

**World History**  
**Unit 5: Nationalism and Imperialism (1815-1914)**

**Time Frame:** Approximately two weeks



**Unit Description**

This unit focuses on European imperialism in Africa, Asia, and the Americas in the 19<sup>th</sup> and early 20<sup>th</sup> centuries. United States and Japanese imperialism are addressed along with how the force of nationalism and unification changed the world's political and economic balance of power.

**Student Understandings**

Students understand the motives, major events, and effects of imperialism throughout the world. Students explain how nationalism and unification changed the map of the world. Students use geographic tools to identify the extent of European, American, and Japanese territorial expansion.

**Guiding Questions**

1. Can students describe the unification of the nation-states of Italy and Germany?
2. Can students explain the cause and effects of nationalism movements in the Austrian, Ottoman, and Russian Empires?
3. Can students describe the motives, major events, and effects of Western European imperialism in Africa, Asia, and the Americas?
4. Can students use a map to identify the extent of European territorial expansion?
5. Can students use a map to identify the extent of American territorial expansion?
6. Can students use a map to identify the extent of Japanese territorial expansion?
7. Can students interpret a political cartoon depicting imperialism?
8. Can students analyze causes and effects in historical and contemporary world events, using a variety of resources?

**Unit 5 Grade-Level Expectations (GLEs) and ELA Common Core State Standards (CCSSs)**

Grade Level Expectations	
GLE #	GLE Text and Benchmarks
Historical Thinking Skills	
WH.1.1	Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"><li>• conducting historical research</li><li>• evaluating a broad variety of primary and secondary sources</li><li>• comparing and contrasting varied points of view</li><li>• determining the meaning of words and phrases from historical texts using technology to research, produce, or publish a written product</li></ul>

WH.1.3	Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda
WH.1.4	Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources
<b>Rise of Nation States</b>	
WH.5.1	Explain the rise and development of the European and Asian nation states
WH.5.2	Summarize major European conflicts from 1600 to 1900 and their impact on world events
WH.5.3	Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas
WH.5.4	Analyze causes and effects of Japan's development as an industrial, military, and imperial power
<b>ELA CCSS for Literacy in History/Social Studies 6-12</b>	
<b>CCSS #</b>	<b>CCSS Text</b>
<b>Reading Standards for Literacy in History/Social Studies 6–12</b>	
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.
RH.11-12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text
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.
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.
<b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12</b>	
WHST.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.11-12.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

## Sample Activities

### Activity 1: Introduction to Imperialism and Nationalism (GLEs: WH.5.1, WH.5.2, WH.5.3, WH.5.4; CCSSs: RH.11-12.4, WHST.11-12.10)

Materials List: Imperialism and Nationalism BLM, Imperialism and Nationalism Vocabulary BLM

Introduce the unit by using *lesson impressions* ([view literacy strategy descriptions](#)). Create a list of terms that students may encounter in their readings, lecture, or from other sources of information. From the initial long list of words, identify a smaller number that stand out as suitable for leaving students with a good impression but not a complete picture of the content that will be covered in the unit. Present the smaller list of ideal words to students and tell them that they are to use the words to make a prediction about what will be covered in the unit (see Imperialism and Nationalism BLM and sample below). Have students respond by writing a short descriptive passage, story, or essay in their *learning logs* ([view literacy strategy descriptions](#)) concerning what content they think will be covered in the lesson.

**Impression Words:** *nationalism, Young Italy movement, unification, Russification, terrorism, imperialism, assimilation, White Man's Burden*

A student's impression text might look like this:

*Nationalism led ethnic groups to form new nations through a process called **unification**. In Italy, the **Young Italy movement** unified the nation. **Russification** was a method of making everyone in Russia accept the same culture. Some groups used **terrorism** to try to spread their ideas. Europeans used **imperialism** to colonize poor nations, and they used the **White Man's Burden** to justify the forced **assimilation** of the people they conquered.*

When students finish their *lesson impression* texts, invite volunteers to read what they have written to the class.

