Unit E -- Imperialism in Africa and Asia

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **January**
Length: **3 Weeks**
Status: **Published**

Unit Overview

This unit will discuss European imperialism in Africa and Asia. Students will learn how imperialism added to the wealth of the Europeans and Americans, but destroyed cultures of the indigenous people in Africa and Asia. The unit will include the following:

* Africa Before European Influence

* Europeans Enter Africa

* Berlin Conference

* Social Darwinism

* Forms of Imperialism

* African Resistance

* Impact of Colonial Rule

* American Imperialism

* Imperialism in China

* Taiping Rebellion

* Open Door Policy

* Japan Modernizes

Enduring Understandings

- • Culture is both a unifying and divisive force in human relations.

- • Geography and location significantly impacts events in history.

- • Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized.

- • Nationalism unifies some nations and devastates others.

Essential Questions

- How did imperialism affect the cultural, social, political, and economic climate of societies?

- How does geography and location affect historical events?

- How does the development of nationalism impact people, nations, and empires?

- How has industrialization, nationalism, and liberalism impacted the world?

- Is there such a thing as completely unbiased history?

- What characteristics and factors unite people as a nation?

- What happens when cultures collide?

- Why do people live together and form societies?

Lesson Titles

- Chapter Pre-Reading Activity
- Europeans Enter Africa
- Europeans Take Over Africa
- China Resists Modernization
- Japan Modernizes
- Modern Armies vs. Anciet Armies
- Review Game

Standards/Indicators/Student Learning Objectives (SLOs)

Analyze the motives and methods of imperialism (e.g., industrialization, population growth, expanding markets, nationalism) and their impact on people and events (e.g., Opium War, Boxer Rebellion, Sepoy Rebellion, Spanish War, Boer War) during this time period.

Use historical maps from different time periods in the 19th and 20th century to determine which European country had the greatest geographic and economic advantage in the world.

Evaluate the effect of economic development (e.g., telegraph, railroad, schools, bureaucracy) in Africa (e.g., Ghana, Egypt, South Africa) and Asia (e.g., India, China).

Compare and contrast China's and Japan's views of and responses to imperialism (i.e., Japan imperialistic interests in Korea, Manchuria; China: rejection of imperialist powers).

Standards/Indicators

SOC.6.2.12.A.3.e	Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.
SOC.6.2.12.B.3.a	Assess the impact of imperialism by comparing and contrasting the political boundaries of the world in 1815 and 1914.
SOC.6.2.12.C.3.b	Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
SOC.6.2.12.C.3.d	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
SOC.6.2.12.C.3.e	Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
SOC.6.2.12.D.3.c	Compare and contrast China's and Japan's views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.
SOC.6.2.12.D.3.d	Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
SOC.6.2.12.D.3.e	Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.
SOC.6.2.12.CS3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform, and Global Impact: Discontent with prevailing economic, political, and social conditions was the impetus for change, which resulted in revolution or reform. The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

21st Century Skills and Career Ready Practices

- Communication and Collaboration
- Critical Thinking and Problem Solving
- Information Literacy

PFL.9.1.12.F.1	Relate a country's economic system of production and consumption to building personal wealth and achieving societal responsibilities.
PFL.9.1.12.F.2	Assess the impact of emerging global economic events on financial planning.
PFL.9.1.12.G.1	Analyze risks and benefits in various financial situations.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

ELA

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RST.11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
LA.RST.11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
LA.WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.3.3.2	Primary and secondary groups

SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.3	Racial and ethnic inequality
SOC.9-12.4.1.4	Class inequality
SOC.9-12.4.1.5	Gender inequality
SOC.9-12.4.2.3	Inter- and intra-group conflict

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Blooms:

Students will define vocabulary for the unit (Remembering).

Students will recognize that there can be good and bad consequences for changing another country's culture (Understanding).

Students will be able to explain how an advanced society can take over a society that has not modernized (Applying).

Students will compare and contrast Africa from the 19th and 20th century (Analyzing).

Students will rate the overall impact of European imperialism in Africa and Asia (Evaluating).

Students will predict if Africa can throw off the shackles of European imperialism that still present themselves in Africa today (Creating).

- Analyzing Primary Sources
- Compare and Contrast
- Delsea One
- Group Activity
- In Class Readings
- Map Activity
- Review Game
- SWAG
- Vocabulary Exercise
- Writing Exercises

Modifications:

ELL Modifications

- Delsea One

- Front load information

- Group students

- Provide ELL students with multiple literacy strategies

- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

- Provide learning objective and skill objective

- Repeat, reword, clarify

- SWAG

- Tap prior knowledge

- Use real objects when possible

- Use visuals

IEP & 504 Modifications

- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.

- Use visuals

- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from

- Delsea One

- direct teaching and/or assistance for organization, social skills/peer interactions

- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson

- modeling and showing lots of examples

- Options for type of project relating to content

- Preferential Seating

- Projects can be submitted digitally or paper

- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching) Varied instruction: Quizlet

- Read test aloud

- Repetition of key concepts through varied methods

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)

- speaking to students privately when redirecting behaviors

- SWAG

- Tap prior knowledge

- Test in small groups

G&T Modifications

- Argumentation and debate
- Delsea One
- Different test items. (DBQ, RAFT, thesis statement, projects, inquiry based)
- ELA - Cross-curricular connections, especially to historical events and people
- Graph/political cartoon/map analysis / interpretation/creation
- Inquiry based learning
- Student led/directed discussions
- SWAG

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

Technology

- Chromebooks
- GoGuardian.com
- Google Classroom
- Kahoot.com
- Quizlet.com
- Smartboard
- Turnitin.com
- YouTube -- http://www.youtube.com/watch?v=h0mjkLPvrQM
- YouTube -- http://www.youtube.com/watch?v=KCO95uFf2pk
- YouTube -- http://www.youtube.com/watch?v=L0J-VIvKLsc
- YouTube -- http://www.youtube.com/watch?v=QQRFuBeRAi4
- YouTube -- https://www.youtube.com/watch?v=P0ZvnL44chY

| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |

TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Anticipatory Set:

Africa Today

China and Japan Today

How can cultures be destroyed?

Is imperialism a good thing?

Why is it important to modernize?

Prepare and Motivate students for their Test/Quiz

Closure:

Debriefing

Exit Card

Homework Assignments

Quizzes on Imperialism in Africa and Asia

Whip Around

Turn To Your Partner

Review Quiz

Think-Pair-Share

Summative Assessment

- DBQ on Imperialism
- Notebook
- Test on Imperialism

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Chapter Primary Sources
- DBQ on Imperialism
- GoGaurdian

- Historical Maps of Africa during Imperialism
- Kahoot
- Quizlet
- Textbook -- World History : Connections To Today
- Turnitin