



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*AP World History*

|                   |   |                 |   |                            |                 |
|-------------------|---|-----------------|---|----------------------------|-----------------|
| <b>Unit title</b> | <i>Unit 7: Global Conflict 1900 - present</i> | <b>MYP year</b> | 5 | <b>Unit duration (hrs)</b> | <i>20 Hours</i> |
|-------------------|---|-----------------|---|----------------------------|-----------------|

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

**GA DoE Standards**

**Standards**

**SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact.**

- Identify causes of the war, including: nationalism, entangling alliances, militarism, and imperialism.
- Describe conditions on the war front for soldiers, include: new technology and war tactics.
- Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.
- Analyze the destabilization of Europe in the collapse of the great empires.

**SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.**

- Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
- Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan.
- Describe the nature of totalitarianism and the police state that existed in the Soviet Union, Germany, and Italy and how they differ from authoritarian governments.
- Explain the aggression and conflict leading to World War II in Europe and Asia; include the Italian invasion of Ethiopia, the Spanish Civil War, the Rape of Nanjing in China, and the German violation of the Treaty of Versailles.

**SSWH19 Demonstrate an understanding of the global political, economic, and social impact of World War II.** a. Describe the major conflicts and outcomes, include: North African, Pacific, and European theaters.

- Identify Nazi ideology and policies that led to the Holocaust and its consequences.
- Analyze the impact of the military and diplomatic negotiations between the leaders of Great Britain, the Soviet Union, and the United States.
- Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact.

**College Board Learning Objectives**

**Unit 7 Learning Objective A** Explain how internal and external factors contributed to change in various states after 1900.

**Unit 7 Learning Objective B** Explain the causes and consequences of World War I.

**Unit 7 Learning Objective C** Explain how governments used a variety of methods to conduct war.

**Unit 7 Learning Objective D** Explain how different governments responded to economic crisis after 1900.

**Unit 7 Learning Objective E** Explain the continuities and changes in territorial holdings from 1900 to the present.

**Unit 7 Learning Objective F** Explain the causes and consequences of World War II.

**Unit 7 Learning Objective G** Explain similarities and differences in how governments used a variety of methods to conduct war.

**Unit 7 Learning Objective H** Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. Compare similarities and differences
3. Identify issues and/or problems and alternative solutions
6. Identify and use primary and secondary sources
7. Interpret timelines, charts, and tables
12. Analyze graphs and diagrams

**Map and Globe Skills::**

6. Use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. Use a map to explain impact of geography on historical and current events
8. Draw conclusions and make generalizations based on information from maps
10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**Literacy Skills):**

L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.

L9-10WHST1: Write arguments focused on discipline-specific content.

L9-10WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

| Key concept | Related concept(s) | Global context |
|-------------|--------------------|----------------|
|-------------|--------------------|----------------|

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|---|--|--|
| <p><b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.</p>  | <p>Conflict<br/>Ideology<br/>Causality</p>   | <p><b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>                   |
| <p><b>Statement of inquiry</b></p>  |  |  |
| <p>Nations form alliances to protect their military, cultural and economic interests.</p>   |  |  |
| <p><b>Inquiry questions</b></p>   |  |  |
| <p><b>Factual</b><br/>What were the causes of the major sources of global conflict in the early part of the 20th century?<br/>What were the effects of the two world wars?</p> <p><b>Conceptual</b><br/>How do governments approach economic philosophy differently due to the effects of World War I and the Great Depression?<br/>How do Enlightenment freedoms and government philosophy get challenged by the rise of totalitarian governments across the globe?</p> <p><b>Debatable</b><br/>To what extent did the outbreak of World War II depend solely on the effects of the conclusion of World War I (The Great War)?</p> |  |  |
| <p><b>MYP Objectives</b></p>  | <p><b>Assessment Tasks</b></p>   |  |
| <p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>   | <p><i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i></p>                               | <p><i>List of common formative and summative assessments.</i></p>  |
| <p>Criterion A: Investigating<br/>Criterion B: Investigating<br/>Criterion C: Communicating<br/>Criterion D: Thinking Critically</p>  | <p>Students apply DBQ skills to address a DBQ on the growth of fascism in 1920s and 30s Europe, using the full DBQ rubric.</p> | <p><b>Formative Assessment(s):</b><br/>Unit 7 Vocab Quiz: Students will complete the chart with vocabulary words from the unit.</p> <p><b>Summative Assessment(s):</b><br/>Unit 7 Summative Exam</p> |
| <p><b>Approaches to learning (ATL)</b></p>  |  |  |
| <p><b>Category:</b> Affective<br/><b>Cluster:</b> Affective<br/><b>Skill Indicator:</b> Students manage their test strategies by completing a “blind” DBQ with no source preview time.</p>  |  |  |

**Learning Experiences**

Add additional rows below as needed.

| Objective or Content                         | Learning Experiences  | Personalized Learning and Differentiation  |
|--|---|--|
| Consequences of WWI                          | <a href="#">How Did Versailles Treaty Help Cause WWII Mini-Q</a><br>Students will examine four documents (German Territorial Losses map, Treaty of Versailles Article 160, Troop Levels 1920 cartoon, Treaty of Versailles Articles 232 and 233 reparations, and Treaty of Versailles Article 231 War Guilt clause) to answer the following question: <i>How did the Versailles Treaty help cause WWII?</i> | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Role of the Government in Interwar Economies | <a href="#">Stalin Five-Year Plans SAQ</a><br>Students will read two excerpts about Stalin's Five Year plan, one published in the USSR and the other published in the US complete the SAQ activity  | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Interwar Period                              | <a href="#">Stalin Snake Draft Activity</a><br>Students will read and examine each document and then in a group rank the documents from 1-10 based on how the documents best represent Stalin's legacy.   | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Causes of WWII                               | <a href="#">Fascism SAQ</a><br>Students will address the growth of fascist principles through societies like Germany and Italy, and then apply those ideas to the SAQ writing structure   | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content,  |

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|--|--|--|
|  |  | guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
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**Content Resources**

[The Wave](#)  
Students will watch this 1980s after school special as a reference point to the principles of fascism and understanding how massive populations were susceptible to dictators like Hitler and Mussolini.