As the unit is presented, have students keep track of the similarities and differences between their predictions of what would be learned and what they actually learned by creating a Venn diagram in which one circle contains their predictions, the other circle the actual information learned, and in the overlapping space, the common ideas.

Throughout this unit have students maintain a *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)). Provide students with a list of key concepts that relate to imperialism and nationalism. Have students complete a self-assessment of their knowledge of these concepts using a chart. Many of the relevant terms related to these historical periods are not everyday terms with which most students are familiar. A *vocabulary self-awareness* chart provides students with an opportunity to consciously and individually learn the vocabulary they must know in order to understand this period. Use the words on the Imperialism and Nationalism Vocabulary BLM, and add other words that are considered important in the unit.

Students rate their understanding of each word with either a “√” (understand well), a “?” (limited understanding or unsure), or a “–” (don’t know). Check the chart to assess students, and provide additional instruction for those students who continue to have difficulty learning key vocabulary. The goal is to replace all the question marks and minus signs with a check mark. (See the Imperialism and Nationalism Vocabulary BLM and sample below.)

Word	√	?	–	Example	Definition
Risorgimento					
Junkers					
Zollverein					

Throughout the unit, have students refer to the *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) to revise their responses as they gain new understanding of the key concepts and terms.

**Activity 2: Unification of Italy and Germany (GLE: WH.5.1; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.9, WHST.11-12.10)**

Materials List: Unification of Italy and Germany BLM, Internet access (optional), primary and/or secondary sources on the unification of Italy and Germany

Lead a whole-class discussion of the common factors that unite a group of people and establish a nation (e.g., common language, culture, ethnicity, etc.). Discuss with students how these factors led to the formation of the nations of Italy and Germany. Working in pairs, have students research the unification of both Italy and Germany using their textbook or reliable Internet sites. Students will record data on a *graphic organizer* ([view literacy strategy descriptions](#)) on the Unification of Italy and Germany BLM (see BLM and sample below).

	Italy	Germany
Key people involved and their roles in the unification process	<i>Giuseppe Mazzini</i>  <i>Victor Emmanuel II</i>	<i>Junkers</i>  <i>Zollverein</i>

Through a class discussion, review student responses for accuracy, and have them make changes as necessary.

Have each pair of students write a comparison essay on the unification processes of Italy and Germany in which they note the similarities and the differences in the sequences of events and the causes and effects of the unifications. Student pairs should share their essays with the class and then have an open class discussion of their findings. Have the students record a summary of the unifications in their *learning logs* ([view literacy strategy descriptions](#)).

**Activity 3: Europe’s Nationalism (GLEs: WH.5.1, WH.5.2; CCSSs: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.9, WHST.11-12.10)**

Materials List: Europe Nationalism BLM, Internet access (optional), map of Europe in 1815, map of Europe in 1914, primary and secondary sources on nationalism in Europe

Place students in groups of three to four to research the nationalism movements of Europe during the mid to late 1800’s. Topics to be researched include the following:

- Austrian Empire: Carlsbad Decrees, Ethnic Problems, Revolt of 1848, Compromise of 1867, Dual Monarchy;
- Ottoman Empire: decline of the Ottoman Empire between 1699 and 1850, Crimean War, Balkan Wars, and the Young Turks movement
- Russian Empire of the czars: Russification, Reforms of Alexander II, Pogroms, Russo-Japanese War, Revolution of 1905, October Manifesto

Have groups present their research information in a variety of formats, including multimedia where appropriate (PowerPoint®, story boards, collages, etc). As each group presents its findings, students will use *split-page notetaking* ([view literacy strategy descriptions](#)) to record group presentations. Distribute the European Nationalism BLM for students to record details from the group presentations (see sample BLM).

