

**World History, 1st 4.5 weeks
2017-18**

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Age of Revolution 1750-1850
Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.

Industrial Revolution 1750-1914
Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

TN Academic Standards	Student Friendly "I Can" Statements		Cross-Curricular Connections	Teacher Resources
Honor the U.S. Constitution and recognize its significance and purpose. Constitution Day-September 17th Federal Mandate 36 U.S. Code § 106 Analyze various historical sources effectively, including: Primary sources Texts Political cartoons Maps Songs Movies Recordings Use technology effectively and appropriately to enhance the learning and develop 21st century learners 21st century learners 21st century learners	I can honor the U.S. Constitution and recognize its significance on Constitution Day and identify significant philosophies and events that shaped it. I can analyze historical primary sources, texts, political cartoons, maps, songs, movies and recordings effectively. I can investigate and discover historical facts and make connections that impact my life today. I can think in creative and innovative ways using technology to communicate and			

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	collaborate, research and solve problems in an appropriate manner to learn history and geography.			
<p><u>Age of Revolution Standards</u> W.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America including John Locke, Charles-Louis Montesquieu, JeanJacques Rousseau, Simon Bolivar, Toussaint L'Ouverture, and Thomas Jefferson.</p>	<p>Age of Revolution I can identify the causes of the Enlightenment, including emphasis on human reasoning. I can describe the intellectual contributions of the following individuals and cite textual evidence from their writings: John Locke – Second Treatise of Government Montesquieu – The Spirit of the Laws Jean Jacques Rousseau – The Social Contract Mary Wollstonecraft - A Vindication of the Rights of Woman</p>		<p>Montesquieu- Spirit of the Laws John Locke- Second Treatise of Govt Rousseau-The Social Contract Wollstonecraft- Vindication Rights of Women Declaration of independence</p>	
	<p>I can use textual evidence to show how the ideas of the Enlightenment influenced democratic revolutions in England, the United States, France and Latin America and the following individuals: Thomas Jefferson – Declaration of Independence Simon Bolivar – Address</p>			

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	Toussaint L'Ouverture			
<p>W.2 Analyze the principles of the Magna Carta [1215], the English Bill of Rights [1689], the American Declaration of Independence [1776], and the French Declaration of the Rights of Man and the Citizen [1789] citing textual evidence.</p>	<p>I can explain how the ideas of the Magna Carta influenced subsequent government documents, including: The English Bill of Rights American Declaration of Independence The French Declaration of the Rights of Man and the Citizen</p> <p>I can analyze the key principles of several documents from the Enlightenment, including: The English Bill of Rights American Declaration of Independence The French Declaration of the Rights of Man and the Citizen</p> <p>I can describe John Locke's Social Contract Theory using examples from the Declaration of Independence.</p>			
<p>W.3 Conduct a short research project summarizing the important causes and events of the French Revolution including Enlightenment political thought, comparison to the American Revolution,</p>	<p>Using primary sources, I can determine the causes of the French Revolution, including the influence of Enlightenment ideas, influence of the American</p>			

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<p>economic troubles, rising middle class, government corruption and incompetence, Estates General, storming of the Bastille, execution of Louis XVI, the Terror, and the rise and fall of Napoléon.</p> <p>W.3 (Cont)</p>	<p>Revolution, financial troubles and inequalities of the Three Estates, corrupt government and Estates General.</p> <p>I can identify the major contributors to the French Revolution, including Louis XVI, Marie Antoinette and Maximilien de Robespierre.</p> <p>I can discuss the similarities and differences between the Declaration of the Rights of Man and The Declaration of Independence using textual evidence to support my findings. I can describe the significance of the following events during the French Revolution: The Tennis Court Oath Storming of the Bastille signing of the Declaration of the Rights of Man and of the Citizen execution of Louis XVI Reign of Terror the rise and fall of Napoleon</p> <p>I can use informational texts to determine the effects of the</p>			
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<p>W.3 (Cont)</p>	<p>French Revolution, including the end of the absolute monarchy of Louis XVI, the spread of nationalism and social reforms and the rise of Napoleon.</p> <p>I can present my findings about the French Revolution in a well structured research project and cite my sources.</p> <p>I can describe the significance of the following events during the time of Napoleon Bonaparte: Napoleon's coup d'état coronation of Napoleon creation of the Napoleonic Code I can analyze the Napoleonic Code and explain its lasting impact on French law</p>			
<p>W.4 Draw evidence from informational texts to explain how the ideology of the French Revolution led France to evolve from constitutional monarchy to democratic despotism to the Napoleonic Empire.</p>	<p>I can give reasons for the transition in France from constitutional monarchy to democratic despotism to the Napoleonic Empire.</p> <p>I can explain the lasting impact of Napoleon's Reign, including the spread of revolutionary ideas and</p>			

