

# Unit 6: The Age on 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>	
History and Contributions of Asian Americans and Pacific Islanders	A board of education shall include instruction on the history and contribution 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 implantation of the New Jersey Student Learning Standards in Social Studies.

## Unit 6: The Age on Imperialism

---

### Learning Objectives

---

- Compare and contrast how countries of Asia, such as China Japan, and India, responded to the Westernization of their cultures
- Describe the actions and motives of Europe and the U.S. in the Pacific Islands such as the Philippines and Hawaii
- Identify the political, economic, and social causes of imperialism
- List the effects European imperialism had on the continent of Africa

### Essential Skills

---

- 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

---

### NJ Student Learning Standards for High School Social Studies

- 6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires expanded, and assess why some were more effective than others in maintaining control of their empires
- 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 the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.
- 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.
- 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.

### Career Education/ Life Skills Standards

- 9.4.12.CI.3
- 9.4.12.CT.2

### Performing Arts Standards

- 1.1.12 A,B
- 1.2.12 D
- 1.5.12 A,B

### Technological Literacy Standards

- 9.4.12.IML.7
- 9.4.12.IML.8
- 9.4.12.TL.1

SOC.6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
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.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.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.

## **Instructional Tasks/Activities**

---

- Analyze the Poem White Man's Burden and interpret its meaning
- Discuss the motives for imperialism and break into small groups for research.
- 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
- Examine primary source documents from a U.S. naval commodore and the president to the Japanese Emperor, and complete DBQ questions.
- Guided Reading / Outline / Notes
- Read and discuss Europe and America's struggle for control of the Philippine Islands, the Philippine-American War, and America's economic and militaristic interests in the Philippine and Hawaiian Islands
- Review Game
- Review the terms of the Berlin Conference and complete an essay on how different individuals were affected by imperialism

## **Assessment Procedure**

---

- 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**

---

- 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**

---

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**

---

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

## **Instruction/Materials**

---

- 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**

---

- 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**

---

Faster paced class where the focus is the development of college level study habits. Experience an increased number of quiz/test questions, which will be more in depth, stress independent preparation, and require more responsibility of the student. Unit assessments measure not only a student's recall of basic facts, but also their ability to think critically, analyze data, and use historical knowledge to help deepen their understanding of content. Students will use primary source documents to complete a document based question (DBQ). Those DBQs include the following primary sources and an essay.

## Resources

---

- ABC-CLIO online textbook
- Correspondence letters: President Fillmore, Emperor Ieyoshi, and Commodore Perry  
[https://visualizingcultures.mit.edu/black\\_ships\\_and\\_samurai/bss\\_essay01.html#presletter](https://visualizingcultures.mit.edu/black_ships_and_samurai/bss_essay01.html#presletter)
- Internet research
- Kipling Poem – White Man’s Burden
- Teacher created notes and resources