

AP WORLD HISTORY

UNIT 5

Revolutions

c. 1750 to c. 1900



12–15%
AP EXAM WEIGHTING



~20–23
CLASS PERIODS

The icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is itself centered within a larger white circle. The circle has a thin blue border and a subtle blue gradient background.

Remember to go to [AP Classroom](#) to assign students the online **Personal Progress Check** for this unit.

Whether assigned as homework or completed in class, the **Personal Progress Check** provides each student with immediate feedback related to this unit's topics and skills.

Personal Progress Check 5

Multiple-choice: ~25 questions

Short-answer: 2 questions

- Secondary source
- No source

Free-response: 2 questions

- Long essay (partial)
- Document-based (partial)

Revolutions

c. 1750 to c. 1900

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
CDI, SIO	5.1 The Enlightenment	Continuity and Change	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	~20–23 CLASS PERIODS
GOV	5.2 Nationalism and Revolutions in the Period from 1750 to 1900	Causation	3.C Compare the arguments or main ideas of two sources.	
ENV	5.3 Industrial Revolution Begins	Causation	1.B Explain a historical concept, development, or process.	
TEC	5.4 Industrialization Spreads in the Period from 1750 to 1900	Continuity and Change	5.A Identify patterns among or connections between historical developments and processes.	
	5.5 Technology of the Industrial Age	Causation	1.B Explain a historical concept, development, or process.	
GOV	5.6 Industrialization: Government’s Role from 1750 to 1900	Causation	5.A Identify patterns among or connections between historical developments and processes.	
ECN	5.7 Economic Developments and Innovations in the Industrial Age	Continuity and Change	5.B Explain how a historical development or process relates to another historical development or process.	

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UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~20–23 CLASS PERIODS
SIO	5.8 Reactions to the Industrial Economy from 1750 to 1900	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
	5.9 Society and the Industrial Age	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	5.10 Continuity and Change in the Industrial Age	Continuity and Change	6.C Use historical reasoning to explain relationships among pieces of historical evidence.	
	 Go to AP Classroom to assign the Personal Progress Check for Unit 5. Review the results in class to identify and address any student misunderstandings.			

SAMPLE INSTRUCTIONAL ACTIVITIES

The sample activities on this page are optional and are offered to provide possible ways to incorporate instructional approaches into the classroom. Teachers do not need to use these activities and are free to alter or edit them. The examples below were developed in partnership with teachers from the AP community to share ways that they approach teaching some of the topics in this unit. Please refer to the Instructional Approaches section beginning on p. 171 for more examples of activities and strategies.

Activity	Topic	Sample Activity
1	5.2	<p>Socratic Seminar</p> <p>Assign students excerpts from the Declaration of Independence, the “Declaration of the Rights of Man and of the Citizen,” and the “Letter from Jamaica.”</p> <p>Place students in groups of about eight and have them discuss the following questions:</p> <ul style="list-style-type: none"> ▪ How does historical context help us understand these documents? ▪ How are the authors’ arguments similar? Why? ▪ How are the authors’ arguments different? Why? ▪ To what extent do you think these documents affected the course of human history?
2	5.5	<p>Debate</p> <p>Place students into groups of five. Assign each student a technology from this topic and provide them a reading about it. Present students with this scenario:</p> <p>Imagine you are on the writing staff of <i>Scientific American</i> magazine. Your team is going to write an article entitled “Five Technologies that Changed the World.” The steam engine, railroad, internal combustion engine, steamship, and telegraph will be the featured technologies; your job is to decide how to rank them. After reading about your assigned technology, engage in a debate with your group about each technology’s relative importance. As a group, rank them from most important to least and write a few paragraphs justifying your decision.</p>
3	5.8	<p>Critique Reasoning</p> <p>In groups of three, assign the descriptions of Manchester from Friedrich Engels’s <i>The Condition of the Working-Class in England in 1844</i> and the preface to the Wheelan and Co. business directory, 1852. Ask students to discuss the differences in the descriptions; how the point of view, purpose, and intended audience of the authors might explain the differences; and which description they believe is the most accurate and why.</p>



Unit Planning Notes

Use the space below to plan your approach to the unit. Consider how you want to pace your course and methods of instruction and assessment.

