

## World History Curriculum Bundle #9

<b>Title</b>		<b>Suggested Dates</b>
Muslim Empires and Industrial Revolution		February 22 – March 12, 2010 (15 days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• The Industrial Revolution had complex and far-reaching positive and negative effects.</li> <li>• Muslim empires shaped South and Southwest Asia.</li> </ul>	<ul style="list-style-type: none"> <li>• How did industrialization affect the lifestyles of those who experienced it?</li> <li>• What were the social, economic and political causes and effects of industrialization?</li> <li>• How did Muslim empires influence South and Southwest Asia?</li> </ul>

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<p>During this bundle, each World History and U.S. History class needs to be taken to the computer lab for one class period to work on the PSAT’s MyRoads—<b>10<sup>th</sup> grade World History will work on Career Search</b> and <b>11<sup>th</sup> grade U.S. History will work on College Search</b>. Since PISD pays for all sophomores and juniors to take the PSAT, all sophomores and juniors have access to helpful and important information within PSAT’s My College Quickstart. Students receive an individual passcode with their PSAT score report. During January, counselors will distribute score reports, help students step up their College Board accounts, and give students an overview of MCQS and MyRoad. English classes take the students during Bundle #8 to the lab to review critical reading questions and results so that students can prepare for the next year. Similarly, math classes take students during Bundle #8 to the lab to review math questions and results so that students can prepare for the next year. Science classes will take students early in Bundle #9—10<sup>th</sup> grade science will do “I.D. Me” and 11<sup>th</sup> grade science will do “Major Search.” <b>NOTE: 10<sup>th</sup> grade students MUST do “I.D. Me” in their science class before they can do Career Search with their history class.</b></p>		
<p><b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b></p> <p>WH.1A identify the major eras in world history and describe their defining characteristics.</p>	<ul style="list-style-type: none"> <li>• Industrialization</li> <li>• Muslim Empires</li> </ul>	
<p><b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b></p> <p>WH.1B identify changes that resulted from important turning points in world history such as the development of farming; the Mongol invasions; the development of</p>	<ul style="list-style-type: none"> <li>• Effects of 2<sup>nd</sup> Industrial Revolution including the increase in the rate and methods of transportation, new technology involving chemicals and steel</li> </ul>	

## World History Curriculum Bundle #9

<p>cities; the European age of exploration and colonization; the scientific and industrial revolutions; the political revolutions of the 18th, 19th, and 20th centuries; and the world wars of the 20th century;</p>		
<p><b>WH.1 History. The student understands traditional historical points of reference in world history. The student is expected to:</b></p> <p>WH.1C apply absolute and relative chronology through the sequencing of significant individuals, events, and time periods.</p>	<ul style="list-style-type: none"> <li>• Industrialization (Industrial Revolution, improvements in science and technology)</li> </ul>	
<p><b>WH.2 History. The student understands how the present relates to the past. The student is expected to:</b></p> <p>WH.2A identify elements in a contemporary situation that parallel a historical situation.</p>	<ul style="list-style-type: none"> <li>• The struggle for world power</li> <li>• Seeing opponents as useless and worthy of death</li> </ul>	
	<ul style="list-style-type: none"> <li>• Expanding knowledge and information</li> <li>• Faster communication</li> </ul>	
	<ul style="list-style-type: none"> <li>• A change in political ideas</li> <li>• Both experiments are new to both societies</li> </ul>	
<p><b>WH.5 History. The student understands causes and effects of European expansion beginning in the 16th century. The student is expected to:</b></p> <p>WH.5B explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans, beginning in the 16th century.</p>	<ul style="list-style-type: none"> <li>• Capitalism</li> <li>• Communism</li> <li>• Factories</li> <li>• Steam Engine</li> <li>• Railroad</li> </ul>	
<p><b>WH.7 History. The student understands the impact of political and economic imperialism throughout history. The student is expected to:</b></p> <p>WH.7A analyze examples of major empires of the world such as the Aztec, British, Chinese, French, Japanese, Mongol, and Ottoman empires.</p>	<ul style="list-style-type: none"> <li>• Ottoman Empire expansion and dominance over Southwest Asia</li> </ul>	
<p><b>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>WH.11A create thematic maps, graphs, charts, models, and databases representing various aspects of world</p>	<ul style="list-style-type: none"> <li>• Map of population growth of cities due to industrialization</li> <li>• Spread of industrialization in Europe</li> <li>• Spread of Muslim Empires</li> </ul>	

