What’s it About: (Quotes, Video, Images) "New opinions are always suspected, and usually opposed, without any other reason but because they are not already common." - John Locke 1632 – 1704
"Common sense is the best distributed commodity in the world, for every man is convinced that he is well supplied with it." "Cogito, ergo sum." (I think, therefore I am.) - René Descartes 1596 - 1650

Theme: The Age of Reason

Global Connection: Revolution and Rebellion

Content Standards: WH.H.6 Understand the Age of Revolutions and Revolutions.
WH.H.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

Tasks: W1 – What is the conflict between Science and Religion? Can they coexist or are they opposed to each other?
W2 – Choose an Enlightenment philosopher and explain in detail their position and impact?

Common Core: READING: R.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
WRITING: W.CCR.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

Module Summary: The years between 1750 and 1914 were years of enormous change. The Scientific Revolution and the Enlightenment brought a completely new way of looking at the world. Monarchies were overthrown, and representative forms of government emerged. In some areas, people tried to return to previous ways. In other areas, however feelings of Nationalism arose that led to the growth of nations. During this same time, enormous changes were occurring in Europe and Japan. The Industrial Revolution brought changes in social structure and created new ways of living and working. Industrialization also spurred nations to build empires in Africa and Asia, creating an economy that spanned the globe.

DOCUMENTATION: SAVE ALL YOUR ASSIGNMENTS IN YOUR GOOGLE DOCS ACCOUNT

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**LESSON MODULE DAY 1 Scientific Revolution and Enlightenment**

**Objective:** Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions

**Essential Question(s):** How is the Scientific Revolution and the Enlightenment similar and/or different?

**Materials Needed:** Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access

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<td>1. PRE-READING</td>
<td>The Scientific Revolution and the Enlightenment UNIT 5 Section 1 notes</td>
</tr>
<tr>
<td>2. WARM-UP</td>
<td>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</td>
</tr>
<tr>
<td></td>
<td>1. What impact did the Enlightenment have on Europe?</td>
</tr>
<tr>
<td></td>
<td>a. SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td></td>
<td>i. WARM-UP: Enlightenment U5S1</td>
</tr>
<tr>
<td></td>
<td>b. Write the question and answer in the “COMMENT” section</td>
</tr>
<tr>
<td></td>
<td>c. TURN IN</td>
</tr>
<tr>
<td>3. TEACHER INPUT</td>
<td>The Scientific Revolution: people became more secular and began to see things about the universe differently. Their new views were reinforced by testing theory and beliefs (scientific method.) People grew distrustful of the Catholic Church and the tradition authorities that existed during the time; they started to move away from the idea that the Church had the ultimate say on how the world came to be.</td>
</tr>
<tr>
<td></td>
<td>The Enlightenment: Philosophy and theory where thinkers questioned the purpose of government. Thinkers believed being ruled by a Divine King/Queen had run its course and that it was now time for change. Thinkers believed that men had natural rights and that governments should exist for the benefit of the people; if a government did not protect the rights of its people, the people had the right to over throw such a government. Thinkers also believed that in government there should be a “Separation of Powers” and also have a “System of Checks and Balances.”</td>
</tr>
<tr>
<td></td>
<td>The “Age of Reason” had a great influence and was a major “turning point” in human history. The Enlightenment was a precursor to Revolution, Nationalism, and Imperialism for the world would be forever changed.</td>
</tr>
<tr>
<td>4. CLASS ACTIVITY</td>
<td>COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES</td>
</tr>
<tr>
<td></td>
<td>1. 10-24-7 Method: “How to” for the Scientific Revolution and Enlightenment Notes</td>
</tr>
<tr>
<td></td>
<td>a. Highlight main ideas and key points</td>
</tr>
<tr>
<td></td>
<td>b. Circle Vocabulary</td>
</tr>
<tr>
<td></td>
<td>c. Answer Guided Questions</td>
</tr>
<tr>
<td></td>
<td>d. Develop at least 3 High Level Questions about the notes</td>
</tr>
<tr>
<td></td>
<td>e. Complete the Summary</td>
</tr>
<tr>
<td></td>
<td>REVIEW SECTION 1 NOTES IN UNIT 5</td>
</tr>
</tbody>
</table>
2. Click on the link below and read the ‘SHORT” 2 page article on Religion and Science

3. Answer the following questions (a) below based on your reading about Religion and Science.
   a. What is the conflict between Science and Religion? Can they coexist or are they opposed to each other?
      I. Use detail/example(s) from the Article about Science and Religion to support your opinion? (Cite the article)
      II. There is not a certain length required (necessarily) to answer the question, BUT make sure that your RESPONSE answers every aspect of the question sufficiently.
      III. OPEN A “GOOGLE DOCS” TO WRITE YOUR RESPONSE ON.
         A. Make sure to “SAVE AS”:
            o Science.Religion_First.LastName
         B. Copy and paste your response in the “COMMENT” section when you go to “TURN IN” your assignment on Edmodo.
      IV. IF YOU DON’T UNDERSTAND THE QUESTION PLEASE ASK ME. I want to make sure that you get 100% on this Constructive Response Question.
      V. You may discuss the reading with a partner, QUICKLY (2 minutes), before you answer the questions above and turn in to me.
   b. Go to Edmodo.com and Submit your response.

