

AP WORLD HISTORY

UNIT 6

Consequences of Industrialization

c. 1750 to c. 1900



12–15%
AP EXAM WEIGHTING



~12–15
CLASS PERIODS

The AP icon consists of the letters 'AP' in a bold, black, sans-serif font, centered within a white square. This square is set against a light blue circular background. Below the square, there are two short horizontal black lines, resembling a computer monitor or a stylized base.

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 6

Multiple-choice: ~20 questions

Short-answer: 2 questions

- No source
- Primary source

Free-response: 1 question

- Document-based (partial)

Consequences of Industrialization

c. 1750 to c. 1900

UNIT AT A GLANCE

| Thematic Focus | Topic | Reasoning Process | Suggested Skill | Class Periods |
|----------------|--|-----------------------|--|----------------------|
| CDI | 6.1 Rationales for Imperialism from 1750 to 1900 | Causation | 4.B Explain how a specific historical development or process is situated within a broader historical context. | ~12–15 CLASS PERIODS |
| GOV | 6.2 State Expansion from 1750 to 1900 | Comparison | 4.B Explain how a specific historical development or process is situated within a broader historical context. | |
| | 6.3 Indigenous Responses to State Expansion from 1750 to 1900 | Causation | 2.C Explain the significance of a source’s point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source. | |
| ENV | 6.4 Global Economic Development from 1750 to 1900 | Continuity and Change | 2.B Explain the point of view, purpose, historical situation, and/or audience of a source might affect its interpretation. | |
| ECN | 6.5 Economic Imperialism from 1750 to 1900 | Causation | 4.B Explain how a specific historical development or process is situated within a broader historical context. | |
| ENV, ECN | 6.6 Causes of Migration in an Interconnected World | Causation | 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 |
|----------------|--|-------------------|--|----------------------|
| SIO | 6.7 Effects of Migration | Causation | 5.B Explain how a historical development or process relates to another historical development or process. | ~12–15 CLASS PERIODS |
| | 6.8 Causation in the Imperial Age | Causation | 6.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> ▪ Explain nuance of an issue by analyzing multiple variables. ▪ Explain relevant and insightful connections within and across periods. ▪ Explain the relative historical significance of a source’s credibility and limitations. ▪ Explain how or why a historical claim or argument is or is not effective. | ~12–15 CLASS PERIODS |
| |  Go to AP Classroom to assign the Personal Progress Check for Unit 6. Review the results in class to identify and address any student misunderstandings. | | | ~12–15 CLASS PERIODS |

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 | 6.3 | <p>Discussion Groups</p> <p>Divide the class into groups of eight. Provide each group member with the documents from the 2009 AP Exam document-based question on imperialism in Africa. Model how to explain the historical significance of purpose for document 1. Assign each student one of the remaining documents. Ask students to read their document and write a paragraph explaining the relative historical significance of the source’s point of view, purpose, historical situation, or audience. Then have them take turns leading a group discussion about the significance of their document’s point of view, purpose, situation, or audience.</p> |
| 2 | 6.6 | <p>Quickwrite</p> <p>After a lesson or reading on Topic 6.6, ask students to write a few paragraphs responding to the following question: <i>How do economic, environmental, and technological factors converge to cause migration?</i> Ask students to peer review a classmate’s work to ensure that they have accurately connected the economy, environment, technology, and migration. Have students discuss possible revisions to improve their work.</p> |
| 3 | 6.8 | <p>Guided Discussion</p> <p>Have students work in groups to list four effects of imperialism across the top of a sheet of paper. Under each effect, have students list as many things that they can think of that changed as a result. Ask them to rank the effects from most significant to least based on the amount of change each caused. Then, have the groups circle the three changes that they believe are most important and then revise their ranking to take this into account. Individually, have students complete the following sentence frame:</p> <p>While imperialism in the 19th century had many effects, including _____, the most significant was _____ because _____.</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

 Contextualization

4.B

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

TOPIC 6.1

Rationales for Imperialism from 1750 to 1900

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 6: Learning Objective A

Explain how ideologies contributed to the development of imperialism from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.2.III

A range of cultural, religious, and racial ideologies were used to justify imperialism, including Social Darwinism, nationalism, the concept of the civilizing mission, and the desire to religiously convert indigenous populations.

TOPIC 6.2

State Expansion from 1750 to 1900

SUGGESTED SKILL

 *Sourcing and Situation*

4.B

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

**ILLUSTRATIVE EXAMPLES**

Non-state to state colonial control:

- Shift from the private ownership of the Congo by King Leopold II to the Belgium government
- Shift from the Dutch East India Company to Dutch government control in Indonesia and Southeast Asia

European states that expanded empires in Africa:

- Britain in West Africa
- Belgium in the Congo
- French in West Africa

Settler colonies established in empires:

- New Zealand

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 6: Learning Objective B**

Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

HISTORICAL DEVELOPMENTS**KC-5.2.I.A**

Some states with existing colonies strengthened their control over those colonies and in some cases assumed direct control over colonies previously held by non-state entities.

KC-5.2.I.B

European states as well as the United States and Japan acquired territories throughout Asia and the Pacific, while Spanish and Portuguese influence declined.

KC-5.2.I.C

Many European states used both warfare and diplomacy to expand their empires in Africa.

KC-5.2.I.D

Europeans established settler colonies in some parts of their empires.

KC-5.2.II.B

The United States, Russia, and Japan expanded their land holdings by conquering and settling neighboring territories.

SUGGESTED SKILL

 *Sourcing and Situation*

2.C

Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.



