

# IB Nineteenth Century History

## HL 2

### Grades 11 - 12



#### Geography

**Standard 2: The student understands the change in political geography (territorial division) necessitated by historical events and movements.**

2.1 Recognize territorial ambitions of European powers

2.2 Identify the political boundaries of Continental Europe

2.3 Analyze the forces of nationalism in the move toward territorial integrity and national sovereignty

**Standard 3: The student understands the characteristics and uses of maps, globes, graphics and other geographic tools and technologies.**

3.1 Identify on a map different political changes which affected the territorial boundaries of European nations

3.2 Compare the geographic features which sustained or hampered territorial integrity

**Standard 4: The student understands the reasons for the distribution and migration patterns of human populations.**

4.1 Explain movements of people as a result of domestic and foreign decisions

4.2 Analyze the impact of the Industrial Revolution on different social classes among the Great Powers

4.3 Identify social forces which caused emigration patterns especially as a result of famine or civil strife

**Standard 5: The student understands the importance of the environment's role in shaping human societies.**

5.1 Identify the major sources of energy

5.2 Explain the importance of the location of raw materials to the development of urban centers

5.3 Recognize the environmental conditions which encouraged imperial expansion

#### Culture and Social Systems

**Standard 8: The student understands the values and characteristics of cultural systems.**

8.1 Identify the changes which occurred in the perceptions of society through the visual arts

8.2 Understand the values and pressures on society from descriptions provided by literary men and women of the period

8.3 Evaluate the impact of the French Revolution on the different classes within French society and among European nations

8.4 Determine the impact of European expansion in Africa and Asia during the nineteenth century

8.5 Analyze the conditions which led to the European extension of political and economic power on a global scale

**Standard 9: The student understands the role of interaction and interdependence of individuals, social groups and institutions on societal development.**

9.1 Demonstrate the way in which the forces in society led to cohesion among various groups

9.2 Identify the terms and ideas associated with the desire for unity, and the push to dominate other peoples

9.3 Compare the reactions of indigenous populations to European control

### **Political Systems and Governance**

**Standard 10: The student understands the principles, functions, structures and goals of various forms of government used historically and today.**

10.1 Compare the evolution of nation-state in Italy and Germany

10.2 Examine persistent issues involving the rights, roles, and status of the individual in relation to the general welfare in the Great Powers

10.3 Explain the purpose of government: analyze how its powers are acquired, used, and justified in England, France, Germany and Russia

**Standard 11: The student understands how people create and change structures of power, authority, governance and law.**

11.1 Judge the reasons for change in individual nations through violent upheaval or gradual development through pragmatic reforms

11.2 Interpret and compare the intellectual commentary which explained the role of government and citizens

11.3 Compare and analyze the ways nations responded to conflicts between forces of unity and forces of diversity

### **Civic Responsibility**

**Standard 12: The student understands the concepts of citizenship and demonstrates civic responsibilities.**

12.1 Express personal beliefs, feelings, convictions

12.2 Adjust her/his own behavior to fit the dynamics of various groups and situations

**Standard 13: The student understands democratic principles.**

13.1 Recognize democratic beliefs and values: the rights, freedoms, and responsibilities of the individual; and the beliefs concerning societal conditions and governmental responsibilities

13.2 Contribute to the development of a supportive climate in groups

13.3 Serve as a leader or follower

13.4 Assist in setting goals for the group

13.5 Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting

13.6 Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

## **Economic Systems**

**Standard 14: The student understands the values and characteristics of traditional, market, command and mixed economic systems.**

14.1 Explain the conditions necessary for an economy to become industrialized

14.2 Compare the social conditions existing in an economy based on agriculture with economies based on industry

14.3 Identify the pressures which led to the ideas of socialism in various forms

**Standard 15: The student understands the interdependence of economic systems and the world market.**

15.1 Analyze the spread of the Industrial Revolution from England to the Continent and the impact it had on different markets

15.2 Compare the efforts of the French and Germans to create favorable conditions for international trade

15.3 Identify the forces created by the extension of markets from national frontiers to the international market place through imperialism

15.4 Analyze the impact of war and social instability on national economic growth

## **Historical Periods and Trends**

**Standard 17: The student understands the major historical periods and trends.**

17.1 Construct timelines to show the significant sequence of historical events

17.2 Explain the impact of events in one nation on the course of development in other nations

17.3 Compare the social, political, economic forces which put pressure on political systems

17.4 Analyze and evaluate conditions, actions, and motivations that contributed to conflict and cooperation within and among nations

**Standard 18: The student understands and applies the principles of sequential development of ideas and chronological patterns.**

18.1 Isolate relevant factual material

18.2 Recognize the relationships between items of factual information, and identify cause and effect relationships

18.3 Organize data in categories according to appropriate criteria to explain casual relationships

18.4 Test the validity of information, using such criteria as source and objectivity

18.5 Prepare a research paper that requires a creative solution to a problem

18.6 Communicate orally and in writing

**Standard 19: The student understands and recognizes recurring patterns of human behavior.**

19.1 Separate a topic into major components according to appropriate criteria, and she/he will examine the critical relationship of the information

19.2 Detect bias in data presented in various forms as a means to interpreting major events

19.3 Compare and contrast credibility of differing accounts of the same event

19.4 Form an opinion based on critical examination of relevant information

19.5 State a hypothesis for further study then find sufficient evidence to validate it

**Standard 20: The student understands major trends of the past, which shape the contemporary world.**

20.1 Evaluate the extent to which governments achieved their stated ideals and policies at home and abroad

20.2 Recognize the conditions and motivations that contributed to conflict, cooperation, and interdependence among groups, societies, and nations

20.3 Analyze the relationships and tension between national sovereignty and global interests in such matters as: territory, economic development, weapons development, use of natural resources, and human rights

20.4 Evaluate the methods the international community used to resolve global issues