

## **NOBODY EXPECTS THE IMPERIALISM INQUISITION!**

### Introduction

This lesson is the second piece of a unit plan which focuses on imperialism, historical and modern. In the first lesson, students familiarized themselves with global inequality by looking at various demographic statistics in several countries around the world. At the end of lesson one, students were instructed that many of the current inequalities that exist in the world today can be traced to the historical period known as the Age of Imperialism, which is the focus of this lesson. Furthermore, this lesson could be used as a stand-alone to cover the Age of Imperialism in an AP European History course. In the third lesson of this unit, students will examine how imperialism works in the modern world by examining the issue of bioprospecting.

### Learning Outcomes

- Students will compare the experiences of different countries during the Age of Imperialism by conducting internet and textbook research
- Student will be able to identify at least ten key events during the period by creating a Dipity (<http://www.dipity.com>) timeline of at least ten key events their country experienced during this period

### Curriculum Alignment

#### *World History:*

**WH.1:** Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand creation and development of societies/civilizations/nations over time.

- WH.1.1.2 - Use Chronological thinking to: “Interpret data presented in time lines and create time lines”
- WH.1.4.2 - Use Historical Research to: “Obtain historical data from a variety of sources”

**WH.7:** Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

- WH.7.1 - Evaluate *key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.)*”

#### *AP European History:*

**AP European History Theme #2:** Political and Diplomatic History

- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence

### Classroom Time Required

120 minutes

### Teacher Preparation

Before beginning this lesson with the students, the teacher should familiarize themselves with the website [www.dipity.com](http://www.dipity.com) and how students will use it to create a timeline. The teacher will also need to be familiar with motives for the Age of Imperialism. In the Supplemental Information section, I have provided the titles of some World History and AP European textbooks that discuss causes of the Age of Imperialism.

### Materials Needed

The teacher will need to make copies of the [Student Directions](#) and the [Grading Rubric](#).

### Technology Resources

Students will need computers with internet access as will the teacher; students will also need a free account on [www.dipity.com](http://www.dipity.com). If the teacher chooses, they may modify the assignment so that students will not need to join the website. There is more information on this in the Supplemental Information section of the lesson plan.

### Pre-Activities

Before beginning this lesson, students should be familiar with the motives for European Imperialism of the late nineteenth and early twentieth centuries. Students will also need to be familiar with MLA citation protocols for information and images found on the internet; they will need to provide MLA citations for the images they use on their timelines. The timelines are discussed later in the lesson plan, and I have provided a detailed rubric for the timeline.

### Activities

Exploration:

1. Project the image of John Bull (image of England, similar to Uncle Sam) as an octopus.
2. In their notebooks, students should make an “I notice/I wonder” chart. This is done easily by having the student s draw a line down the middle of the page creating two columns. At the top of the left column, the students will write “I notice.” At the top of the right column, the student will write “I wonder.”
3. Give students a couple of minutes to fill in their charts.
4. After a couple of minutes have elapsed, discuss their responses.

Model System:

1. Before beginning the model system, explain to students that the cartoon is depicting British Imperialism, and they will now be working in groups to learn more about the Age of Imperialism.

[It would also be beneficial at this point to make sure students know the meanings of the terms imperialism and colonialism. Often, these two terms are used interchangeably even though they do not have the same meaning. A good discussion on the differences between these two terms can be found at [www.differencebetween.net](http://www.differencebetween.net). Students will also need to be familiar with the dates for the Age of Imperialism. Typically, one will see the mid-1800s – 1914 as the height of this period; however, as with all historical movements, it is nearly impossible to pinpoint the exact beginning and ending dates.]

2. Hand out the Student Instructions sheet to the students and go over the directions.
3. Once the groups have been established either by the teacher or the students themselves, let each group draw a number out of an envelope. You will need the same amount of numbers as there are groups. This activity will work best if there is an even number of groups; the reason for this will become apparent in the Guided Practice section.
4. Allow the group with the number one to choose which country/geographic region they will be researching first, group two will choose next, etc. Continue using this pattern until all groups have an assigned country to research.
5. Give the students time to research their country/geographic area and create their timelines. The teacher may choose to have students perform the research outside of class in order to save class time.

#### Content Wrap-up:

As a method of informal formative assessment, the teacher should lead a class discussion on what the students have learned about the Age of Imperialism after completing the research. Some questions to consider asking are: Which countries were the imperial powers, which areas were exploited during this time period, what methods did the imperial powers use to control their colonies, etc.? The teacher should draw links between this lesson and the lesson on the “Haves” and “Have-nots.” The teacher should point out that the imperial powers of the nineteenth and twentieth centuries are today’s developed countries, whereas, the countries that were exploited during the Age of Imperialism lag behind the developed world.

#### Guided Practice

For this piece of the lesson, it is necessary for the teacher to walk around the classroom and closely observe student conversations and give input when necessary. Two days before the timelines are due, have each group partner with another group. They will share their timelines with each other and offer suggestions for improvement. Students should use the grading rubric as their guide and should give their feedback in writing. The teacher should offer additional helpful comments during this time.

