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Unit Title: Imperialism and China in the 1900s

Unit Abstract: This unit is designed to stand alone or be used in conjunction with a unit on imperialism for an 11th grade Modern World History class. It incorporates a variety of activities as well as both primary and secondary sources to keep the students engaged. The unit focuses on the Qing Empire and the effect British and European imperialism has on China and the Qing.

Content Standards Targeted/End of Cluster Benchmarks:
Common Core Standards, Relating Social Studies to Language Arts

- Analyze why Qing China resisted political contact and trade with Europeans and its reluctance to industrialize and modernize following a European model. (U4LD)
- Explain the growth of the Chinese Diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. (U4LD)
- Analyze how the reactions to economic imperialism and the Qing Dynasty, including the Taiping Uprising and the Boxer Rebellion, laid the foundation for attempted governmental reform movements and later revolutions in China. (U4LD)
- Cite specific textual evidence to support analysis of primary and secondary sources (RH.6-8.1)
- Integrate visual information with other information in print and digital texts. (RH.6-8.7)
- Distinguish among fact, opinion, and reasoned judgment in a text. (RH.6-8.8)
- Analyze relationship between primary and secondary sources on the same topic. (RH.6-8.9)

Content Area(s): Modern World History

Targeted Grades: 11

How Will This Unit Be Integrated into Your Curriculum:

Following our unit on Industrialization, Nationalism and Reform Movements, we begin an investigation of Imperialism. As freshmen, the students learned (and hopefully remember) what imperialism is and the role the United States played during this time. This unit will help students to better understand imperialism on a more global scale and from a perspective other than that of the United States. Over the course of the lessons, students will engage in tasks such as a class debate, analyzing primary and secondary sources in addition to political cartoons, refining of summarization skills and the creation and development of a political cartoon of their own.

Time of Implementation (how and when will the unit be implemented):

Day 1: Imperialist Geography and Background

Day 2: Maccartney and the Opium Wars

Day 3: Opium Wars Debate

Day 4: Treaty of Nanjing

Day 5: Taiping and Boxer

Day 6: Political Cartoon Analysis and Assessment

Big Idea: Students will understand that

- Global society is diverse, creating varied perspectives, contributions, and challenges.
- Geography and location significantly impact events in history.
- Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized.

Essential Questions (Do these questions reflect the core idea as judged by experts in the discipline):

- How did imperialism affect the cultural, social, political, and economic climate of societies?
- What characteristics and factors unite people as a nation?
- Why and how did industrialization and imperialism create inequalities between nations?
- Are historical events ever inevitable?
- How do geographic features and location influence political and economic systems?

Lessons (3-4 smaller lessons that are integral to the unit and lead to the realization of big ideas): [these can be outlined here in this file, and the full

lesson plans included as separate documents]

Lesson 1: Geography and Background

- Introduction to the geography of China; Imperialism/Geography Map Activity
- Background on the Ming and Manchus
- Political Cartoon Analysis

Lesson 2: The Opium Wars

- Introduce Opium war via *The Drug Story: Part I* or class discussion via ppt depending on class
- Students read excerpts from *Two Edicts from the Qianlong Emperor on the Occasion of Lord Maccartney's Mission to China, September 1793*
- Complete questions on Maccartney excerpts

Lesson 3: The Debate

- Introduce debate topic to students through analysis of quotes about the British Importation of Opium
- Focus on Historical Thinking skills
- Students debate using the quotes as evidence: *Is Britain Justified in their Exportation of Opium to China?*

Lesson 4: The Treaty of Nanjing

- Review the key events leading up to the Treaty
- Read excerpts on Treaty and determine the key components. While reading, students take notes on treaty
- Class discussion on treaty itself and impact on China
- Development of Spheres of influence

Lesson 5: The Taiping and Boxer Rebellion

- Students take some notes on the Taiping Rebellion
- Transition to the Boxer Rebellion
- Students read text on the Boxer Rebellion and complete chart on which group is to blame

Lesson 6: Political Cartoon Analysis and Assessment

- Students view multiple political cartoons and go through the steps of political cartoon analysis
- Students create their own political cartoon on imperialism in China

Culminating Lesson/Activity (the final lesson/activity that ties all lessons together):

For this mini unit, there will be two assessments. The first will be a pop quiz that the students will take in class. The second is the latter part of the 6th lesson which is the creation and development of a political cartoon. By doing this, they must apply their knowledge and understanding of the various aspects of the European Imperialism in China to create their own political cartoon that accurately depicts this time.

Assessment: What evidence of learning will you accept?

A variety of assessments or performance tasks which may include . . .

- Progress check for map skills (identification of key locations and features)
- Progress check for accuracy and completion of Maccartney excerpts
- In class debate; each student provides a valid argument (not just restating something someone else said)
- Exit ticket on the impact of the treaty on China and impact and relevance today
- Completion of chart on the boxers; which group is to blame?
- Development and creation of political cartoon

Resources Needed (list specific resources):

*Teacher created PowerPoints for note taking, sphere analysis and political cartoon analysis

The Drug Story Part I video clip (excerpt/adjust as needed)

Two Edicts from the Qianlong Emperor on the Occasion of Lord Maccartney's Mission to China, September 1773

*Quote set for Debate

Excerpted version of Treaty of Nanjing

Reading on Boxer Rebellion

Student chart for Boxer Rebellion: Which group contributed the most to the Boxer Rebellion and subsequent uprising

*Teacher selected political cartoons

*Depending on class, teacher should create these materials as the degree of background knowledge, reading abilities of students and classroom dynamics can vary greatly.