5. REVIEW
   The Teacher/Students will lead the Review Session guided by the questions below:

   In the 1500’s and 1600’s, the Scientific Revolution changed the way Europeans looked at the world. People began to make conclusions based on experimentation and observation instead of merely accepting traditional ideas (Church, Greek Philosophers).

   During the 1600’s and 1700’s, belief in the power of Reason grew.

   Writers of the time sought to reform government and bring about a more just society. Despite the opposition from government and church leaders, Enlightenment ideas spread.

   Some absolute rulers used their power to reform society. Over time, concepts of democracy and of nationhood developed from Enlightenment ideas and contributed to revolutions.

6. ASSESSMENT
   Scientific Revolution and Enlightenment QUIZ U5S1
   DUE DATE
   MARCH 6, 2014
   A. Scientific Revolution and Enlightenment: UNIT 5 Section 1 QUIZ
      1. QUIZ on Edmodo.com
      2. The quiz is comprised from your notes
      3. The quiz also will be used as a study guide for your Unit Test
         i. Put in Binder once you get it back
      4. Review Quiz add “side notes” to transform quiz into guided notes as well.
   5. Review your quiz each day as your Unit exam approaches

7. HOMEWORK
   10-24-7 Political Revolutions Notes section 2 of Unit 5
LESSON MODULE DAY 2 Political Revolutions

Objective: Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations.

Essential Question(s): What short-term and long-term effects did the revolutions of the late 1700’s and early 1800’s have on Europe and the Americas?

Materials Needed: Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access

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<thead>
<tr>
<th>CATEGORY</th>
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<tbody>
<tr>
<td>1. PRE-READING</td>
<td><strong>Political Revolutions Notes</strong> section 2 of Unit 5</td>
</tr>
<tr>
<td>2. WARM-UP</td>
<td><strong>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</strong></td>
</tr>
<tr>
<td>DUE DATE</td>
<td>WARM-UP: Enlightenment Thinker U5S2 MARCH 7, 2014</td>
</tr>
<tr>
<td>1.</td>
<td>Choose an Enlightenment philosopher and explain in detail their position and impact?</td>
</tr>
<tr>
<td>a.</td>
<td>SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td>i.</td>
<td>WARM-UP: Enlightenment Thinker U5S2</td>
</tr>
<tr>
<td>b.</td>
<td>Write the question and answer in the “COMMENT” section</td>
</tr>
<tr>
<td>c.</td>
<td>TURN IN</td>
</tr>
<tr>
<td>3. TEACHER INPUT</td>
<td>Short-Term Effects: (1) Enlightenment &amp; Revolutionary Ideas Spread (2) Rejection of Absolutism (3) Revolts Long-Term Effects: (1) Creation of the United States (2) Spread of Nationalism and Democratic Ideals (3) Establishment of Independent Republics in Latin America (4) New Social Order</td>
</tr>
<tr>
<td>4. CLASS ACTIVITY</td>
<td><strong>COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES</strong></td>
</tr>
</tbody>
</table>

**DUE DATE**

Causes & Effects of Political Revolutions U5S2 MARCH 7, 2014

1. COMPLETE THE FOLLOWING ON YOUR GOOGLE DOCS
   a. Make sure to “SAVE AS”:
      i. Political.Revolutions_First.LastName
   b. Copy and paste your response in the “COMMENT” section when you go to “TURN IN” your assignment on Edmodo

2. Using the internet as a resource find the causes and effects of Both the American and French Revolutions.
   c. Create a Causes and Effects Chart for each
3. On Page 38 (notes) of your notes you will find a Political Cartoon of Napoleon and William Pitt
   d. Using the Internet find the true interpretation of the Political Cartoon.

4. Find a Picture of Toussaint L’Ouverture and Simon Bolivar and add a ‘BRIEF’ biography for each person.

5. **REVIEW**

   **The Teacher/Students will lead the Review Session guided by the questions below:**

   The term “political” means “government.” A political revolution is an event in which the people of a country overthrow an existing government and create a new government.

   In the late 1700’s and early 1800’s, revolutions shook Europe and the Americas. In North America in 1776, Great Britain’s 13 colonies, inspired by Enlightenment ideas, declared their independence. They then fought the American Revolution to throw off British rule. In France, economic misery and social discontent led to a revolt against absolute monarchy in 1789. Periods of chaos and reform were followed by the rise of Napoleon Bonaparte. Napoleon built an empire that was short-lived, but his military victories fanned French nationalistic feelings and spread the revolution’s ideals. Inspired by the American and French Revolutions, revolutionaries in Latin America threw off Spanish rule.

