



Marietta City Schools

District Unit Planner

Individuals and Societies AP World History

| Unit title | Unit 6: Consequences of Industry 1750 to 1900 | MYP year | 5 | Unit duration (hrs) | 20 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

SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

- Explain the roles of explorers and conquistadors.
- Analyze the global, economic, and cultural impact of the Columbian Exchange.
- Explain the role of improved technology in exploration.
- Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

SSWH11 Examine political and social changes in Japan and in China from the fourteenth century CE/AD to mid-nineteenth century CE/AD.

- Describe the impact of the Tokugawa Shogunate policies on the social structure of Japan.
- Describe the impact of the Qing and Ming Dynasty policies on the social structure of China.

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, including: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.

College Board Learning Objectives

Unit 6 Learning Objective A Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.

Unit 5 Learning Objective B Compare processes by which state power shifted in various parts of the world from 1750 to 1900.

Unit 5 Learning Objective C Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.

Unit 5 Learning Objective D Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.

Unit 5 Learning Objective E Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.

Unit 5 Learning Objective F Explain how various environmental factors contributed to the development of varied patterns of migration.

Unit 5 Learning Objective G Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.

Unit 5 Learning Objective H Explain how and why new patterns of migration affected society from 1750 to 1900.

Unit 5 Learning Objective I Explain the relative significance of the effects of imperialism from 1750 to 1900.

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 |
|--|--|--|
| <p>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.</p> | <p>Conflict Ideology Causality</p> | <p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p> |

Statement of inquiry

Nations form alliances to protect their military, cultural and economic interests.

Inquiry questions

Factual

What were the motivations for European imperialism in the second half of the nineteenth century?
 What were the causes and effects of worldwide migration in the second half of the nineteenth century?

Conceptual

How did the Industrial Revolution lead to the beginning of the Age of Imperialism?
 How did the intellectual and cultural movements of the second half of the nineteenth century emerge in political actions and social movements?

Debatable

What was the most long-lasting consequence of the Industrial Revolution on the developed and developing world?

| MYP Objectives | 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> |
| Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically | Motivations for Exploration DBQ Activity | Formative Assessment(s): Unit 6 Vocab Quiz Students will complete the chart with vocabulary words from the unit. Unit 6 Document Analysis Practice Summative Assessment(s): Railroads DBQ African Imperialism DBQ Unit 5 and 6 Summative Exam |

Approaches to learning (ATL)

Category: Affective
Cluster: Affective
Skill Indicator: Students manage their test strategies by completing a “blind” DBQ with no source preview time.

Learning Experiences

Add additional rows below as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
|--|--|--|
| <p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</p> <p>a. Explain the roles of explorers and conquistadors.</p> <p>b. Analyze the global, economic, and cultural impact of the Columbian Exchange.</p> <p>c. Explain the role of improved technology in exploration.</p> | <p>Motivations for Exploration DBQ Activity</p> <p>This DBQ will test students' ability to work with and understand the historical documents that tie to the content standards and AP skills</p> <p>Students will:</p> <ul style="list-style-type: none"> - create a thesis that makes a historically defensible claim and responds to all parts of the question. - establish an argument by explaining the broader historical context, developments and processes. - use topic sentences that set out a relevant argument using a historical thinking skill. - demonstrate a complex understanding of the historical development that is the focus of the prompt by using evidence to corroborate, contradict, show cause and effect, show continuity and change over time, qualify | <p>Teacher may divide class into different section analyzing documents, and then bring the group back together for whole group understandings.</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism.</p> <p>6.1 Rationales for Imperialism</p> <p>6.2 State Expansion</p> <p>6.3 Indigenous Responses to State Expansion</p> | <p>Unit 6 Document Analysis Practice</p> <p>Students will read short primary and secondary sources to answer six multiple choice questions about imperialism</p> | <p>Students could be sorted into groups by student ability to analyze documents; allows teacher to work with students who are struggling</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism.</p> <p>6.3 Indigenous Responses to State Expansion</p> <p>c. Examine anti-imperial resistance, including: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.</p> | <p>China and Japan's Reactions to Imperialism DBQ Activity</p> <p>Students will read and examine short primary and secondary sources (text and images) to answer open ended questions about imperialism in the east.</p> | <p>Teacher may also use small flexible groups to support struggling students</p> |
| <p>SSWH16 Analyze the rise of nationalism and worldwide imperialism.</p> <p>b. Assess imperialism in Africa and Asia, include: the influence of geography and natural resources.</p> | <p>African Imperialism DBQ</p> <p>Students will read and examine short primary and secondary sources (text and images) to analyze the following prompt: Analyze African reactions in response to the European Scramble for Africa.</p> | <p>An outline may be used to help struggling students build the different components of the DBQ</p> |
| <p>Content Resources</p> | | |

[Steve Heimler's Unit 6 AP World History Video Playlist](#)

[Unit 6 Quizlet Terms](#)

[Unit 6 Openers - Document Analysis and SAQs](#)