Semester Course Plan – Imperialism and Its Legacies

Unit Title: “Imperialism in Latin America”

The five-week unit on Latin America investigates the development of European influence in the region and traces its evolution through the revolutions of independence into the present. Particular attention is paid to the analysis of primary sources and the uses of quantitative evidence.

Section #1 Colonization

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS6.1 Analyze an event, issue, problem or phenomenon, identifying characteristics, causes and both short-and-long term effects | * How is Latin America defined? * What patterns can we detect in Latin American colonization? * How did colonizers establish geographic divisions? | * Connecting history, geography, and language * Reading primary sources * Citing textual evidence | **Language Map**  Students will use the atlases to identify the geographic distribution of Latin American languages  **Go to the Source:**  Students will read excerpts from the Treaty of Torsedillas | **Language Map**  After finding the relevant information students will create maps showing major language groups with modern countries superimposed over top  **Go to the Source:** Students write a response to the document & cite the evidence |

RESOURCES:

*Scholastic Atlas of Earth*

Treaty of Torsedillas (English) available at : <http://avalon.law.yale.edu/15th_century/mod001.asp>

*Open Veins of Latin America* by Eduardo Galeano

Section #2 Economic Ties with the Outside World

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS 19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory  HS. 1. Evaluate continuity and change over the course of world and US history | * What was the triangle trade? * What is a plantation economy, and how do plantation/extraction colonies differ from settler colonies? * What was the role of slavery in colonial Latin America? * How did slavery end? * How did trading relationships change after independence? | Interpreting quantitative data  Testing conceptual categories  Understanding cause and effect | **Triangle Trade:**  Students will research and use statistics to support (or challenge) the plantation-settler dichotomy  **Simulation:**  Students will explore the economic changes brought about by independence through a game theory-style simulation of diversified vs. export-oriented development | **Triangle Trade**  Students must make a claim about the validity of the plantation-settler dichotomy and support it with evidence  **Simulation**  Students will be assessed on participation and the thoughtfulness of post-simulation written reflections |

REOSOURCES:

*A Brief History of the Caribbean* by Jan Rogozinski

*World History in Brief* by Peter Stearns, ch. 20 Settler Societies

*Open Veins of Latin America* by Eduardo Galeano

Semester Course Plan – Imperialism and Its Legacies

Unit Title: “Imperialism in Africa” [5 weeks]

In this unit students will be looking at how European imperialism impacted the development of Africa. The unit is broken up into four sections. First, the unit will begin with students analyzing their own opinions about Africa; what they know and what they think they know. Second, students will analyze geographic features that have impacted Africa’s history. They will look at how resources are spread out across the continent, how this impacted colonization, and also environmental issues that African nations are facing today. Third, they will address colonialism directly. They will look at how the different powers colonized Africa, their impacts on those regions, the consequences, and the results of the eventual dissolution of colonial authority. Finally, students will focus on a case study about Apartheid. They will address the build up to it, how it was implemented, and how it was resisted.

**Section #1 – Why Study Africa?**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| * HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society. | * How do we perceive Africa in our minds? * What is Africa like today? | * Make connections * Analyze Images * Identify Cause and Effect | * **Five Quick Words –** Students write 5 words down that come to mind when they think of Africa. Have students write down responses and share with each other. Share out with class and write down on board, have students come up with categories. * **Images of Africa –** present students with three different images that represent aspects of Africa. Ask which three pictures best represent Africa today. * **Languages of Africa -** show students image of different languages in Africa and discuss why Africa doesn’t have a primary language. | * **Five Quick Words** – students will do same activity with parents; write down their words, and reasons why their parents said these things. * **Current Event Report** – Students analyze one recent news report about Africa and describe what is going on. |

RESOURCES:

