



Marietta City Schools

District Unit Planner

Individuals and Societies IB HOTA Y1

Unit Title/ Topic	Industrialization, Imperialism, World Wars & Interwar Period	Hours	68 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.

SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

SSUSH14 Explain America's evolving relationship with the world at the turn of the twentieth century.

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

SSUSH17 Analyze the causes and consequences of the Great Depression.

SSUSH18 Evaluate Franklin D. Roosevelt's New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

Unit Description and texts

This is the third unit that will constitute the "deep" dive. This unit is designed to prepare students for success on Topic 10 of Paper 3: The Emergence of the Americas in Global Affairs.

Students will use InThinking

Students will use pdfs of Topic 10 Textbooks

Students will utilize other primary sources regarding SSUSH Standards and Topic 10

Transfer goals/Skills	Approaches to learning (ATL)
<p>Skills:</p> <p>Students' thinking</p> <p>Research</p> <p>Communication</p> <p>Social</p> <p>Self-management</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers.</p> <p>Category: Thinking Cluster: Critical Thinking Skills Skill Indicator: Students will gather and organize information in order to formulate an argument.</p> <p>Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will be able to use the OPCVL format on a variety of sources.</p> <p>Category: Affective Skills Cluster: Managing State of Mind Skill Indicator: Students will practice focus and concentration</p>
Content/skills/concepts	Learning process
<p><u>Students will know the following content:</u></p> <p style="text-align: center;"><u>GA DOE Standards</u></p> <p>SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations.</p> <p>a. Explain the effects of railroads on other industries, including steel and oil.</p> <p>b. Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies.</p> <p>c. Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb.</p> <p>d. Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States.</p> <p>e. Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor.</p>	<p>Socratic Seminar</p> <p>Small group/pair work</p> <p>PowerPoint lecture/notes</p> <p>Details: Students will have multiple opportunities to collaborate during this unit. They will begin to discuss how to formulate an appropriate historical question. Additionally, students will have opportunities to conduct their own research to find historic evidence in support of an argumentative claim. Finally, students explore various methods for note taking.</p>

SSUSH12 Evaluate how westward expansion impacted the Plains Indians and fulfilled Manifest Destiny.

- a. Examine the construction of the transcontinental railroad including the use of immigrant labor.
- b. Evaluate how the growth of the western population and innovations in farming and ranching impacted Plains Indians.
- c. Explain the Plains Indians' resistance to western expansion of the United States and the consequences of their resistance.

SSUSH13 Evaluate efforts to reform American society and politics in the Progressive Era.

- a. Describe the influence of muckrakers on affecting change by bringing attention to social problems.
- b. Examine and explain the roles of women in reform movements.
- c. Connect the decision of Plessy v. Ferguson to the expansion of Jim Crow laws and the formation of the NAACP.
- d. Describe Progressive legislative actions including empowerment of the voter, labor laws, and the conservation movement.

SSUSH14 Explain America's evolving relationship with the world at the turn of the twentieth century.

- a. Describe how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism.
- b. Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal.

SSUSH15 Analyze the origins and impact of U.S. involvement in World War I.

- a. Describe the movement from U.S. neutrality to engagement in World War I, including unrestricted submarine warfare and the Zimmerman Telegram.
- b. Explain the domestic impact of World War I, including the origins of the Great Migration, the Espionage Act, and socialist Eugene Debs.
- c. Explain Wilson's Fourteen Points and the debate over U.S. entry into the League of Nations.

SSUSH16 Investigate how political, economic, and cultural developments after WW I led to a shared national identity.

- a. Explain how fears of rising communism and socialism in the United States led to the Red Scare and immigrant restriction.
- b. Describe the effects of the Eighteenth and Nineteenth Amendments.
- c. Examine how mass production and advertising led to increasing consumerism, including Henry Ford and the automobile.
- d. Describe the impact of radio and movies as a unifying force in the national culture.
- e. Describe the emergence of modern forms of cultural expression including the origins of jazz and the Harlem Renaissance.

SSUSH17 Analyze the causes and consequences of the Great Depression.

- a. Describe the causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression.
- b. Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west.
- c. Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles.

SSUSH18 Evaluate Franklin D. Roosevelt’s New Deal as a response to the Great Depression and compare how governmental programs aided those in need.

- a. Describe Roosevelt’s attempts at relief, recovery, and reform reflected in various New Deal programs.
- b. Explain the passage of the Social Security Act as a part of the second New Deal.
- c. Analyze political challenges to Roosevelt’s leadership and New Deal programs.
- d. Examine how Eleanor Roosevelt changed the role of the First Lady including development of New Deal programs to aid those in need.

SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government.

- a. Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor.
- b. Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs.
- c. Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin.

d. Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks.

e. Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans.

