**History 10 – Unit 4: Imperialism**

Industrial revolution meant that home nations soon did not have enough resources to reach the demands of manufactured goods by their populations. This economic growth led to competition amongst industrialized nations to acquire colonies in the undeveloped world (We will focus on the acquisition of North America and Africa as colonies). These colonies provided raw resources to the industrialized nations leading to new relationships between the colonized and colonizers some of which were positive while others were not.

**Outcomes:**

* know that the hinterland is a tributary region (pays money and goods) which may be rural and/or urban. It is connected by a transportation system and is used to supply resources or markets for an urban centre
* know that nation states are concerned about their ability to hold necessary hinterlands and to protect the transportation lines to those hinterlands
* know that nations are always tempted to use whatever power they have to protect themselves against the insecurity of competition
* know that in general terms the relationships between cultures can be based on: accommodation, assimilation, segregation and annihilation

**Skills:**

* collecting data and organizing
* collecting main ideas from data
* practice creating thesis statements with corroborating evidence
* ethical dimension

**Assessments:**

* Key Terms Chart
* Country Comparisons on Imperialism
* Primary Source Activity on Pros and Cons of Imperialism
* Causes of Imperialism Station Work
* Africa WebQuest
* Scramble for Africa Simulation
* Imperialism in Canada

**Lesson 1: Introduction to Imperialism**

**Essential Question:** What is imperialism?

**Hook:** Opening Discussion:

In terms of economic and political situations, the world is shrinking. That is the industrializing nations are vying for power and domination by establishing colonies and expanding empires.

Ask students, “Why do the industrializing nations need to expand and establish colonies?” – Natural resources to fuel industry, market for products

(Ideas to review: Industrialization consequences, colony, raw resources, manufactured goods)

**Lecture:** Imperialism PowerPoint with fill-in notes and Discussion of “White Man’s Burden” (From Laura Shaw)

Teacher Notes: The British Empire is still the strongest (recall, its size was once 25% of globe), but as it expands problems begin to arise. As a class, students brainstorm on possible problems. Reasons include protecting empire from other industrializing nations, strife and unrest in colonies (e.g., demand for more decision making autonomy), clash of cultures, reliance on local armies or mercenaries to control unrest, maintenance costs, length of supply lines)

Germany is growing. It is building a navy trying to match the British Navy. Britain counters by building more ships.

France is also growing and expanding its territories into northern

Africa. To protect its borders and interests, the European nations begin to build bigger armies. More importantly, Europeans had a history of war, mistrust and hostility. These nations are willing to use their armies to defend their interests

As their power, influence and strength increases, each European nation becomes more nationalistic. Define nationalism – loyaltyto one’s own country and culture

Russia is an expanding power with a huge population, but as a country, Russia has been slow to industrialize.

Turkey is the gateway to the Middle East and its resources. At the same time, Britain and France have reached into areas such as Egypt to establish a trade route to the Middle East. Turkey needs to defend its status as a vital trade partner with Europe.

Canada is still a young, immature country seeking its path.

**Activity:** Key Terms Chart

Using given readings, textbook and internet to fill out the chart of terms that will be used throughout the unit.

**Lesson 2: Imperialism, Good or Bad?**

**Essential Question:** Were the effects of Imperialism good or bad overall?

**Hook- Discuss:**

**Write on board:**

- “Every empire seeks as its imperialistic mission not to plunder and control but to educate and liberate."

And

- “The truth is that imperialism was never idealistic. It has always been driven by economic or strategic interests.”

**Ask:** Which of these two passages do you find to be most true? Why?

Have students write down thoughts then share.

(10 mins)

**Activity:**

The students will be broken into pairs. Half of the pairs will read the primary source regarding “The Desirability of Imperialism” by Paul Leroy Beilieu. The other half will read Mark Twain’s brief piece condemning Imperialism. They will work together to answer the questions provided. (10 mins)

Once the pairs have finished, have all alike pairs come together to share their findings to ensure everyone becomes an expert on one of the articles. (5 mins)

Next split the groups into two new groups, where two people are Mark Twain experts and the others are Paul Leroy Beilieu experts. Have each group share and fill in the main points for the others article. (10 mins)

**Closing:** Once everyone has received information from both sides, write the Exit slip question on the board.

 “Would you support Imperialism? Why or why not?”