<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m1/activity1.php>

**Section #2 – African Geography**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| * HS.1. Evaluate continuity and change over the course of world and United States history. * HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data. | * What are the key landforms, climatic zones, and vegetation types of Africa? * How do landforms, climates, and types of vegetation influence people's way of living? * What factors impact the movement of people, goods, and ideas in Africa? * How do the activities of people impact the environment? * How did the colonial powers divvy up Africa? | * Identify Main Ideas * Drawing Inferences and Conclusions * Making Valid Generalizations * Analyzing Images * Analyzing Graphic Data * Analyzing Special Purpose Maps * Synthesizing Information | * **Map Identification** - (Bodies of Water, Vegetation, Climate, Natural Resources) * **Environmental Issue Research** – Students chose one environmental issue that is impacting Africa today (soil erosion, acid rain, waste management, etc.) and how it is being dealt with. They will compare the same issue in the United States and determine who is being more successful and why | * **Map Identification Responses** * **Movement in Early African History Graphic Organizer** * **Environmental Issue Research Paper** |

RESOURCES:

<http://goafrica.about.com/od/africatraveltips/ig/Maps-of-Africa/Map-of-Africa-Showing-True-Size.htm>

<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m6/overview.php>

<http://www.youtube.com/watch?feature=player_embedded&v=n8zBC2dvERM>

<http://0.tqn.com/d/geography/1/0/4/L/africa.jpg>

<http://unimaps.com/africa1914/index.html>

**Section #3 – Colonialism**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| * HS.1. Evaluate continuity and change over the course of world and United States history. * HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history. * HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict. * HS.10. Evaluate an historical source for point of view and historical context. | * Understanding of how the Atlantic Slave Trade began, operated, and came to an end. * Understanding the impact of the Atlantic Slave Trade and how it has affected the world today. * Understanding of European colonialism in Africa and its impact. * Understanding of the post-colonial period in Africa, including independence, new political regimes, and social change. | * Sequencing * Identify main ideas * Indentify Cause/Effect * Analyze Graphic Data * Drawing Inferences Conclusions | * **Atlantic Slave Trade –** identify the flow of goods along the slave trade, and the routes * **Dividing up the Pie –** Students will analyze how and why Europeans divided up Africa as well as the possible benefits and consequences of doing so * **Colonial Claims Map –** Students will fill in a blank map of Africa with the different colonies. They will write in each colony the type of colonial rule used there (Direct, Indirect, Settler) * **Characteristics of Colonialism** – students research the different types of characters under different forms of colonial rule | * Atlantic Slave Trade Map * **European Op Ed –** Explain why Europeans should or should not colonize Africa * **Journal Entry** – essay on the changes in Africa due to European colonial rule * **Journal Entry** – Compare/Contrast colonialism in Africa and US or write a newspaper report detailing a nationalist movement in an African country |

RESOURCES  
<http://exploringafrica.matrix.msu.edu/teachers/curriculum/m7b/overview.php>

<http://memory.loc.gov/frd/cs/>

<http://www.bbc.co.uk/worldservice/africa/features/storyofafrica/>

**Section #4 – Apartheid**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| * HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history. * HS.10. Evaluate an historical source for point of view and historical context. * HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations | * What did Apartheid look like? * How did people protest against Apartheid? | * Identify main ideas * Analyze Graphic Data * Identify Cause and Effect * Analyze Primary and Secondary Sources * Compare and Contrast * Distinguish Between Fact and Opinion | * Compare/Contrast quality of segregated neighborhoods * Analyze an event in the Anti-Apartheid Struggle * **Pillars of Apartheid** – Small groups research a particular topic on Apartheid * **Debate: The Trial of Steve Biko** - Students read primary sources to cite evidence on whether policemen who beat Biko to death were guilty. | * **Pillars of Apartheid** * **Segregated Housing Discussion Sheet and Photograph Analysis** * **Anti-Apartheid News Report** – Research a part of the struggle and design a news report to present to the class. * **The Trial of Steve Bilko Debate** |

RESOURCES:

