


**District**

**Assessment-**

**World War I**

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- 
- Write a Rough Draft of your Final Project:
    - a. Roman Hero
    - b. Revolutionary Hero (Glorious, American, French)
    - c. Napoleonic Hero (Either for or against Napoleon)


**Homework-Rough Draft  
due on Thursday/Friday**

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- Name three significant facts/ideas about the Berlin Conference.  
Explain why they are important

**Warm Up**

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- Prepare for District Assessment
  - Engage in metacognition to plan out Final Project
  - Analyze the Open Door Policy

## **Learning Objectives**

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Created to investigate working and hazardous conditions in factories

- Child Labor
- Health Risks
- Quality of Life

## **The Sadler Committee (1832)**

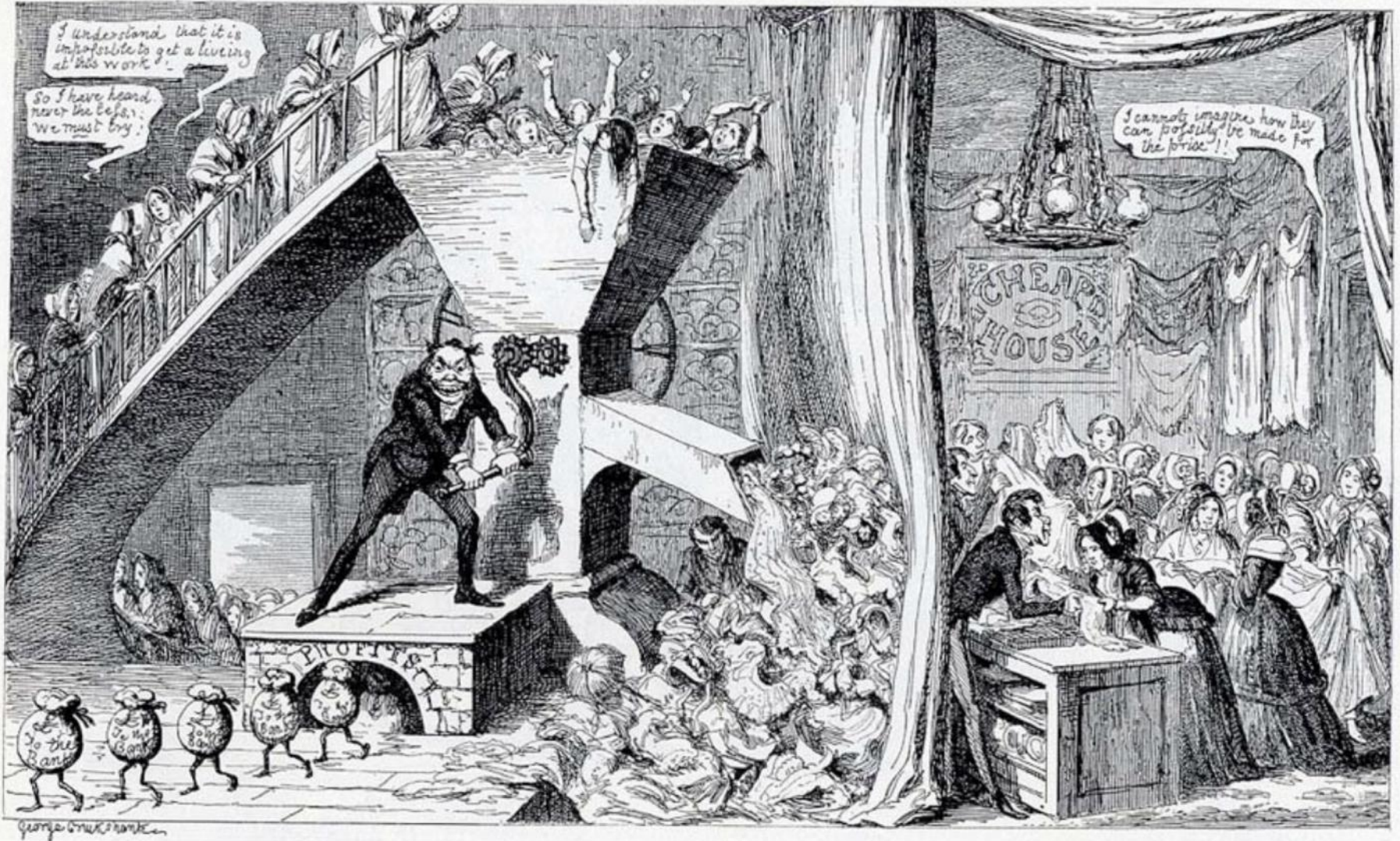
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- The Working Man's Companion (1831):  
Focused on Benefits of Industrialization
  
