

Course: 11-12th Grade World History and Geography

Lesson Focus: Non-European World in the Age of 19th Century Imperialism

Date: March, 2015

Time Needed: 4-6 days

State of Michigan HSCE: (HSCE content not relevant to this project has been deleted for coverage elsewhere within the local curriculum)

WHG ERA 6 – AN AGE OF GLOBAL REVOLUTIONS, 18TH CENTURY-1914

6.1 - Global or Cross-temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.

6.1.1 - Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1) (National Geography Standard 13, p. 210)

6.1.2 - World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism, imperialism... and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)

6.1.3 - Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including

- Constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights... (National Geography Standard 10, p. 203)
- the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206)

6.1.5 - Interpreting Europe's Increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by... factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)

6.2 - Interregional or Comparative Expectations

Analyze and compare the interregional patterns of...imperialism.

6.2.1 - Political Revolutions – Analyze the Age of Revolutions by comparing and contrasting the political, economic, and social causes and consequences Of at least three political and/or nationalistic revolutions (...Haitian, Mexican or other Latin American, or Chinese Revolutions) (National Geography Standard 13, p. 210)

6.2.2 - Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a Western context (e.g., Germany, Italy) and non-Western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 13, p. 203)

6.2.3 - Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by

- comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France

6.2.4 - Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by

- using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia (National Geography Standard 16, p. 216)
- comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 212)
- analyze the responses to imperialism by African and Asian peoples (See 6.6.3)

6.3.2 - East Asia – Analyze the political, economic, and social transformations in East Asia by

- explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210)
- describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions

6.3.3 - Africa – Evaluate the different experiences of African societies north and south of the Sahara with Imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)

Common Core State Standards: (CCSS content not relevant to this project has been deleted for coverage elsewhere within the local curriculum)

Key Ideas and Details:

ELA-LITERACY.RH.11-12.2 - Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Integration of Knowledge and Ideas:

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

CCSS.ELA-LITERACY.RH.11-12.9 - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RH.11-12.10 - By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Essential Question(s):

What impact did "New" Imperialism have on the world in the 1800's?

What was happening in Latin America, Africa, and East Asia during the time of "New" European Imperialism in the 1800's?

Materials/ Resources:

1. Any Baseline world history textbook to conduct initial research. At Haslett High School we will use the following textbook:
 - a. Spielvogel, World History: Modern Times, McGraw Hill-Glencoe, 2010. ISBN 987-0-07-891005-0, Chapters 14 and 15, pgs. 448-519
 - b. Above textbook found online at: www.glencoe.com/ose
2. Computer lab OR student online access at home to supplement textbook research
3. Copy of the Story Book Project Directions Handout for each student (see below)
4. Copy of a blank Story Book Packet for each student (see below)
5. Supplemental Resource: *Anna and the King*, 1999 film, first 45 minutes to illustrate the clash of cultures between Europe and a non-European culture (Great Britain and Thailand in this case)

Introduction/Warm Up:

Day 1 - Prompt response in note journal to the following question: How can artwork, in addition to text, help illuminate what we learn and understand about the people and cultures we study? After journaling, brief class discussion of student ideas.

Day 2 - Prompt response in note journal to the following question: What are the most IMPORTANT aspects of the history you have researched so far? After journaling, share answers with seat partner.

Day 3 - (optional computer lab research day)- Prompt response in note journal to the following question: What are the most INTERESTING aspects of the history you have researched so far? After journaling, share answers with seat partner.

Day 4 - (optional film clip day) Prompt response in note journal to the following question: How can film and theater help illuminate what we learn and understand about the people and cultures we study? After journaling, brief class discussion of student ideas.

Day 5-6 - Review their story book in preparation for informal class presentation.