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SUGGESTED SKILL

 *Claims and Evidence in Sources*

3.A

Identify and describe a claim and/or argument in a text-based or non-text-based source.

TOPIC 5.1

The Enlightenment

Required Course Content

THEMATIC FOCUS

Cultural Developments and Interactions **CDI**

The development of ideas, beliefs, and religions illustrates how groups in society view themselves, and the interactions of societies and their beliefs often have political, social, and cultural implications.

LEARNING OBJECTIVE

Unit 5: Learning Objective A

Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.I.A

Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.

KC-5.3.I

The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

KC-5.3.II.i

Nationalism also became a major force shaping the historical development of states and empires.

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THEMATIC FOCUS

Social Interactions and Organization **SIO**

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective B

Explain how the Enlightenment affected societies over time.

HISTORICAL DEVELOPMENTS

KC-5.3.I.C

Enlightenment ideas and religious ideals influenced various reform movements. These reform movements contributed to the expansion of rights, as seen in expanded suffrage, the abolition of slavery, and the end of serfdom.

KC-5.3.IV.B

Demands for women’s suffrage and an emergent feminism challenged political and gender hierarchies.



ILLUSTRATIVE EXAMPLES

Demands:

- Mary Wollstonecraft’s *A Vindication of the Rights of Woman*
- Olympe de Gouges’s *Declaration of the Rights of Woman and of the Female Citizen*
- Seneca Falls Conference (1848) organized by Elizabeth Cady Stanton and Lucretia Mott

SUGGESTED SKILL

 *Claims and Evidence in Sources***3.C**

Compare the arguments or main ideas of two sources.

TOPIC 5.2

Nationalism and Revolutions in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS**Governance** **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE**Unit 5: Learning Objective C**

Explain causes and effects of the various revolutions in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS**KC-5.3.II.ii**

People around the world developed a new sense of commonality based on language, religion, social customs, and territory. This was sometimes harnessed by governments to foster a sense of unity.

KC-5.3

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.3.IV.A.i

Discontent with monarchist and imperial rule encouraged the development of systems of government and various ideologies, including democracy and 19th-century liberalism.

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LEARNING OBJECTIVE

Unit 5: Learning Objective C

Explain causes and effects of the various revolutions in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.III.B

Colonial subjects in the Americas led a series of rebellions inspired by democratic ideals. The American Revolution, and its successful establishment of a republic, the United States of America, was a model and inspiration for a number of the revolutions that followed. The American Revolution, the Haitian Revolution, and the Latin American independence movements facilitated the emergence of independent states in the Americas.

KC-5.3.I.B

The ideas of Enlightenment philosophers, as reflected in revolutionary documents—including the American Declaration of Independence during the American Revolution, the French “Declaration of the Rights of Man and of the Citizen” during the French Revolution, and Bolívar’s “Letter from Jamaica” on the eve of the Latin American revolutions— influenced resistance to existing political authority, often in pursuit of independence and democratic ideals.

KC-5.3.II.iii

Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.



ILLUSTRATIVE EXAMPLES

Call for national unification or liberation:

- Propaganda Movement in the Philippines
- Maori nationalism and the New Zealand wars in New Zealand
- Puerto Rico—writings of Lola Rodríguez de Tió
- German and Italian unifications
- Balkan nationalisms
- Ottomanism

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 5.3

Industrial Revolution Begins

Required Course Content

THEMATIC FOCUS

Humans and the Environments **ENV**

The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.

LEARNING OBJECTIVE

Unit 5: Learning Objective D

Explain how environmental factors contributed to industrialization from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.I.A

A variety of factors contributed to the growth of industrial production and eventually resulted in the Industrial Revolution, including:

- Proximity to waterways; access to rivers and canals
- Geographical distribution of coal, iron, and timber
- Urbanization
- Improved agricultural productivity
- Legal protection of private property
- Access to foreign resources
- Accumulation of capital

KC-5.1.I.C

The development of the factory system concentrated production in a single location and led to an increasing degree of specialization of labor.