European Nationalism (mid to late 1800’s) Split-page Notes	
Austrian Empire:	Supporting Details:
Carlsbad Decrees	

Remind students they can review the information in the *split-page notes* by covering one column and using the information in the other column to prompt their recall of the covered information. Allow time for students to study the different empires individually and with a partner in preparation for quizzes and tests on the topic.

After the presentations, have students record in their *learning logs* ([view literacy strategy descriptions](#)) how nationalism influenced these three empires. Students should use the information in their *learning logs* to prepare for future assessments.

Close the activity by distributing copies of the maps of Europe in 1815 and 1914 to the students, or have them use the Internet to view the map of Europe in 1815 ([click here for a map of Europe in 1815](#)) and the map of Europe in 1914 ([click here for a map of Europe in 1914](#)). Have each student study the maps and write a summary of how political boundaries in Europe changed between 1815 and 1914. Ask students to indicate which changes they believe were the result of nationalism. Have students record their summary in their *learning logs*. Ask volunteers to share their responses with the class, and facilitate any resulting class discussion clarifying misconceptions when necessary.

**Activity 4: Imperialism in Africa, Asia, and Oceania (GLEs: WH.1.1, WH.1.4, WH.5.3; CCSSs: RH.11-12.2, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)**

Materials List: European Imperialism BLM, Imperialism Chart BLM, copies of Rudyard Kipling’s poem “White Man’s Burden,” copies of political cartoons on imperialism, primary and/or secondary sources on imperialism in Africa, Asia, and Oceania (1815-1914)

Review the definition of *imperialism* with students. Have students use textbooks or the Internet to research the political, economic, and cultural motives for imperialism of Africa and Asia. Students may gather data on a *graphic organizer* ([view literacy strategy descriptions](#)) such as the following:

Motives for Imperialism	Explanation
Political	
Economic	
Cultural	

Through a class discussion, review responses for accuracy and have students make changes as necessary.

To provide a more in-depth understanding of the cultural motives of imperialism, have students read Rudyard Kipling’s poem “White Man’s Burden” ([click here for copy of Kipling's poem](#)). Have students write a short essay on the following question: According to Kipling, what made the "white man's burden" necessary? How were those individuals who "took up the burden" changed? Encourage volunteers to read their essays to the class. Facilitate any resulting class discussion.

Form groups of two or three to investigate the imperialist policies (1815-1914) of Europe. Groups will be responsible for presenting information to the class on the actions related to imperialist policies. Distribute to each group the European Imperialism BLM (see blackline masters), and assign topics to each group. Student research groups should be formed in such a way as to assure all main topics on imperialism are covered. More events can be added or used to replace actions from this list as long as the two main areas are covered. All topics found in the European Imperialism BLM are also listed below.

- Europe’s Race for Africa
  - French in North Africa (Morocco, Tunis, and Algeria)
  - British in North Africa (Suez Canal and Fashoda Crisis)
  - Italy in North Africa
  - Competition for West Africa
  - Competition for Central and East Africa (King Leopold II, Stanley and Livingstone)
  - Competition for Southern Africa (Cecil Rhodes and Boer War)

- Europe’s Race for Asia
  - British East India Company (Sepoy Rebellion of 1857)
  - French Indo-China
  - Dutch East Indies
  - Spheres of influence in China
  - Opium War and Hong Kong

Tell students they will be called on randomly to come to the front of the classroom to be “*esteemed professors*” (a variation of *professor know-it-all*) ([view literacy strategy descriptions](#)) and present information on their assigned topics. Allow each group ample time to research its topics. All student groups should have their information checked for accuracy before presenting it to their classmates. Each group should prepare several questions to ask each group presenting in order to assess the students’ knowledge of the information presented. *Esteemed professors* should also be prepared to answer questions they generated along with questions from the class they will be called upon to answer. Each group will become the experts on the topics it researches. Facilitate the activity, and monitor all presentations and class discussions for accuracy.

When student research is complete, distribute the Imperialism Chart BLM (see BLM and sample below) for students to take notes as imperialistic policies and actions are presented.