Day by Day Procedures/Activities:

Day 1:

1. Student will come in and organize themselves once the bell rings.
2. I will have the warm up prompt on either the white board or smart board...along with directions for completing it in their warm up note journal. We will then briefly discuss student responses.
3. Intro Story Book Project, and today's agenda for getting ready for the project
4. Distribute, read, and answer questions over the following project documents (all attached below):

- a. Story Book Directions Handout
- b. Story Book Research Notes Rubric
- c. Story Book Project Rubric
5. Distribute, explain, and connect to directions a copy of a blank Story Book for use in completing the project
6. (Future Years) Pass around the room examples of past student work: 10+ exemplary projects and 2 poorly done projects.
7. (Future Years) Remaining time for students to look over example projects and ask questions
8. Homework = Read and take textbook research notes (1-2 nights)

Day 2:

1. Student will come in and organize themselves once the bell rings. Have students set their research notes out on their desk.
2. I will have the warm up prompt on either the white board or smart board...along with directions for completing it in their warm up note journal. After journaling students will discuss their response with their seat partner. During the prompt walk around the room and check to verify students have completed homework notes. Discuss the situation with anyone that has not.
3. Form homogenous project groups (same topic groups). Have students do the following:
 - a. Go over and annotate their notes based on the following symbols collectively: Underline important themes; highlight important details and facts; double underline most important ideas/events/people in each thematic portion of their notes.
 - b. Discuss collectively what would be some ideas for organizing the content within their story book.
4. Homework = Complete and review research notes. Begin brainstorming and planning Story Book Project. Work on completing the story book project. Due the following Monday.

Day 3: (optional computer lab research day)

1. Student will come in and organize themselves once the bell rings. Have students that didn't complete their research notes yesterday bring them up and show them to the teacher today.
2. I will have the warm up prompt on either the white board or smart board...along with directions for completing it in their warm up note journal. After journaling students will discuss their response with their seat partner.
3. Go over library media center computer research expectations: sit next to students you were grouped with yesterday; one student per computer, do computer research to expand upon your understand and depth of knowledge in the most important ideas/events/people identified yesterday within your topic group.
4. Go to the library media center to conduct project research
5. Homework - Begin brainstorming and planning Story Book Project. Work on completing the story book project. Due the following Monday.

Day 4: (optional video clip day to add a layer of interpretive understanding and perspective)

1. Student will come in and organize themselves once the bell rings.
2. I will have the warm up prompt on either the white board or smart board...along with directions for completing it in their warm up note journal. We will then briefly discuss student responses.
3. Begin the 1999 movie Anna and the King. Watch the first 45 minutes followed by a brief discussion relating the film back to our start up prompt.

4. Homework = Work on completing the story book project. Due the following Monday.

Days 5: (day 3 if optional days were skipped - should be the first Monday following the last project day so students will have had sufficient time to complete the Story Book Project successfully)

1. Student will come in and organize themselves once the bell rings. They should make sure their Story Book is organized and stapled together properly.
2. In lieu of a start up prompt, students will be given five minutes to review over their Story Book Projects with the understanding they are about to present their story book and summarize their learning to the rest of the class in an informal class presentation.
3. Begin Story Book Project presentations by calling all students with a topic up front. Rest of the class is assembled Kiva style seating around the front of the classroom.
4. Students will flip through their story book, using the artwork pages to explain what they learned about each region/topics history to their classmates.
5. Turn in Story Book Project Research Notes for grade based on the rubric reviewed on Day 1.
6. Homework = Nothing (or begin homework for the next unit/set of lessons)

Day 6: (day 4 if optional days were skipped)

1. Student will come in and organize themselves once the bell rings. They should make sure their Story Book is organized and stapled together properly.
2. In lieu of a start up prompt, students will be given five minutes to review over their Story Book Projects with the understanding they are about to present their story book and summarize their learning to the rest of the class in an informal class presentation.
3. Any students that didn't have the opportunity to present yesterday will present today. These remaining presentations will complete the project
4. Summative teacher facilitated class discussion over similar and dissimilar themes that emerged during student presentations
5. Turn in Story Book Project for a grade based on the grading rubric reviewed on Day 1
6. Homework = Nothing (or begin homework for the next unit/set of lessons)

Lesson Conclusion/Summary: Takes place as an aspect of post presentation discussion in days 5-6 under "Procedure/Activities" above.

