Unit 2: Conquest and Resistance

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **9 weeks**
Status: **Published**

Summary

In World History, students serve as novice historians as they engage in historical inquiry and refine key skills necessary for post-secondary success through a global lens. In order to do so, the curriculum is designed around three central pillars: core understandings that cut across eras, development of transferable skills, and connecting historical and current events. In each unit, students are presented with a key framework that can be applied to different case studies and allows them to analyze new information and comprehensively engage in comparative analysis.

In line with the three core course trajectory, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Causation - Evaluate the relationship between historical causes and effects and distinguish between long term and immediate effects
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Sourcing - identify and explain the significance of a source's point of view, purpose, historical context, and intended audience
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a historically defensible claim and support it with evidence, both in writing and orally
- Analytical Writing - Formulate an argument in response to a prompt question that is supported with evidence
- Speaking and Listening - Engage in collaborative discussions by building on others' ideas and concretely and persuasively expressing one's own

This unit is part of the larger aforementioned course sequence and specifically focuses on Conquest and Resistance where students will learn how and why European powers engaged in colonization and the resistance that Indigenous, African, and Asian people utilized to counter their power. The unit is broken into two segments: Old Imperialism (Colonization during the "Age of Exploration") and New Imperialism during the late 19th and early 20th centuries. For each of these eras, students will examine motivations for, impacts

of, and resistance to colonization.

When studying the era of Old Imperialism, instructors will be required to discuss settler colonialism as motivated by religious conversion, desire for resources, and maintaining a balance of power in Europe. Moreover, instructors facilitate student exploration of the impacts of colonization including the Transatlantic Slave Trade, destruction and exploitation of Indigenous cultures, and the creation of caste- and race-based systems to maintain control. Instructors will also highlight resistance to Old Imperialism by choosing two of the following case studies: Columbus and the Taino, Mixton War, Chichimeca Rebellion, or Yanga's San Lorenzo de los Negros (First Liberated Black city).

When studying the era of New Imperialism, instructors will be required to discuss the major motivations for further colonial expansion, including empire building and a desire for new resources and markets, especially related to changes from the Industrial Revolution. Students will explore the impacts of New Imperialism in Africa, China, and India, including exploitation of colonized people and the creation of arbitrary territorial boundaries by imperial powers. Finally, instructors will highlight resistance to New Imperialism by choosing two of the following case studies: Sepoy Mutiny of 1857, Zulu Resistance, Boxer Rebellion, French-Thailand Resistance, British Egypt, German Southwest Africa (genocide of the Herero), or First Italo-Ethiopian War.

Students will engage in comparative analysis to examine the ways in which states engage in imperialism and how people resist colonizers. Students will build historical thinking skills through case studies, primary source investigation, and conducting independent and collaborative research using the following framework to contextualize their analysis:

- A wide variety of factors including, but not limited to wealth, resources, dominance, religion, and competition amongst states for influence contributes to colonizers' motivations for conquest. This was furthered by new economic systems that pushed for new markets and self-sufficiency as a means to power.
- Imperializing states built their wealth through domination of markets (ex: mining gold/silver, cash crops) and exploitation (ex: plantation slavery, racialized caste systems). In turn, these states then implemented racialized caste systems to justify their conquest, slavery and exploitation.
- Settler-colonialism brought European languages, religion and gendered hierarchies to other parts of the world. Additionally, they created borders and boundaries based on Eurocentric desires as opposed to traditional boundaries.
- Coupled with the systemic use of extreme violence and oppression, colonizers purposefully underdeveloped colonized territory for resource and wealth extraction without building significant infrastructure, creating difficulty for the colonized after independence.
- Colonized people maintained a high level of resistance that was met at every step of colonization and took place in both active and passive ways. This resistance was most effective when intersections of class, race and ethnicity colluded.

By the end of this unit, students will understand the social, political and economic transformations that occurred to make an increasingly interdependent world during both of these eras.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

This course fulfills one of three units in Social Studies course work required by both Cranford High School and the state of New Jersey for graduation.

Revision Date: August 2023

Standards

6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.

6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.

6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.