TOPIC 5.4

Industrialization Spreads in the Period from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 5: Learning Objective E

Explain how different modes and locations of production have developed and changed over time.

HISTORICAL DEVELOPMENTS

KC-5.1.II.B

The rapid development of steam-powered industrial production in European countries and the U.S. contributed to the increase in these regions' share of global manufacturing during the first Industrial Revolution. While Middle Eastern and Asian countries continued to produce manufactured goods, these regions' share in global manufacturing declined.

KC-5.1.I.D

As new methods of industrial production became more common in parts of northwestern Europe, they spread to other parts of Europe and the United States, Russia, and Japan.

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



AVAILABLE RESOURCE

- Professional Development > [Teaching and Assessing Module—Comparison in Period 5 \(Resources on the industrialization of Russia and Japan\)](#)

ILLUSTRATIVE EXAMPLES

Decline of Middle Eastern and Asian share in global manufacturing:

- Shipbuilding in India and Southeast Asia
- Iron works in India
- Textile production in India and Egypt

SUGGESTED SKILL

 *Developments and Processes*

1.B

Explain a historical concept, development, or process.

TOPIC 5.5

Technology of the Industrial Age

Required Course Content

THEMATIC FOCUS

Technology and Innovation **TEC**

Human adaptation and innovation have resulted in increased efficiency, comfort, and security, and technological advances have shaped human development and interactions with both intended and unintended consequences.

LEARNING OBJECTIVE

Unit 5: Learning Objective F

Explain how technology shaped economic production over time.

HISTORICAL DEVELOPMENTS

KC-5.1.I.B

The development of machines, including steam engines and the internal combustion engine, made it possible to take advantage of both existing and vast newly discovered resources of energy stored in fossil fuels, specifically coal and oil. The fossil fuels revolution greatly increased the energy available to human societies.

KC-5.1.I.E

The “second industrial revolution” led to new methods in the production of steel, chemicals, electricity, and precision machinery during the second half of the 19th century.

KC-5.1.IV

Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

TOPIC 5.6

Industrialization: Government's Role from 1750 to 1900

Required Course Content

THEMATIC FOCUS

Governance **GOV**

A variety of internal and external factors contribute to state formation, expansion, and decline. Governments maintain order through a variety of administrative institutions, policies, and procedures, and governments obtain, retain, and exercise power in different ways and for different purposes.

LEARNING OBJECTIVE

Unit 5: Learning Objective G

Explain the causes and effects of economic strategies of different states and empires.

HISTORICAL DEVELOPMENTS

KC-5.1.V.C

As the influence of the Industrial Revolution grew, a small number of states and governments promoted their own state-sponsored visions of industrialization.

KC-5.2.II.A

The expansion of U.S. and European influence in Asia led to internal reform in Japan that supported industrialization and led to the growing regional power of Japan in the Meiji Era.

SUGGESTED SKILL

 *Making Connections*

5.A

Identify patterns among or connections between historical developments and processes.



ILLUSTRATIVE EXAMPLE

State-sponsored visions of industrialization:

- Muhammad Ali's development of a cotton textile industry in Egypt

SUGGESTED SKILL *Making Connections***5.B**

Explain how a historical development or process relates to another historical development or process.

**AVAILABLE RESOURCE**

- Classroom Resources
 - > [Teaching Consumerism in World History](#)

ILLUSTRATIVE EXAMPLES

Transnational businesses:

- Hong Kong and Shanghai Banking Corporation (HSBC)
- Unilever based in England and the Netherlands and operating in British West Africa and the Belgian Congo

Financial instruments:

- Stock markets
- Limited-liability corporations

TOPIC 5.7**Economic Developments and Innovations in the Industrial Age****Required Course Content****THEMATIC FOCUS****Economics Systems** **ECN**

As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

LEARNING OBJECTIVE**Unit 5: Learning Objective H**

Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.

HISTORICAL DEVELOPMENTS**KC-5.1.III.A**

Western European countries began abandoning mercantilism and adopting free trade policies, partly in response to the growing acceptance of Adam Smith's theories of laissez-faire capitalism and free markets.

