

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for the World History Social Studies Course.

World History - Unit Eight – Industrialization and Imperialism	
Elaborated Unit Focus	The individuals, groups and institutions that emerged during this time will be identified and their role/contributions examined. As people migrated due to political, social, and economic reasons, the complexity of the government also increases. Technological innovations emerged as industrialization grew and expanded.
Connection to Connecting Theme/Enduing Understandings	<ul style="list-style-type: none"> • <i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i> • <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i> • <i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i>
GSE for Social Studies (standards and elements)	<p>SSWH15 Describe the impact of industrialization and urbanization.</p> <p>a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.</p> <p>b. Examine the political and economic ideas of Adam Smith and Karl Marx.</p> <p>c. Examine the social impact of urbanization, include: women and children.</p> <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, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.</p>
Connection to Literacy Standards for Social Studies (reading and/or writing)	<p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> <p>L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.</p> <p>L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>Connection to Social Studies Matrices (information processing and/or map and globe skills)</p>	<p>Map and Globe Skills:</p> <ul style="list-style-type: none">4. compare and contrast the categories of natural, cultural, and political features found on maps6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps7. use a map to explain impact of geography on historical and current events8. draw conclusions and make generalizations based on information from maps11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations <p>Information Processing Skills:</p> <ul style="list-style-type: none">1. compare similarities and differences4. distinguish between fact and opinion5. identify main idea, detail, sequence of events, and cause and effect in a social studies context6. identify and use primary and secondary sources7. interpret timelines, charts, and tables8. identify social studies reference resources to use for a specific purpose11. draw conclusions and make generalizations12. analyze graphs and diagrams15. determine adequacy and/or relevancy of information16. check for consistency of information
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Essential Questions and Related Supporting/Guiding Questions

<p>Enduring Understanding 1</p>	<p><i>The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.</i></p> <p>Essential Question: How was the culture of society changed by technological advances?</p> <ol style="list-style-type: none"> 1. How was culture exported through imperialism? 2. Was imperialism a positive influence on world cultures? Explain. 3. How did cultures resist imperialism?
<p>Enduring Understanding 2</p>	<p><i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i></p> <p>Essential question: How can society change from the actions of a single individual?</p> <ol style="list-style-type: none"> 1. In what ways were Karl Marx and Adam Smith influential on society? 2. How did the rise of the nation state change society? 3. How did imperialism change the relationship/s that countries had previously experienced?
<p>Enduring Understanding 3</p>	<p><i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i></p> <p>Essential Question: What were the unintended consequences of industrialization?</p> <ol style="list-style-type: none"> 1. How did industrialization change the balance of power? 2. How did technological changes in societies have impact on different groups of people within society? 3. How did industrialization bring about social, political, and economic changes?

Sample Instructional Activities/Assessments

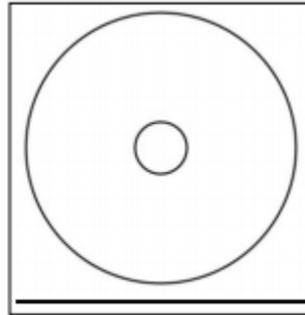
Circle Map - Industrialization

Thinking process: This map is used to help us define something and show our understanding of a topic. We use this to generate ideas, assess what we already know, and what we have learned. Around the outside is a box. This is called the “frame of reference.” Here we can write how we know what we know. Did someone teach us? Did we experience it? Did we read/see something about it? It also allows us to consider our point of view because our different experiences cause us to see the world differently from one another. (Would an adult define a “good” TV show the same way a child would?)

How to create this map:

1. In the center of your paper write the topic or idea that you are thinking about (**The Industrial Revolution**). Then draw a circle around it.
2. Read and view the documents/images provided.
3. Brainstorm all of your thoughts about this topic/idea and write (or draw) them around the circle. When you’re finished, draw a large circle around everything.
4. Draw a box around the outside of all of this to create your “frame of reference.” Write how you know what you know or what influenced your thoughts. (citations)

NOTE: Students could work together to create the map and jigsaw the resources to decrease the amount of time needed for the activity.



