



UNIT 5

Revolutions

PERIOD 3: 1750CE—1900CE

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TENTATIVE DATES

Unit 5 PK Quiz
Fri 12/10

Unit 5 MC/SA Test
Tue 1/11

COURSE

AP WORLD HISTORY

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LET THE REVOLUTIONS BEGIN!

The period of revolutions which begins in 1750CE is not solely a reference to political revolutions in Haiti, America, Latin America, and France, but also to revolutions in industrialization, science, society, and gender roles.

The thought process of the Enlightenment thinkers played a role in almost every political revolution and the Industrial Revolution which began in England, spread quickly to the United States and throughout Europe before making its way as far as Russia and Japan. The Scientific Revolution brought new ways of looking at the universe, and played a role in the decline of religious ideology in the political systems of the world.

This period ushers in what many call the beginning of the modern world, and the dominance of the western world through imperialism pushed into Africa and Asia as Europe loses control of the Western Hemisphere. The end of slavery marks a major social and economic change, and the rise of alliances throughout the eastern hemisphere will lay the groundwork for the many conflicts of the post-1900CE era.

UNIT 5 TOPIC WORKSHOPS

- 5.1 The Enlightenment
- 5.2 Nationalism and Revolutions
- 5.3 Industrial Revolution Begins
- 5.4 Industrialization Spreads
- 5.5 Technology of the Industrial Age
- 5.6 Industrialization: Government's Role
- 5.7 Economic Developments and Innovations
- 5.8 Reactions to the Industrial Economy
- 5.9 Society and the Industrial Age
- 5.10 Continuity and Change in the Industrial Age

UNIT 5 TENTATIVE DATES

DECEMBER 8TH—JANUARY 11TH



Unit 5 AP Thematic Summary (1750CE-1900CE) - InSPECT

INTERACTION	SOCIAL	POLITICAL																				
<ul style="list-style-type: none"> -Industrial Revolution and population growth -Industrial Revolution as beginning of the Anthropocene era -Environmental effects of Industrial Revolution -Ecological windfall from the Americas -Diseases in the colonial world -Changing roles of agriculture in industrial Economies -American food crops and Chinese population Growth -Romantic poets and early environmentalism -Coal replaces wood as major fuel 	<ul style="list-style-type: none"> -Class in colonial North America -New and old elites in colonial regimes -Patterns of migration: European, Asian. And African -Women in Atlantic revolutions -Class and gender outcomes of French Revolution -Class, race, and social upheaval in Haiti -Early feminism -Abolition of slavery -Class and Industrial Revolution: aristocracy, middle classes, artisans, workers -Gender and Industrial Revolution: domesticity and return to the workforce -Absence of social change in Latin American Revolutions -End of serfdom in Russia (1861) 	<ul style="list-style-type: none"> -Revolutions compared and connected: North American, French, Haitian, Latin American, And Decembrist -Post-Independence state building in U.S., Haiti, and Latin America -U.S. "informal empire" in Latin America -European empires and the Industrial Revolution 																				
ECONOMIC	CULTURAL	TECHNOLOGY																				
<ul style="list-style-type: none"> -Settler economies -Colonial economies compared: forced labor systems, cash-crop production, mining economies, settler economies -Industrial Revolutions compared: British, French, American, Russian, Japanese, and Latin America -Scarcity of colonial industrialization -Destruction of plantation economy in Haiti -Post-slavery labor regimes in the Americas -"Dependent development" of Latin America in the world economy 	<ul style="list-style-type: none"> -Cultural expressions of nationalism -Enlightenment ideas and revolution in the Atlantic world -Marxist socialism as an idea and a movement 	<ul style="list-style-type: none"> -Steam engine -Luddites and hostility to technology <p><u>Also Important: (Know the function of each)</u></p> <table style="width: 100%; border: none;"> <tr> <td>Cotton Gin</td> <td>Spinning Jenny</td> </tr> <tr> <td>Guillotine</td> <td>Indoor plumbing</td> </tr> <tr> <td>Threshing machine</td> <td>Telegraph</td> </tr> <tr> <td>Bicycle</td> <td>Battery</td> </tr> <tr> <td>Sewing machine</td> <td>McCormick Reaper</td> </tr> <tr> <td>Rifle</td> <td>Interchangeable Parts</td> </tr> <tr> <td>Mass Production</td> <td>Typewriter</td> </tr> <tr> <td>Electric light</td> <td>Telephone</td> </tr> <tr> <td>Washing machine</td> <td>Automobile</td> </tr> <tr> <td>Maxim gun</td> <td></td> </tr> </table>	Cotton Gin	Spinning Jenny	Guillotine	Indoor plumbing	Threshing machine	Telegraph	Bicycle	Battery	Sewing machine	McCormick Reaper	Rifle	Interchangeable Parts	Mass Production	Typewriter	Electric light	Telephone	Washing machine	Automobile	Maxim gun	
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UNIT 5 PRELIMINARY KNOWLEDGE

