



Marietta City Schools

2024–2025 District Unit Planner

World History

| Unit title | Unit 7: Industrialization, Nationalism, Imperialism, and WWI | MYP year | 5 | Unit duration (hrs) | 13.5 Hours |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SSWH15 Describe the impact of industrialization and urbanization.

- Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.
- Examine the political and economic ideas of Adam Smith and Karl Marx.
- Examine the social impact of urbanization, including: women and children.

SSWH16 Analyze the rise of nationalism and worldwide imperialism.

- Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.
- Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.
- Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857

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

- Identify causes of the war, include: 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.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
11. draw conclusions and make generalizations
17. interpret political cartoons

Map and Globe Skills:

7. use a map to explain impact of geography on historical and current events
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Literacy Standards:

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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| Global interaction 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. | Innovation and revolution Processes Resources | Scientific and Technological Innovation Students will explore the natural world; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs |

Statement of inquiry

The processes and resources that cause innovations and revolutions create opportunities for global interaction.

Inquiry questions

Factual—

- How did cultures resist imperialism?
- How did industrialization change the balance of power?
- What were the causes of WWI?
- What new technology was used in WWI?

Conceptual—

- How was culture exported through imperialism?
- In what ways were Karl Marx and Adam Smith influential on society?
- How did industrialization bring about social, political, and economic changes?
- How did the conditions on the war front affect soldiers?
- How were nations affected by the Treaty of Versailles?

Debatable-

- Was imperialism a positive influence on world cultures?
- How did the rise of the nation state change society?
- Which factor was the leading cause of WWI?

| MYP Objectives | On-Level Assessment Tasks | |
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| <i>What specific MYP objectives will be addressed during this unit?</i> | Relationship between summative assessment task(s) and statement of inquiry: | <i>List of common formative and summative assessments.</i> |
| <p>Criterion C: Communicating Criterion D: Thinking Critically</p> <p>Criterion A: Knowing and Understanding Criterion B: Investigating</p> | <p>Imperialism in Africa Mini DBQ D: Critical Thinking Students will work in teams to play an academic game similar to the board game Risk. They will conquer territory with the objective of securing resources for their European countries based on historical needs. Students will analyze the causes and effects of imperialism.</p> <p>Treaty of Versailles Simulation C: Communicating D: Critical Thinking Students will engage in a simulation in which they each take the part of a major participant in the Treaty of Versailles. Students will be divided into delegations from each nation:</p> <ul style="list-style-type: none"> ● France ● Britain ● the US <p>In their groups they will go over their readings and the Options for Negotiation and decide what it is their group wants out of the treaty. Students will be expected to fulfill their obligation as delegates to a peace conference. Their job is to get the treaty to look as much like what has been outlined for them as possible. After they have read the biography and discussed what their party wants to get out of the treaty they will be split into groups based on a number that will be written in the upper right hand corner of their biographies/worksheets. While they are discussing their parts the teacher should go around to each group to make sure that they understand the rules of the game. (a detailed learning experience guidance document for this activity can be found in the WH PLC unit 8 resource folder)</p> | <p>Formative Assessment(s): Unit 7 Multiple Choice CFA in AMP Unit 7 Standard 17 Multiple Choice CFA</p> <p>Summative Assessment(s): Unit 7 Multiple Choice Summative Assessment in AMP</p> |
| MYP Objectives | Honors Assessment Tasks | |
| <i>What specific MYP objectives will be addressed during this unit?</i> | Relationship between summative assessment task(s) and statement of inquiry: | <i>List of common formative and summative assessments.</i> |

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| A. Knowing and Understanding D. Communication | <p>The Industrial Revolution RAFT assignment</p> <p>For this assignment students will write a RAFT about what it was like to live during the industrial revolution. Students will choose ONE of the following roles:</p> <ul style="list-style-type: none"> ● a female working in a textile factory ● labor union organizer and leader ● apprentice to Karl Marx ● child labor is a factor and provide the point of view and product students will take based on the role. | <p>Formative Assessment(s):</p> <p>Unit 7 Multiple Choice CFA in AMP</p> <p>Unit 7 Standard 17 Multiple Choice CFA</p> <p>Summative Assessment(s):</p> <p>Unit 7 Multiple Choice Summative Assessment in AMP</p> |
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Approaches to learning (ATL)

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| <p>Category: Thinking</p> <p>Cluster: Creating Thinking Skills</p> <p>Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry</p> <p>Category: Research</p> <p>Cluster: Creating Thinking Skills</p> <p>Skill Indicator: Consider ethical, cultural, and environmental implications</p> |
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On-Level Learning Experiences

Add additional rows below as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
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| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism.</p> <p>a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.</p> <p>b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.</p> <p>c. Examine anti-imperial resistance, including: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.</p> | <p>Imperialism Cause and Effect Playcards (MYP Rubrics B: Investigating D. Critical Thinking)</p> <p>Students will create and present an understanding of the time period referred to as New Imperialism. Students will choose a specific region which was impacted by Imperialism and present the information to the class highlighting the following:</p> <ul style="list-style-type: none"> ● background ● cause and effect ● internal struggles ● regional impact ● overall effects in the world ● important characters/figures ● graphics/illustrations ● any other information prevalent in understanding Imperialism in the particular region. | <p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> |

