

Social Studies
European History
Unit 7: Age of Imperialism

Essential Understandings	<ul style="list-style-type: none"> ▪ Students will review the Age of Discovery in context with the expansion of European contact and culture throughout the world. Students will consider the various motivations for the establishment of colonial empires in Western Europe. In turn, students will demonstrate an understanding of the economic and social impact of the Columbian Exchange in the short-term and long-term for both Europeans and New World Peoples.
Essential Questions	<p><u>Primary Questions</u></p> <ul style="list-style-type: none"> ▪ Even though most of Latin America became independent of European colonial rule in the 19th century, what were some of the cultural influences and other ties that still existed between the two continents? ▪ How did Mohammed Ali attempt to modernize Egypt on the European model? How successful was he? ▪ What were the major motivations for European engagements/entanglements in the non-Western world during the “New Age of European Imperialism” (mid 19th century to mid 20th century)? ▪ Why did so many Middle Eastern, Asian, and African rulers “succumb” to European domination? ▪ What was the result of the Sepoy Mutiny in India in 1857? How did it change the nature of the relationship between Britain and the Indian subcontinent? <p><u>Secondary Questions</u></p> <ul style="list-style-type: none"> ▪ What was the late 19th century definition of the world imperialism? How was that definition changed in the post-World War II era? ▪ Identify some of the early 20th century opponents of European imperialism. What were their explanations for the imperial fever that dominated most European countries (and the United States) at that time? ▪ Why do modern historians feel uncomfortable with these early 20th century explanations for imperialism? ▪ What were some of the political, economic, social, intellectual, and military factors that explained the sudden increase in the pace and importance of European imperialism in the late 19th century? ▪ How did their colonial experiences help make them good civil servants back home and vice versa?

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Essential Questions	<p><u>Supplementary Questions</u></p> <ul style="list-style-type: none"> ▪ Why did the colonies offer special opportunities for Europe’s aristocracy, especially for those from Britain and France? ▪ How was gender used to explain the relationship between the colonials and their European overlords? ▪ What was the emotional/ideological appeal of imperialism for many Europeans? ▪ What were the causes of the Boer War? ▪ What were the specific British and French goals in Africa? How did the Fashoda Crisis reflect the different goals of these two countries? ▪ How were the European colonial experiences in East and Southeast Asia similar to that in Africa? How were they different? ▪ Why was Japan able to withstand the pressures of European colonialism?
Essential Knowledge	<ul style="list-style-type: none"> ▪ The development of a systematic process of cultural imperialism throughout the world during the 19th century led to even greater conflict. ▪ The “Scramble for Africa” coincided with late 19th century nationalism and social Darwinism to create a wide-spread phenomenon supported by church and state. ▪ The impact of industrialization and urbanization upon European imperialist policies fueled by the fire of rivalry and spurred nationalism and militarism. ▪ The use of force by imperial states to maintain control in their colonial empire dispelled much of the ideological gains of the Enlightenment.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Mohammed Ali Pasha, Dr. David Livingstone, Henry M. Stanley, Sir Richard Burton, John Speke, Ferdinand de Lesseps, Archduke Maximilian of Austria, Opium War (1839-1842), Treaty of Nanjing, Taiping Rebellion, extraterritoriality, Commodore Matthew Perry, Treaty of Kanagawa, direct rule, indirect rule, British Raj, British East India Company, thuggees, Sepoy Mutiny, sati (suttee), imperialism, sphere of influence, J.A. Hobson, V.I. Lenin, Joseph A. Schumpeter, Rudyard Kipling “White Man’s Burden”, paternalism, Boer War (1899-1902), Great Trek, Cecil Rhodes, Leopold II of Belgium, protectorate, Charles Gordon “Pasha”, Mahdi Revolt, Lord Herbert Kitchener, “Greater England Policy”, “Lesser England Policy”, Anglo-Egyptian Sudan, Suez Canal, Berlin Conference of 1885, Fashoda Crisis, Dutch East India Company, Jules Ferry, French Indochina, Boxer Rebellion, Sino-Japanese War,

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	<p>1911 Chinese Revolution, Dr. Sun Yat-sen, Kuomintang, Meiji Restoration</p>
<p style="text-align: center;">Essential Skills</p>	<ul style="list-style-type: none"> ▪ Develop greater Reading Comprehension ▪ Develop competent Note Taking skills ▪ Develop Source Analysis for both Primary and Secondary ▪ Create and Deliver Oral Presentations ▪ Develop Narrative/Argumentative Essay Writing ▪ Demonstrate geographical awareness.
<p style="text-align: center;">Related Maine Learning Results</p>	<p><u>Social Studies</u></p> <p>A. Applications of Social Studies Processes, Knowledge, and Skills</p> <p>A1.Researching and Developing Positions on Current Social Studies Issues</p> <p>Students research, develop, present, and defend positions on current social studies issues by developing and modifying research questions, and locating, selecting, evaluating, and synthesizing information from multiple and varied sources.</p> <ol style="list-style-type: none"> a. Develop research questions related to a current social studies issue. c. Make judgments about conflicting findings from different sources, incorporating those from sources that are valid and refuting others. d. Synthesize information from varied sources, fieldwork, experiments, and/or interviews that reflect multiple perspectives. f. Create and present a coherent set of findings that integrate paraphrasing, quotations, and citations. <p>A2.Making Decisions Using Social Studies Knowledge and Skills</p> <p>Students make individual and collaborative decisions on matters related to social studies using relevant information and research, discussion, and ethical reasoning skills.</p> <ol style="list-style-type: none"> a. Develop individual and collaborative decisions/plans by considering multiple points of view, weighing pros and cons, building on the ideas of others, and sharing information in an attempt to sway the opinions of others. b. Make a real or simulated decision related to the classroom, school, community, civic organization, Maine, United States, or international entity by applying appropriate and relevant social studies knowledge and skills, including research skills, ethical reasoning skills, and other relevant information. <p>A3.Taking Action Using Social Studies Knowledge and Skills</p> <p>Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p>