6.2.12.EconGI.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

6.2.12.EconGI.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.

6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

6.2.12.HistoryCC.3.b: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

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.

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.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

9.1.12.EG.3: Explain how individuals and businesses influence government policies.

9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice

9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

9.1.12.EG.5 - Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

This unit also reflects the goals of the Department of Education and the Amistad Commission including the

infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, tolerance, race and ethnicity, and religious tolerance.

This unit further reflects the goals of the Holocaust Education mandate where students are able to identify and analyze applicable theories concerning human nature and behavior; understand that genocide is a consequence of prejudice and discrimination; understand that issues of moral dilemma and conscience have a profound impact on life; and understand the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions and Enduring Understandings

Essential Questions:

- To what extent were pre-colonial power structures and hierarchies disrupted by European colonizers?
- To what extent did increasing industrialization contribute to the desire to conquer and imperialize?
- To what extent did resistance to colonialism cause colonizers to grant more autonomy to the colonized?

Enduring Understandings:

- The process of colonization had profound consequences in the world that are still present today.
- While colonization was a brutal process that tremendously hurt colonized people, there was still widespread resistance to it that ranged from small acts of resistance to outright rebellion.

Objectives

Students will know:

- Terms, concepts and individuals (including, but not limited to): colonizer, colonized, settler-colonialism, imperialism, racialized people, social class, oppression, maroon communities, British/Dutch East India companies, Agricultural Revolution, Industrial Revolution, state, mercantilism, capitalism, New Imperialism, Scramble for Africa, Japanese imperialism, Indian Rebellion of 1857, Leopold II, Congo Free State
- That pre-Columbian Indigenous societies differed greatly depending on where they existed.
- How and why European colonizers took control of the Americas and later established imperial holdings in nearly all of Africa and throughout east Asia.
- What the methods of resistance were along with case studies form the selection about how colonial people resisted.
- The process of colonization differed greatly with overt, brute force rarely being used by European powers, and instead, favoring alliances with local leaders and elevating certain peoples or ethnic groups to positions of power over others.
- The role of disease in the history of the Americas.
- Race-based, chattel slavery was a unique institution that differed greatly from previous iterations of the practice of slavery.
- New economic theories and desire for cash crops were at the root of the huge profits made from the enslavement of African and Indigenous people that greatly contributed to the wealth of Europe.
- How the Agricultural Revolution led to increased populations in western Europe that would form the working class of the Industrial Revolution.

- How the working class differed from previous social classes.
- Why industrialization also led to both the desire and ability to colonize other parts of the world.
- Why sole access to certain markets was essential to industrialized European powers.
- How non-European imperialism, specifically Japan, compared to European imperialism.

Students will be skilled at:

- Explaining how pre-Columbian civilizations had advancements that Europeans lacked, such as irrigation systems which led to improved hygiene.
- Explaining how the desire for resources, spreading of Christianity, and obtaining global power, and influence led to conquest.
- Examining how resistance met every attempt at conquest.
- Interpreting the impact of disease in the ability for European nations to conquer Indigenous peoples.
- Analyzing how resistance takes multiple forms at the civilian and governmental level.
- Assessing how the Industrial Revolution rapidly increased the desire for resources amongst European nations to meet new levels of production.
- Evaluating the tactics used by conquistadors to achieve their goals.
- Challenging previously held beliefs on “civilization” and “advancement.”
- Comparing multiple perspectives on a given topic.
- Evaluating the impact of the creation of race on social stratification, such as the formation of racial hierarchies and caste systems.
- Explaining how the Transatlantic Slave Trade contributed to the African Diaspora.
- Comparing and contrasting European nations and their responsibility for conquest and imperialism.
- Identifying how imperial nations gained significantly from conquest, while imperialized/conquered nations lost political, economic, religious, and in some cases social sovereignty.
- Evaluating how active and passive resistance allowed for nations facing conquest to maintain identity.
- Explaining the connection between capital accumulation, conquest, and exploitation.
- Evaluating how imperialism has had lasting impacts that we continue to see in the present day.
- Drawing connections between conquest and the development and expansion of nation-states.