  - The Conditions of the Working Class in England (1844):
    - a. Socialist writer= Friedrich Engels
    - b. Focused on poor living conditions in cities

## **Books Published During the Industrial Revolution**

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# The Open Door Policy: China

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- Hay=American who designed Open Door Policy
- Purpose: Establish free trade and prevent foreign powers from going to war with each other
- Spheres of Influence: Territories in China in which Imperial Nations had been granted specific economic and political rights to give them an advantage over the competition

**John Hay: 1899**

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## OPEN DOOR POLICY



## Reading and Questions

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- Group 1: Great Britain
  - Group 2: France
  - Group 3: Russia
  - Group 4: Germany
  - Group 5: Japan
  - Group 6: China
  - Group 7: US


# **Group Work: Speech Writing**

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- -Each group will be given a “Role-Playing Card” in which the interests of your nation are listed
- -Your group will pretend that you are diplomats and ambassadors for one nation
- -With the members of your group, you will write a speech (only 1 is necessary), but all group members must present
- -Your speech has to promote or declare the interests of your nation, as listed on the “Role-Playing Card”, and convince the other nations that the Open Door Policy is good or bad

## **The Diplomatic Meeting**

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- 
- Write a Rough Draft of your Final Project:
    - a. Roman Hero
    - b. Revolutionary Hero (Glorious, American, French)
    - c. Napoleonic Hero (Either for or against Napoleon)

# **Homework: Final Project**

## **Rough Draft**

### **(Thursday/Friday)**


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- Identify and explain the purpose of:
  - a. The Sadler Committee (1832)
  - b. The Working Man's Companion (1831)
  - c. The Conditions of the Working Class in England (1844)

## **Warm Up-District Assessment**

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- Synthesize knowledge of Industrial Revolution to prepare for District Assessment
  - Analyze Test-Taking Strategies
  - Collaborate with Group Members to form quality speeches that demonstrate good public speaking skills


# **Learning Objectives**

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- Tips:
  - a. Determine the author's viewpoint while reading their report/book
  - b. Use the documents as evidence to support your ideas!!!
  - c. Stay calm and focus on pros and cons of the Industrial Revolution


# District Assessment

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- List 3 negative impacts and 3 positive impacts of the Industrial Revolution


## **District Assessment**

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- HAVE FUN!!!
  - # 2 Pencils
  - TAKE YOUR TIME-the more you write, the better it is usually scored


# **District Assessment**

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- Every group has ten minutes to finish speech
  - Make sure to make your argument clear, appealing to the audience, and use facts and logical statements to back up your ideas
  - Only 1 written speech is needed, but all group members must present one part of the speech


## **Group Presentations: Open Door Policy**

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- Name 3 connections that you can draw between the Berlin Conference and the Open Door Policy. Explain why these can be connected and why they are important to the topic of Imperialism

## **Checking for Understanding**

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- After looking at each image/cartoon/propaganda piece, interpret the deeper meaning of the artwork, and explain its connection to Imperialism

