

Teacher Implementation Plan

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Unit Title: Unit 4: Imperialism and Nationalism (Maryland State Department of Education Modern World History curriculum (from: <http://cecilcounty.mdonlinegrants.org/>))

Unit Abstract:

During this unit, ~1750-1914, the 4th of 6th units in the Modern World History curriculum for Maryland schools, grades 9-12, we study the motivations for imperialism, the forms of control, and the impact of industrialization and imperialism on regions around the world. My focus for this unit is twofold: 1) the emergence of nationalism in the nations affected by imperialism, and on the biographies of the leaders in regions around the world who resist and react to the new imperialism during the 19th and early 20th centuries. Specifically the students will study movements in India, China, Japan, Korea, and South East Asia. During a survey course where we have little time to focus on any region in depth, I try to shape each unit around a theme, culminating in a project based activity.

Content Standards Targeted/End of Cluster Benchmarks:

Unit Question(s):

- How and why did governments, societies, and economies change as a result of 18th and 19th century industrialization and imperialism?
- How did nationalism unify different nations and peoples during the 19th century?

Historical Thinking Skills:

- Evaluate multiple perspectives of various peoples in the past by demonstrating their differing motives and beliefs.
- Analyze cause-and-effect relationships and multiple causation, including the importance of the individual and the influence of ideas.
- Support interpretations with historical evidence in order to construct closely reasoned arguments.
- Draw comparisons across eras and regions in order to define enduring issues.
- Identify the author or source of the historical document or narrative and assess its credibility.
- Identify the central question(s) the historical narrative addresses.

Content Area(s): Social Studies, Grade 11, Modern World History, Language Arts, Grade 11, World Literature (collaborative culminating research paper)

Targeted Grades: 11/12

How Will This Unit Be Integrated into Your Curriculum: The lessons will be implemented during the unit on Industrialism, Imperialism and Nationalism, as we study the motives, forms of control, and impact of Imperialism on regions around the world. The theme of the unit is resistance and reform movements, with a focus on the characteristics of leaders.

Time of Implementation (how and when will the unit be implemented): During the 4th of 6 units in a Modern World History survey course. (January and February, ~ 6 weeks)

EXPECTATION Students demonstrate an understanding that the impact of industrialization led to imperialist and nationalist movements which redefined identities and the global balance of power. **TOPICS A and C.** Imperialism and Nationalism. **INDICATOR 3.** Analyze the impact of and responses to economic imperialism in Asia.

Big Idea: Students will understand that**Enduring Understandings:**

- Imperialism transforms the political, economic, and cultural systems of both imperial countries and those colonized.
- Nationalism unifies some nations and devastates others.
- Geography and location significantly impacts events in history.

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

- How has industrialization, nationalism, and liberalism impacted the world?
- How does the development of nationalism impact people, nations, and empires?
- How did imperialism affect the cultural, social, political, and economic climate of societies?
- What characteristics and factors unite people as a nation?
- Is there such a thing as completely unbiased history?
- How does geography and location affect historical events?

Lessons:

There are 3 lesson leading up to the lessons in this sequence: Motives of Imperialism; Imperialism in India and Nationalism movements; and Imperialism in Africa and Resistance Movements.

My lessons for this NCTA implementation are:

Lesson 1. Responses to Imperialism in South East Asia (here)

Lesson 2. Responses to Imperialism in China (here)

Lesson 3. Responses to Western influence in Japan (here)

Students are assigned the culminating project at the beginning of the unit, with a list of acceptable leaders Asia in the 19th century. They are each responsible to bring in a primary source reading from a website such as <http://www.fordham.edu/Halsall/mod/modsbook34.asp> on the date of the lesson for their region. Sample leaders are: Guancheng, Hong Xiuquan, Ram Mohun Roy, Emilio Aguinaldo, Queen Liliuokalani, Hoan Kao Khai, Fukuzawa Yukichi, Ch'oe Cheu, Chong Pongjung

Each day students sit in groups of 4 and read primary sources, while responding to questions. Each day students use the Character Trait list to add adjectives to the Leader Chart in the classroom, to help them prepare for their Culminating assessment, argument paper (see attached)

Lesson 1. Responses to Imperialism in South East Asia

Introductory and/or Developmental Activities: Teacher and students will read the textbook, and complete a comparison chart of the lands claimed, products, method of management, and immigration policies of the Dutch, British, French, and Americans in S.E. Asia during the 1800s. Students will respond to the following discussion question about Siam: Why would the people of Siam not like the treaty provision that allowed the British to remain outside the law of Siam?