Europe’s Race for Africa			
Action/Event	Imperialistic Policy	Causal Events	Consequences
French in North Africa			

To add novelty to this strategy, allow the “*esteemed professors*” put on a tie, graduation cap and gown, a lab coat, use a clipboard or other symbol of professional expertise. Ask the students to stand shoulder-to-shoulder during the presentation, and invite questions from the other groups after their presentation. A group should huddle as a team to discuss possible answers to the class questions, then return to its position and give the answers in complete sentences. Each member of the group can state part of the sentence until it is complete or take turns answering the different questions. After students have addressed the class questions, they may ask their prepared questions and elicit answers from the class. Once this process is completed, call on another team and allow students to present. The entire process should be repeated until all groups have had a chance to present the information on their topic to the class. Ask any necessary questions of each group to ensure that all necessary material is covered. *Esteemed professors* should be held accountable for correct information.

Distribute copies of political cartoons that focus on imperialism. Two political cartoons that may be used are “White Man’s Burden” ([click here for cartoon based on White Man's Burden](#)) and “Scramble for Africa” ([click here for cartoon on the Scramble for Africa](#)).



(There are many other cartoons in textbooks and on the Internet.) Choose any two political cartoons. Working in pairs or small groups of three or four, have students study the political cartoons. Have each group or student pair write a short paragraph explaining its interpretation of the cartoons. Students should also indicate whether the cartoons expressed pro-imperialistic or anti-imperialistic sentiments.

Divide the class into pro-imperialistic forces and anti-imperialistic forces, and have them debate the question of whether the policy of imperialism is ever justified. Close the activity by having the students record their opinion of imperialism and provide justification for their opinion in their *learning logs* ([view literacy strategy descriptions](#)).

**Activity 5: United States Imperialism and Involvement in Latin America and the Pacific (GLEs: WH.1.1, WH.1.3, WH.1.4, WH.5.3; CCSSs: RH.11-12.9, WHST.11-12.4, WHST.11-12.7, WHST.11-12.10)**

Materials List: Pacific and Latin American Map List BLM, American Imperialism BLM, American Involvement BLM, copy of the political cartoon “What the U.S. Has Fought For”, Internet (optional)

Have students read their textbooks about the Monroe Doctrine and the Roosevelt Corollary and record a brief description of each policy in their *learning logs* ([view literacy strategy descriptions](#)). Lead a class discussion of the two policies by having students share their responses with the class. The class discussion should lead students to change or add to their responses in order to give them a deeper understanding of the two policies.

Distribute outline maps of the Pacific Region and of Latin America along with copies of the Pacific and Latin American Map List BLM. Have students label and identify American possessions in the Pacific and selected Latin American nations from the map list onto the outline maps. Ask students to share their maps with the class as you check them for accuracy. Students should make any necessary adjustments to ensure the accuracy of their maps.

The following website contains outline maps of the Pacific and Latin America:

[http://er.jsc.nasa.gov/SEH/Mission\\_geography/Map\\_index.pdf](http://er.jsc.nasa.gov/SEH/Mission_geography/Map_index.pdf)

Distribute the American Imperialism BLM (see BLM and sample below). Have students work with a partner to research America’s imperialistic policies in the Pacific and Latin America that led to the United States acquiring new territories. Have students use their textbooks, primary and secondary sources, and the Internet to perform their research.

<b>Territory acquired by the United States</b>	<b>Date Acquired</b>	<b>Nation acquired from</b>	<b>Description of United States acquisition</b>	<b>Benefit(s) of the territory to the United States</b>
<b>Alaska</b>				



Through a class discussion, review student responses on the blackline master for accuracy and have them make changes as necessary.

Distribute to students the American Involvement BLM (see BLM and sample below) to continue their research of America's foreign policies that resulted in the involvement in the affairs of nations in Latin America and the Pacific region. United States involvement in the nations of Cuba, Panama, Nicaragua, Mexico, and China were for political, military, and economic reasons more than the goal of acquisition.

