### World History Benchmark Blueprint

<table>
<thead>
<tr>
<th>Content Standard</th>
<th>CCSS Literacy Standard</th>
<th># of Questions</th>
<th>Type of Questions</th>
<th>DoK</th>
<th>%</th>
<th>Documents</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
<td>RH.9-10.1&lt;br&gt;RH.9-10.2&lt;br&gt;RH.9-10.7</td>
<td>3-4</td>
<td>Multiple Choice</td>
<td>1&amp;2</td>
<td>20</td>
<td>Secondary Source – Chart&lt;br&gt;Pg 198&lt;br&gt;Major ideas of the Enlightenment&lt;br&gt;Modern World History, McDougall Littell</td>
</tr>
<tr>
<td>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).</td>
<td>RH.9-10.2&lt;br&gt;RH.9-10.6</td>
<td>3-4</td>
<td>Multiple Choice</td>
<td>1&amp;2</td>
<td>20</td>
<td>Image&lt;br&gt;Three Estates political cartoon</td>
</tr>
<tr>
<td>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.</td>
<td>RH 9-10.1&lt;br&gt;RH.9-10.6 (3rd Stanza)</td>
<td>3-4</td>
<td>Multiple Choice</td>
<td>1&amp;2</td>
<td>20</td>
<td>Rudyard Kipling, Poem “White Man’s Burden”&lt;br&gt;Roger Casement, The Black Diaries</td>
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<tr>
<td>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.</td>
<td>RH.9-10.1&lt;br&gt;RH.9-10.7</td>
<td>3-4</td>
<td>Multiple Choice</td>
<td>2&amp;3</td>
<td>20</td>
<td>Chart, Image, Maps of Manchester&lt;br&gt;AP Euro Sources 2002 Test</td>
</tr>
<tr>
<td>10.3.3 Describe the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.</td>
<td>RH.9-10.1&lt;br&gt;RH.9-10.6&lt;br&gt;WH.9-10.2</td>
<td>1</td>
<td>Extended Response</td>
<td>2&amp;3</td>
<td>20</td>
<td>Same documents as 10.3.3 above</td>
</tr>
</tbody>
</table>
Key Ideas and Details

1. 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.

2. 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.

3. 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.
## Major Ideas of the Enlightenment

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

**SKILLBUILDER: Interpreting Charts**

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

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Page 198, McDougall Littell Modern World History Patterns of Interactions 2006
Content Standard  10.2.4
Passage 2: Image

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 proferred 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!
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 fook, 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 resulted 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.

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.
The 1850 map: Adapted from Ashley Baynton-Williams, *Town and City Maps of the British Isles, 1800-1855, late 1850's.*

The maps are on the same scale.
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<table>
<thead>
<tr>
<th></th>
<th>Gentry/Professional</th>
<th>Farmer/Trader</th>
<th>Laborer/Artisan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rural Districts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rutland</td>
<td>52</td>
<td>41</td>
<td>38</td>
</tr>
<tr>
<td>Bath</td>
<td>55</td>
<td>37</td>
<td>25</td>
</tr>
<tr>
<td><strong>Industrial Districts</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leeds</td>
<td>44</td>
<td>27</td>
<td>19</td>
</tr>
<tr>
<td>Manchester</td>
<td>38</td>
<td>20</td>
<td>17</td>
</tr>
</tbody>
</table>

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

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