Guided Practice/Teacher-Monitored Activities: Students will read primary sources about family life vs. nation in Vietnam, from: http://afe.easia.columbia.edu/ps/vietnam/family_nation (see attached), and prepare for a debate. During reading, they will respond: What are each writer's main concerns? Why might one person from Vietnam want to continue to fight while another person from Vietnam chooses to accept French rule? What might explain how each writer's perspective is different? (from: http://afe.easia.columbia.edu/tps/1750_vn.htm#family)

Independent Activities and/or Meaningful-Use Tasks/Extension, Refinement, and Practice Activities: Prepare a response to the discussion question(s) below. Follow your teacher's directions to participate in your class discussion: If you were a citizen of Vietnam at the time of French takeover, what would you have done? Would you have continued to fight the French or would you have accepted French rule? Why? What might be the impact of you making the choice you made and how might this perspective help you justify your decision?

Lesson 2. Responses to Imperialism in China.

Introductory and/or Developmental Activities: Students will complete a CLOZE activity about Qing China using guided notes and a teacher directed PowerPoint.

Guided Practice/Teacher-Monitored Activities: Students read the textbook, and will trace the Tai Ping Uprising on a blank map of China.

Independent Activities and/or Meaningful-Use Tasks/Extension, Refinement, and Practice Activities: Students will read excerpts from two sources from:

<http://afe.easia.columbia.edu/tps/1750.htm#reform>, one from Chu Chengbo, and one from Kang Yuwei, and compare the responses to Western influence. Students will use a comparison chart from <http://www.readingquest.org/strat/compare.html>.

Lesson 3. Responses to Western influence in Japan.

Introductory and/or Developmental Activities: Students will read the textbook and respond to six main idea questions:

1. How did the feudal system work in Japan in the early 17th century?
2. What incident forced Japan to acknowledge the interests of outside nations?
3. What were the terms of the Treaty of Kanagawa?
4. How did the Meiji emperor go about modernizing Japan's government and society?
5. What steps did Japan take toward industrialization?
6. What differences did China and Japan have in their acceptance of the West?
7. What effects did Japan's annexation of Korea have?

Guided Practice/Teacher-Monitored Activities: Students read two primary source selections from: http://afe.easia.columbia.edu/tps/1750_jp.htm#modernization, and respond to discussion questions, Alzawa Sheishisi and Fukuzawa Yukichi.

Independent Activities and/or Meaningful-Use Tasks/Extension, Refinement, and Practice Activities: Students will use the primary source readings to complete a positive/negative chart about impact of Westernization on Japan.

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

Topic C. Nationalism. INDICATOR 1. Analyze the development and impact of nationalism during the 18th and 19th centuries. **OBJECTIVE c.** Explore how events during the 19th century, such as imperialism, led to the rise of nationalist movements in China, India, Egypt, South East Asia, and Japan.

Students will choose a famous quotation as a thesis, then write an 2-3 page argument essay about the qualities of a leader, using a leader of a resistance movement in East Asia, Africa, Southwest Asia, or South Asia from mid 1800s to early 1900s.

Assessment: What evidence of learning will you accept?

Maryland State Department of Education Social Studies Rubric,

http://mdk12.org/instruction/curriculum/hsa/critical_thinking/soc_stds_rubric.html

Resources Needed (list specific resources):

http://afe.easia.columbia.edu/tps/1750_vn.htm

<http://cecilcounty.mdonlinegrants.org/index.php>

<http://www.columbia.edu/cu/weai/exeas/resources/race-ethnicity-intro.html>

<http://www.fordham.edu/Halsall/mod/modsbook34.asp>

Modern World History textbook

An explanation of how the seminar helped you develop the plan:

During the seminar, the leader and the different professors and expert lecturers focused on different regions of East Asia, emphasizing the role of different leaders, and including many maps and images in the lessons. The core text, Ebrey, et al, *East Asia, and Cultural, Social, and Political History* was a great resource with the comparison essays, biographies, and "*Material Culture*" sections. I was interested in the diversity within each of each of the regions, especially to discover how to teach the differences to my students. Many urban students are not aware of the diverse geography and ethnicities with Asia. One of the goals of the new Maryland State Department of Education (MSDE) is to understand the role of geography in shaping historical events. The unit on Imperialism is a great way to use geography to augment the role of resistance movements throughout Asia.

NOTE: we may upload your implementation plan as an "Uploaded Contribution" to the University of Pittsburgh *East Asia Gateway for Linking Educators* (EAGLE), so that it may be shared with other teachers. Please let us know below whether you agree (or not) to this.

☒ I agree to have my implementation plan (or portions thereof) uploaded to the NCTA online portal.

☐ No, please do not make my implementation plan available on the NCTA online portal.