- Evaluating the successes and limitations of resistance movements, considering historical context and power structures.
- Explaining how conquest of states led to an exploitative system of involuntary trade.
- Comparing and contrasting responses to conquest.
- Creating an argument with a clear line of reasoning.
- Supporting a written argument with evidence and original analysis.

Learning Plan

This unit includes, but is not limited to, the following learning strategies:

Motivations for Conquest: Students will analyze the motivations for conquest pre- and post-industrialization and examine how they compare over time. Students will analyze the significance in the desire for resources during both time periods as well as the role of Christianity in European conquest.

Pre-Columbian Latin American Societies: Students will examine Latin American states prior to European conquest, focusing on societal structures, major achievements, and social practices. Students will examine how civilizations such as the Aztecs and Inca served as major regional political forces prior to European contact.

What is Resistance?: Interrupting Empire: Students will review the various means and methods of resistance and why it will be seen in every attempt at conquest. Rather than a focus on whether or not resistance is successful in its goals or not, students will reflect upon what resistance says about those conquering and subjected to conquest, social values, and how it is a powerful social tool in attempts to maintain sovereignty. Students will also examine how resistance led to cultural exchange, allowed Black and Indigenous peoples to maintain autonomy, and how resistance interrupts empire-building.

Comparing Perspectives - Aztec Conquest: Students will compare and contrast the perspectives of Hernan Cortez, other conquistadors, and available Aztec accounts to address the conquering of the Aztecs. Students will note acts of resistance from the Aztecs, address the author's bias and purpose, and historical discrepancies among sources. Students will also address the question, “How does the popular narrative of European Conquest fail to tell a more accurate, complex history of the Americas?”

Inquiry Activity- Incan Conquest: Students will investigate, “Did Pizzaro conquer the Incan Empire through deception or military might?” Students will use various primary and secondary sources to evaluate how and why Francisco Pizzaro conquered the Incas, and interrogate the tactics used.

Introduction to the Transatlantic Slave Trade: Students will examine why and how the Atlantic Slave Trade was introduced first by Portugal and followed by other European nations. Students will analyze primary sources from the perspectives of those enslaved, enslavers, and Europeans working on the ships. Students will reflect upon the conditions of the Transatlantic Slave Trade and reflect on the long term impacts of the Transatlantic Slave Trade.

The Creation of Race Analysis: Students will connect to previous units to examine how the Enlightenment contributed to the creation of race and serves as a justification for enslavement. Students will examine how Europeans created "whiteness" and how they attempted to quantify race, creating a racial hierarchy.

Formation of Racial Hierarchy: Students will examine the Encomienda System and how it served as an example of an ethno/racial hierarchy. Students will reflect upon how this system relates to previous systems of oppression studied in the past and why it was used by Spain in their attempt at conquest in the Americas. Students will make present day connections to how the formation of a racial hierarchy still impacts Latin America today.

Black Legend: Putting Spain on Trial: Students will examine arguments relating to Spain's conquest of the Americas. Students will then address the extent to which they find the Black Legend to be true, finding evidence to support their argument. Students will then engage in a class discussion in which they put Spain on trial, assessing their tactics of conquest and the level of accountability they should hold for atrocities in the Americas.

Industrial Revolution at Home: Students will examine various new practices and inventions of the Agricultural and Industrial Revolutions such as crop rotation, mass production, the increase in standardization, and steam-powered machines and the ways in which these changes impacted European populations. Students will examine the impact of a new working class and the conditions in which they lived through primary source accounts. Students will address, "To what extent did the changes brought by the agricultural and Industrial Revolutions bring about greater social, political, and economic opportunities for all individuals living in Europe?"

Data Analysis: Slavery, Empire, and Capitalism: Using Choices by Brown University's "Racial Slavery in the Americas," students will calculate data related to the rise of slavery in Saint-Domingue to rise in GDP to assess how increasing enslavement and capitalism are interconnected. Students will reflect on how rising industrialism contributed to the trends they graph, and the social impact of increasing enslaved populations in the Americas and Caribbean.