Students will know the following content:

Paper 3 Topic 10: Emergence of the Americas on the Global Stage:

- US foreign expansion policies.
- Spanish American War: Cause and Effects
- Impact of American Foreign Policy: Dollar Diplomacy: Big Stick Diplomacy, and Moral Diplomacy.
- US in the First World War
- Wilson and Peace Ideals
- Significance of First World War and Hemispheric Status
- Canada and the First World War

Students will develop the following skills:

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills: 1, 2, 3, 5, 6, 8, 10, 11, 17

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
5. identify main idea, detail, sequence of events, and cause and effect in a social studies

Context

6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables

<p>8. identify social studies reference resources to use for a specific purpose 11. draw conclusions and make generalizations 12. analyze graphs and diagrams 17. interpret political cartoons</p> <p style="text-align: center;"><u>Students will grasp the following concepts:</u></p> <p>IB Command Terms: Discuss To what Extent Examine Evaluate</p>	
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Language and Learning	TOK Connections	CAS connections
<p>Activating background knowledge</p> <p>Details: This unit is the first deep dive for the semester. Students will be required to master a broad base of historic information and knowledge in order to construct effective arguments.</p>	<p>Ways of knowing</p> <p>Details: Students will explore how information is passed from one group or time period to the next. Students will examine the Littlefield Thesis on the allegory of the Wizard of Oz to American populism and evaluate the theory.</p>	<p>Creativity</p> <p>Details: Students will use various academic disciplines to analyze the events prior to and during the American Civil War.</p>

Essential Understandings and Questions

Industrial and economic transformations fundamentally altered social structures, class dynamics, and the role of government in the Americas.

Imperialism and expansionism were driven by a mix of ideological, economic, and strategic motivations and provoked both collaboration and resistance.

Global conflicts like WWI and WWII reshaped international power structures and redefined the role of the Americas in world affairs.

The Great Depression exposed weaknesses in capitalist economies and led to increased state intervention and experimentation with reform policies.

Historical narratives about war, reform, and economic crisis are often contested, and shaped by national identity, political ideology, and access to sources.

Common Assessment Tasks
List of formative and summative assessments.

<p>DP Assessments</p>	<p>Assessment Objectives: Students will continue to demonstrate the ability to establish an historic thesis (claim) and support it with relevant and appropriate information. Accurately use the OPCVL framework with regards to an historic claim. Students will master a body of information. Students will begin to learn effective research skills and continue using historical thinking skills.</p>	<p>Formative Assessments</p>	<p>Vocabulary Quiz or Quizzes</p> <p>Student Created Learning Materials</p> <p>Gilded Age Hero/ Villain Posters</p> <p>Progressive Era Monuments</p>	<p>Summative Assessments</p>	<p>HOTA Paper 3: Section 10: Emergence of the Americas on the Global Stage</p> <p>Students will complete a constructed response to the prompt of their choice</p> <p>OPCVL Activity on the Littlefield Thesis</p> <p>Students will examine different arguments regarding the Wizard of Oz and discuss the theory's validity.</p>
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Learning Experiences

Add additional rows below as needed.

<p align="center">Topic or Content</p>	<p align="center">Learning Experiences</p>	<p align="center">Personalized Learning and Differentiation All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB</p>
<p>Emergence of the US on the Global Stage</p>	<p>HOTA Paper 3: Section 10: Emergence of the United States on the Global Stage</p> <p>Students will complete a constructed response to the prompt of their choice</p>	<p>Students will use the information provided to create a learning web of either the causes of the civil war or the effects of the war.</p>

<p>Progressive Era Reforms</p>	<p>Students conduct a gallery walk of reform movements, analyzing mini-exhibits on food safety, suffrage, labor, and temperance. Each group prepares a short persuasive pitch on the movement's most urgent goals using period language.</p> <p>Monument to a Robber Baron / Captain of Industry</p>	<p>Assign reform topics by interest. Offer sentence starters or historical vocabulary scaffolds. Allow multimodal expression: students may present via posters, speeches, or short videos</p>
<p>Populism in America</p>	<p>Command Term deep dive skill drill using the Wonderful Wizard of OZ as a populist allegory.</p>	<p>Student agency in choice, chunked assignment, visual aids provided, rubric and checklist provided, check-ins by teacher, extended time offered where needed.</p>
<p>U.S. Imperialism & the Spanish-American War</p>	<p>Using historical documents (e.g., the De Lôme letter, Treaty of Paris, newspaper headlines), students construct arguments for or against U.S. imperialism and present in a structured debate.</p>	<p>Provide source annotations or summary versions. Use mixed-ability debate teams. Challenge advanced learners to consider perspectives from Latin America or the Philippines. SHEG</p>

Content Resources

[IBO Understanding DP Assessments](#)

[ThinkIB](#)

[IB History Subject Brief](#)

[DoE US History Inspire Site](#)

[US History Teacher Notes](#)

Discovery Education Experience (searchable by subject- login required: student Google Email)