Power of One by Bryce Courtenay

Kaffir Boy by Mark Mathabane

Movie: “District 9” by Neil Blomkamp

Google Maps, Google Images

<http://digicoll.library.wisc.edu/AfricaFocus/>

<http://overcomingapartheid.msu.edu/index.php>

http://overcomingapartheid.msu.edu/sidebar.php?id=6

**Imperialism in India** (5 Weeks) – Laura Freeman

In this unit students will learn about British imperialism in India through persuasive primary source speeches and essays. The unit will start with a brief overview of first encounters and the East India Company, then transition into the British Raj as part of the British Empire. Students will then look at the end of imperialism and the partition of India into Pakistan, West Pakistan, and India. Lastly, the students will learn about movement to establish the State of Jefferson and write a persuasive letter to the editor for or against the idea of the State of Jefferson. The students will then submit their letters to either the school or local newspaper.

**Indian Colonial History**

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| **Standards** | **Content/Concepts** | **Skills** | **Student Learning Activities** | **Student Assessments** | **Instructional Resources** |
| HS.1.  HS.2.  HS.6.  HS.10.  HS.58.  HS.60.  11-12.RI.6 | * The British East India Company establishes itself in India. * Indian Mutiny against the British East India Company and the company dissolved by British government. * India becomes the “jewel in the crown” for the British Empire. * England and the British Imperialist Identity. * Indian attitudes toward the British and the British Empire. | * Identifying main ideas * Drawing inferences and conclusions * Making valid generalizations * Analyzing primary and secondary sources * Identifying frame of reference or point of view * Identifying the features of a persuasive speech * Identify the features of a persuasive essay * Analyze advertisements | * **Indian Imperialism Vocabulary Four Square** – Students develop a deeper understanding of vocabulary. * **Indian Mutiny Newspaper Article** – Students will write an article from either the perspective of an Indian or British reporter. Students will take connotation and perspective into careful consideration. * **East India Company vs. British Empire** – Students will create a graphic organizer that compares the motives of the East India Company to the motives of the British Empire * **Poetry Analysis** – In this assignment students analyze the historical significance of Kipling’s *The White Man’s Burden.* | * **The Power of Persuasion Journal-** Throughout the unit students will keep a journal and analyze various persuasive writing/speaking techniques. * **British Empire Advertisements –** After analyzing a number of ads that use the Empire as a promotional tool, students will create their own ads that either promote or defame the British Empire. | * http://www.fordham.edu/halsall/mod/1783Burke-india.asp -- *Speech in Commons on India* given by Edmund Burke in 1783. In this speech Edmund Burke discusses the corruption of young English men in India. * http://www.theeastindiacompany.com/ --Why is the Indian Mutiny of 1857 not in their timeline? * http://www.theatlantic.com/past/docs   /issues/1857dec/revolt.htm -- *The Indian Revolt* by Charles Creighton Hazewell. A newspaper article published in the Atlantic that attempts to persuade the reader that the benefits of British rule outweigh the negative impact of the Indian Mutiny.   * http://www.fordham.edu/halsall   /mod/1871britishrule.asp -- *The Benefits of British Rule* by Dadabhai Naoroji 1871. An Indian discussing the positive influence of the British in India.   * http://www.fordham.edu/halsall/mod/kipling.asp --*The White Man’s Burden* by Rudyard Kipling. In this poem Kipling explains that is the burden of Westerners to “care for the rest of the world.” * *Sources of Indian Tradition, Vol. 2: Modern India and Pakistan* edited by Stephen Hay. History through Primary Sources. The resource covers First European Encounters through After Independence. * *BBC History Magazine* – February 2012. In this issue, the British Empire is explored in depth. It has a large number of visuals, and short articles that would appeal to students. |