ILLUSTRATIVE EXAMPLES

Direct resistance:

- Túpac Amaru II's rebellion in Peru
- Samory Touré's military battles in West Africa
- Yaa Asantewaa War in West Africa
- 1857 rebellion in India

New states:

- Establishment of independent states in the Balkans
- Sokoto Caliphate in modern-day Nigeria
- Cherokee Nation
- Zulu Kingdom

Rebellions:

- Ghost Dance in the U.S.
- Xhosa Cattle-Killing Movement in Southern Africa
- Mahdist wars in Sudan

TOPIC 6.3

Indigenous Responses to State Expansion 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 6: Learning Objective C

Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.3.III.D

Increasing questions about political authority and growing nationalism contributed to anticolonial movements.

KC-5.2.II.C

Anti-imperial resistance took various forms, including direct resistance within empires and the creation of new states on the peripheries.

KC-5.3.III.E

Increasing discontent with imperial rule led to rebellions, some of which were influenced by religious ideas.

TOPIC 6.4

Global Economic Development from 1750 to 1900

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 6: Learning Objective D

Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.1.II.A

The need for raw materials for factories and increased food supplies for the growing population in urban centers led to the growth of export economies around the world that specialized in commercial extraction of natural resources and the production of food and industrial crops. The profits from these raw materials were used to purchase finished goods.

SUGGESTED SKILL

 *Sourcing and Situation*

2.B

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



AVAILABLE RESOURCE

- Classroom Resources > [East Africa, the Western Indian Ocean Basin, and the World Economy, 1760 to 1880](#)

ILLUSTRATIVE EXAMPLES

Resource export economies:

- Cotton production in Egypt
- Rubber extraction in the Amazon and the Congo basin
- The palm oil trade in West Africa
- The guano industries in Peru and Chile
- Meat from Argentina and Uruguay
- Diamonds from Africa

SUGGESTED SKILL

 *Sourcing and Situation*

4.B

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



ILLUSTRATIVE EXAMPLES

Industrialized states practicing economic imperialism:

- Britain and France expanding their influence in China through the Opium Wars
- The construction of the Port of Buenos Aires with the support of British firms

Commodities that contributed to European and American economic advantage:

- Opium produced in the Middle East or South Asia and exported to China
- Cotton grown in South Asia and Egypt and exported to Great Britain and other European countries
- Palm oil produced in sub-Saharan Africa and exported to European countries
- Copper extracted in Chile

TOPIC 6.5

Economic Imperialism from 1750 to 1900

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 6: Learning Objective E

Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.2.I.E

Industrialized states and businesses within those states practiced economic imperialism primarily in Asia and Latin America.

KC-5.1.II.C

Trade in some commodities was organized in a way that gave merchants and companies based in Europe and the U.S. a distinct economic advantage.

TOPIC 6.6

Causes of Migration in an Interconnected World

SUGGESTED SKILL

 Making Connections

5.B

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



AVAILABLE RESOURCE

- Classroom Resources > [Migration](#)

ILLUSTRATIVE EXAMPLES

Return of migrants:

- Japanese agricultural workers in the Pacific
- Lebanese merchants in the Americas
- Italian industrial workers in Argentina

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 6: Learning Objective F

Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.

HISTORICAL DEVELOPMENTS

KC-5.4.I

Migration in many cases was influenced by changes in demographics in both industrialized and unindustrialized societies that presented challenges to existing patterns of living.

KC-5.4.I.B

Because of the nature of new modes of transportation, both internal and external migrants increasingly relocated to cities. This pattern contributed to the significant global urbanization of the 19th century. The new methods of transportation also allowed for many migrants to return, periodically or permanently, to their home societies.

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**ILLUSTRATIVE EXAMPLES
(CONT'D)**

Migrants:

- Irish to the United States
- British engineers and geologists to South Asia and Africa

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 6: Learning Objective G**

Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

HISTORICAL DEVELOPMENTS**KC-5.4.II.A**

Many individuals chose freely to relocate, often in search of work.

KC-5.4.II.B

The new global capitalist economy continued to rely on coerced and semicoerced labor migration, including slavery, Chinese and Indian indentured servitude, and convict labor.

TOPIC 6.7

Effects of Migration

SUGGESTED SKILL
 *Making Connections*
5.B

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

**ILLUSTRATIVE EXAMPLES**

Migrant ethnic enclaves:

- Chinese in Southeast Asia, the Caribbean, South America, and North America
- Indians in East and Southern Africa, the Caribbean, and Southeast Asia
- Irish in North America
- Italians in North and South America

Regulation of immigrants:

- Chinese Exclusion Act
- White Australia policy

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 6: Learning Objective H**

Explain how and why new patterns of migration affected society from 1750 to 1900.

HISTORICAL DEVELOPMENTS**KC-5.4.III.A**

Migrants tended to be male, leaving women to take on new roles in the home society that had been formerly occupied by men.

KC-5.4.III.B

Migrants often created ethnic enclaves in different parts of the world that helped transplant their culture into new environments.

KC-5.4.III.C

Receiving societies did not always embrace immigrants, as seen in the various degrees of ethnic and racial prejudice and the ways states attempted to regulate the increased flow of people across their borders.

SUGGESTED SKILL

 Argumentation

6.D

Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:

- Explain nuance of an issue by analyzing multiple variables.
- Explain relevant and insightful connections within and across periods.
- Explain the relative historical significance of a source's credibility and limitations.
- Explain how or why a historical claim or argument is or is not effective.

TOPIC 6.8

Causation in the Imperial 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 6: Learning Objective I

Explain the relative significance of the effects of imperialism from 1750 to 1900.

REVIEW: UNIT 6 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-5.2

As states industrialized, they also expanded existing overseas empires and established new colonies and transoceanic relationships.

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-5.4

As a result of the emergence of transoceanic empires and a global capitalist economy, migration patterns changed dramatically, and the numbers of migrants increased significantly.