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| --- | --- | --- | --- |
| Name: |  | Date: |  |

## Purpose

Each unit of the WHP course is guided by a Unit Problem. You’re learning a ton of stuff in this and every other unit, and it can be hard to keep track of what’s most important. It would be pretty easy to become obsessed with a detail that, although interesting and a great way to impress people at a party, is relatively unimportant. This activity will help you stay focused! You’ll think about the Unit Problems, and then you’ll respond to questions about them in writing. By keeping track of how your thinking changes throughout each unit, you’ll see how much you’re learning as you move through each section of the course.

## Process

1. Respond to the Before Learning prompts in the Unit 7 Problem Notebook worksheet as best as you can. Be prepared to talk about your ideas with your class.
2. Note that the same worksheet should be used throughout each unit, so make sure either you or your teacher holds on to the worksheet after you complete the first table, so you are able to compare it to the second table the second time around.

# Before Learning

## Part 1

Follow the directions in each of the tables in the worksheets. Complete the first table early in the unit, and the second one toward the end of the unit. Read each of the statements below. Then, decide if you agree or disagree with them. You may include an adverb to show how much you agree or disagree (for example, strongly disagree, somewhat agree, etc.). You can also be undecided. Finally, explain your responses and provide examples, if possible.

| Statements | Agree/Disagree | Explain |
| --- | --- | --- |
| This era is one of immense change and these changes created our “modern” world. |  |  |
| National and liberal revolutions in the Atlantic world impacted most of the world by 1914. |  |  |
| The energy shift to fossil fuels accelerated the creation of a “modern” world. |  |  |
| The Industrial Revolution had short-term and longer-term impacts for different groups and communities throughout the world. |  |  |
| We don’t really have an explanation as to why legalized slavery and harsh working conditions in factories began to change in this period. |  |  |

# After Learning

## Part 2

Read each of the questions below and answer them in the “Your Response” column. Make sure you use evidence from the unit and sound reasoning to back up your answer. Then, compare your previous responses (BEFORE LEARNING) with your current responses and explain how your understanding has changed or evolved.

| Questions | Your Response | How has your understanding changed? |
| --- | --- | --- |
| What were the engines of change that created our “modern” world? |  |  |
| What were the features of national and liberal revolutions in the Atlantic world and how widespread was their impact by 1914? |  |  |
| How did the energy shift to fossil fuels accelerate the creation of a “modern” world? |  |  |
| What were the short-term and longer-term impacts of the Industrial Revolution and how did these differ for different groups and communities? |  |  |
| What demographic, economic, political, and intellectual factors help explain the long nineteenth century’s global movement to end legalized slavery and reform the way people worked? |  |  |