Primary and Secondary sources for student use:

Dickens, Charles. "Chapter 5." *Hard Times*. N.p.: n.p., n.d. 2nd Paragraph. Project Gutenberg. Web.

<https://www.gutenberg.org/files/786/786-h/786-h.htm#page3>.

Margaret Waters: A Convenient Villain Infanticide, Baby Farming, and the Status of Women in Victorian England(.ppt)

<https://www1.umassd.edu/ir/papers/2012/field.ppt>

Growth of British Railway Network, 1830-1900

<https://www1.umassd.edu/ir/resources/britishindustries/growthofbritishrailwaynetwork18301900.pdf>

John Aikin on the Benefits and Costs of the Lancashire Textile Factories, 1795

<https://www1.umassd.edu/ir/resources/economicsocialthought/e4.doc>

Andrew Ure, *The Philosophy of Manufacturers*, 1835 <https://www1.umassd.edu/ir/resources/economicsocialthought/e10.doc>

Ernest Jones, "The Factory Town," 1847 <https://www1.umassd.edu/ir/resources/economicsocialthought/e20.doc>

Resource for teachers to use:

Aspects of the Industrial Revolution in Britain <https://www1.umassd.edu/ir/welcome.cfm>. Website has primary and secondary sources, which include documents, images, and charts.

GSE Standards and Elements

SSWH15 Describe the impact of industrialization and urbanization.

a. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan.

<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L9-10RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. L9-10RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. L9-10RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. L9-10RH6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. L9-10RH9: Compare and contrast treatments of the same topic in several primary and secondary sources. L9-10RH10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. L9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices: Information Processing Skills: 1. compare similarities and differences 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 10. analyze artifacts 11. draw conclusions and make generalizations</p> <p>Enduring Understandings:</p> <ul style="list-style-type: none"> • <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i> • <i>The student will understand that technological innovations have consequences, both intended and unintended, for a society.</i>
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Compare and Contrast – Three T-Charts

In this activity students will use three t-charts to **compare and contrast** the unification of Germany under Otto von Bismarck and the Meiji Restoration in Japan. Their three t-charts will be titled “**Political**”, “**Economic**”, and “**Social**”. The students will read the two articles below (or your own substitutes), as they read they will be focused on the idea of change (EQ: What were the changes in politics, economics, and society in Germany and Japan?) Students will note changes they see in each nation on the three t-charts. When they have completed the articles, they will return to their t-charts and color code (color pencils/crayons/highlighters) three changes – Red for one difference each for the two countries and Green for one similarity on each chart. They will then write a short paragraph for each of the t-charts that explains the differences and the similarities between the two nations. Students will end with three paragraphs.

NOTE: *this activity could be completed individually or in pairs (students read one article each and write down changes they see in the text, they then work with partner who read the other article to complete the other side of the t-chart and discuss the differences and similarities for the color coding. Paragraphs should be written individually.*

Articles for students to read:

- Feuchtwanger, Edgar. "Bismarck, Prussia & German Nationalism." ["History Review"]. *History Review*, no. 39, Mar. 2001, p. 14. EBSCOhost, proxygsu-kdoe.galileo.usg.edu/login?url=<http://search.ebscohost.com/login.aspx?direct=true&db=khh&AN=4458052&site=eds-live&scope=site>.
- The Meiji Restoration and Modernization | Asia for Educators | Columbia University. N.p., n.d. Web. 05 May 2017. <http://afe.easia.columbia.edu/special/japan_1750_meiji.htm>.