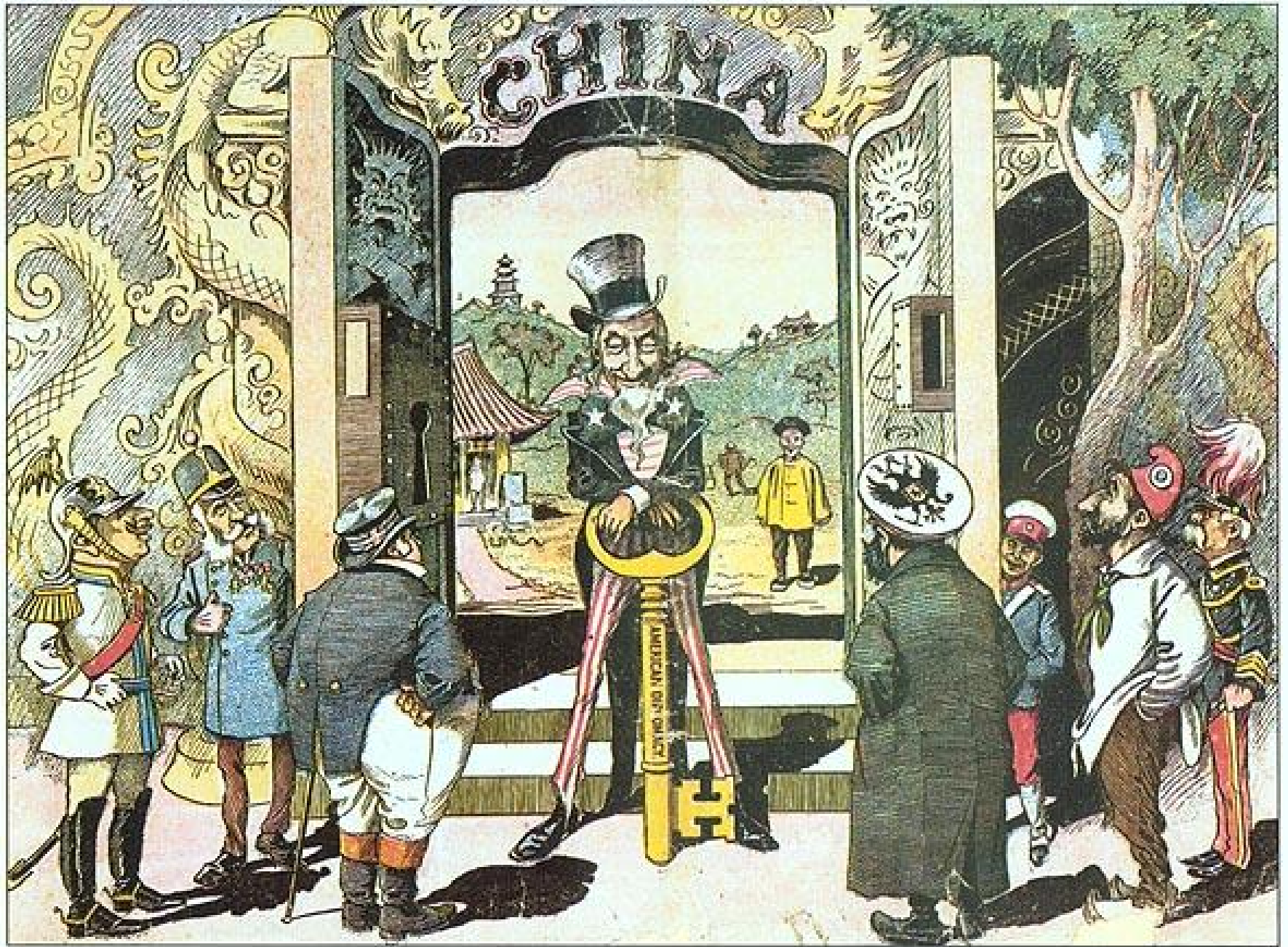
## **Analyzing Imperialistic Imagery**

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# OPEN DOOR POLICY





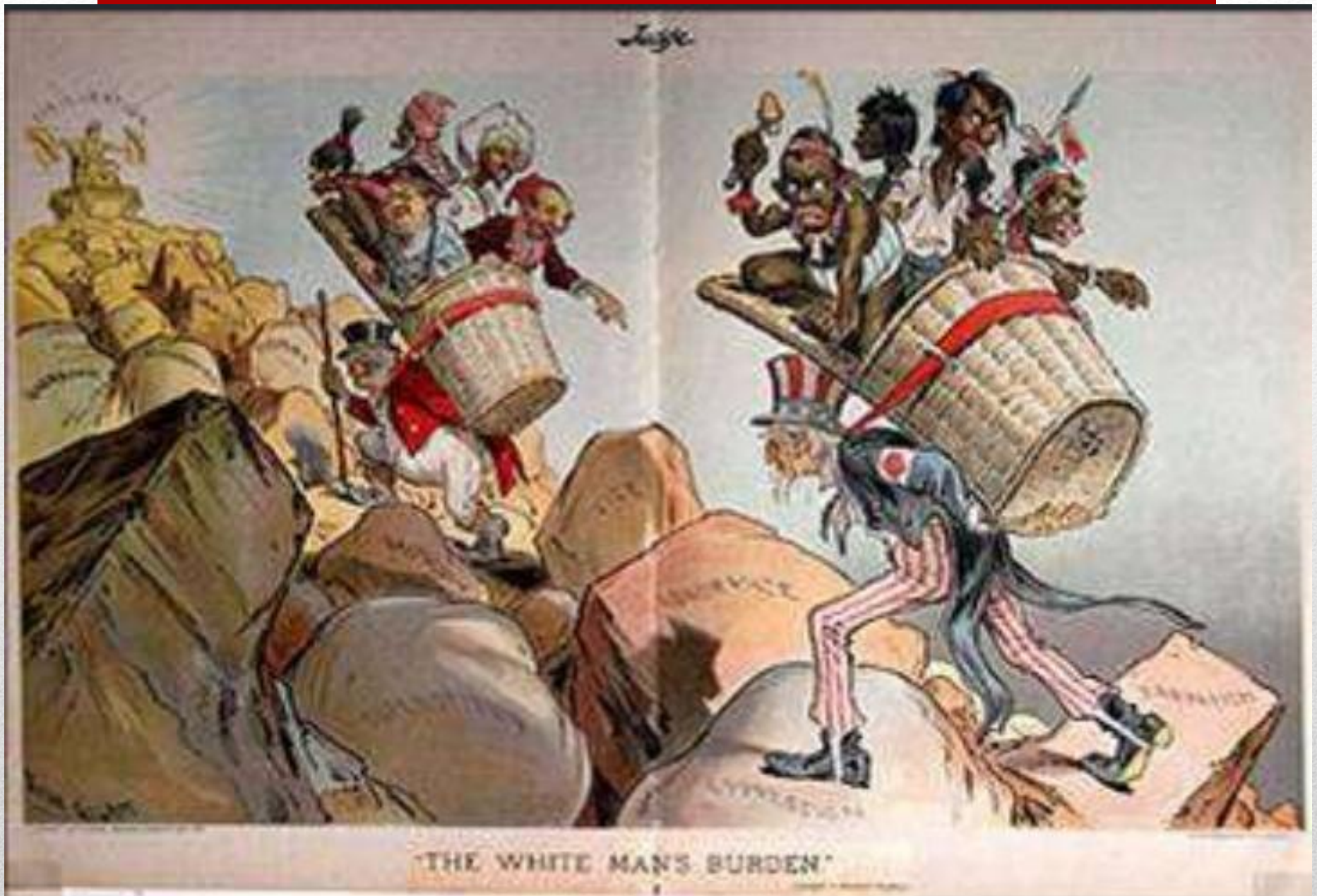
THE OPEN DOOR



# IMPERIALISM








Political cartoon showing Great Britain and the United States carrying the “children” of Africa and Asia to the mountaintop, where civilization awaits them.

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- How do you see Imperialism as a major cause of World War I?

**Check for Understanding**

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- Create a propaganda poster for your Final Project:
  - Roman Hero
  - Revolutionary Hero (Glorious, American, French)
  - Napoleonic Hero (Either for or against Napoleon)

**Homework: Poster due  
Thursday/Friday**


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- 1. What lessons did the world learn from Napoleon that are you think are going to lead to more tensions in Europe?
- 2. In which countries did rapid industrialization and unification lead to them becoming superpowers?
- 3. How did Imperialism cause conflicts and tensions between major superpowers


# Warm Up

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- Build connections between how Napoleon's Reign, the Industrial Revolution, and Imperialism led to heightened tensions in Europe
  - Analyze political, diplomatic, and militaristic relations between European countries in 1914
  - Synthesize the importance of Franz Ferdinand and the Serbian resistance

# **Learning Objectives**

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- M: MILITARISM- Build up of militaries
  - A: ALLIANCES- Formation of secret alliances
  - I: IMPERIALISM- Competition over foreign lands
  - N: NATIONALISM- New nations wanting to become more powerful and independent

# **MAIN: THE CAUSES OF WORLD WAR I**


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- What is a powderkeg?
- What does this famous phrase mean?:  
“The Spark that Ignited the Powderkeg”



## **The Outbreak of War: 1914**

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- Why did all the major European superpowers go to war? How did the idea of “Balance of Power” play a role in this decision?
  - Where did the European superpowers learn this lesson of the importance of balancing power?
  - Do you think they made the right move to declare war on one another? Why or why not?

## **Check for Understanding**

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- While reading through the documents, on a separate sheet of paper, record the following information:
  - a. Document number, author, and where they are from
  - b. The main message of the document
  - c. How this document relates to the causes of World War I
    - Think MAIN!!!

## **DBQ Analysis**

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