

Name:

Period:

Due Date:

7th Grade Social Studies

Unit 5 Industrialism, Nationalism and Imperialism

Part 1: Vocabulary: (40% of grade): identify or explain the significance of each term/ person/ place listed using the internet, suggested sites, dictionary.com, history.com, biography.com, encyclopedia.com

5.1 Industrial Revolution	
1. Industrialism	
2. Factory	
3. Industrial Revolution	
4. Urbanization	
5.2 Types of Economies	
5. Capitalism	
6. Communism	
7. Karl Marx	
5.3 Nationalism	
8. Nationalism	
5.4 Imperialism	
9. Imperialism	
10. Berlin Conference	
11. Cecil Rhodes	

12. King Leopold II of Belgium	
13. Opium Wars	
14. Meiji Restoration	
15. Social Darwinism/ White Man's Burden	

Part 2: Essential Questions (40% of grade): On a separate sheet of paper, answer 2 questions thoroughly (20 points each) possible (10 points) extra credit for answering third question.

1. How have resources gained through imperialism led to the Industrial Revolution?

2. How does competition for resources affect the economic relationship among nations (think about colonization and imperialism)?

3. Compare and contrast the economic systems of Capitalism and Communism. Venn Diagram allowed.

Part 3: Document Analysis: Using the attached HIPPO document analysis, interpret the document below.

David Bywater was interviewed by Michael Sadler and his House of Commons Committee on 13th April, 1832.

Question: At what age were you when you entered upon night work in the steaming department?

Answer: I was nearly fourteen.

Question: Will you state to this committee the labour which you endured when you were put upon long hours.

Answer: We started at one o'clock on Monday morning, and then we went on again till eight o'clock, at breakfast time; then we had half an hour; and then we went on till twelve o'clock, and had half an hour for drinking; and then we stopped at half past eleven for refreshment for an hour and a half at midnight; and then we went on again till breakfast time, when we had half an hour; and then we went on again till twelve o'clock, at dinner time, and then we had an hour: and then we stopped at five o'clock again on Tuesday afternoon for half an hour for drinking; then we went on till past eleven, and then we gave over till five o'clock on Wednesday morning.

Question: Did you go home then?

Answer: No, we slept in the mill.

H.I.P.P.: DBQ and Document Analysis (20% of grade)

1. HISTORICAL CONTEXT-Connect the document to specific historical events using outside examples. Connect the document across time to earlier and/or later eras or across space to events happening in different places. (What else is going on in the world that you need to know to help you understand the document? This is the background info, like the scrolling text at the beginning of Star Wars)

2. INTENDED AUDIENCE-Identify a person or group the author expects to inform or influence.

3. POINT OF VIEW-What do think the author's point of view is on the topic shown in the document? Is there any evidence of bias? If so provide specific details.

4. PURPOSE-Why did the author create the source?