: none"> • Continuities and breaks, causes of changes from the previous period and within this period. 2. Change in global commerce, communications, and technology <ul style="list-style-type: none"> • Changes in patterns of world trade • Industrial Revolution <ul style="list-style-type: none"> ➤ transformative effects on different societies ➤ differential timing in different societies ➤ mutual relation of industrial and scientific developments ➤ commonalities 3. Demographic and environmental changes <ul style="list-style-type: none"> • migrations • end of the Atlantic slave trade • new birthrate patterns • food supply 4. Changes in social and gender structure <ul style="list-style-type: none"> • Industrial Revolution • commercial and demographic developments • emancipation of serfs/slaves • tension between work patterns and ideas about gender 5. Political revolutions and Independence movements; new political ideas <ul style="list-style-type: none"> • Latin American independence movements • Revolutions: <ul style="list-style-type: none"> ➤ United States ➤ France ➤ Haiti ➤ Mexico ➤ China • Rise of nationalism, nation-states and movements of political reform • Overlaps between nations and empire • Rise of democracy and its limitations; reform; women; racism 6. Rise of Western dominance <ul style="list-style-type: none"> • economic, political, social, cultural and artistic • patterns of expansion • imperialism and colonialism • different cultural and political reaction (reform; resistance; rebellion; racism; nationalism) • Impact of changing European ideologies on colonial administrations 7. Patterns of cultural and artistic interactions among societies in different parts of the world (African and Asian influences on European art; cultural policies of Meiji Japan) 8. Diverse Interpretations <ul style="list-style-type: none"> • What are the debates over the utility of modernization theory as a framework

	<p>for interpreting events in this period and the next?</p> <ul style="list-style-type: none"> • What are the debates about the causes of serf and slave emancipation in this period, and how do these debates fit into broader comparisons of labor systems? • What are the debates over the nature of women’s roles in this period, and how do these debates apply to industrialized areas, and how do they apply in colonial societies? 	
<p>Guiding/Essential Questions</p>	<p>What were the major similarities and differences between two of the following colonial independence movements in terms of inspirations and goals? Haiti, France, North America, South America.</p> <p>What were the economic and social effects of early industrialization on the lower classes of society: rural workers and urban workers.</p> <p>How were the British colonial empire and the capitalization of the Industrial Revolution connected?</p> <p>How did the 19th century Western ideas of nationalism influence both ideas about imperialism and ideas about gender relations?</p> <p>How did women’s roles change in industrial and non-industrial societies during this time period?</p> <p>What were the key similarities and differences between modernizing and nationalist movements in the Ottoman Empire and China in this period?</p> <p>How did whether one was a settler or a non-settler colony affect the political, social, and cultural relations between colonizer and colonized?</p>	
	<p>Performance Standards</p>	<p>Learning Progressions</p>
<p>Learning Targets</p>	<p>The student will be able to explain how the Industrial Revolution led to political, economic, and social changes in Europe.</p>	<ul style="list-style-type: none"> - class will participate in urban planning activity – called “The Urban Game” to learn about early industrialization in Great Britain - students will compare and contrast the industrial process of western Europe, the United States, and later Japan. - Students will explain the impact of the second Agricultural Revolution on the early stages of the IR - Students will identify the primary political changes in Great Britain that led population redistribution and economic restructuring
	<p>The student will be able to explain the major political, economic, and social motivations that influenced European imperialism.</p>	<ul style="list-style-type: none"> - class will use textbooks to list the primary factors of expansion of European empires during the Industrial Revolution - students will write a continuity and change over time essay that explains the philosophies of European expansion/imperialism in this time period and the one previous - Students will examine economic and social impact