Have a brief large group discussion (5 mins max) about this question then have them answer it in writing under the exit slip section of their handout. (end of class)

Have them hand their handouts into the white bin.

**Lesson 3: Causes and Reasons for Imperialism**

**Essential Question:** What were the four motivating factors behind imperialism?

After completing four unique task/stations, students will be able to identify and explain in detail the four main causes of 19th century Imperialism

**Hook:** Explanation of Today’s Activity and overall goal

**Explanation of the Stations Project** -See attached instructions sheet below

Each station functions independently and provides its own instructions. As a result, while I will give a brief overview of each station topic (causes of 19th century Imperialism) and required skills, I will not spend too much time going through each station in great detail at this time. I will, however, make myself readily available during the lesson to answer any questions regarding the specific instructions at each station.

Activity: This project is broken down into four stations, each lasting for 15minutes. The four stations each represent one of the four main causes of 19th century Imperialism: economic interests, political/military interests, humanitarian goals, and social Darwinism. Each station project was designed with this time limitation in mind. However, if a task cannot be fully completed, students will be allowed to take that task home and turn it in the following class period. These tasks, with detailed instructions, are attached to the lesson plan

**Wrap-up:** Ask students, what the four main causes of imperialism are. Any last questions?

**Lesson 4: Welcome to Africa**

Hook: Show Map of Africa on Smartboard.

 Students will begin the class by writing on what they know about Africa. (KWL) The prompt will simply be “Write down everything that you know about Africa. Do not worry about format, just write for 3 minutes.” They can include geographical, cultural, and/ or historical information, etc. Short discussion to follow.

**Lecture:** Guided notes with introductory information on Africa

**Activity:** Africa WebQuest to learn more about the continent

Wrap-up: Brief explanation of simulation that will begin next class.

**Lesson 5: Scramble for Africa Simulation**

**1. Provide background information on imperialism**

**2. Put students into 5 groups.** Give each group a role pay card ( Great Britain, Germany, France, Belgium, Portugal), beginning questions and a different coloured marker. Explain that each will need to take on the role of the country listed on their cards.

**3. Hand out the Getting Started and Rules page (see attached)**

**4. Have students read the role play cards and answer the questions that are attached to their role play card.**

**5. Based on the rules page start round 1.** At the beginning of each round hand out each countries resources as determined by the rules page.

**6. Play until all rounds are done.**

**7. Once done compare their map to actual historical maps and Discuss**:

CONCLUSIONS

What factors did you consider in acquiring territories?

What factors were totally ignored in your decisions?

Your decisions created colonial boundaries that will eventually become the borders of African countries. What problems have you created in these African countries by dividing up Africa based on European needs and concerns rather than African ones?

**8. Exit Slip Reflection (Summative):**

1. Why did you select the territory that you did?

2. What problems did you face and have to deal with?

3. What do you hope to use your territory for?

4. How did you feel once you had accomplished dividing up Africa?

5. How would that feeling compare to the feelings of Europeans at the time?

6. Who was not represented at this conference? Why?

7. How does this simulation illustrate the colonial process and motives in Africa?

8. What challenges did this colonial process create for indigenous people of Africa?

9. How close were your territorial selections to those actually made by your European power in the Scramble for Africa? Compare the simulated and actual political map (Africa 1914).

10. Did you even consider the feelings of Africans?
11. How would you feel if this was done to your country?
12. Did you think about what groups you were dividing up or putting together into a country?
13. How do you predict the Europeans will 'manage' their territory politically and economically? (remember your goal is to be profitable!)

**Lesson 6: Imperialism in Canada**

**Hook:** Ask students do you think imperialism still happens today? Can you think of modern day examples of accommodation? Assimilation? Segregation? Annihilation?

**Activity:** Primary source activity with examples of imperialism in Canada.

**Wrap up:** Discuss answers from Primary Source activity.

**Unit Project**