6. **ASSESSMENT**

   **DUE DATE**
   **Political Revolutions QUIZ U5S2**
   **MARCH 7, 2014**

   **A. Political Revolutions QUIZ U5S2**
   1. QUIZ on Edmodo.com
   2. The quiz is comprised from your notes
   3. The quiz also will be used as a study guide for your Unit Test
      i. Put in Binder once you get it back
   4. Review Quiz add “side notes” to transform quiz into guided notes as well.

   **5. Review your quiz each day as your Unit exam approaches**

7. **HOMEWORK**

   **10-24-7 Reaction against Revolutionary Ideas Notes** section 3 of Unit 5
   1. Highlight main ideas and key points
   2. Circle Vocabulary
   3. Answer Guided Questions
   4. Develop at least 3 High Level Questions about the notes
   5. **Complete the Summary**

**REVIEW SECTION 1 & 2 NOTES IN UNIT 5**
LESSON MODULE DAY 3  Reaction against Revolutionary Ideas

Objective: Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations.

Essential Question(s): Compare the reactions against revolutionary ideals in Europe, in Russia, and in Latin America in the 1800s.

Materials Needed: Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access

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<td>Reaction against Revolutionary Ideas Notes section 3 of Unit 5</td>
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<tr>
<td>2. WARM-UP</td>
<td>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</td>
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<tr>
<td></td>
<td>1. Discuss the goals of the Congress of Vienna?</td>
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<tr>
<td></td>
<td>a. SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td></td>
<td>i. WARM-UP: Congress of Vienna U5S3</td>
</tr>
<tr>
<td></td>
<td>b. Write the question and answer in the “COMMENT” section</td>
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<tr>
<td></td>
<td>c. TURN IN</td>
</tr>
<tr>
<td>3. TEACHER INPUT</td>
<td>After the defeat of Napoleon, conservative leaders sought to suppress the ideals of the French Revolution and restore monarchy. In 1830 and 1848, uprisings against the old order occurred all across Europe (see notes pg.42). Although these revolts were mostly unsuccessful, the ideals behind them continued to have an impact on Europe. In Russia and in Latin America, numerous barriers to reform existed (see notes pg.44-45). In Mexico, however, reforms took place that benefited the majority of the population (see notes pg.45-46).</td>
</tr>
<tr>
<td>4. CLASS ACTIVITY</td>
<td>Reaction against Revolutionary Ideas U5S3 MARCH 11, 2014</td>
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<tr>
<td></td>
<td>x Writing x Inquiry x Collaboration x Organization x Reading</td>
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<tr>
<td></td>
<td>COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES</td>
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<tr>
<td></td>
<td>1. Create a HIGHLIGHT Reel of your UNIT 5 Section 3 notes</td>
</tr>
<tr>
<td></td>
<td>a. Go to Edmodo.com and complete UNIT 5 Section 3 Highlight Reel</td>
</tr>
<tr>
<td></td>
<td>b. Go to Powtoon.com</td>
</tr>
<tr>
<td></td>
<td>i. Sign up (create an account)</td>
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</table>
|                | ii. Click on the Google plus symbol and click “accept”.
|                | 1. G+ is “RED” on the website |
|                | c. Choose the key facts, terms, and/or people that you feel are important from the section 3 notes and create a fun presentation. |
d. BE CREATIVE! Make it fun.
   i. You will use this presentation to teach the class about what you learned about this section.
   ii. This is a Great way to get involved in your learning process.

e. When your presentation is complete
   i. Copy the LINK and send to me via Edmodo.com
   ii. Click on the “PREVIEW”
   iii. Copy the URL Address (http://www.powtoon.com/p/d8cQqu5f/)
   iv. Submit via Edmodo

5. REVIEW

The Teacher/Students will lead the Review Session guided by the questions below:

After the French Revolution, there was a reaction against revolutionary ideals.
- Conservative leaders at the Congress of Vienna opposed such ideals.
- New Uprisings across Europe were largely unsuccessful.
- Russian Czars remained absolute rulers.
- Reform movements faced difficult obstacles in Latin America.

In the early 1900s, however, Mexico experienced a political and social revolution accompanied by the growth of nationalistic feelings.

6. ASSESSMENT

Reaction against Revolutionary Ideas QUIZ U5S3

DUE DATE
MARCH 11, 2014

1. QUIZ on Edmodo.com
2. The quiz is comprised from your notes
3. The quiz also will be used as a study guide for your Unit Test
   i. Put in Binder once you get it back
4. Review Quiz add “side notes” to transform quiz into guided notes as well.
   5. Review your quiz each day as your Unit exam approaches

7. HOMEWORK

10-24-7 Global Nationalism Notes section 4 of Unit 5

1. Highlight main ideas and key points
2. Circle Vocabulary
3. Answer Guided Questions
4. Develop at least 3 High Level Questions about the notes
   5. Complete the Summary

REVIEW SECTION 1 - 3 NOTES IN UNIT 5
LESSON MODULE DAY 4 Global Nationalism

Objective: Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization.

