

# Unit E -- Imperialism in Africa and Asia

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

## Unit Overview

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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

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- 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

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- 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**

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

## **Standards/Indicators/Student Learning Objectives (SLOs)**

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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**

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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.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.

## 21st Century Skills and Career Ready Practices

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- Communication and Collaboration
- Critical Thinking and Problem Solving
- Global Perspectives
- Information Literacy
- Media Literacy

PFL.9.1.12.C.1	Compare and contrast the financial benefits of different products and services offered by a variety of financial institutions.
PFL.9.1.12.D.12	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
PFL.9.1.12.E.3	Determine how objective, accurate, and current financial information affects the prioritization of financial decisions.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
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

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ELA

Sociology

LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written
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	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.9-10.1	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.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
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.11-12.3	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
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.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.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.2	Cultural relativity
SOC.9-12.2.2.3	Culture shock
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.3.3.2	Primary and secondary 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

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

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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).

SWAG

Meetings at Delsea One

- Analyzing Primary Sources
- Compare and Contrast
- DBQ
- Group Activity
- In Class Readings
- Map Activity
- Review Game
- Rubrics
- Vocabulary Exercise
- Writing Exercises

## **Modifications:**

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### **ELL Modifications**

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- SWAG
  - Meetings at Delsea One
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- 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
  - Tap prior knowledge
  - Use real objects when possible
  - Use visuals

### **IEP & 504 Modifications**

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- SWAG
  - Meetings at Delsea One
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- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
  - DBQs and RAFTs will include highlighted segments
  - direct teaching and/or assistance for organization, social skills/peer interactions
  - higher level reasoning questions such as, DBQs or RAFTs, would have less weight than other questions or possibly be provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content
  - 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.
  - 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
  - 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
- Tap prior knowledge
- Test in small groups
- Use visuals

## **G&T Modifications**

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- SWAG
  - Meetings at Delsea One
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- Annotating
  - Argumentation and debate
  - Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning. Encourage students to make connections through historical time periods/linkage.
  - 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
  - Jigsaw
  - Student led/directed discussions

## **At Risk Modifications**

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- 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

## **Benchmark Assessments**

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Skills-based assessment  
 Reading responses  
 Writing responses

## **Formative Assessment**

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### **Warm-Up:**

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

### **Anticipatory Set:**

Africa Today

China and Japan Today

Explanation of the Rubric

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

Self Assessment

Linkage

Whip Around

Turn To Your Partner

Review Quiz

Think-Pair-Share



## **Alternative Assessments**

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Performance tasks  
Project-based assignments  
Problem-based assignments  
Presentations  
Reflective pieces  
Concept maps  
Case-based scenarios  
Portfolios

## **Summative Assessment**

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- DBQ on Imperialism
- Notebook
- Test on Imperialism

## **Resources & Materials**

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- Chapter Primary Sources
- DBQ on Imperialism
- GoGaurdian
- Historical Maps of Africa during Imperialism
- Kahoot
- Quizlet
- Textbook -- "World History : The Modern Era"
- Turnitin

## **Technology**

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- GoGaurdian.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-VlvKLsc>

- 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.