63 TERMS

Unit 5 Revolutions Presented by Group 1

Read the following chapter, noting textbook maps and other text features and be prepared for a preliminary knowledge quiz on the following terms/concepts. [BOLD terms are bolded in the text]

Chapter 8: Atlantic Revolutions, Global Echoes (344-377) [35 terms]

Seven Years War (346)	American Revolution (349)
Declaration of Independence (349)	Federalist Papers (352)
U.S. Constitution (352)	Bill of Rights (352)
King Louis XVI (353)	Three Estates of France (353)
Declaration of the Rights of Man and Citizen (353)	
French Revolution (353)	Terror of 1793-1794 (354)
Maximillian Robespierre (354)	Committee of Public Safety (354)
Olympe de Gouges (355)	Napoleon Bonaparte (357)
Saint Domingue (357)	gens de couleur libres (357)
Grands Blancs (358)	Petit Blancs (358)
Jean-Jacques Dessalines (358)	Haitian Revolution (358)
Latin American Revolutions (359)	Hidalgo-Morelos Rebellion (361)
Tupac Amaru (361)	Simon Bolivar (361)
Jose de San Martin (361)	Great Jamaica Revolt (364)
Abolitionist Movement (364)	American Civil War (365)
Nationalism (367)	Unification of Italy/Germany (367)
Vindication of the Rights of Women (371)	Elizabeth Cady Stanton (371)
1st Nation to Grant Women's Suffrage (372)	Maternal Feminism (373)

Short Answer Preliminary Knowledge Presented by Group 2

The following short answer questions taken from the readings should be prepared as possible short answer questions on the Preliminary Knowledge quiz. [1-3 Sentences]

Chapter 8: Atlantic Revolutions, Global Echoes (344-377)

- What were the most important short-term consequences of the Atlantic revolutions?
- How did the ideas of the Enlightenment contribute to the Atlantic revolutions?
- How did the French Revolution differ from the American Revolution?
- How would the mass executions of the Terror have impacted the way that people outside of France interpreted the French Revolution?
- What caused the French Revolution to become much more radical than the American Revolution?
- What was distinctive about the Haitian Revolution when compared to other revolutionary movements in the Atlantic and elsewhere in world history?
- In what ways did the spread of Enlightenment philosophy affect independence movements in Latin America?
- How did slave resistance, such as the Great Jamaica Revolt, impact the representation of slaves in abolitionist imagery?
- How did the end of slavery transform/affect the lives of former slaves?
- What accounts for the growth of nationalism as a powerful political identity in the nineteenth century?
- What were the achievements of nineteenth century feminism?

Unit 5 Revolutions Presented by Group 3

Read the following chapter, noting textbook maps and other text features and be prepared for a preliminary knowledge quiz on the following terms/concepts. [BOLD terms are bolded in the text]

Chapter 9: Revolutions of Industrialization (388-422) [28 terms]

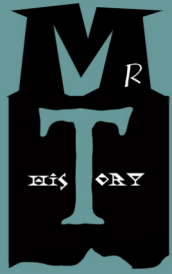
Industrial Revolution (390)	Steam Engine (390)
Anthropocene Era (394)	British Textile Industry (394)
British Aristocracy (396)	Middle-Class Society (397)
Reform Bill of 1832 (397)	Ideology of Domesticity (398)
Lower-Middle Class (398)	Laboring Classes (398)
Karl Marx (402)	Labour Party (403)
Luddite (404)	"Culture of Consumption" (408)
Socialism in the U.S. (409)	Progressives (409)
Crimean War (411)	Russian Revolution of 1905 (412)
Caudillos (414)	Antonio Lopez de Santa Ana (414)
Latin American Export Boom (415)	Guano (415)
Porfirio Diaz (418)	Pancho Villa (418)
Emiliano Zapata (418)	Mexico Revolution (418)
Dependent Development (419)	United Fruit Company (419)

Short Answer Preliminary Knowledge Presented by Group 4

The following short answer questions taken from the readings should be prepared as possible short answer questions on the Preliminary Knowledge quiz. {1-3 Sentences}

