

## Unit 3 Imperialism

### Unit Summary:

This unit is designed to introduce students to the "Age of Imperialism." Students should gain an understanding of the causes of European imperialism during the time period from 1870 to 1914. The unit will focus primarily on the effects of European colonialism in Africa and Asia. A variety of teaching methods are used throughout the unit.

From ODE:

### Content Elaboration:

By the early 20th century, many European nations, as well as Japan, extended their control over other lands and created empires based on imperialism. Their motivations had economic, political, and social roots.

The political motivations for imperialism included the desire to appear more powerful, bolster nationalism, and provide security through the building of military bases overseas (militarism). Japanese leaders wanted to exert the power of Japan and confront Western imperialism by engaging in imperialist actions. Japan used its military might to establish footholds in Taiwan, China, and Korea.

Economic motivations were tied to production and consumption of goods. There was a need for new markets, raw materials and outlets for population growth.

European powers used spheres of influence to establish economic control in China.

Economic influences of imperialism include:

- consumption;
- exploitation of labor;
- exploitation of raw materials;
- spheres of influence; and
- free market.

The social roots for imperial expansion included the spread of Western values and the vision of some that it was "the white man's burden" to civilize those perceived as uncivilized. There also were humanitarian concerns and the spread of Christianity. The social roots of imperialism also included paternalism and social Darwinism.

### Standards:

Imperialism (1800-1914)

The industrialized nations embarked upon a competition for overseas empires that had profound implications for the entire world. This "new imperialism" focused on the underdeveloped world and led to the domination and exploitation of Asia, Africa and Latin America.

**9. Imperial expansion had political, economic and social roots.**

**10. Imperialism involved land acquisition, extraction of raw materials, spread of Western values, and direct political control.**

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**11. The consequences of imperialism were viewed differently by the colonizers and the colonized.**

### Unit Goals/Objectives:

1. Students will identify the economic causes of imperialism during the time period from 1875 to 1914.
2. Students will explain how national pride effected the desire of European nations for overseas colonies in the time period.
3. Students will explain the significance of the Berlin Conference in terms of its effect on imperialism on the African continent.
4. Students will describe the causes and consequences of the Sepoy Mutiny in India in 1857.

### Pre-Assessment:

Pre-Assessment will be done during the Debriefing of the Scramble for Africa Simulation

### Scoring Guidelines:

Pre-test is not scored for grade, but reviewed throughout the session

### Post-Assessment:

Students will complete an SLO based/style test comprised on multiple choice and extended response questions (Schoology)

### Scoring Guidelines:

Test will be assessed using state guidelines - one point for multiple choice questions, and extended responses will be valued at 2 or 4 points.

### Estimated Duration:

13 - 47 minute classes

### Instructional Procedures:

Day One: Scramble for Africa (Simulation) (# 10)

**Objectives:** The students will:

1. Be assessed for prior knowledge of Imperialism and participate in a simulation/competition for territory to compare it to the Scramble for Africa.
2. Understand, through the use of the simulation, the scramble for African territories that occurred during the early period of imperialism.
3. Link imperialism to industrialization and the need for raw materials and markets for goods.

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### Plan:

1. Preview the standards and objectives with the students
2. Planning a new classroom arrangement simulation - Simulation
3. Debriefing - Keynote - Scramble for Africa

### Day Two: Imperialism Vocabulary Introduction

#### **Objectives:** The students will:

1. Complete scan the chapter on Imperialism and define 24 key terms
2. Complete a BINGO sheet

#### **Plan:**

1. Distribute Imperialism Introduction worksheet
2. Provide students with BINGO sheet
3. TCi Chapter 19 - Imperialism Throughout the World

### Day Three: Introduction to Imperialism

#### **Objectives:** The students will:

1. Read Lesson 19 Introduction and Section 1 - watch a Hip Hughes video and complete a guided notes worksheet.
2. describe Africa before European domination
3. summarize the motives of European colonizers
4. identify factors allowing the Europeans to control Africa
5. Complete a graphic organizer/worksheet that demonstrates reading comprehension.