CHANGE POLITICAL

Germany 	Japan 

<p>GSE Standards and Elements</p>	<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>Literacy Standards</p> <p>Social Studies Matrices</p> <p>Enduring Understanding(s)</p>	<p>Literacy Standards:</p> <p>L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> <p>L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> <p>L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.</p> <p>L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.</p> <p>L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices:</p> <p>Information Processing Skills:</p> <p>1. compare similarities and differences</p>

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| <p>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
11. draw conclusions and make generalizations</p> |
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Enduring Understanding

- *The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.*

The Golden Line

What

This strategy engages readers to look for a specific point that “speaks” to them. "Golden Lines" are powerful quotes that automatically provide interesting discussion material.

Why

Many students find it much easier to select something the author said than to come up with their own reactions. Therefore, Golden Lines are an easy and effective strategy for students to determine important ideas, make connections, and visualize during reading.

How

1. **Think:** Have students read an article and choose a golden line – quotations or key statements that have special meaning or strike them as important.

2. **Pair:** With a partner, students share their golden lines and discuss their thoughts.

3. **Share:** Have students share ideas among table members and share out a few ideas within the room. (Optional: Group students in the room that selected the same/similar passages and have them summarize the passage into 10 words or less)

Adaptation: Give students the template and have them identify connections and nonlinguistic representations for each of their golden lines.

Adapted from: *Power Tools for Adolescent Literacy*, Jan Rozzelle & Carol Scarce, 2009, Solution Tree Press

The Golden Line Template

Golden Lines	Connections	Nonlinguistic Representation

Articles for Students to Read:

- Greathed, Elisa. "An Account of the Opening of the Indian Mutiny at Meerut, 1857." *Internet History Sourcebooks*. N.p., n.d. Web. 06 May 2017. <<http://sourcebooks.fordham.edu/mod/1857Greaded.asp>>.
- Hazewell, Charles Creighton. "The Indian Revolt." *The Atlantic Monthly* 1.2 (1857): 217-22. *The Atlantic*. Atlantic Media Company. Web. 06 May 2017. <<https://www.theatlantic.com/past/docs/issues/1857dec/revolt.htm>>.
- Ch'i-hao, Fei. "The Boxer Rebellion, 1900." *China Journal*. N.p.: n.p., n.d. N. pag. *Internet History Sourcebooks*. Web. 06 May 2017. <<http://sourcebooks.fordham.edu/mod/1900Fei-boxers.asp>>.
- Chen-Yuan, Yao. "My Adventures During the Boxer War, 1900." *The World's Story: A History of the World in Story, Song, and Art, Volume I: China, Japan, and the Islands of the Pacific*. N.p.: n.p., n.d. N. pag. *Internet History Sourcebooks*. Web. 06 May 2017. <<http://sourcebooks.fordham.edu/mod/1900yao-boxers.asp>>.

NOTE: Students do not have to read both articles. Group the students for the activity by the article they read. Have students report back to the class at the end of the lesson as a closing and an informal evaluation of their understanding of the texts.

<p>GSE Standards and Elements</p>	<p>SSWH16 Analyze the rise of nationalism and worldwide imperialism. c. Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857.</p>
<p>Literacy Standards Social Studies Matrices Enduring Understanding(s)</p>	<p>Literacy Standards: L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. L9-10RHSS3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. L9-10RHSS9: Compare and contrast treatments of the same topic in several primary and secondary sources. L9-10RHSS10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research. L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>Social Studies Matrices: Information Processing Skills: 1. compare similarities and differences 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 11. draw conclusions and make generalizations</p> <p>Enduring Understanding:</p> <ul style="list-style-type: none"> • <i>The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</i>

Culminating Unit Performance Task

Socratic Seminar

SCORED DISCUSSION GUIDELINES

Topic: **Industrialization: The antecedent for imperialism?**

Tickets into the Discussion:

- (1) **Yes/No Tree Map** – this needs to have at least 8 points on each side! This is not a separate assignment, rather a tool that you will use to help develop your arguments as you do your research, readings, & videos.
- (2) **An Article, Map, Graph, or Data** from a *primary* source. This primary data **MUST** be incorporated into your scored discussion.

