

## World History Benchmark Blueprint

Content Standard	CCSS Literacy Standard	# of Questions	Type of Questions	DoK	%	Documents
<p>10.2.1 Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison).</p> <p>10.2.2 List the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).</p>	<p>RH.9-10.1 RH.9-10.2 RH.9-10.7</p>	3-4	Multiple Choice	1&2	20	<p>Secondary Source – Chart</p> <p>Pg 198 Major ideas of the Enlightenment Modern World History, McDougall Littell</p>
<p>10.2.4 Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic empire.</p>	<p>RH.9-10.2 RH.9-10.6</p>	3-4	Multiple Choice	1&2	20	<p>Image Three Estates political cartoon</p>
<p>10.4.3 Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.</p>	<p>RH 9-10.1 RH.9-10.6 (3<sup>rd</sup> Stanza)</p>	3-4	Multiple Choice	1&2	20	<p>Rudyard Kipling, Poem “White Man’s Burden”</p> <p>Roger Casement, <u>The Black Diaries</u></p>
<p>10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p>	<p>RH.9-10.1 RH.9-10.7</p>	3-4	Multiple Choice Extended	2&3	20	<p>Chart, Image, Maps of Manchester AP Euro Sources 2002 Test</p>
<p>10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</p>	<p>RH.9-10.1 RH.9-10.6 WH.9-10.2</p>	1	Extended Response	2&3	20	<p>Same documents as 10.3.3 above</p>

## Key Ideas and Details

- . **CCSS.ELA-Literacy.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- . **CCSS.ELA-Literacy.RH.9-10.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- . **CCSS.ELA-Literacy.RH.9-10.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

## Craft and Structure

2. **CCSS.ELA-Literacy.RH.9-10.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
3. **CCSS.ELA-Literacy.RH.9-10.5** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
4. **CCSS.ELA-Literacy.RH.9-10.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

## Integration of Knowledge and Ideas

- **CCSS.ELA-Literacy.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- **CCSS.ELA-Literacy.RH.9-10.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.
- **CCSS.ELA-Literacy.RH.9-10.9** Compare and contrast treatments of the same topic in several primary and secondary sources.

## Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.RH.9-10.10** By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.

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Content Standard 10.2.1&10.2.2

Passage 1: chart

Major Ideas of the Enlightenment		
Idea	Thinker	Impact
Natural rights—life, liberty, property	Locke	Fundamental to U.S. Declaration of Independence
Separation of powers	Montesquieu	France, United States, and Latin American nations use separation of powers in new constitutions
Freedom of thought and expression	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce or eliminate censorship
Abolishment of torture	Beccaria	Guaranteed in U.S. Bill of Rights; torture outlawed or reduced in nations of Europe and the Americas
Religious freedom	Voltaire	Guaranteed in U.S. Bill of Rights and French Declaration of the Rights of Man and Citizen; European monarchs reduce persecution
Women's equality	Wollstonecraft	Women's rights groups form in Europe and North America

**SKILLBUILDER: Interpreting Charts**

- Analyzing Issues** What important documents reflect the influence of Enlightenment ideas?
- Forming Opinions** Which are the two most important Enlightenment ideas? Support your answer with reasons.

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Content Standard 10.2.4

Passage 2: Image

Image



citation: Caricature of the three estates: a peasant carrying a nobleman and a clergyman. Anonymous, 18th century. Réunion des Musées Nationaux/Art Resource, NY.

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### Content Standards 10.4.3

#### Passage 3 Reading

#### White Man's Burden

By Rudyard Kipling 1899

Take up the White Man's burden--  
Send forth the best ye breed--  
Go bind your sons to exile  
To serve your captives' need;  
To wait in heavy harness,  
On fluttered folk and wild--  
Your new-caught, sullen peoples,  
Half-devil and half-child.

Take up the White Man's burden--  
In patience to abide,  
To veil the threat of terror  
And check the show of pride;  
By open speech and simple,  
An hundred times made plain  
To seek another's profit,  
And work another's gain.

Take up the White Man's burden--  
The savage wars of peace--  
Fill full the mouth of Famine  
And bid the sickness cease;  
And when your goal is nearest  
The end for others sought,  
Watch sloth and heathen Folly  
Bring all your hopes to nought.

Take up the White Man's burden--  
No tawdry rule of kings,  
But toil of serf and sweeper--  
The tale of common things.  
The ports ye shall not enter,  
The roads ye shall not tread,  
Go mark them with your living,  
And mark them with your dead.

Take up the White Man's burden--  
And reap his old reward:  
The blame of those ye better,  
The hate of those ye guard--  
The cry of hosts ye humour  
(Ah, slowly!) toward the light:--  
"Why brought he us from bondage,  
Our loved Egyptian night?"

Take up the White Man's burden--  
Ye dare not stoop to less--  
Nor call too loud on Freedom  
To cloke your weariness;  
By all ye cry or whisper,  
By all ye leave or do,  
The silent, sullen peoples  
Shall weigh your gods and you.

Take up the White Man's burden--  
Have done with childish days--  
The lightly proffered laurel,  
The easy, ungrudged praise.  
Comes now, to search your manhood  
Through all the thankless years  
Cold, edged with dear-bought wisdom,  
The judgment of your peers!

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Content Standards 10.4.3

**Passage 4 Reading**

This document goes with the previous document to address standard #6 (comparing two author's point of view on the same issue – imperialist vs anti-imperialist perspective)

Casement: "How much did you get paid for this?"

Entire audience: "We got no pay. We got nothing."

One local: "Our village got cloth and a little sale, but not the people who did the work. Our chief ate up the cloth, the workers got nothing...It used to take ten days to get the twenty baskets of rubber—we were always in the forest to find the rubber vines, to go without food, and our women had to give up cultivating the garden. Then we starved."