Nation	Dates of United States Involvement	Description of United States Involvement	Outcome of United States Involvement
Cuba			

Through a class discussion, review student responses on the blackline master for accuracy, and have them make changes as necessary.

Provide students a copy of the political cartoon “What the U.S. Has Fought For” ([click here for a copy of the political cartoon](#)) depicting United States imperialism. Have students analyze the cartoon and write a half-page essay. Student essays should address the following prompts:

- What is the author's point of view of United States imperialism?
- Based upon your research of United States imperialism in Pacific and Latin America, what is the validity of the author's view point? Provide evidence to support your answer.

Have volunteers share their essays with the class. Facilitate any resulting discussion, and clarify student misconceptions about the meaning of the political cartoon.

Close the activity by having students record in their *learning logs* a response to the following question:

**What effect do you think the Monroe Doctrine and the Roosevelt Corollary had on relations between the United States and Latin America? Cite evidence to support your answer.**

Have volunteers share their responses, and ask student peers to listen for accuracy and logic in the information shared.

#### **Activity 6: Japan Expands and Industrializes (GLE: WH.5.4; CCSSs: RH.11-12.9, WHST.11-12.7, WHST.11-12.10)**

Materials List: Japan's Modernization BLM, Japan's Imperialism BLM, primary and secondary resources on Japanese expansion and industrialization, Internet (optional)

Distribute the Japan’s Modernization BLM (see BLM and sample below) to students. Have students work with a partner to research Japan’s society prior to the 1868 Meiji Restoration which sparked Japan’s modernization process. Students should use their textbooks and the Internet to perform research. Suggested websites for research are listed below.

<http://unesdoc.unesco.org/images/0007/000782/078240eo.pdf>  
<http://afe.easia.columbia.edu/japan/japanworkbook/modernhist/meiji.html>  
<http://news.asianstudies.dk/2009/08/the-meiji-restoration-the-turning-point-of-japan/>  
[http://aboutjapan.japansociety.org/content.cfm/the\\_meiji\\_restoration\\_era\\_1868-1889](http://aboutjapan.japansociety.org/content.cfm/the_meiji_restoration_era_1868-1889)

	<b>Pre-Meiji Restoration</b>	<b>Post-Meiji Restoration</b>
Political Structure		
Economic System		

As students research the political structure, economic system, trade policies, education, clothing and military of Japan prior to 1868, have them complete the column labeled “Pre-Meiji Restoration.” After adequate time has been allowed for research, ask students to share their responses on the blackline master, and lead a class discussion on the information shared in the student responses. Students should add to their responses or make changes as necessary.

Have students, working with their partner, research Commodore Matthew Perry. Students should be able to describe the role he played in Japan’s modernization by researching the following prompts:

- For which nation did Commodore Matthew Perry sail?
- What were his motives for opening trade with Japan?
- What was Japan’s response to Commodore Perry?
- What did both the United States and Japan receive as a result of the Treaty of Kanagawa?

Using the information gathered through their research, ask students to complete the following *RAFT writing* ([view literacy strategy descriptions](#)) activity described below.

**Role:** a sailor on board Commodore Perry’s ship

**Audience:** the American people

**Form:** letter

**Topic:** Describe to the American people the motives of Matthew Perry, actions taken to convince Japan to open trade, and benefits that each nation would receive from open trade.

Have student volunteers share their *RAFTs* with the class. Students should listen for accuracy and logic in their classmates' *RAFTs*. Post exemplary *RAFTs* on a display board in the classroom.

Have students return to work with their partner and research Japan's society after the 1868 Meiji Restoration. Students should use their textbooks and the Internet to perform research. Have students complete the column labeled "Post-Meiji Restoration" on the Japan Modernization BLM. After adequate time has been allowed for research, ask student volunteers to share their responses on the blackline master, and facilitate a class discussion based on those responses. Students should add to their responses or make changes as necessary. The completed blackline master should help students be able to compare Japan before and after modernization.