Essential Question(s): How has nationalism been a force that divides as well as unifies?

Materials Needed: Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access, Notebook Paper

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<tbody>
<tr>
<td>1. PRE-READING</td>
<td>Global Nationalism Notes section 4 of Unit 5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>2. WARM-UP</th>
<th>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</th>
</tr>
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<tbody>
<tr>
<td>DUE DATE</td>
<td>WARM-UP: Nationalism U5S4 MARCH 13, 2014</td>
</tr>
<tr>
<td></td>
<td>1. How has nationalism been a force that divides as well as unifies? Give examples to support your answer.</td>
</tr>
<tr>
<td></td>
<td>a. SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td></td>
<td>i. WARM-UP: Nationalism U5S4</td>
</tr>
<tr>
<td></td>
<td>b. Write the question and answer in the “COMMENT” section</td>
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<td></td>
<td>c. TURN IN</td>
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</table>

| 3. TEACHER INPUT | Starting in the late 1700s, nationalism became a major force that helped inspire uprisings across Europe and Latin America. In the mid-1800s, nationalism led to the creation of two strong, united nations: Italy and Germany. Nationalistic sentiments also spread among Indians, Turks, Jews, and other peoples. Nationalism did not always draw people together, however. In the early 1900s, nationalism created conflicts in Southeastern Europe that drove the continent to brink of war. (see notes pgs.49-51) |

<table>
<thead>
<tr>
<th>4. CLASS ACTIVITY</th>
<th>DUE DATE MARCH 13, 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>x Writing x Inquiry x Collaboration x Organization x Reading</td>
</tr>
</tbody>
</table>

COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES

1. Using your notes (see pgs.49-51) and/or Internet Research:
   a. Work and discuss assignment with a partner
   b. Make a Chart like the one you see below
   c. Summarize the main ideas about nationalism in the three areas listed in the chart.
   d. Turn in a Physical Copy on a separate sheet of paper

### NATIONALISM

<table>
<thead>
<tr>
<th>EUROPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASIA</td>
</tr>
<tr>
<td>BALKANS</td>
</tr>
</tbody>
</table>
## 5. REVIEW

The Teacher/Students will lead the Review Session guided by the questions below:

The force of nationalism:
1. Inspired revolutions in Europe and Latin America.
2. Led to a united Italy and a united Germany in the late 1800s.
3. Arose among Indians, Turks, and Jews.
4. Created conflict in the Balkans by the early 1900s.

## 6. ASSESSMENT

**Global Nationalism QUIZ U5S4**

1. QUIZ on Edmodo.com
2. The quiz is comprised from your notes
3. The quiz also will be used as a study guide for your Unit Test
   iii. Put in Binder once you get it back
4. Review Quiz add “side notes” to transform quiz into guided notes as well.

Review your quiz each day as your Unit exam approaches

## 7. HOMEWORK

**10-24-7 Economic and Social Revolutions Notes** section 5 of Unit 5

1. Highlight main ideas and key points
2. Circle Vocabulary
3. Answer Guided Questions
4. Develop at least 3 High Level Questions about the notes
5. Complete the Summary

REVIEW SECTION 1 - 4 NOTES IN UNIT 5
LESSON MODULE DAY 5  *Economic and Social Revolutions*

**Objective:** Explain how physical geography and natural resources influenced industrialism and changes in the environment. Analyze the effects of industrialism and urbanization on social and economic reform.

**Essential Question(s):** How did the Neolithic Revolution, Industrial Revolution, and Computer Revolution change Human Life?