Chapter 9: Revolutions of Industrialization (388-422)

- In what ways did the Industrial Revolution mark a sharp break with the past?
- Why were railroads considered a powerful symbol of the Industrial Revolution?
- How did Industrial Revolution transform the social position of England's aristocratic class?
- What was the effect of the industrial revolution on England's middle class?
- How were the lives of the laboring masses negatively impacted by the Industrial Revolution?
- In what situations would the ideas of Karl Marx have the most appeal among the lower classes?
- What aspects of the Industrial Revolution facilitated the migration of Europeans to other parts of the world?
- How did the process of industrialization in the United States differ from the process of industrialization in Russia?
- Why did Marxist Socialism not develop in the United States?
- What factors contributed to the making of a revolutionary situation in Russia by the beginning of the twentieth century?
- What processes led to Latin America's increased connections to the global economy in this era?
- How were the social changes in Latin America different from the social changes in Europe?



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The AP World History Website <http://www.mrtavernia.com>
 The AP World History Course at American Heritage School is accompanied by an instructor created website that has been designed to assist in preparation for coursework and the AP Exam. The following links are available:

TOPIC WORKSHOPS: All workshop presentations are available in PDF form so those that wish to digitally take notes using notability have that option, and those who are absent for a class can review the missed presentations.

EXAM WORKSHOPS: How to earn each point on the AP Exam rubrics will be reviewed over the course of the four periods of study.

SOURCE DOCUMENTS: This section contains the source documents used in the Harkness Discussions, Dyad & Group activities. These source documents are linked to Actively Learn and readings are assigned almost every evening.

DOCUMENT ANALYSIS: Several short primary and secondary source documents are gathered here for use in the HAPPY sourcing activities each unit.

AP WORLD PLANBOOK: A link to the 'Planbook' schedule and resources.

LEQ/DBQ PROMPTS: Prompts for use in Essay Outline preparation are found here.

SHMOOP ACTIVITIES: This online Exam Prep program is available to students through this special link which will be active during the Exam Review period.

UNIT PACKET: A link to the digital copy of the Unit Packet.

COURSE SYLLABUS: A digital copy of the Course Syllabus.

Unit 5 Class Activity Requirements					25 points
Harkness Discussion Score	10 points	Final Score from: Participation (8 points) and Evaluation (2 points)			
Actively Learn Read & Respond	5 points	-1 point for each ZERO or INCOMPLETE.			
Document Analysis Worksheet	5 points	Missing or Blank = 0	Partially Complete = 3	Complete = 5	<u>Dyad: 7 o'clock</u>
Essay Outlines (3)	5 points	Missing or Blank = 0	Partially Complete = 3	Complete = 5	<u>Dyad: 12 o'clock</u>
		[Complete 1 LEQ-COMP]	Focus: Thesis		
		[Complete 1 LEQ-CCOT]	Focus: Context		
		[Complete 1 LEQ-DBQ]	Focus: Sourcing		

Groupwork/Dyad Schedule

Unit 5 Crash Review Group Assignments [3 minutes each]

Chapter 8: Economic Transformations
 Group 1: Terms/Concepts Group 2: Short Answers

Chapter 9: Cultural Transformations
 Group 3: Terms/Concepts Group 4: Short Answers

Unit 5 Harkness Discussion & Dyad Activity Schedule

<u>Source Doc</u>	<u>Title</u>	<u>Activity</u>	<u>Assignments</u>
Source Doc 5-1	Enlightenment Thinkers	Harkness Discussion	Group 1 Participate—Group 3 Evaluate
Source Doc 5-2	Nationalism	Dyad Activity	<u>Dyad: 1 o'clock</u>
Source Doc 5-3	Industrialism	Dyad Activity	<u>Dyad: 9 o'clock</u>
Source Doc 5-4	French and Japanese Industrialization	Harkness Discussion	Group 2 Participate—Group 4 Evaluate
Source Doc 5-5	The Industrial Revolution	Harkness Discussion	Group 3 Participate—Group 5 Evaluate
Source Doc 5-6	An Age of Revolutions	Dyad Activity	<u>Dyad: 10 o'clock</u>
Source Doc 5-7	Capitalism	Harkness Discussion	Group 4 Participate—Group 1 Evaluate
Source Doc 5-8	Communism	Harkness Discussion	Group 5 Participate—Group 2 Evaluate
Source Doc 5-9	Women of the 19th Century	Dyad Activity	<u>Dyad: 5 o'clock</u>