Assessment (Formative; Summative):

Formative Assessment:

- (1) Completion of their research notes (graded per the rubric discussed Day 1).
- (2) Day 2 note check provides an informal opportunity for the teacher to briefly skim student notes to gauge level of thoroughness early in the research process;
- (3) Start up prompts in days 2 and 3 provide some formative assessment regarding what was historically most important and interesting to the students as they become topic experts;
- (4) Because it is not graded, the student presentations serve a formative assessment function for the presenters.

Summative Assessment:

- (2) Collection and grade the story book project per the project rubric discussed on Day 1;
- (3) Common Assessment Semester Final Exam at the end of second semester in June.

Follow-up Lesson(s):

There are no concrete follow up lessons planned for this content. This multi-day project constitutes the completion

of this curricular content.

Notes/Reflection:

Strengths:

This unit serves the purpose of 1) further developing research skills, further developing our presentation skills, it helps us meet some of our high school level technology benchmarks as dictated by the State of Michigan; having student become experts in multiple areas of historical inquiry that is embedded within the State of Michigan High School Content Expectations for World History and Geography; to further develop specific Common Core State Standards as outlined above. This particular project facilitates us covering a wide range of diverse, but important, social studies content in a time efficient manner. In a traditional unit, we could not cover this range of material in the time we need to do so. Thus, the project is also very carefully selected and tailored to help meet curricular objectives within an abbreviated time frame.

Weaknesses:

Students do not learn every topic with the same depth of understanding and knowledge. They gain a tremendous amount of knowledge within their project topic area(s). However, they learn less detailed knowledge and understanding over the other student's presentation topics. Their knowledge over the other student's projects tends to be on a "big picture" level as opposed to understanding the intricacy of detail that accompanies each topic.

Name: _____ Date: _____ Hour: _____

Imperialism: Story Book Project

Background:

In the 1800's many western nations sought out new territories and colonies in other parts of the world. Asia, Africa and Latin America all struggled with imperialistic interference from these western powers. Whether they governed directly or indirectly, these western nations controlled the governments and economies of their colonies. Some areas resisted colonial rule, but typically this resistance failed.

Purpose:

Combine the efforts of multiple students to create a high quality story book covering the era of western imperialism in a particular region of the world. Students will focus individually on particular elements of a region such as Africa, Asia or Latin America. They will then combine their individual efforts with students focused on other elements of the same region to create a comprehensive story book illustrating and explaining their topics within their assigned region.

Directions:

You will be creating a high quality and professional looking section of a story book. Your section of the story book will contain a visual summary as well as written summary of the important historical information regarding your topic(s). Since this is an important major assignment grade, you need to do your best quality work.

There are many different aspects of the era of imperialism. These aspects are the focus of chapters 14 and 15 within your textbook. Within this project, you will be assigned to a broad region during the era of imperialism based on a section within one of the two chapters in this unit. You will research and take notes on that section in detail. Following this research, you will be randomly assigned a specific area of specialization within that section. You will then create a professional looking story book page based on your area of specialization. The final aspect of this project will involve combining together your story book page with the pages of other students that shared your same textbook chapter and section. This will result in a comprehensive story book over a broad aspect of imperialism.

Categories:

Below you will find the broad textbook chapters and sections that will be utilized within this project. You will be assigned one of these seven textbook sections to read and take thorough notes about. Following this step, Mr. Smith will assign you specific aspect(s) of that section to complete as your story book page.