## Assessment

The assessment piece of this assignment is the timeline created by the groups. I have provided a rubric one can use to grade the timeline; however, one should feel free to change the rubric as needed. I used [www.rubistar.4teachers.org](http://www.rubistar.4teachers.org) to create the rubric for this lesson.

## Modifications

For high achieving students, I would give the students the following assignment once all groups have presented their timelines. Respond to one of the following prompts in a well-developed essay:

1. Choose any three events you learned about during this unit and explain why you believe they are the most historically significant; 2. After hearing the stories of so many imperialist countries, do you believe the United States of the 21<sup>st</sup> century is an imperial power? Of course, students are required to support their arguments with evidence.

## Alternative Assessments

Instead of a timeline, have the students make a collage in which they must use images from at least 10 events relevant to their country during the Age of Imperialism. Have the students explain what each of their images represents to the class. Use [rubistar.4teachers.org](http://rubistar.4teachers.org) to create a rubric for how the collages will be assessed.

## Supplemental Information

It is not necessary to use [www.dipity.com](http://www.dipity.com) to create a timeline. The timeline can easily be made by using poster board, markers, printouts of images, etc. If the teacher chooses this option, a new grading rubric may be necessary. Below, I have listed some World History textbooks and an AP European textbook the may use to familiarize themselves with the motives behind the Age of Imperialism. For a more exhaustive list of AP European textbooks, one should visit the AP Central website at <http://apcentral.collegeboard.com>.

Beck, Roger B., et al. *World History: Patterns of Interaction*. Evanston, IL: McDougal Littell Inc., 2007.

Kagan, Donald, Steven Ozment and Frank M. Turner. *The Western Heritage*. 9<sup>th</sup> ed. Upper Saddle River, NJ: Pearson Prentice Hall, 2007.

Spielvogel, Jackson J. *World History*. Columbus, OH: Glencoe/McGraw Hill, 2008.

## Critical Vocabulary

Colonialism: 1. "the control or governing influence of a nation over a dependent country, territory, or people;" 2. "the system or policy by which a nation maintains or advocates such control or influence." -- [www.dictionary.com](http://www.dictionary.com)

Imperialism: "the policy of extending the rule or authority of an empire or nation over foreign countries, or of acquiring and holding colonies and dependencies." -- [www.dictionary.com](http://www.dictionary.com)

Nationalism: “loyalty and devotion to a nation; especially: a sense of national consciousness exalting one nation above all others and placing primary emphasis on promotion of its culture and interests as opposed to those of other nations or supranational groups.” --www.merriam-webster.com

Racism: “a belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race.” -- www.merriam-webster.com

Social Darwinism: “a 19<sup>th</sup>-century theory, inspired by Darwinism, by which the social order is accounted as the product of natural selection of those persons best suited to existing living conditions and in accord with which a position of laissez-faire is advocated.” -- www.dicitionary.com

White Man’s Burden: “the alleged duty of the white peoples to manage the affairs of the less developed nonwhite peoples.” --www.merriam-webster.com

### Websites

[www.differencebetween.net](http://www.differencebetween.net) – This website does a good job of explaining the difference between colonialism and imperialism.

[www.dipity.com](http://www.dipity.com) – Students will use this website to create their timelines.

[www.rubistar.4teachers.org](http://www.rubistar.4teachers.org) - This website is a useful resource for creating grading rubrics.

<http://apcentral.collegeboard.com> – The teacher can use this website to find additional textbooks to research the Age of Imperialism.

### Comments

The Age of Imperialism is a difficult period in history to teach, and I think the ultimate goal for the teacher is to give their students a working knowledge of what this period was all about, its causes and effects, while allowing them to learn pieces of it in depth.

### Author Info.

Mr. Walter teaches Social Studies at Gray Stone Day School, a college preparatory charter school in Misenheimer, North Carolina. Mr. Walter received his Bachelor of Arts in History from UNC – Chapel Hill in 1999 and completed his MAT in Secondary Social Studies Education in 2004, which he also received from UNC – Chapel Hill. During his externship with the Kenan Fellowship, Mr. Walter worked in the research laboratory of Dr. Mary Ann Lila, who is the Director of the Plants for Human Health Institute located on the North Carolina Research Campus in Kannapolis, North Carolina. In this role, Dr. Lila leads a team of researchers who examine the medicinal qualities of plants such as blueberries and currants. At the center of Dr. Lila’s work is a respect for the traditional ecological knowledge one typically finds in the developing world. Furthermore, Western pharmaceutical companies are becoming ever more aware of the medicinal benefits of traditional knowledge, and are developing new medicines

based on this knowledge. However, the financial benefits of these new pharmaceuticals are rarely seen in the home countries. As a result of this paradigm, Dr. Lila has developed the “Reversing the Flow” concept, which attempts to keep all intellectual property rights and any possible financial benefits derived from traditional knowledge in the home country. At the heart of this concept are the Screens-to-Nature biosassays. These assays are field-deployable, inexpensive, and easy to use. Through her work with the Global Institute for Bioexploration and the Plants for Human Health Institute, Dr. Lila is truly affecting much needed change.