**Materials Needed:** Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access

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<tr>
<th>CATEGORY</th>
<th>DIRECTIONS</th>
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<tbody>
<tr>
<td>1. PRE-READING</td>
<td>Economic and Social Revolutions  section 5 of Unit 5</td>
</tr>
<tr>
<td>2. WARM-UP</td>
<td>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</td>
</tr>
<tr>
<td>DUE DATE</td>
<td>Global WARM-UP: Impact of “Revolution” U5S5 MARCH 18, 2014</td>
</tr>
<tr>
<td>1.</td>
<td>In what ways did the (1) Neolithic Revolution (2) Industrial Revolution and (3) Computer Revolution change Human Life?</td>
</tr>
<tr>
<td>a.</td>
<td>SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td>i.</td>
<td>WARM-UP: Impact of “Revolution” U5S5</td>
</tr>
<tr>
<td>b.</td>
<td>Write the question and answer in the “COMMENT” section</td>
</tr>
<tr>
<td>c.</td>
<td>Feel Free to use the Internet to find support for your answer</td>
</tr>
<tr>
<td>i.</td>
<td>You have 10 minutes to find and record your response</td>
</tr>
<tr>
<td>d.</td>
<td>TURN IN</td>
</tr>
<tr>
<td>3. TEACHER INPUT</td>
<td>In the mid-1700s, the Agrarian Revolution in Europe contributed to an increase in population. The Agrarian Revolution led to the Industrial Revolution, which began in Great Britain and then spread to other countries. Economic and social conditions around the world changed dramatically as a result of the industrial Revolution. Many new ideas about how to deal with the problems of industrialization developed, and reforms were enacted. Eventually, industrialization led to mass migration and increased global trade.</td>
</tr>
<tr>
<td>4. CLASS ACTIVITY</td>
<td></td>
</tr>
<tr>
<td>DUE DATE</td>
<td>Child Labor During the Industrial Revolution U5S5 MARCH 18, 2014</td>
</tr>
<tr>
<td>x</td>
<td>Writing x Inquiry □ Collaboration x Organization x Reading</td>
</tr>
<tr>
<td>COPY</td>
<td>The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES</td>
</tr>
<tr>
<td>1. Read Childhood Lost: Child Labor During the Industrial Revolution</td>
<td></td>
</tr>
<tr>
<td>a. Go to <a href="http://www.eiu.edu/eiutps/childhood.php">http://www.eiu.edu/eiutps/childhood.php</a></td>
<td></td>
</tr>
<tr>
<td>i. Write a Summary about the Article</td>
<td></td>
</tr>
<tr>
<td>ii. Cite examples from the article</td>
<td></td>
</tr>
<tr>
<td>2. Fighting to Unravel India's Widespread Child Labor Abuses</td>
<td></td>
</tr>
<tr>
<td>i. Write a Summary about the video</td>
<td></td>
</tr>
<tr>
<td>ii. Cite examples from the video</td>
<td></td>
</tr>
</tbody>
</table>
3. J.P. Morgan Battles Coal Miners in 1902
   a. [http://www.history.com/topics/child-labor/videos](http://www.history.com/topics/child-labor/videos)
      i. Write a Summary about the video
      ii. Cite examples from the video

4. After completing #’s 1-3 Answer the following Question:
   a. **HOW DOES CHILD LABOR AFFECT THE WORLD’s ECONOMY?**
      1. Submit in Comment section of Edmodo.com

   i. Include a TITLE
   ii. Must have at least 10 PICTURES/IMAGES
   iii. ONE QUOTE summarizing the Topic
   iv. Submit Copy or Link to me

5. REVIEW
   The Teacher/Students will lead the Review Session guided by the questions below:

   In the 1700s and 1800s in Europe:
   1. The Agrarian Revolution led to population growth.
   2. The Industrial Revolution eventually transformed economic systems and social conditions around the world.
   3. People proposed different ways to deal with the problems created by industrialization.
   4. Economic life became more global, and mass migrations of people occurred.

6. ASSESSMENT

   **Economic and Social Revolutions QUIZ U5S5**
   1. QUIZ on Edmodo.com
   2. The quiz is comprised from your notes
   3. The quiz also will be used as a study guide for your Unit Test
      iv. Put in Binder once you get it back
   4. Review Quiz add “side notes” to transform quiz into guided notes as well.

7. HOMEWORK

   **10-24-7 Japan and the Meiji Restoration Notes** section 6 of Unit 5
   1. Highlight main ideas and key points
   2. Circle Vocabulary
   3. Answer Guided Questions
   4. Develop at least 3 High Level Questions about the notes

   **Complete the Summary**
   REVIEW SECTION 1 - 5 NOTES IN UNIT 5
# MODULE 5  The Age of Revolutions  UNIT 5

## LESSON MODULE DAY 6  Japan and the Meiji Restoration

**Objective:** Explain how physical geography and natural resources influenced industrialism and changes in the environment. Analyze the effects of industrialism and urbanization on social and economic reform. Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization.

**Essential Question(s):** What was a major “Turning Point” in Japanese history during the 1800s?

**Materials Needed:** Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PRE-READING</td>
<td><em>Japan and the Meiji Restoration</em> section 6 of Unit 5</td>
</tr>
<tr>
<td>2. WARM-UP</td>
<td>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</td>
</tr>
<tr>
<td><strong>DUE DATE</strong></td>
<td><strong>WARM-UP:</strong> Japan’s Imperialism U5S6 MARCH 20, 2014</td>
</tr>
</tbody>
</table>
| **2. WARM-UP** | 1. How did geography affect Japan’s decision to follow a policy of imperialism?  
   a. SUBMIT ON EDMODO.COM  
      i. **WARM-UP:** Japan’s Imperialism U5S6  
   b. Write the question and answer in the “COMMENT” section  
   c. You have 10 minutes to find and record your response  
   d. TURN IN |
| 3. TEACHER INPUT | In the mid-1800s, Japan ended its long policy of isolation. The Meiji government that took power in 1868 used western ideas to begin a program of modernization that quickly turned Japan into a major industrial power. In the 1890s and 1900s, Japan used its modern military to become a global imperial power. |
| 4. CLASS ACTIVITY | **DUE DATE**  
   **Samurai U5S6** MARCH 20, 2014  
   **COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES**  
   1. Watch the following 3 short videos below:  
      c. [http://www.history.com/topics/meiji-restoration/videos/seppuku](http://www.history.com/topics/meiji-restoration/videos/seppuku)  
   2. 
   3. | X Writing  
      | X Inquiry  
      | X Collaboration  
      | X Organization  
      | X Reading |
2. Answer the following question after viewing the videos:
   a. What was the life of a Samurai like?
      i. Provide detail and support for your answer
      ii. Cite information that you learned from the videos

