

**New Jersey Department of Education  
2006 Social Studies Standards Implementation Guide (SIG)**

**6.3 (WORLD HISTORY) ALL STUDENTS WILL DEMONSTRATE KNOWLEDGE OF WORLD HISTORY IN ORDER TO UNDERSTAND LIFE AND EVENTS IN THE PAST AND HOW THEY RELATE TO THE PRESENT AND THE FUTURE.**

**Grade 12**

**6.3.12.E. The Age of Revolutionary Change (1750-1914)**

1. Discuss the causes and consequences of political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries, including:
  - The impact of the American Revolution on global political thought
  - The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire)
  - The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code)
  - The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism
  - How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy
  - The concept of laissez-faire and the ideas of Adam Smith in *Wealth of Nations*
  - Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
  - The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany
6. Describe how Christianity, Islam, and Buddhism spread during this period, including the areas of influence and reasons for the growth.
7. Discuss events that shaped the social structure of Russia in the 19<sup>th</sup> and early 20<sup>th</sup> century, including:
  - Peasants, aristocracy, and serfdom
  - Czarist reforms and the abolition of serfdom
  - Relations with the Ottoman Empire
  - Development of the Trans-Siberian railroad and other forms of modernization



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**Framework97 References**

Evaluate the mutual influence of technology and culture, pp. 238-239.

## National History Standard

Era 7

Standard 1: The causes and consequences of political revolutions in the late 18<sup>th</sup> and 19<sup>th</sup> centuries.

### Content Overview

This section covers the formation of Western European world empires, the global expansion of Christianity, the formation of ideologies based on individual liberty, guaranteed property rights, republican principles, and economic competition, along with other ideologies based on egalitarianism, collectivism, and socialist principals. It explores the Industrial Revolution and the increased standard of living brought about by the market economy. The ideas of the American Revolution that had great influence on other nations such as the French and subsequently on the Greeks, the Belgians, the Germans, the Italians, the Irish, the Austrians, Haitians, South Americans, and Cubans. It also investigates the effects of industrialization and the market economy on Japan and Russia.

### Essential Questions

What factors led to the emergence of the British Empire as the largest, wealthiest, and most powerful empire in world history for over 150 years?

Why did Adam Smith insist that governments should keep their hands off the national economy?

Why did the market economy in Western Europe lead to an increased standard of living for nearly the entire Western European population from 1750 to 1914?

Why is the American Revolution considered a success that led to a prosperous republic based on constitutionally guaranteed individual rights and guaranteed property right, while the French Revolution is considered a failure that led to a brutal “Reign of Terror” and Napoleonic despotism?

How did the concepts of Natural Law and Natural Rights lead to revolutions in places like the United States, France, Haiti, Venezuela, and Cuba?

What was the effect of Marxism on Europe at this time?

How was Japan able to modernize from a closed society, without firearms, into a world economic and military power by the end of the nineteenth-century?

How did Christianity, particularly Roman Catholicism (even within the British Empire), expand to become a truly global religion during the 18<sup>th</sup> and 19<sup>th</sup> centuries?

What were the major differences between nineteenth-century Russian Serfdom and American Slavery?

How did Russia become the “Breadbasket of Europe” and the fourth most industrialized nation in the world by the turn of the twentieth century?

### Teaching Resources

<http://www.lessonplanet.com>: This is a subscription program with 100’s of lesson plans including a vast array of usable student activities.

<http://www.wsu.edu/~dee/ENLIGHT/ENLIGHT.htm>: A site with resources for the European Enlightenment.

## Assessment

You are to present a talk at a Philosophy Conference at Harvard on the French Philosophies who were the major philosophers of this period. They believed that all problems could be solved through the use of reason. Your talk will be on the three major ideas of the Philosophies, which were progress, deism, and tolerance. You will use sources to present a one- or two-page review to be presented to the class. Assess student work based on validity of the written work and quality of the oral presentation. Use rubric for assessing the work.

Students visualize the picture that Galileo saw in his new telescope (mountains on the moon, small planets revolving around Jupiter) and draw what they think he saw. They then must explain the great significance of this to the cosmology of that time in history (vastness of the universe). Students draw a picture of what they think Galileo saw in his telescope (work with art teachers or use a drawing program to complete the assignment.). Use a rubric to assess the student work.