Chapter 14: "The Height of Imperialism, 1800-1914"

- Section 1: "Colonial Rule in Southeast Asia"
- Section 2: "Empire Building in Africa"
- Section 3: "British Rule in India"
- Section 4: "Nation Building in Latin America"

Chapter 15: "East Asia Under Challenge, 1800-1914"

- Section 1: "The Decline of the Qing Dynasty"
- Section 2: "Revolution in China"
- Section 3: "Rise of Modern Japan"

Grading:

Because of the broad nature of this project, it will count as two grades. You will earn a minor assignment grade for creating DETAILED research notes. Your professional story book page will count as a major assignment grade. Hence both aspects of this project will be heavily factored into the grade book. As a result, be sure to do your best work. The specifics of how these grades will be determined will be listed on the accompanying assessment sheet.

There is a collective group cover page that needs to be completed and stapled as the cover to the group's story book. Each group member's individual story book page should be stapled beneath the cover page in the sequence their topic was covered within the textbook. Whichever group member completes this cover page on behalf of their group will earn 1 bonus point towards their story book major assignment grade. The visual for the cover page should represent whatever you consider to be the most important "big idea(s)" of your textbook section. It must also utilize **ALL** space within the picture frame on that handout page in a balanced manner.

If multiple students wish to complete this cover page on behalf of their group for a chance at extra credit, the group must vote on the final products produced by each student. The one that is of the highest visual and summative quality as determined by a group vote will be the one used as the group's cover page. **ONLY** that cover page will be added to the group's story book and factored in for the additional credit to its author's grade.

If someone creates a cover page, does not "win" the group vote, but sincerely thinks their cover page is of equal or better quality than the one selected by the group, they may appeal to Mr. Smith for the bonus point. This will be determined by Mr. Smith, and his judgment will be final on the matter.

Teaching and Learning from Others:

As a secondary follow up to this project, you will be teaching others about your chapter and section. Your detailed research notes will be critical to this process as they will cover your section in its entirety.

The more prepared you are individually, the more you will contribute to the learning of your classmates. In turn, the better prepared your classmates are, the more you will learn from them. Individual preparation and scholarship will then contribute to our collective understanding of this era in world history.



Name: _____ Date _____ Hour: _____

Imperialism: Story Book Project Assessments

Story Book Research Notes Assessment

Note Grading: (The teacher will circle your grade on the scale below once your notes have been graded.)

- 100% = Your notes cover in detail EVERY subsection of your assigned chapter, as well as all people, events and main ideas within EVERY subsection of your assigned chapter section. These notes are well organized with headings corresponding to textbook headings, skipping lines between subsections, and organized as indented bullet points underneath each subsection heading. These indented bullet point notes are in short phrase form.
- 90% = Your notes cover in detail EVERY subsection of your assigned chapter, as well as all people, events and main ideas within EVERY subsection of your assigned chapter section. These notes are well organized with headings corresponding to the textbook. These notes are organized in bullet point, short phrase form, beneath your headings.
- 80% = Your notes cover in detail EVERY subsection of your assigned chapter, as well as all people, events, and main ideas within EVERY subsection of your assigned chapter subsection. There is some evidence of organization or order, but main points and ideas are not clearly marked by headings, skipping spaces, or the use of organized indented notes about topics.
- 70% = You have notes over your assigned chapter, but they are sparse and incomplete. There is important subsections either not covered at all, or covered, but missing important information about people, events, or main ideas.
- 60% = You have notes over your assigned chapter, but they are sparse and incomplete. There is important subsections either not covered at all, or covered, but missing important information about people, events, or main ideas. Furthermore, lack of organization makes it very difficult for someone to read over them and easily locate important information.
- 0% - 50% = ANYTHING less than the minimal standards described above. Also includes notes that simply are not turned in for a grade on time.

Story Book Page Assessment

Visual Summary

_____ 1-5 pts. **Artistic Expression:** Uses colored pencils and creative ideas to express and summarize the assigned topic(s). All elements of the visual summary are hand drawn. NOTHING is cut and pasted, or electronically pasted into this part of your story book.

_____ 1-5 pts. **Visual Content:** Your visuals SUMMARIZE all aspects of your assigned topic(s). No important people, events or main ideas have been left out. It is highly comprehensive of your topic(s).