3. Search the internet for a famous Samurai
   a. Create a Biography for the Samurai
   b. Include a picture if possible

5. **REVIEW**
   The Teacher/Students will lead the Review Session guided by the questions below:
   The Meiji Restoration brought great change to Japan in the last half of the 1800s.
   - Japan ended its policy of isolation
   - Japan began a period of modernization and industrialization
   - Japan became a global imperial power.

6. **ASSESSMENT**
   
   **DUE DATE**
   Japan and the Meiji Restoration QUIZ U5S6
   MARCH 20, 2014

   **Japan and the Meiji Restoration QUIZ U5S6**
   
   1. QUIZ on Edmodo.com
   2. The quiz is comprised from your notes
   3. The quiz also will be used as a study guide for your Unit Test
      v. Put in Binder once you get it back
   4. Review Quiz add “side notes” to transform quiz into guided notes as well.

7. **HOMEWORK**
   
   **10-24-7 Imperialism Notes** section 7 of Unit 5
   
   1. Highlight main ideas and key points
   2. Circle Vocabulary
   3. Answer Guided Questions
   4. Develop at least 3 High Level Questions about the notes
   
   **Complete the Summary**

   REVIEW SECTION 1 - 6 NOTES IN UNIT 5
**LESSON MODULE DAY 7 Imperialism**

**Objective:** Evaluate key turning points of the modern era in terms of their lasting impact. Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization.

**Essential Question(s):** What impact did imperialism have on the world?

**Materials Needed:** Unit 5 Cornell Notes, Highlighters, Chrome Books, Internet Access, Africa Map, Markers/Colored Pencils

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRE-READING</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Imperialism</strong> section 7 of Unit 5</td>
<td></td>
</tr>
<tr>
<td><strong>WARM-UP</strong></td>
<td></td>
</tr>
<tr>
<td>DUE DATE: WARM-UP: Berlin Conference U5S7 MARCH 21, 2014</td>
<td>ANSWER THE FOLLOWING CONSTRUCTIVE RESPONSE QUESTION BELOW and BE SURE TO PROVIDE SUPPORT FOR YOUR ANSWER</td>
</tr>
<tr>
<td>1.</td>
<td>The European leaders did not invite the African leaders to the Berlin Conference; Why not?</td>
</tr>
<tr>
<td>a.</td>
<td>SUBMIT ON EDMODO.COM</td>
</tr>
<tr>
<td>i.</td>
<td>WARM-UP: Berlin Conference U5S7</td>
</tr>
<tr>
<td>b.</td>
<td>Write the question and answer in the “COMMENT” section</td>
</tr>
<tr>
<td>c.</td>
<td>You have 10 minutes to find and record your response</td>
</tr>
<tr>
<td>d.</td>
<td>TURN IN</td>
</tr>
<tr>
<td><strong>TEACHER INPUT</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>In the 1800s, industrialized powers greatly expanded their empires. Great Britain took control of India, and European nations occupied much of Africa. Imperial powers also forced China to grant trading concessions. This led to the growth of nationalism in China. Other effects of imperialism included the emergence of a global economy, the spread of western culture, and conflict between imperial powers.</td>
</tr>
<tr>
<td><strong>CLASS ACTIVITY</strong></td>
<td></td>
</tr>
<tr>
<td>DUE DATE: Scramble for Africa U5S7 MARCH 21, 2014</td>
<td>COPY The “ESSENTIAL QUESTION” and the “TEACHER INPUT” into your NOTES</td>
</tr>
<tr>
<td></td>
<td>1. Print out The “Scramble for Africa” Map (pg.19 of module)</td>
</tr>
<tr>
<td>a.</td>
<td>Color code the European nations</td>
</tr>
<tr>
<td>b.</td>
<td>Fill in the map based on the colors you selected</td>
</tr>
<tr>
<td>2.</td>
<td>Read the poem “White Man’s Burden” by Rudyard Kipling on pg.63 of your notes (pg.20 of module)</td>
</tr>
<tr>
<td>a.</td>
<td>Create a poem about the Scramble for Africa</td>
</tr>
<tr>
<td>i.</td>
<td>Needs to be from the African’s perspective</td>
</tr>
<tr>
<td>1.</td>
<td>TITLE your poem “BLACK MAN’s BURDEN”</td>
</tr>
</tbody>
</table>
ii. Write the poem on a scrap piece of paper first then put the final copy on the back of your map.

iii. I need to check the rough draft of your poem before you submit your final version on the back of your map.

