

# 08 Nationalism and Imperialism

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **20 days**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand:

- the causes which led European nations and other world powers to expand their economic, political, and cultural power had short-term and long term results.
- colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.
- the characteristics of nationalism.
- how European nations became unified.

## **CONTENT AREA STANDARDS**

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

**RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

LA.WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- major themes and ideas related to the Atlantic World such as slavery, exploration, imperialism, trade, and other important information about this topic.
- concepts related to the Triangular Trade and the Slave trade such as the middle passage, tobacco, Portugal, Spain, assimilation, manufactured goods, cash crops and other important facts.
- the chronological order of imperialized countries.
- the causes and effects of imperialism.

### **Procedural Knowledge**

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Students will be able to:

- with guidance and assistance, investigate how imperialism impacted political boundaries from 1815 - 1914.
- with guidance and assistance, predict where and why European countries explored, colonized, and settled in specific geographic areas based on natural resources, climate, and topography.
- with guidance and assistance, identify issues with European policies and colonization and the responses of indigenous people.

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

### **Benchmark Assessments**

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Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

### **Formative Assessments**

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- Students will read primary source documents related to the unification of Germany, nationalism in Italy, imperialism in Asia and Africa.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

### **Summative Assessments**

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End of Unit assessment or project

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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- King and Lwenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [Crash Course Imperialism](#)

- [PBS World History](#)

## **INTERDISCIPLINARY CONNECTIONS**

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Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classroom content.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.