"Scramble for Africa" Map Analysis: Students will analyze changes to African borders and boundaries pre- and post-imperialism, assessing how post-imperialist borders reflect European conquerors' lack of understanding of African boundaries and divisions. Students will also examine which resources were most

abundant in various parts of Africa to assess why colonization was desired there among European nations, considering the context of the Industrial Revolution.

Resistance to Imperialism in Ethiopia: Students will examine how Ethiopia maintained its independence during the "Scramble for Africa" through primary and secondary source analysis. Students will reflect on the significance of Ethiopia maintaining its independence in the 19th century and why this was able to be achieved in Ethiopia.

The Democratic Republic of Congo: Then and Now: Students will analyze the treatment of the Congolese under the rule of King Leopold II of Belgium, as well as resistance tactics by Congolese people and others, such as George Washington Williams. Students will then

draw cross-period connections to the treatment of those living in the Congo and labor practices in relation to the extraction of cobalt. Students will attempt to write a resolution on how to address these lasting challenges, considering ways in which Congolese people have continued to resist unfair treatment.

Opium Wars Investigation: Students will examine how China resisted British involuntary trade of opium through civilian and government actions. Students will address the question, "To what extent does involuntary trade negatively impact imperialized nations?"

Case Study - From Imperialized to Imperializer: Students will examine how Japan started as a nation facing imperialism by the United States to later become an imperial nation through the Meiji Restoration and Sino-Japanese Wars. Students will reflect on the question, "How did Imperialism impact relationships among Western Asian States?"

Responses to Imperialism in Asia Comparative Analysis: Students will be split into small groups to examine the timeline of events for either Japan or China in relation to conquest and resistance. Students will then work with one another to compare and contrast the nations responses to imperialism, considering factors that contribute to varying outcomes (Specifically focusing on the impact of Spheres of Influence and Japan Imperializing other nations) as well as long term impacts of imperialism (such as Japan's role in World War II).

Present Day Conquest and Resistance- The War in Ukraine: Students will examine the current developments of Russia's campaign to take control of Ukraine, as well as Ukrainian resistance through military and political means. Students will reflect on the causes and consequences of Russia's campaign and draw comparisons to past studies of conquest and resistance to the present day.

<u>Case Study Teaching Strategies:</u>

Comparing Perspectives: Columbus and the Tainos: Students will examine how Columbus and the Tainos each describe the first encounters during Columbus' attempt at conquest, examining how the Tainos resisted and discrepancies among the sources. Students will compare findings to that from investigating Cortes' conquest of the Aztecs.

Jamaican Maroon Wars: Students will examine resistance in the Caribbean through study of primary and secondary sources on the Jamaican Maroon Wars. Students will then engage in comparative analysis to the Jamaican Maroon wars and one other post-industrial resistance movement, focusing on tactics uses, outcomes, and effects for nations involved.

Tupac Amaru II and the Lasting Impacts of Colonialism: Students will analyze the life of Tupac Amaru II, the great-grandson of the last Incan Emperor. Students will examine how Tupac Amaru II also resisted Spanish rule, and draw cross-period connections between his acts of resistance and that of the Inca Empire during conquest.

Sepoy Rebellion Video Analysis: Students will examine clips from the Bollywood film "Mangal Pandey: The Rising" to examine Indian resistance to British rule. Students will reflect on the tactics used by Sepoys, how collective action can bring about change, and the role of colonialism in India's history.

Zulu Resistance: Video Analysis: Students will watch clips from the movie Zulu to examine how the Zulu resisted British rule in present-day South Africa. Students will reflect on why the Zulu resisted, successes in their tactics used, and make comparative analysis to other rebellions studied throughout the unit.

Boxer Rebellion Primary Source Analysis: Students will analyze photographs, illustrations, and poetry related to the Boxer Rebellion to assess the role the Red Lanterns played in the Rebellion, tactics used, and significant developments within the rebellion. Students will reflect on how the Boxer Rebellion fits into the historical context of imperialism in China and how the Rebellion relates to other internal conflicts studied within the unit.