5. REVIEW

The Teacher/Students will lead the Review Session guided by the questions below:

The imperialism that emerged in the mid-1800s had a lasting impact on the world.
- Powerful industrialized nations sought to gain power and economic might by building empires.
- Through economic and military power, Great Britain colonized and dominated India.
- European nations divided up the continent of Africa.
- Western powers and Japan established spheres of influence in China.
- Imperialism has had short-term and long-term effects on various regions of the world.

6. ASSESSMENT

**Imperialism QUIZ U5S7**

1. QUIZ on Edmodo.com
2. The quiz is comprised from your notes
3. The quiz also will be used as a study guide for your Unit Test
   vi. Put in Binder once you get it back
4. Review Quiz add “side notes” to transform quiz into guided notes as well.

7. HOMEWORK

**REVIEW SECTION 1 – 7 NOTES IN UNIT 5**

**STUDY FOR UNIT 5 TEST: THE AGE OF REVOLUTIONS**

REVIEW ALL YOUR SECTION QUIZZES and YOUR UNIT 5 NOTES

---

**IF YOU FINISH LESSONS # 1-7 EARLY**

- You will start your “Enrichment” Assignments
- There are “5” types of Assignments: 
  - Comprehension/Application/Analysis/Synthesis/Evaluation
    o You will work on these assignments until the Unit is Complete
- You will meet with the Teacher to discuss which assignments you will do.
### LESSON MODULE DAY 8  UNIT 5 THE AGE OF REVOLUTIONS ASSEMENT

**Objective:** Assessment of UNIT 5  
**Materials Needed:** Chrome Book / cms.powerschool.com / School Net

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PRE-READING</td>
<td>10-24-7 UNIT</td>
</tr>
<tr>
<td>2. WARM-UP</td>
<td>~ Review your notes for 10 mins before starting the UNIT 5 Test</td>
</tr>
</tbody>
</table>
| 1. TEACHER INPUT | ~ No talking during the Exam  
|               | ~ If you finish the exam early go to EDMODO.COM and begin UNIT 6 Module  |
| 2. CLASS ACTIVITY | ☑️ Writing  ☒️ Inquiry  ☐ Collaboration  ☐ Organization  ☑️ Reading  |
|                | ~ After Attendance I will pass out the Chrome Books.  
|                | ~ Go to CMS.POWERSCHOOL.COM and log in.  
|                | ~ Go to SCHOOLNET                                                            |
| 3. REVIEW      | ~ If you are not pleased with your test result you will have “3” days to review your material and then Retest.  
|                | ~ You will be administered the Retest Code when you are ready to be tested  |
| 4. ASSESSMENT  | THE AGE OF REVOLUTIONS UNIT 5 TEST  
|                | Code: REVOLT2014                                                            |
| 5. HOMEWORK    | **10-24-7 UNIT 6 Section 1: Scientific and Technological Achievements Notes**  
|                | 5. Highlight main ideas and key points  
|                | 6. Circle Vocabulary  
|                | 7. Answer Guided Questions  
|                | 8. Develop at least 3 High Level Questions about the notes  
|                | *Complete the Summary*                                                      |
## ENRICHMENT ASSIGNMENTS

