Marietta City Schools

2023–2024 District Unit Planner

World History

Unit title	*Unit 8: Between the Wars and WWII*	MYP year	*5*	Unit duration (hrs)	*15 Hours*

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

GA DoE Standards

Standards

SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II.
a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.
b. 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.
c. 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.
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.

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 the impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps
10. use graphic scales to determine distances on a map

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
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.	Conflict Ideology	**Identities and Relationships** Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human

Statement of inquiry
Global interactions can lead to conflicts and ideologies that cause significant changes.

Inquiry questions

Factual
What were the causes of WWI?
What new technology was used in WWI?
What were the causes of the Russian Revolution?
What are the conflicts leading to WWII?

Conceptual
How did the conditions on the war front affect soldiers?
How were nations affected by the Treaty of Versailles?
How did Lenin and Stalin's five year plan change the Russian economy?

Debatable
Which factor was the leading cause of WWI?
To what extent was facism positive for Italy, Germany, and Japan?

MYP Objectives	On-Level Assessment Tasks	
What specific MYP __objectives__ will be addressed during this unit?	*__Relationship__ between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*

Criterion C: Communicating
 	
Criterion D: Critical Thinking
	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:
	
	    ● France
	    ● Britain
	    ● the US
		Formative Assessment(s):
		
		Unit 8 Standard 17 Multiple Choice CFA
		
		Students take a short multiple choice quiz to show understanding of content which ties standard 16 .

	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)**	**Summative Assessment(s):** Unit Objective Summative Multiple Choice Students take multiple choice test to show understanding of content which ties to the statement of inquiry
MYP Objectives	**Honors Assessment Tasks**	
What specific MYP __objectives__ will be addressed during this unit?	*__Relationship__ between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
Criterion C: Communicating Criterion D: Critical Thinking	**Analyzing the Interwar Years Event Analysis** Students will examine world events that occurred between WWI and WWII that transpired to push the world into a second world war in 1939. Students will learn and evaluate topics in standard 18. Afterwards, students will create Google slides with analysis of the "events."	**Formative Assessment(s):** **Summative Assessment(s):**
Approaches to learning (ATL)		

Category: Social
Cluster: Collaboration Skills
Skill Indicator: Listen actively to other perspectives and ideas

Category: Thinking
Cluster: Transfer Skills
Skill Indicator: Combine knowledge, understanding and skills to create

On-Level Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
SSWH17 Demonstrate an understanding of long-term causes of World War I and it's 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 Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
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 Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
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 Language Acquisition scaffolds Graphic Organizers Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
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 Language Acquisition scaffolds Graphic Organizers Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project

SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito	**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 Language Acquisition scaffolds Graphic Organizers Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH17 Demonstrate an understanding of long-term causes of World War I and its global impact. b. Describe the rise of fascism in Europe and Asia by comparing the policies of Benito	**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 Language Acquisition scaffolds Graphic Organizers Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH17 Demonstrate an understanding of long-term causes of World War I and its global Impact. d. Analyze the destabilization of Europe in the collapse of the great empires.	**Post WWI Map Analysis** Students will complete a map activity inorder to understand how WWI changed the political landscape of Europe	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH17 Demonstrate an understanding of long-term causes of World War I and it's global Impact.	**Impact of WWI_Image and Doc Analysis_Activity** Students examine a variety of sources to understand the impact WWI had on soldiers and Germany.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II. a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.	**Rise of Dictators Reading** Students will use this reading and questions as a comprehension check for understanding the leaders Hitler, Mussalini, and Stalin.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project

SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II. a. Determine the causes and results of the Russian Revolution from the rise of the Bolsheviks under Lenin to Stalin's first Five Year Plan.	**Causes and Effects of the Russian Revolution Sources and Timeline** Students will look at the Russian Revolution events in chronological order. Students will examine images, readings and primary sources in order to understand the causes and effects of the revolution.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
SSWH18 Examine the major political and economic factors that shaped world societies between World War I and World War II. 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.	**Aggression and Conflicts Activity Leading Up to WWII Jigsaw Activity** Students use a chart and a reading to chunk different events of pre-war aggression.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project
Honors Learning Experiences Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
SSWH17 Demonstrate an understanding of long-term causes of World War I and it's global impact. a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. b. Describe conditions on the war front for soldiers, include: new technology and war tactics	**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 Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project

SSWH17 Demonstrate an understanding of long-term causes of World War I and it's global impact. a. Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. b. Describe conditions on the war front for soldiers, include: new technology and war tactics	**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 Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Project

Content Resources	
On-Level **Treaty of Versailles Reading and Note taking Activity** Students will use information in the document to create Cornell notes based on the infromation. The resource for this activity can be found in the unit 8 CP resource folder in the WH PLC team drive. **Rise of Dictators Quick Notes** SSWH18a: Students can use this information to complete the WWII leaders Graphic organizers. Also serves as differentiation. The resource for this activity can be found in the unit 8 CP resource folder in the WH PLC team drive.	Honors