**Indian Protest for Independence**

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| **Standards** | **Content/Concepts** | **Skills** | **Student Learning Activities** | **Student Assessments** | **Instructional Resources** |
| HS.1., HS.2.  HS.6.  HS.10  HS.58.  HS.60.  11-12.RI.6 | * Indians fight in WWI with hopes of gaining more independence, but it does not occur, and many become disillusioned with British government. * Indian nationalism takes root with the formation of the Indian National Congress. * The Muslim League is founded, afraid of the creation of a Hindu state. * Mohandas K. Gandhi becomes the figurehead of one section of the Independence Movement, and leads the Quit India Movement. * Muhammad Ali Jinnah pushes for the creation of Pakistan. | * Identifying the features of a persuasive speech. * Identify the features of a persuasive essay * Analyzing fictional sources for historical validity * Analyzing an event from multiple perspectives * Identifying main ideas. * Drawing inferences and conclusions * Making valid generalizations * Analyzing primary and secondary sources * Identifying frame of reference   or point of view   * Sequencing Events | * **Independence Timeline –** Students will create a timeline of events leading to Independence from 1880 – 1947. * **Building Connections** – As students read *Midnight’s Children,* they will be asked to describe how the fictional novel compares to historical events. * **Biographical Research** – Students will create a short encyclopedia entry on a figure involved in India’s Independence movement. | * **The Power of Persuasion Journal-** Throughout the unit students will keep a journal and analyze various persuasive writing/speaking techniques. * **In Class Essay –** Students write an in class essay from perspective of Muhammad Ali Jinnah trying to persuade the reader into believing that a separate Muslim state must be established. | * *Midnight’s Children* by Salman Rushdie * *Sources of Indian Tradition, Vol. 2: Modern India and Pakistan* edited by Stephen Hay. History through Primary Sources. The resource covers First European Encounters through After Independence. * http://net.lib.byu.edu/estu/wwi/memoir/ration.html – Compares the rations of Indian, British and German soldiers. If Indians are a citizens of the British Empire, why are they not getting the same amount of rations as soldiers from England? * *Gandhi* 1982 Film -- Contains short clips about the Independence Movement – Specifically the Amritsar Massacre, Salt March, and violence of Partition. * http://web.archive.org/web/19981207041647/http://www.signature.pair.com/letters/archive/nehru.html -- *Letter to Jailer from Jawaharlal Nehru*. In this letter Nehru discusses the unfairness of his detainment. * http://www.fordham.edu/halsall/mod/1907tilak.asp -- Bal Gangadhar Tilak’s *Address to the Indian Congress in 1907*. In this speech, Tilak pushes for a boycott of British goods and resistance to British rule. * http://www.gandhi-manibhavan.org/gandhicomesalive/speech6.htm -- Gandhi’s August 8. 1942 Quit India Speech. |

**Partition and Its Aftermath**

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| **Standards** | **Content/Concepts** | **Skills** | **Student Learning Activities** | **Student Assessments** | **Instructional Resources** |
| HS.1.  HS.2.  HS.6.  HS.9.  HS.10.  HS.14.  HS. 58.  HS.60.  11-12.RI.6 | * The impact of the partitioning of India into India, East Pakistan, and West Pakistan in 1947. * Gandhi’s negative reaction to the division of India. * The argument for and against the creation of the State of Jefferson. | * Interpreting Maps. * Identifying the features of a persuasive speech. * Identify the features of a persuasive essay * Analyzing fictional sources for historical validity * Analyzing an event from multiple perspectives * Identifying main ideas. * Drawing inferences and conclusions * Making valid generalizations * Analyzing primary and secondary sources * Identifying frame of reference or point of view | * **The Images of Partition –** Students will analyze and describe images relating to Partition. * **An Arbitrary Border** – Students will try and divide India, and then consider the impact of their decision. * **India’s Independence Poster** – Students will make a compare/contrast poster of the positive and negatives of Independence in 1947. | * **The Power of Persuasion Journal-** Throughout the unit students will keep a journal and analyze various persuasive writing/speaking techniques. * ***Midnight’s Children Book Trailer –*** Students will create a video book trailer in groups after reading the novel. * **State of Jefferson Letter to the Editor –** Students will compose a persuasive letter to the editor either in favor or against the creation of the state of Jefferson | * *Midnight’s Children* by Salman Rushdie * *Sources of Indian Tradition, Vol. 2: Modern India and Pakistan* edited by Stephen Hay (History through Primary Sources First European Encounters – After Independence) * http://www.npr.org/templates   /story/story.php?storyId=  98357841 -- NPR story talking about the ‘arbitrary border’ and the lasting impact of Partition.   * http://www.bbc.co.uk/history   /british/modern/partition1947\_01.shtml – An in depth analysis of Partition and the lasting impact.   * *Gandhi* 1982 Film -- Contains short clips about the Independence Movement – Specifically the Amritsar Massacre, Salt March, and violence of Partition. * http://www.jeffersonstate.com/ --Information about the State of Jefferson. |