<table>
<thead>
<tr>
<th>ASSIGNMENTS</th>
<th>DIRECTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 COMPREHENSION</strong></td>
<td>Make an <strong>Historic Illustration</strong> or <strong>Draw a Cartoon</strong> about your concept of a major event.</td>
</tr>
<tr>
<td><strong>2 COMPREHENSION</strong></td>
<td>Make a <strong>Want Ad</strong> or <strong>Resume</strong> for an historical figure or a specialized job.</td>
</tr>
<tr>
<td><strong>3 COMPREHENSION</strong></td>
<td>Create a <strong>Shoebox Diorama</strong> of a historical scene. (<a href="#">Panoramic Diorama</a>)</td>
</tr>
<tr>
<td><strong>4 COMPREHENSION</strong></td>
<td>Draw a <strong>Mural</strong> which illustrates various scenes of a series of historical events.</td>
</tr>
<tr>
<td><strong>5 APPLICATION</strong></td>
<td>Draw and Color a <strong>Map</strong> or Make a <strong>Salt Dough Map</strong> (<a href="#">Salt Dough Maps</a> / <strong>Salt-dough Recipe</strong>). Include labels and mount it on a poster board. <strong>Map Rubric</strong></td>
</tr>
<tr>
<td><strong>6 APPLICATION</strong></td>
<td>Make a <strong>Puppet Show</strong> or Perform a <strong>Skit</strong> in Costume.</td>
</tr>
<tr>
<td><strong>7 APPLICATION</strong></td>
<td>Create a <strong>Story Board, Filmstrip</strong> or <strong>Comic Strip</strong> showing events in a sequence.</td>
</tr>
<tr>
<td><strong>8 APPLICATION</strong></td>
<td>Create a <strong>Diorama</strong> or <strong>Model</strong> of an historic scene. (<a href="#">Dynamic Diorama</a> / <strong>Diorama Dreams</strong>)</td>
</tr>
<tr>
<td><strong>9 ANALYSIS</strong></td>
<td>Create a <strong>Multimedia Thinking Map</strong>. <strong>Multimedia Rubric</strong> [PDF]</td>
</tr>
<tr>
<td><strong>10 ANALYSIS</strong></td>
<td>Make a <strong>Commercial</strong> or <strong>Advertisement</strong> about an historic event, product, or idea.</td>
</tr>
<tr>
<td><strong>11 SYNTHESIS</strong></td>
<td>Compose a <strong>Rap</strong> or <strong>Song</strong> about an historic event (include details about the event).</td>
</tr>
<tr>
<td><strong>12 SYNTHESIS</strong></td>
<td>Write new lyrics to an old television <strong>Theme Song</strong> focusing on your topic.</td>
</tr>
<tr>
<td><strong>13 SYNTHESIS</strong></td>
<td>Write a <strong>Poem/ Creative Story</strong> based on actual historical events.</td>
</tr>
<tr>
<td><strong>14 EVALUATION</strong></td>
<td>Make a <strong>Judgment</strong> on whether or not you believe a particular historical event had a positive or negative effect. Make sure that you present both sides of the issue.</td>
</tr>
<tr>
<td><strong>15 EVALUATION</strong></td>
<td>Create a <strong>Matrix</strong> showing the pros and cons of an event. Then persuade the class why they should accept or reject an idea.</td>
</tr>
<tr>
<td><strong>16 EVALUATION</strong></td>
<td>Create a <strong>Hero/Villain Poster</strong> for an historical figure who has qualities of both. Make a decision on which qualities represent this person best.</td>
</tr>
<tr>
<td><strong>17 HIGH LEVEL</strong></td>
<td><strong>PROJECT OF YOUR CHOOSING</strong> that is not represented by any of the choices above. <strong>YOU MUST DISCUSS THIS WITH ME FIRST</strong> and <strong>GET APPROVAL</strong> before you do it.</td>
</tr>
</tbody>
</table>
WEBLIOGRAPHY

1. Religion and Science

2. Powtoon.com

3. Childhood Lost: Child Labor During the Industrial Revolution

4. Fighting to Unravel India's Widespread Child Labor Abuses

5. J.P. Morgan Battles Coal Miners in 1902

6. Samurai
   a. http://www.history.com/topics/meiji-restoration/videos/samurai?m=528e394da93ae&s=undefined&f=1&free=false
   b. http://www.history.com/topics/meiji-restoration/videos/deconstructing-history-samurai?m=528e394da93ae&s=undefined&f=1&free=false
   c. http://www.history.com/topics/meiji-restoration/videos/seppuku?m=528e394da93ae&s=undefined&f=1&free=false
THE SCRAMBLE FOR AFRICA 1880-1914

Belgian Congo (Belgium)
Sierra Leone (Britain)
Gold Coast (Britain)
Nigeria (Britain)
Egypt (Britain)
Uganda (Britain)
British East Africa (Britain)
Northern Rhodesia (Britain)
Nyasaland (Britain)
Walvis Bay (Britain)
Bechuanaland (Britain)
Southern Rhodesia (Britain)
South Africa (Britain)
Swaziland (Britain)
Basutoland (Britain)
British Somaliland (Britain)
Gambia (Britain)
Sudan (Britain)
Spanish Morocco (Spain)
Rio de Oro (Spain)
Spanish Guinea (Spain)
Liberia (Independent)
Ethiopia (Independent)
Togoland (Germany)
Cameroon (Germany)
German East Africa (Germany)
South West Africa (Germany)
Libya (Italy)
Eritrea (Italy)
Italian Somaliland (Italy)
Port Guinea (Portugal)
Cabinda (Portugal)
Angola (Portugal)
Morocco (France)
Algeria (France)
Tunisia (France)
French Equatorial Africa (France)
French West Africa (France)
French Somaliland (France)
Madagascar (France)
White Man’s Burden

by Rudyard Kipling

Take up the White Man’s burden—
Send forth the best ye breed—
Go send your sons to exile
To serve your captives' need
To wait in heavy harness
On fluttered folk and wild—
Your new-caught, sullen peoples,
Half devil and half child
Take up the White Man’s burden
In patience to abide
To veil the threat of terror
And check the show of pride;
By open speech and simple
An hundred times made plain
To seek another’s profit
And work another’s gain

Take up the White Man’s burden—
And reap his old reward:
The blame of those ye better
The hate of those ye guard—
The cry of hosts ye humour
(Ah slowly) to the light:
"Why brought ye us from bondage,
“Our loved Egyptian night?”
Take up the White Man’s burden-
Have done with childish days-
The lightly proffered laurel,
The easy, ungrudged praise.
Comes now, to search your manhood
Through all the thankless years,
Cold-edged with dear-bought wisdom,
The judgment of your peers!