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<p>Related Maine Learning Results</p>	<p>B. Civics and Government</p> <p>B1. Knowledge, Concepts, Themes, and Patterns of Civics/Government</p> <p>Students understand the ideals, purposes, principles, structures, and processes of constitutional government in the United States and in the American political system, as well as examples of other forms of government and political systems in the world.</p> <ul style="list-style-type: none">a. Explain that the study of government includes structures, functions, institutions, and forms of government to citizens in the United States and in other regions of the world.c. Explain how and why democratic institutions and interpretations of democratic ideals and constitutional principles change over time.d. Describe the purpose, structures, and processes of the American political system.e. Compare the American political system with examples of political systems from other parts of the world. <p>B2. Rights, Duties, Responsibilities, and Citizen Participation in Government</p> <p>Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world.</p> <ul style="list-style-type: none">a. Explain the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.b. Evaluate the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.c. Analyze the constitutional principles and the roles of the citizen and the government in major laws or cases.d. Compare the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.e. Evaluate how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience.
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<p>Related Maine Learning Results</p>	<p>B3. Individual, Cultural, International, and Global Connections in Civics and Government Students understand political and civic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native Americans.</p> <ul style="list-style-type: none">a. Analyze the constitutional, political, and civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.b. Analyze the political structures, political power, and political perspectives of diverse cultures, including those of Maine and other Native Americans, various historical and recent immigrant groups in Maine and the United States, and those of various world cultures. <p>C. Economics</p> <p>C1. Economic Knowledge, Concept, Themes, and Patterns Students understand the principles and processes of personal economics, the role of markets, the economic system of the United States, and other economic systems in the world, and how economics serves to inform decisions in the present and future.</p> <ul style="list-style-type: none">b. Explain and analyze the role of financial institutions, the stock market, and government, including fiscal, monetary, and trade policies, in personal, business, and national economics.d. Identify and explain various economic indicators and how they represent and influence economic activity.e. Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth and sustainability.f. Explain and apply the concepts of specialization, economic interdependence, and comparative advantage. <p>C2. Individual, Cultural, International, and Global Connections in Economics Students understand economic aspects of unity and diversity in Maine, the United States, and the world, including Maine Native American communities.</p> <ul style="list-style-type: none">a. Analyze the role of regional, international, and global organizations that are engaged in economic development.b. Compare a variety of economic systems and the economic development of Maine, the United States, and various regions of the world that are economically diverse.c. Analyze wealth, poverty, resource distribution, and other economic factors of diverse cultures, including Maine and other Native Americans, various historical and recent
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	immigrant groups in Maine and the United States, and various world cultures.
Related Maine Learning Results	<p>D. Geography</p> <p>D1. Geographic Knowledge, Concepts, Themes, and Patterns Students understand the geography of the United States and various regions of the world and the effect of geographic influences on decisions about the present and future.</p> <ol style="list-style-type: none"> a. Explain that geography includes the study of physical, environmental, and cultural features at the local, state, national, and global levels and helps people to better predict and evaluate consequences of geographic influences. b. Describe the major regions of the Earth and their major physical, environmental, and cultural features using a variety of geographic tools. c. Analyze local, national, and global geographic data on physical, environmental, and cultural processes that shape and change places and regions. d. Evaluate the impact of change, including technological change, on the physical and cultural environment. <p>D2. Individual, Cultural, International, and Global Connections in Geography Students understand geographic aspects of unity and diversity in Maine, the United States, and the world, including Maine native American communities.</p> <ol style="list-style-type: none"> a. Analyze geographic features that have impacted unity and diversity in the United States and other nations and describe their effects. b. Analyze the dynamic relationship between geographic features and various cultures, including the cultures of Maine and other Native Americans, various historical and recent immigrant groups in the United States, and other cultures in the world.
Sample Lessons And Activities	<ul style="list-style-type: none"> ▪ Students will read excerpts from Colin Benbow’s <i>Boer Prisoners of War</i>. Students will research 19th century British policy concerning POWs and the concept of concentration camps established during this period. In class students will view a powerpoint presentation on Boer Prisoners of War who were kept in prison hulks in Bermuda. Then students will discuss the nature of international law concerning warfare as formulated at the end of the century.

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<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none">▪ Students will be assigned a European colony to study in depth. Students will write an in class essay concerning the impact of European colonial rule on that particular colony prior to and after independence. They will be expected to assess the ramifications in a number of different contexts and be able to explain the long term impact upon that country after liberation.
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none">▪ <u>Publications:</u><ul style="list-style-type: none">○ “The Roots of Western Civilization” – Prof. Paul Halsall, Fordham University▪ <u>Other Resources:</u><ul style="list-style-type: none">○ “A Comparison of the Middle Ages and the Renaissance in Italy” – chart○ “Comparing the Middle Ages, the Renaissance, and the Modern World” – chart○ “The Late Middle Ages” – Prof. David McGee, Central Virginia Community College, lecture outline