## World History Curriculum Bundle #9

<p>history.</p>		
<p><b>WH.11 Geography. The student uses geographic skills and tools to collect, analyze, and interpret data. The student is expected to:</b></p> <p>WH.11B pose and answer questions about geographic distributions and patterns in world history shown on maps, graphs, charts, models, and databases.</p>	<ul style="list-style-type: none"> <li>• Same as above</li> </ul>	
<p><b>WH.12 Geography. The student understands the impact of geographic factors on major historic events. The student is expected to:</b></p> <p>WH.12C Interpret historical and contemporary maps to identify and explain geographic factors such as control of the straits of Hormuz that have influenced people and events in the past</p>	<ul style="list-style-type: none"> <li>• Rise of industrial centers in Europe.</li> <li>• Factories had to have connectivity to water either built near the ocean or river, or had a railroad to connect it</li> </ul>	
<p><b>WH.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:</b></p> <p>WH.14A identify the historic origins of the economic systems of capitalism and socialism;</p>	<p><b>Capitalism</b> – an economic system based on private ownership and the investment of wealth for profit</p> <ul style="list-style-type: none"> <li>• Based on the ideology of Adam Smith (1776) who wrote Wealth of Nations, Thomas Malthus (1798) who wrote an essay on the Principle of Population, and David Ricardo (1817) who wrote Principle of Political Economy and Taxation</li> <li>• A characteristic if the belief of laissez-faire, which is an economic policy which lets industry and business set working conditions without the philosophers of the 18<sup>th</sup> century Enlightenment period.</li> <li>• Grew out of the Commercial Revolution (16<sup>th</sup> and 17<sup>th</sup> centuries) and was the cause of the Industrial Revolution in Europe.</li> </ul> <p><b>Socialism</b> – An economic system based on the belief that the factors of production are owned by the public and operates fir the welfare of all.</p> <ul style="list-style-type: none"> <li>• Resulted from the terrible working conditions of the Industrial Revolution in Europe in the 18<sup>th</sup> century.</li> <li>• Believed in the positive side of human nature,</li> </ul>	

## World History Curriculum Bundle #9

	<p>progress, and a concern for social justice.</p> <ul style="list-style-type: none"> <li>• The government should plan the economy not business. In this manner, workers would be protected from greedy employers.</li> </ul>	
<p><b>WH.14 Economics. The student understands the historic origins of contemporary economic systems. The student is expected to:</b></p> <p>WH.14B identify the historic origins of the political and economic system of communism.</p>	<ul style="list-style-type: none"> <li>• Same as above</li> <li>• Marx and Engels</li> </ul>	
<p><b>WH.15 Government. The student understands the historical antecedents of contemporary political systems. The student is expected to:</b></p> <p>WH.15B define and give examples of different political systems, past and present;</p>	<ul style="list-style-type: none"> <li>• Political of Muslim Empires</li> </ul>	
<p><b>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</b></p> <p>WH.17A evaluate political choices and decisions that individuals, groups, and nations have made in the past, taking into account historical context, and apply this knowledge to the analysis of choices and decisions faced by contemporary societies.</p>	<ul style="list-style-type: none"> <li>• Socialism and communism vs.</li> <li>• Capitalism and Democracy</li> <li>• Laissez – Faire</li> </ul>	
<p><b>WH.17 Citizenship. The student understands the significance of political choices and decisions made by individuals, groups, and nations throughout history. The student is expected to:</b></p> <p>WH.17B describe the different roles of citizens and noncitizens in historical cultures, especially as the roles pertain to civic participation.</p>	<ul style="list-style-type: none"> <li>• Revolts by workers</li> <li>• Rise of unions for better working conditions</li> <li>• Government involvement in business</li> </ul>	
<p><b>WH.20 Culture. The student understands the relationship between the arts and the times during which they were created. The student is expected to:</b></p> <p>WH.20A identify significant examples of art and architecture that demonstrate an artistic ideal or visual principle from selected cultures.</p>	<ul style="list-style-type: none"> <li>• Art and architecture in the Muslim empires</li> </ul>	

## World History Curriculum Bundle #9

<p><b>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</b></p> <p>WH.21A analyze the specific roles of women, children, and families in different historical cultures.</p>	<b>England – United States Industrial Revolution</b>	<ul style="list-style-type: none"> <li>• The whole family would work in the factories- Working Class</li> <li>• Working class children could begin working by the age of 6 10-12 hours a day</li> <li>• Working conditions are less than satisfactory</li> <li>• In the U.S. young rural women flocked to factory towns to become mill girls. They worked 6 days a week 12 hours a day. this was better than becoming a servant</li> </ul>		
<p><b>WH.21 Culture. The student understands the roles of women, children, and families in different historical cultures. The student is expected to:</b></p> <p>WH.21B describe the political, economic, and cultural influence of women in different historical cultures</p>	<ul style="list-style-type: none"> <li>• <b>Marie Curie</b> – 1<sup>st</sup> woman to earn a doctorate in Europe (1902), 1<sup>st</sup> female faculty member at Sorbonne, 2 time Nobel Prize winner</li> </ul>			
<p><b>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</b></p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;</p>	<b>Railroad</b>	<b>Industrial Revolution</b>	<b>It moved goods, service, and people faster and cheaper from one place to the other</b>	
<p><b>WH.23 Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations have affected societies throughout history. The student is expected to:</b></p> <p>WH.23A give examples of major mathematical and scientific discoveries and technological innovations that occurred at different periods in history and describe the changes produced by these discoveries and innovations;</p>	<b>Same as above</b>			
<p><b>WH.24 Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th</b></p>	<p><b>Causes of Industrialization</b></p> <ul style="list-style-type: none"> <li>• Increases in farm output</li> <li>• Rise in population</li> </ul>			