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	nationalism.			
W.5 Describe how nationalism spread across Europe with Napoléon then repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.	I can describe how CoV and CoE worked to repress nationalism. I can compare and contrast the map of Europe before and after the CoV.			
Industrial Revolution Standards W.6 Describe the growth of population, rural to urban migration, and growth of cities.	The Industrial Revolution I can describe the significance of the following events during the Industrial Revolution: enclosure movement and food surplus caused by the Agricultural Revolution food surplus led to population growth people moved to cities looking for jobs urbanization – growth of cities.			
W.7 Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy including the reasons why the Industrial Revolution began in England.	I can identify and describe the factors that allowed for Great Britain to industrialize first, including: natural resources such as coal, iron, and rivers entrepreneurship abundance of labor capital to invest from the slave trade			

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<p>W.8 Write an informative piece analyzing the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism and Communism, Adam Smith, Robert Owen, and Karl Marx.</p> <p>W.8 (Cont)</p>	<p>I can use textual evidence to define capitalism as described by Adam Smith in <i>The Wealth of Nations</i> and explain why mercantilism was replaced by capitalism.</p> <p>I can write an informative piece analyzing reasons for the emergence of new economic ideas in response to capitalism during the Industrial Revolution, including utopianism, social democracy, socialism and communism.</p> <p>I can compare and contrast capitalism, socialism and communism, including the formation, basic ideas and type of supporters of each one.</p>			
<p>W.9 Evaluate multiple sources presented in diverse media or other formats describing the emergence of Romanticism in art and literature including the poetry of William Blake and William Wordsworth, social criticism including the novels of Charles Dickens, and the move away from Classicism in Europe.</p>	<p>I can use examples from multiple sources to demonstrate the shift from Classicism to Romanticism in Europe, including various works of art and the poetry of William Blake and William Wordsworth.</p> <p>I can evaluate the work of</p>			

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	Charles Dickens as a tool for social criticism during the Industrial Revolution.			
W.10 Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural demographic changes including the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison.	<p>I can describe the importance of steam power, electricity, the railroad, interchangeable parts, and the assembly line to the success of an industrialized economy.</p> <p>I can list major inventions and their inventors, including: James Watt - steam engine Eli Whitney - cotton gin Henry Bessemer - process for making steel Louis Pasteur - discovery of bacteria Samuel Morse - telegraph and Morse Code Alexander Graham Bell - telephone Thomas Edison - light bulb</p> <p>I can explain the impact of these inventions on society.</p>			
W.11 Analyze the evolution of work and labor including the work of William Wilberforce and the demise of the slave trade, problems caused by harsh working	I can use primary sources to analyze the evolution of work and labor, including demise of the slave trade and efforts of			

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<p>conditions, and the effect of immigration, mining and manufacturing, division of labor, the union movement, and the impact of social and political reform.</p>	<p>William Wilberforce problems from harsh working conditions effect of immigration mining and manufacturing division of labor the labor union movement social and political reform</p>			
<p>W.12 Participate effectively in collaborative discussions explaining the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span.</p>	<p>I can discuss some of the outcomes of the Industrial Revolution, including: population increased increased life expectancy growth of the middle class general rise in the standard of living urbanization and pollution Improved transportation [e.g. railroads] growth of leisure increased public education</p>			
<p>HONORS ADDENDUM Embed the Honors Addendum within the regular Scope and Sequence. Read and comprehend history texts in the grades 9-10 complexity band independently and proficiently. Write routinely over extended time frames [time for reflection and revision] and shorter time frames [a single sitting or a day or two] for a range of discipline-specific task purposes and audiences.</p>	<p>Suggestions: I can read and comprehend history age-appropriate texts independently and proficiently. I can write routinely over extended time frames and shorter time frames for a range of discipline-specific task purposes and audiences.</p>			

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