		of European colonization on the peoples of Africa, South Asia, and SE Asia . *** Decision Point
	The student will be able to compare the causes, characteristics, and consequences of the American and French revolutions.	- Students will examine the impact of the Enlightenment
	The student will be able to identify the characteristics of free market, socialist, and communist economic systems and theories.	- Students will look at examples of the Russian revolution - Students will examine how socialism transformed Europe
Formative Assessments		
Summative Assessments		
	TEKS	Specifications
TEKS (Grade Level) / Specifications	1) History. The student understands traditional historical points of reference in world history. The student is expected to: (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; and	
	(8) 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: (A) explain how 17th and 18th century European scientific advancements led to the Industrial Revolution;	
	(B) explain how the Industrial Revolution led to political, economic, and social changes in Europe;	<ul style="list-style-type: none"> The development of industry in Great Britain was caused primarily by the availability of resources, capital, and labor, alongside technological advances.

	(C) identify the major political, economic, and social motivations that influenced European imperialism; and	<ul style="list-style-type: none"> The Ottoman Empire and the Qing Dynasty both faced increasing internal and external problems that would lead to their collapse at the beginning of the 20th century.
	(D) explain the major characteristics and impact of European imperialism . ; and	
	(E) explain the effects of free enterprise in the Industrial Revolution.	
	<p>(9) History. The student understands the causes and effects of major political revolutions between 1750 and 1914. The student is expected to:</p> <p>(A) compare the causes, characteristics, and consequences of the American and French revolutions, emphasizing the role of the Enlightenment, the Glorious Revolution, and religion;</p>	
	(B) explain the impact of Napoleon Bonaparte and the Napoleonic Wars on Europe and Latin America; and	<ul style="list-style-type: none"> Independence movements in North America (Mexico and the US) and Latin America were guided by similar principles and achieved their goals by the early 19th century.
	(C) trace the influence of the American and French revolutions on Latin America, including the role of Simón Bolívar;	<ul style="list-style-type: none"> Political independence did not bring economic independence for Latin America.
	(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.	
	<p>(17) Economics. The student understands the impact of the Neolithic and Industrial revolutions and globalization on humanity. The student is expected to:</p> <p>(A) identify important changes in human life</p>	<ul style="list-style-type: none"> Middle class women in the West, were the early leaders of the feminist movement, seeking political equality and education opportunities.

	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; and	<ul style="list-style-type: none"> States tried to copy industry, often times using state funds or incentives to industrialize.
	<p>(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:</p> <p>(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 <i>The Wealth of Nations</i>;</p>	
	(B) identify the historical origins and characteristics of communism, including the influences of Karl Marx ;	
	(C) identify the historical origins and characteristics of socialism ;	
	<p>(20) Government. The student understands how contemporary political systems have developed from earlier systems of government. The student is expected to:</p> <p>(B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen;</p>	
	(C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques	

	Rousseau, Thomas Aquinas, John Calvin, Thomas Jefferson, and William Blackstone; and	
	(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;	
	(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;	
Processes and Skills		
Topics	<p>Industrialization, first developed in Great Britain, spread to Europe, North America, Japan, and Russia. Imperialism dominated much of the world's global interactions. Long-time Asian empires struggled to maintain their position in the face of European advances. Independence movements were successful in the Americas. Modern feminism developed in the West.</p>	
Language of Instruction	<p>French Revolution Industrial Revolution Factory system Proto-industrialization Nationalism Feminist movement American Revolution Declaration of the Rights of Man</p>	

	<p>Boer War Sepoys Boer Republics British Raj White Dominions Toussaint L'Overture Caudillos Father Miguel Hidalgo Jose de San Martin Profirio Diaz Simon Bolivar Modernization theory Muhammad Ali Boxer Rebellion Meiji Restoration Opium War Suez Canal Tanzimat reforms Khedives Crimean War Russian revolution of 1905 Kulaks Matthew Perry Russo-Japanese War Emancipation of the serfs Taiping Rebellion</p>
State Assessment Connections	
National Assessment Connections	
Resources	<p>World Civilizations: The Global Experience, Third Edition by Stearns, et al Documents in World History, Volume 1, Peter Stearns, et al</p>