

HONORS WORLD HISTORY

6th Period 2014-2015

UNIT NINE: Revolutions in Science, Thought, & Economics

THEMES FROM THE READINGS

The Scientific Revolution

- ❖ Nicolaus Copernicus
- ❖ Galileo Galilei
- ❖ Isaac Newton
- ❖ William Harvey
- ❖ Emilie du Chatelet

The Enlightenment / Revolutions

- ❖ Philosophes
- ❖ Voltaire
- ❖ Theories of Progress, Popular sovereignty, Individual freedom,
- ❖ Origins of the French Revolution- meeting of the Estates General
- ❖ National Assembly, Tennis Court Oath, Declaration of the Rights of Man
- ❖ Robespierre, The Convention, The Reign of Terror, and the Committee of Public Safety
- ❖ The Directory
- ❖ Napoleon's Rise and Fall
- ❖ Haitian Revolution (Toussaint L'Ouverture)
- ❖ Mexican Independence
- ❖ Simon Bolivar
- ❖ Political spectrum

Nations and Nationalism

- ❖ Anti-Semitism and Zionism
- ❖ Congress of Vienna
- ❖ Unification of Italy (Cavour and Garibaldi)
- ❖ Unification of Germany (Otto von Bismarck)

Industrialization and its social, cultural impact

- ❖ origins and the factory system
- ❖ The emergence of Socialism
- ❖ Utopian Socialists
- ❖ Marx, Engels (Communist Manifesto)
- ❖ Industrialization's spread to Russia, Japan
- ❖ Meiji Restoration

New Imperialism

- ❖ Motives for imperialism
- ❖ The Raj (British colonial India)
- ❖ Ottoman reforms
- ❖ Opium wars unequal treaties with China
- ❖ The Boxer Rebellion
- ❖ The Scramble for Africa

- ❖ The Berlin Conference
- ❖ Indirect and direct rule
- ❖ The Boers/ colonial South Africa
- ❖ European/American colonization of the Pacific
- ❖ Origins of Japanese imperialism



Cecil Rhodes stands astride the whole of Africa.

UNIT 9 SCHEDULE

Tues. 4/7 (78)	Read Bentley pp. 385-389. Name your doc. "The Scientific Revolution"
Weds. 4/8 (56)	
Thurs. 4/9 (34)	Read Bentley pp. 468-474 (stop at "The Reign of Napoleon"). Name your doc. "The Enlightenment and French Revolution"
Fri. 4/10 (12)	As we continue with the Enlightenment and discuss the French Rev. in class, here are two items for you to consider before our next Bentley reading: • Please read, print, and annotate the following document considering John Locke and Thomas Hobbes' political theories: https://docs.google.com/document/d/10yHzkWWeKHvLKjXLevBuddm2X75nP2h0O7-5sbs3Bho/edit?usp=sharing • If you have not started watching <i>The French Revolution</i> in English class, here's a link: https://www.youtube.com/watch?v=v8QJSkTnhec • If you haven't already watched it, it'd be good if you can start it this weekend and then finish by Monday night and take simple notes on "new" information. Perhaps your English teachers will release you to the library when they screen it in English class.

Mon. 4/13 (78)	Read Bentley pp. 474-480 (stop at "Testing the Limits"). Name your doc. "Napoleonic Europe and Independence in Latin America"
Tues. 4/14 (56) LATE START	
Weds. 4/15 (56) LATE START	
Thurs. 4/16 (34)	
Fri. 4/17 (12)	Read Bentley pp. 480-489. Name your doc. "Nations and Nationalism"
Mon. 4/20 (100)	
Tues. 4/21 (78)	Read Bentley pp. 492-496 (stop at "Industrial Society"). Name your doc. "Industrialization"
Weds. 4/22 (56)	
Thurs. 4/23 (34)	• Read Bentley pp. 497-502 • Read Bentley pp. 503-508 Name your doc. "Industrialization & Socialism"
Fri. 4/24 (12)	Read Bentley pp. 529-535 (stop at "Informal Imperialism"). Name your doc. "European Imperialism".
Mon. 4/27 (100)	Read Bentley pp. 535-539 (Stop at "Scramble"). Name your doc. "Informal Imperialism in Asia".
Tues. 4/28 (78)	Read Bentley pp. 539-544. Name your doc. "The Scramble for Africa".
Weds. 4/29 (56)	
Thurs. 4/30 (34)	Read Bentley pp. 545-550. Name your doc. "Legacies of Imperialism".
Fri. 5/1 (12)	Review for Unit 9 Test
Mon. 5/4 (100)	Review for Unit 9 Test
Tues. 5/5 (78)	Unit 9 Test

UNIT 9 CONTENT TARGETS

1. I can describe the Enlightenment and why it was significant.
2. I can identify the long term and short term causes of the French Revolution.
3. I can identify the ways Napoleon's rule both promoted and departed from the ideals of

the French Revolution.

4. I can compare the three types of revolution in this era: revolution in science, revolution in thought, revolution in action. (I can recognize how the idea of “revolution” can be found in scientific developments, new philosophical ideas and changes in government and society.)
5. I can identify the ways “nationalism” acted as a force that created new states and helped to break apart existing empires in this era.
6. I can explain how industrialization (and reactions to it) revolutionized the economy and society in Europe and catalyzed imperialist pursuits.
7. I can explain the political, social and cultural effects of European expansion on various parts of Africa, India and China.

UNIT 9 BASIC TERMS

*(this list does NOT contain all terms which may be included on assessments- only the most basic terms included in the unit)

universal (natural) laws	reason	Napoleonic Code
John Locke	Thomas Hobbes	Battle of Trafalgar
natural rights	social contract	Blockade
Voltaire	philosophes	Continental System
Montesquieu	Rousseau	
Mary Wollstonecraft	estate	Waterloo
Old Regime	Estates -General	
Bourgeoisie	Bastille	
National Assembly	Tennis Court Oath	
Great Fear	radicals/Jacobins	
Legislative Assembly	universal suffrage	
Maximilien Robespierre	egalitarian	
Committee for Public Safety	Reign of Terror	
Napoleon Bonaparte	coup d'état	
Plebiscite	concordat	
Congress of Vienna	assembly line	
Klemens von Metternich	Scramble for Africa	
balance of power	Boer War	
legitimacy	Social Darwinism	
liberal		
conservative		
radical		
nationalism		
nation-state		
Otto von Bismarck		

Realpolitik
Industrial Revolution
steam engine
Adam Smith
The Wealth of Nations
Capitalism
Free market
Laissez-faire
modes of production
The Communist Manifesto
Karl Marx

Remember our Buckets/Themes

- **Geography/Environmental** factors (e.g., influences on the rise, development, weakening, and fall of society)
- **Political development and structure** (e.g., how power was acquired and held, succession of power, power roles and relationships)
- **Economic systems** (e.g., what was produced, traded, and/or sold, how was this done, who benefited/who was harmed, role of government in the economy)
- **Social structures** (e.g., who played what roles, nature of hierarchy)
- **Cultural development and diffusion** (e.g., religion, traditions and rituals, arts, philosophy, literature; influences between and among societies)