Written Summary

_____ 1-5 pts. **Written Content:** Your written summary covers all aspects of your drawing. There is nothing contained within your drawing that is not covered somehow within your written summary. In doing this, it then also covers all major content from your textbook for your topic(s).

_____ 1-5 pts. **Writing Style:** Your writing is clear and specific. Each sentence compliments and flows together within the context of your summary paragraph(s). Collectively they contribute to the professional effectiveness of the writing piece.

Professional Quality

_____ 1-5 pts. **Mechanics:** Your story book page lacks spelling, grammar and punctuation mistakes. It is professional and error free, contributing to the effectiveness and presentation of the information on the page.

_____ /25 POSSIBLE POINTS = _____ % GRADE

Special Note: The Story Book will ONLY count for full credit if it is turned in as part of a comprehensive and organized group story book on the proper due date. Hence, if you are absent from school the day the story book page is due, you must have a parent, sibling or friend drop it off for you. Failure to do so will result in late deductions, whether or not the absence was excused as this will adversely affect what is planned in class on the due date.*

** Appeals regarding this requirement must come from parents.*

Initial Homework Assignments Leading Towards the Story Book Project

(cut into strips of paper to assigned topics and serve as a book mark for students completing homework research;
split homework between two nights - half one night, the other half the second night)

<p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 1: "Colonial Rule in Southeast Asia" pgs. 452-453 PLUS Internet Research</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 2: "Empire Building in Africa" pgs. 456-463</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 3: "British Rule in India" pgs. 466-471</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 4: "Nation Building in Latin America" pgs. 472-479</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 1: "The Decline of the Qing Dynasty" pgs. 488-495</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 2: "Revolution in China" pgs. 496-501</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 3: "Rise of Modern Japan" pgs. 502-509</p>	<p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 1: "Colonial Rule in Southeast Asia" pgs. 452-453 PLUS Internet Research</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 2: "Empire Building in Africa" pgs. 456-463</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 3: "British Rule in India" pgs. 466-471</p> <p>Chapter 14: "The Height of Imperialism, 1800-1914" Section 4: "Nation Building in Latin America" pgs. 472-479</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 1: "The Decline of the Qing Dynasty" pgs. 488-495</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 2: "Revolution in China" pgs. 496-501</p> <p>Chapter 15: "East Asia Under Challenge, 1800-1914" Section 3: "Rise of Modern Japan" pgs. 502-509</p>
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Story Book Project: Sub-sections per Chapter Section
(21 Total Sub-sections - 24 Story Book Portions)

Chapter 14: "The Height of Imperialism, 1800-1914"

Section 1: "Colonial Rule in Southeast Asia"
pgs. 452-453 PLUS Internet Research
ONE Sub-section
FOUR themes within the Sub-section
Divide into FOUR for the Project

Chapter 14: "The Height of Imperialism, 1800-1914"

Section 2: "Empire Building in Africa"
pgs. 456-463
FOUR Sub-sections

Chapter 14: "The Height of Imperialism, 1800-1914"

Section 3: "British Rule in India"
pgs. 466-471
FOUR Sub-sections

Chapter 14: "The Height of Imperialism, 1800-1914"

Section 4: "Nation Building in Latin America"
pgs. 472-479
THREE Sub-Sections

Chapter 15: "East Asia Under Challenge, 1800-1914"

Section 1: "The Decline of the Qing Dynasty"
pgs. 488-495
THREE Sub-Sections

Chapter 15: "East Asia Under Challenge, 1800-1914"

Section 2: "Revolution in China"
pgs. 496-501
TWO Sub-Sections

Chapter 15: "East Asia Under Challenge, 1800-1914"

Section 3: "Rise of Modern Japan"
pgs. 502-509
FOUR Sub-Sections

* One student per story book group would have one red titled sub-section within each chapter assigned to them for the project. Chapter sections assigned for the project then will be manipulated to cover students. This can be done by not assigning certain sections in certain hours.

Students will later read and take notes on ALL sections, so they will eventually cover information on an individual basis.