#### **Plan:**

1. Preview the standards and objectives with the students
2. Display Keynote presentation with essential questions, Standards and Objectives
3. Students will download iBook for Chapter 19 Introduction and Section 1
4. Distribute graphic organizers
5. Students can read a paragraph for extra credit, although they are not required to read aloud.

### Days Four: Chapter 19 Section 2 Colonies and Spheres of Influence in Asia

#### **Objective:**

The students will:

1. read the section, together and discuss the key points of imperialism in Asia
2. Extra credit for reading aloud, discussion of questions at the end of the reading section

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### Days Five and Six: Asia Imperialism Dice Game

#### **Objectives:**

The students will:

3. Play a competitive dice game winning land and countries in Asia (small groups)
4. Complete a graphic organizer and color map of Asia

### Day Seven: Imperialism Africa Imperialism

#### **Objectives:**

The students will:

1. Read Chapter 19 Section 3 The Partition of Africa
1. Extra credit for reading aloud, discussion of questions at the end of the reading section

### Days Eight and nine: African Imperialism Dice Game

#### **Objectives:**

The students will

1. Play a competitive dice game winning land and countries in Africa (small groups)
2. Complete a graphic organizer and color map of Africa

### Day Ten: Imperialism Escape Room

#### **Objectives:**

The Student will:

1. Use the chrome books to complete the Imperialism Escape room  
<https://www.michaelsimondickey.com/escape>
2. Students can work in small groups to complete

### Day Eleven: Imperialism in 3D

**Objectives:** The students will:

1. Complete guided notes reviewing various aspects of Imperialism
2. Students will be provided with 3D glasses for the special effects of the presentation

#### **Plan:**

1. Preview the standards and objectives with the students
2. Distribute the 3D glasses
3. Students may move closer to the screen if needed
4. Distribute the worksheet/guided notes and present the keynote

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### *Day Twelve: Analyzing Imperialism Motives (#s 10 and 11)*

**Objectives:** The students will:

1. Students will understand the various motives behind the European drive to create colonial empires at the end of the nineteenth century by examining written and visual artifacts that reveal European perspectives
2. work cooperatively to view placards and complete a graphic organizer

**Plan:**

1. Preview the standards and objectives with the students
2. Students divided into mixed-ability pairs - groups of 2
3. Student handout 3.2A distributed and explained - 5 motives with symbols, 15 placards, describe, determine motive, draw symbol and write a brief explanation of why they chose that motive
4. New placard given, steps completed - PEP (walk around room to get card, and a lap to return a card)
5. Debriefing - Power Point - each group will present one of the placards - describing image and identifying what imperialistic motive is shown.

### *Day Fourteen - European Imperialism for Dummies*

**Objectives:** The students will:

1. Students will review the various motives behind the European drive to create colonial empires at the end of the nineteenth century by examining written and visual artifacts that reveal European perspectives
2. Complete a guided notes worksheet as a review

### *Day Fourteen - Assessment*

**Provision for Individual Differences:** How does this lesson accommodate different developmental levels of students? How does this lesson accommodate individual differences in approaches to learning, create connections between the subject matter, student experiences and/or provisions for students with particular learning differences or needs?

**Bodily-Kinesthetic** - Scramble for Africa/Post-It Note Activity, and Chalk-Talk work well for kinesthetic learners - allowing them to have a number of hands on activities will help them link the material

**Interpersonal** - Scramble for Africa Mapping, "Chalk-Talk", and Motives for Imperialism all provide opportunities for students to discuss their thoughts and ideas - discussing them with peers, while the use of primary sources encourages deeper thought.

**Interpersonal** - Throughout the unit students are provided with opportunities to read silently, and complete work individually. Even the "Chalk-Talk" although a brainstorming activity, students are responsible for what they write individually.

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### **Differentiated Instruction:**

- Extended time
- Have students work in small groups to define words they are struggling with
- Students will be provided with an opportunity to have sections of chapters read to them (live and with technology)
- Students may use charts developed in class to complete the writing assignment
- Guided Notes

### **Technology:**

Keynote presentations

Chromebooks

Airdrop

Mapping History - visual map activity

### **Key Vocabulary:**

varies