1903, Roger Casement

The above excerpt is from Roger Casement's report. Roger Casement was a member of the British consular service when he traveled to the Belgian-ruled Congo in 1903. The report he submitted to the British authorities exposed the horrific conditions of the African rubber trade. He conducted interviews with local community members which revealed the results of indirect rule.

From: *The Black Diaries: An Account of Roger Casement's life and times, with a collection of his Diaries and Public Writings.*

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Standard 10.3.3 Extended Response

**Passage 4 Extended Learning**

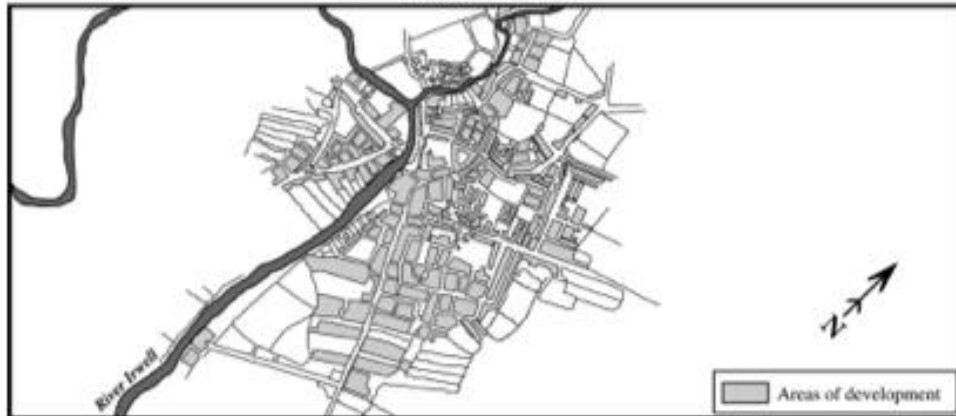
Scenario Using 4 sources on the city of Manchester

Suggested Question: Using the provided sources and knowledge of the social effects of industrialization to identify the positive and negative effects of the Industrial Revolution on the city of Manchester.

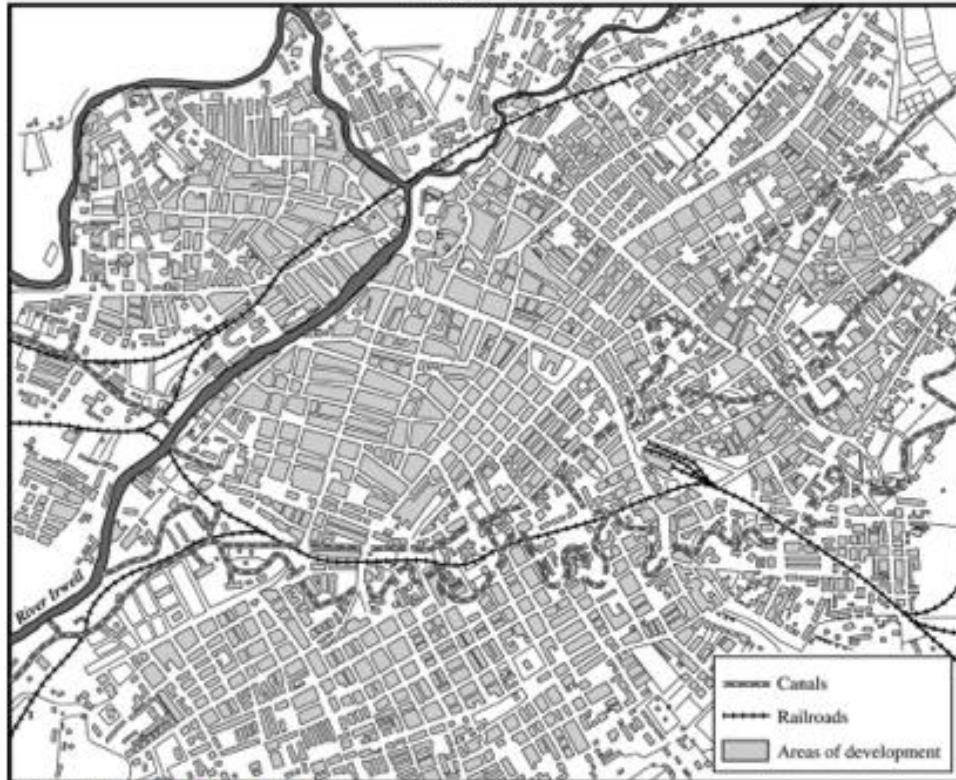
## World History Benchmark Blueprint

Source: The 1750 map: W. H. Thomson, *History of Manchester to 1852*, 1850's.  
The 1850 map: Adapted from Ashley Baynton-Williams, *Town and City Maps of the British Isles, 1800-1855*, late 1850's.

Manchester c. 1750



Manchester c. 1850



The maps are on the same scale.

## World History Benchmark Blueprint

Source: *The Lancet*, British medical journal, founded and edited by Thomas Wakley, medical reformer, 1843.

	Average Age at Death		
	Gentry/Professional	Farmer/Trader	Laborer/Artisan
<b>Rural Districts</b>			
Rutland	52	41	38
Bath	55	37	25
<b>Industrial Districts</b>			
Leeds	44	27	19
Manchester	38	20	17

Source: View from Blackfriars bridge over the River Irwell, *The Graphic*, weekly magazine dealing with social issues, 1870's.



Mary Evans Picture Library. Engraving by Charles Roberts.

Reference for sources AP European History- College board past exam question 2002  
Use Documents 1,8,11