

Wayne Local Schools World History

Nine Weeks: 2nd Nine weeks
Historical Thinking and Skills
Age of Revolutions (1750-1914)
Imperialism

X
History

X
Geography

X
Economics and Financial
Literacy

X
Government

TOPIC: HISTORICAL THINKING AND SKILLS (Throughout Nine Weeks)

CONTENT STATEMENTS

3. Historians develop theses and use evidence to support or refute positions.

TOPIC: AGE OF REVOLUTIONS (1750-1914) (4 Weeks)

9. Industrialization had social, political and economic effects on Western Europe and the world.

TOPIC: IMPERIALISM (1800-1914) (5 Weeks)

CONTENT STATEMENTS

10. Imperial expansion had political, economic and social roots.

11. Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.

12. The consequences of imperialism were viewed differently by the colonizers and the colonized.

13. Advances in technology, communication and transportation improved lives, but also had negative consequences.

Key Vocabulary: Socialism, Entrepreneurs, Urbanization, Enclosure Movement, Turnpike, Means of production, Tenement, Proletariat, Textiles, Utopia, Karl Marx, Working-class, Bourgeoisie, Adam Smith, Capital, Factories, Unions, Strike, Collective Bargaining, Railroads, Canals, Cottage Industry, Social Darwinism, Universal Education, Elite Class, Middle Class, Coal Child labor, Imperialism, Social Darwinism, Direct Rule, Indirect Rule, Berlin Conference, Monroe Doctrine, Ethiopia, Liberia, Sepoy Mutiny, Indian National Congress, Muslin League, White Man's Burden, Viceroy, British East India Trading Company, Queen Victoria, Meiji Restoration, Open Door Policy, Opium Wars, Boxer Rebellion, Sun Yatsen, Spheres of Influence, Extraterritoriality, Treaty of Nanjing, Taiping Rebellion,

Student Outcomes

C.S. 3

The student will understand:

How to develop a thesis and use evidence to support or refute a position.

The student will know:

Historians are similar to detectives. They develop theses and use evidence to create explanations of past events. Rather than a simple list of events, a thesis provides a meaningful interpretation of the past by telling the reader the manner in which historical evidence is significant in some larger context.

The evidence used by historians may be generated from artifacts, documents, eyewitness accounts, historical sites, photographs and other sources. Comparing and analyzing evidence from various sources enables historians to refine their explanations of past events.

Historians cite their sources and use the results of their research to support or refute contentions made by others.

C.S 10

The student will understand:

The political, economic and social roots of imperial expansion.

The student will know:

By the early 20th century, many European nations as well as Japan extended their control over other lands and created empires. Their motivations had economic, political and social roots.

The political motivations for imperialism included the desire to appear most powerful, bolster nationalistic pride and provide security through the building of military bases overseas.

The economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

The social roots for imperial expansion included the vision of some that it was “the white man’s burden” to civilize those perceived as uncivilized. There also were humanitarian concerns and religious motivations.

C.S. 11

The student will understand:

How imperialism involved land acquisition, extraction of raw materials, the spread of Western values and maintenance of political control.

The student will know:

In the late 19th and early 20th centuries, European countries competed to establish colonies in Africa and Asia. Raw materials needed for their growing industries were extracted from the colonies.

C.S. 12

The student will understand:

How the consequences of imperialism were viewed differently by the colonizers and the colonized.

The student will know:

Dramatic differences in viewpoints existed between the European colonizers and those they colonized. Different viewpoints between these two groups included the extension of Western cultural practices vs. loss of traditions and modernization vs. breakup of past institutions.

C.S. 13

The student will understand:

How advances in technology, communication and transportation improved lives, but also had negative consequences.

The student will know:

How to discuss how advances in communication and transportation improved lives and the negative effects of advances in technology, communication, and transportation.

I can.....

- I can develop a thesis statement
- I can explain the impact imperialism had on politics, economies, and society
- I can explain the race between European countries for land in Africa and Asia
- I can explain the perspectives of the colonizers and those colonized
- I can explain benefits and consequences of improved technology

I will.....

- I will explain how historians use evidence in their thesis statements
- I will explain how imperialist expansion changed colonized societies politically and economically
- I will explain this by creating maps to cite lands of European countries
- I will explain this by providing sources written by both groups
- I will explain the positives such as radio and the negatives such as pollution