## World History Curriculum Bundle #9

<p><b>centuries. The student is expected to:</b></p> <p>WH.24A explain the causes of industrialization and evaluate both short-term and long-term impact on societies;</p>	<ul style="list-style-type: none"> <li>• Abundance in natural resources in Great Britain</li> <li>• Political stability</li> <li>• Sound banking system</li> <li>• Climate for new ideas such as inventions</li> </ul> <p><b>Short Term Impact</b></p> <ul style="list-style-type: none"> <li>• Problems of overcrowded cities</li> <li>• Poor working conditions</li> <li>• Child labor</li> <li>• Class tensions</li> </ul> <p><b>Long Term Impact</b></p> <ul style="list-style-type: none"> <li>• Economic and political power for industrialized nations</li> <li>• Growth of worldwide trade</li> <li>• Growth in colonization</li> <li>• Advances in transportation, agriculture and communication</li> <li>• Improved standard of living- Second Industrial Revolution</li> <li>• Loss of family stability</li> <li>• Unions and socialistic philosophy</li> <li>• Legislation for better working conditions and child labor</li> </ul>							
<p><b>WH.24 Science, technology, and society. The student understands connections between major developments in science and technology and the growth of industrial economies and societies in the 18th, 19th, and 20th centuries. The student is expected to:</b></p> <p>WH.24C identify the contributions of significant scientists and inventors such as Robert Boyle, Marie Curie, Thomas Edison, Albert Einstein, Robert Fulton, Sir Isaac Newton, Louis Pasteur, and James Watt.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="2" style="padding: 5px;"><b>Significant Scientist and Inventor</b></th> </tr> <tr> <th colspan="2" style="padding: 5px;">Contributions</th> </tr> <tr> <td style="width: 20%; padding: 5px; text-align: left;">Robert Boyle</td> <td style="padding: 5px;">Pioneered the use of the scientific method in chemistry, proposed that the physical world is made up of smaller primary particles that are joined together in different ways, and developed Boyle’s Law which explains how the volume, temperature, and pressure of gas affect each other.</td> </tr> </table>	<b>Significant Scientist and Inventor</b>		Contributions		Robert Boyle	Pioneered the use of the scientific method in chemistry, proposed that the physical world is made up of smaller primary particles that are joined together in different ways, and developed Boyle’s Law which explains how the volume, temperature, and pressure of gas affect each other.	
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## World History Curriculum Bundle #9

	Marie Curie	Discovered a powerful form of energy called radioactivity with her husband. Later, they discovered two elements called radium and polonium which will be important to the world of medicine.	
	Thomas Edison	His most important idea was the use of a research laboratory for industrial development. This led to a patent for the light bulb, phonograph, and other inventions.	
	Albert Einstein	Developed the theory of relativity that contradicted Newton's Law of Motion. It stated that the speed of light is constant but space and time are not. Space and time can change when measured relative to an object moving near the speed of light.	
	Louis Pasteur	He developed the germ theory of disease that stated that disease was called by bacteria which could be killed by heat. This led him to develop the process of <i>pasteurization</i> which killed germs in liquids such as milk.	

**Social Studies Skills TEKS**—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using all of the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.

<p><b>WH.25 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</b></p> <p>WH.25B locate and use primary and secondary sources such as computer software, databases, media and news services, biographies, interviews, and artifacts to acquire information;</p>	<ul style="list-style-type: none"> <li>• Study excerpts from the Communist Manifesto</li> </ul>	
<p><b>WH.26 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</b></p> <p>WH.26D transfer information from one medium to another, including written to visual and statistical to written or visual, using computer software as appropriate.</p>	<ul style="list-style-type: none"> <li>• Write a paper describing how your family farm has lost business and how you had to find a new job in the city. Base this paper upon the statistical information of wage labor and the growth in population of cities during the industrial revolution.</li> </ul>	

## World History Curriculum Bundle #9