

Unit Template

Desired Results

Title of Unit

Imperialism

Enduring Understandings

- The causes of imperialism.
- How the Berlin Conference represented European claims for control and comparing maps of Africa from 1800 to 1914.
- The impact of imperialism from a variety of perspectives such as missionaries, indigenous peoples, women, business people, and government officials.
- How imperial powers politically and economically controlled territories and people in Africa (South Africa and Congo), India, Indochina, and China.
- The response to imperialism by those being imperialized (Zulu, Sepoy, Boxers).
- How Japan reacted to the threat of imperialism.

Essential Questions

- Why did nations choose to colonize others and how did this choice impact the world?
- How did imperialist nations and people respond to the threat of Western imperialism?

Guiding Questions

- Why and how did industrialized states colonize others?
- How did the colonized react to imperial power?
- How did imperialism impact international relations?
- How did the Japanese respond to Western advances and what was the impact?

Knowledge

- Why did European nations begin to imperialize?
- What was the Berlin Conference and what was the impact?
- How did the map of Africa change from 1800 to 1914.
- How did the ideas of social Darwinism and white man's burden impact how Western nations interacted with those they imperialized?
- What three groups were fighting for control in South Africa and what was the result?
- What was the role of the British East India Company in India?
- Why did the Sepoy Rebellion occur and what was the result?
- The causes and effects of the Opium Wars and the unfair treaties.
- The Boxer Rebellion as a response to imperialism and its impacts.
- The cause of the Meiji Restoration and the impacts it had on China and East Asia.
- Why were Western nations so successful at imperializing non-Western nations?
- Imperialism Vocabulary
 - Imperialize, Colony, Colonize, market, Missionary, Westernize, Modernize, Boer, Zulu, White Man's Burden, Social Darwinism, Sepoy Mutiny, Opium War, Treaty of Nanjing, Extraterritoriality, Sphere of influence, Boxer Rebellion, Berlin Conference, Scramble for Africa, Treaty of Kanagawa, Meiji Restoration

Skills

- Investigate the reasons for imperialism.
- Describe how the British gained, consolidated, and maintained power in India, China, and South Africa.
- Describe the causes and effects of the sepoy rebellion, Zulu uprising, and Boxer Rebellion.
- Describe the effects of Belgium in the Congo.
- Explain why Japanese imperialism was necessary for their industrialization.
- Investigate the social and economic effects of imperialism on the countries that were occupied.
- Identify how the opium trade affected China and led to armed conflict.
- Determine how imperialized people responded to Western imperialism.
- Research how Western nations competed for power in Africa.
- Explain the historical context of a given event, specifically the revolutionary period.
- Identifying historical context, point of view, purpose, and/or proposed audience within an historical document and explaining how that impacts the author's ideas.
- Write arguments focused on discipline-specific content.
- Analyze documents for evidence of the white man's burden.
- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 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.
- Analyze in detail a series of events described in a text; determine whether

	earlier events caused later ones or simply preceded them.
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Standards

10.4 IMPERIALISM: Western European interactions with Africa and Asia shifted from limited regional contacts along the coast to greater influence and connections throughout these regions. Competing industrialized states sought to control and transport raw materials and create new markets across the world. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, GOV, EXCH)

10.4 European industrialized states and Japan sought to play a dominant role in the world and to control natural resources for political, economic, and cultural reasons. Students will explore imperialism from a variety of perspectives such as those of missionaries, indigenous peoples, women, merchants/business people, and government officials. Students will trace how imperial powers politically and economically controlled territories and people, including direct and indirect rule in Africa (South Africa, Congo, and one other territory), India, Indochina, and spheres of influence in China.

10.4 b Those who faced being colonized engaged in varying forms of resistance and adaptation to colonial rule with varying degrees of success. Students will investigate one example of resistance in Africa (Zulu, Ethiopia, or Southern Egypt/Sudan) and one in China (Taiping Rebellion or Boxer Rebellion and the role of Empress Dowager CiXi). Students will investigate how Japan reacted to the threat of Western imperialism in Asia.

10.4 c International conflicts developed as imperial powers competed for control. Claims over land often resulted in borders being shifted on political maps, often with little regard for traditional cultures and commerce (e.g., Berlin Conference). Page 23 Grades 9-12 Students will compare and contrast maps of Africa from ca. 1800 and ca. 1914, noting the changes and continuities of ethnic groups and regions, African states, and European claims

Assessment Evidence

Formative:

- Meeting the success criteria for exit tickets.
- Evidence-based responses during class discussions.
- Proficiency with document analysis.
- Responding to verbal questions with accuracy.

Summative:

- Achieving a passing score on unit tests
- Completing an enduring issues essay prompt
- Analyzing documents for constructed response questions (CRQs)

Learning Plan

Learning Activities

- Primary source analysis
 - Document analysis for historical context
 - Document analysis for historical thinking
- Gallery walks
- CRQs
- Map analysis
- Political cartoon analysis
- Primary source analysis
- Enduring Issues Essay
- Kinesthetic learning for Enlightenment Thinkers
- Make your own constitution
- Stations

Resources

- New Visions Website
- Engage NY
- Quizlet
- Lumio
- Quizizz
- SHEG Reading Like a Historian
- CommonLit
- Newsela
- Readworks