Before the Discussion

1. Read and prepare your text before the seminar. Be ready to discuss the text and topic like the scholar you are! You should make notes in the following ways:
 - Review the texts and other resources used during this unit
 - Highlight important passages/ideas and make notes about what you want to bring to the discussion.
 - Use post-it notes or notecards to note specific passages and/or write your thoughts and questions.
 - You want to be able to easily reference the text and supplemental articles, so write down page #s, passages, or primary source documents that you can reference in discussion.
 - You need to find at least one **relevant outside source**, read or watch it ahead of time, and bring some insight from it into the discussion. This is your **TICKET INTO THE DISCUSSION & MUST BE REFERENCED DURING THE DISCUSSION** (this will garner you extra points!)
2. Prepare three opening question that have no single right answer in case you are called upon to open the discussion. Things to consider:
 - Analytic categories...develop questions or statements by thinking through our analytic categories (think about our class themes/concepts/units). Particularly notable for the topic are the geographical, social, political (national vs. supranational), & economic aspects.
 - Ask about viewpoint, perspectives (realist, pessimist, optimist, etc.)
 - Examine the title, or tone of the topic/content, or connect to current issues, themes, etc.
 - Ask, “how do I feel about population growth?” (but then support your position with **EVIDENCE**, not just “feeling”)
 - Ask questions that explore your own interpretation of the topic
 - Ask about importance: “So what...?” “What does it matter that...” “What does it mean that...”

During the Discussion

RULES FOR PARTICIPATION

- Be courteous. No put-downs or sarcasm.
- Allow each speaker enough time to begin and finish his or her thoughts – don’t interrupt.
- Involve others in the discussion and ask others to elaborate on their responses.
- Build on what others say: ask questions, re-state and add, clarify, synthesize a variety of different views in your own summary.
- Use your best active listening skills: nod, make eye contact, provide feedback, and listen carefully to others.
- Participate openly, knowing you may pass whenever you need to.
- Support your opinions with evidence from the text.
- Remember the goal is **EXPLORATION** – keep an open mind and push for deeper and deeper interpretations.
- Support what you say with **HISTORIC EVIDENCE!**

PROPER RESPONSES TO THE STATEMENT OF OTHERS INCLUDE:

- I agree with...but would like to add...
- I disagree with...but would like to add...
- I am confused by...
- My feeling about this piece ties right back to (such and such a line)
- The author has clearly stated in line 22 that...

- It may not say this in the text, but we can conclude...because is the past...
- Could you restate that? Or could you clarify that?
- Paraphrases of other students: “Nicole, what did you understand Amy to say?”

SCORING GUIDELINES FOR DISCUSSION:

Scoring:

Upon entrance into the discussion, everyone who says something relevant will receive a 70%. You can gain or lose points through the following scenarios.

<u>POSITIVE POINTS</u>	<u>NEGATIVE POINTS</u>
Taking a position: +2	Not Paying Attention (in inner or outer circle): -2
Relevant Comment: +1	Off-task while in outer circle: -2
Using evidence: +2	Interruption: -2
Including others: +1	Making an irrelevant comment: -1
Clarifying question: +1	Monopolizing: -3
Referencing a primary source document +5	Making a personal attack: -3
Making an analogy or providing an example or case study: +2	Talking in outside circle or when someone else is speaking -2
Making connections with prior learning (this class, past courses, or other classes) +2	Working on work for another class in inner or outer circle -2
Incorporation of vocabulary +1	
Recognizing Contradictions: +2	
Recognizing Irrelevance: +2	

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L9-10WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies Matrices:

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
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. compare similarities and differences
4. distinguish between fact and opinion
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
8. identify social studies reference resources to use for a specific purpose
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information
16. check for consistency of information

Enduring Understandings:

- *The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.*
- *The student will understand that the actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.*
- *The student will understand that technological innovations have consequences, both intended and unintended, for a society.*