Australian Frontier Wars: Students will read an article on the Australian Frontier Wars to combat the popular narrative of peaceful settlement in Australia. Students will reflect on how the tactics used by the British to settle in Australia relate to other tactics seen by imperializers, and reflect on the resistance tactics used by Aboriginal peoples in Australia. Students will then write their own reflection on how this retelling of history impacts their understanding of Australia and other forms of conquest.

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, primary and secondary source analysis (including annotations, critique, questioning and close reading strategies), self and peer review, think-pair-share activities, creating visual representations, debates, film analysis, Socratic seminars, small group discussions, simulations, mapping activities, jigsaw activities, gallery

walks, web quests, and/or inquiry or problem based learning projects.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- Do Nows
- Exit Slips
- Classwork/Homework
- Comparing Perspectives: Aztec Conquest
- Inquiry Activity: The Incas
- The Creation of Race Analysis
- Black Legend: Putting Spain on Trial
- Industrial Revolution Analysis
- Data Analysis: Slavery, Empire and Capitalism
- The Democratic Republic of Congo: Then and Now
- Responses to Imperialism Comparative Analysis

Summative Assessments:

- Unit Test (Multiple Choice, Free Response)
- Lasting Impacts of Conquest and Resistance: Present Day Connections- Students will pick one group studied from the unit and research the lasting impact that conquest and resistance has had on the present-day nation. Students will make cross-period connections to the ways in which resistance is still seen in the nation today, as well as the legacy of conquest in the region. Students will create a presentation that will be paired with a written response to the overarching question, “To what extent are the effects of conquest and resistance still present today?”

Benchmark Assessments:

- Comparative analysis of historical case studies in relation to the provided unit framework
- Document Analysis Questions (following the core course format)

Alternative Assessments:

- Curation Project: Students may curate a sample of different artifacts to highlight key concepts discussed in this unit. They will explain in narrative form how their chosen artifacts reflect concepts discussed in class.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Primary Sources:

- Inca Creation Myth
- The Incas of Peru: PBS
- Florentine Codex (Excerpts, Translated. Note: When using this source, include Spanish surveillance on translation)
- Aztec Accounts of the Conquest
- The Middle Passage: SHEG
- Edict of the Emperor Minh Mang: Hostility to Christianity (1833) Vietnam
- Letters from Hernan Cortes
- Hernan Cortes: Second Letter to Charles V
- Fordham Internet History Sourcebook

- The White Man's Burden
- The Black Man's Burden
- Slavery in Brazil Primary Sources: Choices Brown University
- George Washington Williams's Open Letter to King Leopold on the Congo
- Stanford Historical Education Group
- Lesson on Hatuey and Taino resistance

Old Imperialism Resources:

- Tenochtitlan: A Retelling of Conquest NPR Throughline Podcast
- Conquest of Mexico Paintings (Potential DAQ)
- The Inca's Sacred City of Cuzco: PBS Video
- "Who is Human?" Facing History
- "The Science of Race" Facing History
- Historical Foundations of Race (Smithsonian)
- Between Two Worlds: Mexico at the Crossroads Part I: Choices Brown University (Lesson Activities)
- Transatlantic Slave Trade: Equal Justice Initiative
- Transatlantic Slave Trade: Time Lapse Infographic
- "I Am a Descendent From People Who Have Interrupted Empire": Afro-Indigenous Poet Alán Pelaez Lopez Explores the Beauty of Radical Blackness (Video from the Root)
- Queen Nzinga Lesson Plan

New Imperialism Resources:

- Colonization of Africa: Choices Brown University
- Congo, Coltan, and Cell Phones: A People's History - Zinn Project
- The Ghost in Your Phone: NPR Throughline Podcast
- Racial Slavery in the Americas: Choices Brown University
- Mangal Pandey: The Rising (Clips of Sepoy Rebellion)

- Western Imperialism and Nation Building in Japan and China: Facing History
- Zulu Movie Clips (Available on Youtube)
- Article on the Australian Frontier Wars
- Ahmadou Bamba's pacifist Resistance to French colonization

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies for Modification

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Reading texts aloud for students to assist in comprehension and analysis
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials, including graphic organizers for writing.