**Standards:**

HS.1. Evaluate continuity and change over the course of world and United States history.

HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.

H.S.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.

HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

HS.10. Evaluate an historical source for point of view and historical context.

HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.

HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

11-12.RI.6 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.

Semester Course Plan – Imperialism and Its Legacies

Unit Title: “Imperialism in America”

Cory Minick

CI 548

03-22-12

**Section #1 – The USS Maine and Conflict with Cuba**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS.1  HS.2 HS.9  HS.19 | * What sunk the USS Maine * What were the US interests in Cuba * What role did the Spanish play | * Source Analysis and comparison * Evidence evaluation | * Newspaper comparison * Classroom discussion * Source Analysis | * Writing Prompt |

RESOURCES: <http://historicalthinkingmatters.org/spanishamericanwar/0/inquiry/intro/resources/10/>

**Section #2 – Spanish American War**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS.1  HS.2 HS.9  HS.19 | * Why did the US invade Cuba * What were re-concentration camps * How did the US politically justify Imperialism to citizens * What changed politically that lead to Imperialism | * Reading comprehension * Theorization * Hypothesis formulation | * Graphic Organizer * Contextualization * Group Discussion | * Film analysis |

RESOURCES: <http://historicalthinkingmatters.org/spanishamericanwar/>

**Section #3 – Annexation**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS.1  HS.2 HS.9  HS.19 | * Why did the Americans annex the Philippines * Was Imperialism related to a feeling of cultural superiority * How were political cartoons used to sway public opinion * What is the white man’s burden * How the US obtain Hawaii * What was the economic incentives behind Imperialism * What was the difference between Colonialism and Imperialism | * Sequencing * Vocabulary development * Reading comprehension * Image analysis * Information synthesis * Map analysis and creation * Content analysis | * Time line creation * Source analysis * Political cartoon analysis * Graphic organizer * Map analysis * Map creation * Vocabulary scavenger hunt | * Political cartoon creation * Graphic organizer * Spanish American War Timeline * Map creation * Economic analysis |

RESOURCES: <http://sheg.stanford.edu/upload/Lessons/Unit%207_American%20Imperialism/Philippine%20War%20Political%20Cartoons%20Lesson%20Plan.pdf>  
<http://www.cyberlearning-world.com/lessons/ushistory/lpimperialism1.htm>

**Section #4 – American War Atrocities**

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| STANDARDS | CONTENT/CONCEPTS | SKILLS | ACTIVITIES | ASSESSMENTS |
| HS.1  HS.2 HS.9  HS.19 | * What did the senate hearing uncover about US soldiers treatment of Filipinos * How did re-concentration compare to Nazi concentration camps * What was life like in re-concentration camps * Why did the Filipinos treated this way * What would drive a soldier to torture | * Reading Comprehension * Content Analysis * Comparative Analysis * Primary source analysis | * Graphic organizers * Vocabulary development * Source comparison * Source distinction | * Case study |

RESOURCES:

<http://sheg.stanford.edu/upload/Lessons/Unit%207_American%20Imperialism/Soldiers%20in%20the%20Philippines%20Lesson%20Plan1_1.pdf>  
<http://historicalthinkingmatters.org/spanishamericanwar/0/inquiry/main/resources/2/> <http://www.cubaheritage.org/articles.asp?lID=1&artID=153>