KC-5.1.III.B

The global nature of trade and production contributed to the proliferation of large-scale transnational businesses that relied on new practices in banking and finance.

KC-5.1

The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

TOPIC 5.8

Reactions to the Industrial Economy from 1750 to 1900

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

Explain the point of view, purpose, historical situation, and/or audience of a source.

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SI.O**

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective I

Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.V.D

In response to the social and economic changes brought about by industrial capitalism, some governments, organizations, and individuals promoted various types of political, social, educational, and urban reforms.

KC-5.1.V.A

In industrialized states, many workers organized themselves, often in labor unions, to improve working conditions, limit hours, and gain higher wages. Workers' movements and political parties emerged in different areas, promoting alternative visions of society.

KC-5.3.IV.A.ii

Discontent with established power structures encouraged the development of various ideologies, including those espoused by Karl Marx, and the ideas of socialism and communism.

KC-5.1.V.B

In response to the expansion of industrializing states, some governments in Asia and Africa, including the Ottoman Empire and Qing China, sought to reform and modernize their economies and militaries. Reform efforts were often resisted by some members of government or established elite groups.

SUGGESTED SKILL

 Contextualization

4.B

Explain how a specific historical development or process is situated within a broader historical context.

TOPIC 5.9

Society and the Industrial Age

Required Course Content

THEMATIC FOCUS

Social Interactions and Organization **SIO**

The process by which societies group their members and the norms that govern the interactions between these groups and between individuals influence political, economic, and cultural institutions and organization.

LEARNING OBJECTIVE

Unit 5: Learning Objective J

Explain how industrialization caused change in existing social hierarchies and standards of living.

HISTORICAL DEVELOPMENTS

KC-5.1.VI.A

New social classes, including the middle class and the industrial working class, developed.

KC-5.1.VI.B

While women and often children in working class families typically held wage-earning jobs to supplement their families' income, middle-class women who did not have the same economic demands to satisfy were increasingly limited to roles in the household or roles focused on child development.

KC-5.1.VI.C

The rapid urbanization that accompanied global capitalism at times led to a variety of challenges, including pollution, poverty, increased crime, public health crises, housing shortages, and insufficient infrastructure to accommodate urban growth.

TOPIC 5.10

Continuity and Change in the Industrial Age

The final topic in this unit focuses on the skill of argumentation and so provides an opportunity for your students to draw upon the key concepts and historical developments they have studied in this unit. Using evidence relevant to this unit's key concepts, students should practice the suggested skill for this topic.

Required Course Content

LEARNING OBJECTIVE

Unit 5: Learning Objective K

Explain the extent to which industrialization brought change from 1750 to 1900.

REVIEW: UNIT 5 KEY CONCEPTS

KC-5.1

The development of industrial capitalism led to increased standards of living for some, and to continued improvement in manufacturing methods that increased the availability, affordability, and variety of consumer goods.

KC-5.1.IV

Railroads, steamships, and the telegraph made exploration, development, and communication possible in interior regions globally, which led to increased trade and migration.

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SUGGESTED SKILL

 *Argumentation*

6.C

Use historical reasoning to explain relationships among pieces of historical evidence.



AVAILABLE RESOURCE

- Classroom Resources > [Review Essay: Teaching the Great Divergence](#)

LEARNING OBJECTIVE**Unit 5: Learning Objective K**

Explain the extent to which industrialization brought change from 1750 to 1900.

REVIEW: UNIT 5 KEY CONCEPTS**KC-5.3**

The 18th century marked the beginning of an intense period of revolution and rebellion against existing governments, leading to the establishment of new nation-states around the world.

KC-5.3.I.A

Enlightenment philosophies applied new ways of understanding and empiricist approaches to both the natural world and human relationships; they also reexamined the role that religion played in public life and emphasized the importance of reason. Philosophers developed new political ideas about the individual, natural rights, and the social contract.

KC-5.3.I

The rise and diffusion of Enlightenment thought that questioned established traditions in all areas of life often preceded revolutions and rebellions against existing governments.

KC-5.3.II.i

Nationalism also became a major force shaping the historical development of states and empires