Distribute Japan's Imperialism BLM (see BLM and sample below) to students, and have them perform research using their textbook and the Internet. Students are to complete the blackline master in order to assist in their understanding of how Japan became a military and imperialistic power. Have volunteers share their responses with the class. Students should check their chart for accuracy and make changes as needed.

War	Dates	Cause(s) of the war	Events of the War	Outcome of the war
Sino-Japanese War				

Close the activity by recording a response to the following questions in their *learning logs* ([view literacy strategy descriptions](#)):

- How did the Meiji Restoration and Japan's military wars with China and Russia help make Japan an industrial, military, and imperial power?
- What effects would these actions have upon the world in the 20<sup>th</sup> century?

Have volunteers share their responses. Facilitate any resulting class discussions, and listen for accuracy and logic in student responses clarifying misconceptions.

**Activity 7: Mapping Colonialism and Imperialism (GLE: WH.1.4; CCSSs: RH.11-12.2, RH.11-12.7, WHST.11-12.4, WHST.11-12.10)**

Materials List: historical atlases or copies of world maps showing European colonies in 1750, 1850, and 1900

Using historical atlases or copies of the maps found at the links below, ask students to compare world maps showing European colonies and territorial claims in 1750, 1850, and 1900. Ask students to describe the territorial changes in Africa, South Asia, Southeast Asia, East Asia, the Americas, and the South Pacific between 1750 and 1900. Have students write a short essay to explain how competition for empires created the danger of war around the world. Ask volunteers to share their essays with the class while other students listen for accurate information presented. Facilitate any resulting class discussion and clarify misconceptions.

Copies of the maps are located at the following sites:

- ([colonization map in 1750](#))
- ([western world colonization map in 1850](#))
- ([eastern world colonization map in 1850](#))
- ([world colonization map in 1900](#))

Working in pairs, ask students to complete the following *RAFT* writing ([view literacy strategy descriptions](#)) activity described below.

**Role:** News reporters/interviewees

**Audience:** Television audience

**Form:** TV spots and/ or commentaries

**Topic:** Views of imperialism from the perspective of different societies around the world (students should make clear who they are interviewing and provide well-researched and developed questions and answers)

Assign different areas of the world to student pairs. Each student pair should perform its TV commentary for the class. Students should listen for accuracy and logic in their classmates' *RAFTs*. Post exemplary *RAFTs* on a display board in the classroom.

Have students check their *vocabulary self-awareness* chart ([view literacy strategy descriptions](#)) and make corrections and additions.

## Sample Assessments

### General Guidelines:

- Students should be monitored during all activities via teacher observation, log/data collection entries, report writing, group discussion, and journal entries.
- Student-developed products should be evaluated as the unit progresses.
- Student investigations should be evaluated with a rubric and, when possible, students should assist in developing of the rubrics used.
- A variety of performance assessments should be used to determine student comprehension consistent with the type of products resulting from the selected student activities.
- Teacher-created, comprehensive exams assessing the GLEs from the unit should consist of the following:
  - a variety of formats for objective, convergent test items
  - depth of knowledge at various stages of Bloom's taxonomy
  - LEAP-like constructed response items
  - open-ended response items requiring supporting evidence
  - test items aligned to the verbiage of the GLEs.

### Activity-Specific Assessments

- Activity #4: Assess each “*esteemed professor*” ([view literacy strategy descriptions](#)) group on the accuracy of information presented to the class. The oral presentation rubric in the Unit 1 BLM section can be used.
- Activity #5: Assess the *RAFT writing* ([view literacy strategy descriptions](#)) activity for the accuracy of the questions and answers presented in the TV commentaries. Assess the *RAFT writings* according to predetermined criteria distributed to students prior to the assignment.
- Activity #6: Assess the political cartoon essay for accuracy and content understanding. Assess essay according to predetermined criteria distributed to students prior to the assignment