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| <p>SSWH15 Describe the impact of industrialization and urbanization.</p> | <p>Industrial Revolution Webquest Students will use this document as a guide to understand the process they must do in order to complete the product which is the Museum exhibit.</p> <p>Industrial Revolution Power Point Students will use this pp template to create the Museum exhibit product.</p> <p>Industrial Revolution Guided Notes Students will use this pp template to create the Museum exhibit product.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. b. Examine the political and economic ideas of Adam Smith and Karl Marx.</p> | <p>Three Big Questions of Economics Chart Students will read about communism to gain an understanding on the political ideology</p> <p>What is Communism Reading Questions Students will apply their understanding from the communism reading (see above) to answer questions based on the text.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p>Urban Game Students will learn about industrialization and urbanization through an interactive drawing game</p> <ul style="list-style-type: none"> ● Drawing Guide for Activity ● The Urban Game powerpoint ● The Urban Game Background material | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.</p> | <p>Imperialism & Industrial Revolution Vocabulary</p> <p>Students will discover definitions for terms related to the unit by completing an assigned vocabulary group activity that is jigsawed and tiered.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.</p> | <p>Motivations for Imperialism with PlayCards Power Point t Students will use the reading to work in groups to fill out the Scramble for Africa Chart</p> <p>Motivations for Imperialism Guided Notes Students will use the reading to work in groups to complete this chart.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. c. Examine anti-imperial resistance, including: Opium Wars, Boxer Rebellion,</p> | <p>African Resistance Movements – Webquest In groups students will research information on African Resistance Movements in order to create an info-graphic poster on the anti-imperialist movement in Africa.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |

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| and the Indian Revolt of 1857. | | |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. | WWI Vocabulary Matching Activity Students use a wordbank and their knowledge of WWI to match the words in the wordbank with the statement. | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. | WWI Interactive Notebook Students will create graphic organizers and folders that will allow them to learn all key elements of standard 17. The resource for this activity can be found in the unit 8 CP resource folder in the WH PLC team drive. | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify causes of the war, including nationalism, entangling alliances, militarism, and imperialism. | Understanding MAIN WWI Activity Students will understand the MAIN causes for WWI by learning at a DOK1 level about militarism, alliance, imperialism, and nationalism. Students will also label a map of Europe that identifies the two alliance groups. | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify causes of the war, including nationalism, entangling alliances, militarism, and imperialism. | Causes of WWI Web Activity Students will use their knowledge and their investigation skills to sort information on a concept web organizer. | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. b. Describe conditions on the war front for soldiers, include: new technology and war tactics. | WWI Soldier Journal Writing Activity Students will read the documents, annotate/highlight the details that stand out to them in order to write at least three journal entries or letters home as if they were a soldier fighting in WWI | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. | Weapons and Technologies of WWI Reading Students will read about the warfare technology used during WWI. Students will use the information from the readings and their comprehension skills to complete this graphic New Technologies of WWI Graphic | Content scaffold learning Graphic Organizers Language Acquisition scaffolds |

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| <p>b. Describe conditions on the war front for soldiers, include: new technology and war tactics.</p> | | <p>Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> |
| <p>SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. b. Describe conditions on the war front for soldiers, include: new technology and war tactics.</p> | <p>impact of WWI Image and Doc Analysis Activity Students examine a variety of sources to understand the impact WWI had on soldiers and Germany.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> |
| <p>SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. c. Explain the major decisions made in the Versailles Treaty, include: German reparations and the mandate system that replaced Ottoman control.</p> | <p>Treaty of Versailles Reading and Note taking Activity Students will use information in the document to create Cornell notes based on the information. The resource for this activity can be found in the unit 8 CP resource folder in the WH PLC team drive.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> |
| <p>SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. d. 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.</p> | <p>impact of WWI Image and Doc Analysis Activity Students examine a variety of sources to understand the impact WWI had on soldiers and Germany.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> |
| <p><u>Honors Learning Experiences</u> Add additional rows below as needed.</p> | | |
| <p>Objective or Content</p> | <p>Learning Experiences</p> | <p>Personalized Learning and Differentiation</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of</p> | <p>History Mystery Activity: The Industrial Revolution Students will be given the following information in order to complete the assignment: <i>We need your assistance on this case. Right now, there is yet another revolution happening in</i></p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds</p> |

