

# Unit 6: Nationalism and Imperialism

Content Area: **Template**  
Course(s):  
Time Period:  
Length:  
Status: **Published**

## State Mandated Topics Addressed in this Unit

<u>State Mandated Topics Addressed in this Unit</u>	
Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LBGT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

## Unit 6: Nationalism and Imperialism

### Learning Objectives

- Assess from a wide variety of primary and secondary sources the different motivations for Imperialism.

- Assess how autocratic and absolutist policies in Russia helped to contribute to eventual communist revolution
- Assess the affects of British rule and trade with East Asian nations such as China, India, and Japan
- Assess the cause and effect relationship between the Industrial Revolution and Imperialism.
- Assess the effectiveness of propaganda used in World War 1 and how propaganda was able to motivate populations towards total-war
- Assess the successes and shortcomings of nationalistic movements throughout Europe in the 1800s
- Compare and contrast Capitalism and Communism
- Create a project demonstrating how new inventions and militarism demonstrated brutal and total warfare tactics
- Demonstrate how a country can develop nationalistic symbols such as flags/seals/national animals/etc by designing their own “model” imaginary country.
- Describe how the countries of Asia responded to imperialism
- Describe the degree to which the Meiji Restoration and westernization changed Japanese society
- Describe the effects of Nationalism on the Western World including the unifications of Germany and Italy
- Describe the motivations for the Scramble for Africa
- Determine how the Treaty of Versailles affected global borders using a map
- Examine the effects of European societies such as the Belgians on African societies
- Identify people groups who resisted colonialism and describe the methods of how they achieved this
- Identify the main causes of World War 1 including the M.A.I.N acronym.
- Identify the political, economic, and social causes of Nationalism and imperialism
- Identify the reasons for the rise in nationalism in post-Napoleonic Europe
- Identify what a genocide is and explain how the Rwandan Genocide is related to Imperialism
- Identify what trench warfare was and how World War 1 became an example of total warfare
- List the effects imperialism had on the continent of Africa

## Essential Skills

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- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

## Standards

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SOC.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.
SOC.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.
SOC.6.2.12.CivicsDP.3.a	Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
SOC.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.
SOC.6.2.12.EconGE.3.a	Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain.
SOC.6.2.12.EconGE.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.
SOC.6.2.12.EconGE.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.
SOC.6.2.12.EconET.3.a	Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
SOC.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.
SOC.6.2.12.HistoryCC.3.c	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.GeoSV.4.a	Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI.
SOC.6.2.12.HistoryCC.4.a	Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I.
SOC.6.2.12.HistoryCC.4.g	Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war."
SOC.6.2.12.HistoryUP.4.a	Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
SOC.6.2.12.HistoryUP.4.c	Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.

## Instructional Tasks/Activities

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- 1917 Clips with response questions
- Capitalism vs Communism vs Socialism video with Venn-Diagram
- Chapter 14-2: Revolution of 1848

- Chapter 14-3 Map Activity for Italian Unification
- Chapter 14-3: Unification Movements
- Chapter 16-2: Imperialism in South-East Asia
- Chapter 16-3: Scramble for Africa
- Chapter 16-4: British Rule in India
- Chapter 16-7: Meiji Restoration
- Chapter 16-7: Opium Wars in China
- Discuss the motives for imperialism
- Ducksters - Boer Wars
- Ducksters - Causes of World War 1
- Ducksters - Russian Revolution
- Examine imperialism and its effect on India leading to the Sepoy Rebellion and complete discussion questions to reinforce the material
- Examine imperialism and its effects on China leading to the Opium Wars and complete discussion questions
- Guided Reading / Outline / Notes
- History Matters Video: Why did Ethiopia Stay Free
- History Matters Videos: Unification of Germany and Italy
- Hotel Rwanda Movie with daily discussion response questions
- Imperialism DBQ
- Infographics: Belgian Congo Video w/Questions
- Last Samurai Movie with daily discussion response questions
- M.A.N.I.A Stations readings/Gallery Walk
- Nationalism Build a Country Project
- Propaganda Analysis Activity
- Review Games
- Review the terms of the Berlin Conference
- Weapons of World War 1 Reading and Graphic Organizer

## Assessment Procedure

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- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review

- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- Worksheet

## **Recommended Technology Activities**

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- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

## **Accommodations & Modifications & Differentiation**

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Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

## **Gifted and Talented**

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- Compare & Contrast
- Conferencing
- Debates

- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

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- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

## **Environment**

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- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

## **Honors Modifications**

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N/A

## **Resources**

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- Activities from publishers Teacher Resource Library
- Internet research
- Reading level appropriate on-line text ([www.ducksters.com](http://www.ducksters.com))
- Textbook: Pearson/AGS Globe World History ISBN:0-7854-6405-0