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| <p>industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p><i>Europe and we do not know why! You are the world's best detective. Please examine our clues and evidence (the word document attached) to help us figure out why this revolution is occurring. Record your findings on the graphic organizers provided and answer our top-secret question. <u>Why did the Industrial Revolution begin in Great Britain?</u></i></p> | <p>Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p>Crash Course Video: The Industrial Revolution (MP4 recording) Students will watch the video to support the understanding of</p> <ul style="list-style-type: none"> - what the industrial revolution was - why it started in Britain - its impact on today - <p>Crash Course: Check for Listening Questions Students will answer DOK 1 listening level 1 questions based on the crash course video.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p>The Industrial Revolution Webquest Students will work independently or in pairs to research four websites that will allow them to:</p> <ul style="list-style-type: none"> - learn about inventors and inventions of the industrial revolution - reflect on child labor during the Industrial Revolution - women's role during the industrial revolution - social, political, and economic effects of the industrial revolution | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p>The Industrial Revolution Spreads Reading and Graphic Organizer Activity Students will learn how the industrial revolution spread out of Britain by:</p> <ul style="list-style-type: none"> - reading information on how Germany and Japan industrialized - completing questions in a chart that focus on the process and impact Japan and Germany took in order to industrialize. 5 | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. b. Examine the political and economic ideas of Adam Smith and Karl Marx.</p> | <p>Adam Smith powerpoint The powerpoint will introduce students to the economic ideas of Adam Smith. The Adam Smith powerpoint document will be completed by students to keep track of the information from the powerpoint.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided</p> |

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| | | ELL- Reading Strategies and Vocabulary Supports |
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| <p>SSWH15 Describe the impact of industrialization and urbanization. b. Examine the political and economic ideas of Adam Smith and Karl Marx.</p> | <p>Karl Marx powerpoint The powerpoint will introduce students to the economic ideas of Karl Marx . The Karl Marx powerpoint document will be completed by students to keep track of the information from the powerpoint.</p> <p>Marx/Smith MP4 Video Students will watch the video to gain understanding of Adam Smith’s and Karl Marx’s political and economic ideas and how their ideas compare to each other.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH15 Describe the impact of industrialization and urbanization. a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. c. Examine the social impact of urbanization, including: women and children.</p> | <p>The Impact of Industrialization Reading Students will read the document to gain an understanding of how the industrial revolution impacted the upper middle class and lower class Britain. The Impact of graphic organizer will be used by students to record information from the reading.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.</p> | <p>Crash Course: Nationalism (MP4 video) Students will watch the video to gain an understanding of nationalism and its development in Japan.</p> <p>Crash Course Nationalism document Students will complete this activity during and after watching the Crash course nationalism video.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. a. Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration.</p> | <p>The Nation-states of Germany and Japan reading and Venn Diagram Activity Students will read the information about how nationalism led to Japan and Germany emerging as modern nation-states. As they read the information students will complete a Venn diagram by comparing and contrasting how nationalism led to the emergence of both nations becoming nation-states and the steps both nations took.</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. b. Assess imperialism in Africa and Asia,</p> | <p>What is Imperialism powerpoint The power point will introduce students to the concept of Imperialism. The What is Imperialism graphic Organizer will support students with organizing information from the powerpoint</p> | <p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds</p> |

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| include: the influence of geography and natural resources. | | Chunking text |
| SSWH16 Analyze the rise of nationalism and worldwide imperialism. b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources. | Effects of Imperialism powerpoint The power point will support the teaching of the effects of Imperialism. The Effects of Imperialism Graphic organizer will support students with organizing information from the powerpoint | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text |
| SSWH16 Analyze the rise of nationalism and worldwide imperialism. c. Examine anti-imperial resistance, including: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857. | Anti-Imperialist Movement in India WebQuest Anti-Imperialist Movement in China WebQuest Anti-Imperialist Movements in Africa WebQuest Students will work in groups to research one of the above resistance movements in order to create an info-graphic poster on the anti-imperialist movement assigned. | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify causes of the war, including: nationalism, entangling alliances, militarism, and imperialism. | WWI Alliances Simulation Students will play out their assigned roles in this simulation to get a better understanding | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text |
| SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. a. Identify causes of the war, including: nationalism, entangling alliances, militarism, and imperialism. | Causes of WWI DBQ Students will use the documents from the DBQ project to answer questions and analyze the causes of WWI | Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text |

Content Resources

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| <p>On-Level</p> <p>Origins of WWI Graphic SSWH16a Students will gain an understanding of the causes of WWI by completing a graphic with positive and negative results of the concept.</p> <p>WWI Packet SSWH16 Students will use the resources to complete activities on the basics of</p> | <p>Honors</p> <p>The Industrialization Revolution Intro Video Students will watch this video as an introduction to the topic of industrialization</p> <p>The Industrial Revolution powerpoint Teacher will use the powerpoint to introduce students to the following topics:</p> |
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WWI.

[Africa Resource Map](#) SSWH16b This map will be used to help students understand one of the causes of Imperialism

[Schooly FLIP Modules and Resources](#) SSWH15, SSWH16 Folders located in MHS Schoology WH unit planner folder

- What was the industrial revolution,
- Why did the Industrial revolution start in England
- what did the industrial revolution improve
- the impact of industrialization in Great Britain
- positive and negative effects of industrialization

[The Impact of Urbanization powerpoint](#)

The powerpoint will provide students with an understanding that reform movements were an effect of industrialization, specifically students will learn about the voting:

- woman suffrage
- public education reform
- the establishment of unions

[Otto Von Bismarck Video MP4 Video](#)

Students will watch the video about Otto Von Bismark to gain an understanding of his role in unifying German.

[Crash Course Video: Imperialism MP4 video](#) and [Imperialism Video 2 MP4](#) will be used to help students understand Imperialism in Africa and Asia.