| **MWH Unit 6 Rise of Global Powers and Competition** | |
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| **Unit Overview:** This unit encourages inquiry into the rise of nationalism as a result of the fall of Napoleonic Europe and the desire for more democratic institutions and homogenous nations as well as the increased economic and political competition between nations around the world. This competition brought the Age of Imperialism and several prominent revolutions such as the Meiji Restoration, the Chinese Revolution, and the Russian Revolution. | |
| **Overarching Inquiry Question** | |
| How did the rise and spread of nationalism lead to increased economic and political competition between or within nations?  *All units are created to support the* ***Overarching Inquiry Question****. Inquiry-Based Learning supports the* ***Profile of the South Carolina Graduate*** *where students use skills to explore their inquiries related to the content as indicated in the standards instead of the teacher merely providing the information.* | |
| **Theme** | |
| Cultural Development and Interaction  Economic Systems and Interaction  Foundations of Government and State Building  Human Experience  Innovation, Revolution, and Change | |
| **Skills Emphasis at a Glance** | |
| Comparison  Periodization  Evidence (i.e.: primary and secondary sources)  *Teacher note: While the skills listed are the skills that match the indicators covered in this unit, this unit plan will likely cover other skills listed for Modern World History.* | |
| **Standards(s):** | |
| **MWH Standard 3: Demonstrate an understanding of how the development of nationalism and industrialization affected the rise of new governments and competition in the global economy from 1815-1918.**  MWH.3.CO: Compare the significant turning points in the development of nationalism and their implications on the world.  MWH.3.P: Summarize the installation of new governments during the Meiji Restoration, Russian Revolution, and Chinese Revolution.  MWH.3.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives related to the development of nationalism and industrialization.  **MWH Standard 4: Demonstrate an understanding of how international competition and conflict realigned global powers during the time period of 1885-1950.**  MWH.4.CO: Explain the motives for and effects of European Countries in the Age of Imperialism.  MWH.4.E: Utilize a variety of primary and secondary sources to analyze multiple perspectives during the Age of Imperialism and among countries in world conflicts.  *Teachers can refer to the MWH Alignment Guide for an additional description of each standard.* | |
| **I Can Statement(s)** | |
| * I can explain how the fall of Napoleonic France led to the rise of nationalism, conservatism, and liberalism across Europe. * I compare the development of nationalism around the world. * I can explain the motives and justifications for European imperialism around the globe. * I can compare the effects of imperialism on Africa, the Middle East, and Southeast Asia. * I can compare the Meiji Restoration, Chinese Revolution, and Russian Revolution. * I can summarize the challenges Japan, China, and Russia faced after the adoption of new government systems put in place following their respective revolutions. * I can create and support an argument in response to the inquiry question: To what extent did the rise and spread of nationalism lead to increased economic and political competition between or within nations?   *Teachers can adjust the suggested “I Can” statements as needed for their classrooms.* | |
| **Unit Sequence of Teacher Instructional Practices and Actions Students will Take to answer the Overarching Inquiry Question** | **Instructional Guidance and Resources**  ***Instructional Guidance and resources listed below are offered as suggestions for educators to assist students in reaching the goals of the proposed sequence*** |
| **I can explain how the fall of Napoleonic France led to the rise of nationalism, conservatism, and liberalism across Europe.**   * Students will need to review Napoleon’s time as ruler of France. The purpose of this is to see how Napoleon’s time in charge of France spurred many countries in Europe to militarize and brought about a growing nationalism movement to rid his control from their countries. To achieve this, the students can review this [Illustrated Timeline of the Rise and Fall of Napoleon](https://www.sutori.com/story/rise-and-fall-of-napoleon--q1KegTtiQUMkjBQYBbzWs27x) from Sutori. Students will record what they believe are the top five most influential events of Napoleon’s rule. * After students are familiar with the Rise and Fall of Napoleon, students will need to look at the Congress of Vienna and the Concert of Europe. To look at those events, students will participate in this Congress of Vienna Simulation.   + Students will need to be broken into 5 groups to cover the 5 major countries present at the Congress of Vienna: Great Britain, France, Russia, Prussia, and Austria. Students will be provided with guided research questions to answer:     - How do we make sure France is no longer a threat? How can we avoid future wars? How do we stop future revolutions from occurring?       * The revolutions referenced in the question above are the Revolutions of 1830 and 1848. When reviewing these revolutions, students will want to make note of the rise of conservatism (as shown with the Concert of Europe) and the rise of liberalism as factors that contributed to those revolutionary movements.     - After all research has been completed, the students will come back together as a class to discuss their research and plans for Europe.       * At the end of this simulation the students should have discussed: the rise of nationalism following the Fall of Napoleon, the rise of conservatism as a result of the Congress of Vienna and the Concert of Europe, and the rise of liberalism which fought back against conservatism.   **I compare the development of nationalism around the world.**   * Students will compare nationalism movements from around the world by categorizing them into one of the three classifications below. *This activity was adapted from a* [*McDougal Littell, Inc. Book Worksheet*](https://www.hpcsd.org/site/handlers/filedownload.ashx?moduleinstanceid=1494&dataid=7085&FileName=euro%20nationalism%20packet.pdf).   + ***1. Unification***- Mergers of politically divided but culturally similar lands   + ***2. Separation*** - Culturally distinct group resists being added to a state or tries to break away   + ***3. State-building-*** Culturally distinct groups form into a new state by accepting a single culture or countries were trying to figure out what states would be/who they would be ruled by     - The students will select at least 5 national movements for this comparison activity. The students must select one from each region below and then select one additional from a region of their choice.     - Students will need to conduct some research into their selected countries to determine which category best describes that nationalist movement. Once the student has completed their research, they will need to write a brief explanation of why each country matches the category they selected. The student must use evidence from their research to support this brief explanation.     - Lastly, the students will compare the nationalist movements they selected by creating some type of visual aid (Venn diagram, mind map, etc.) to highlight the similarities and differences.   + **Suggested Nationalist Movements for Categorization Activity**     - **Europe:**       * France-post 1848 revolution, Louis Napoleon       * Austrian Empire-issues that lead to the Compromise of 1867       * Hungary-1848-1867       * German Unification       * Italian Unification       * Ireland-Gaining home rule in 1914, but is delayed during WWI       * Russia-Alexander II     - **North America:**        * USA-struggles over nationalism=Civil War       * Canada-1840: United Provinces of Canada; 1867 British North American Act     - **Middle East**       * Greece     - **Latin America/Caribbean**        * Cuba-1895 fighting against Spain       * Mexico-Santa Anna/Mexican-American War; Benito Juarez and the La Reforma; Porfirio Diaz and “Order and Progress”; Mexican Revolution (1910-1920) Francisco Madero; Pancho Villa, Emiliano Zapata   **I can explain the motives and justifications for European imperialism around the globe.**   * Students will complete the “[What Was the Driving Force Behind European Imperialism in Africa?” Mini-Q](http://internet.savannah.chatham.k12.ga.us/schools/wcms/Academic%20Teams/7th/Panther/Documents/DBQ%20European%20Imperialism%20in%20Africa%20Student%20Copy.pdf). This Mini-Q has a Hook-Activity that will serve as a great introduction to imperialism and will allow students to read the definition of the term imperialism and to think about whether or not imperialism is ever justified. The students will analyze the first five documents (A-E, document F, the White Man’s Burden, will be examined in the next step of this sequence) within the Mini-Q by answering the guided questions provided. While analyzing these documents, the students should think about the overarching question of the Mini-Q.   + This case study on the motives for European Imperialism in Africa allows the students to gain a deeper understanding of European motives during imperialism and can apply this knowledge to see similar motives of European imperialism in other regions of the world. * After students have completed the Mini-Q activity, students will examine the concepts of social Darwinism and the White Man’s burden to understand European justification for imperialism.   + To examine these justifications, students will begin by reviewing the definition of [social Darwinism](https://www.britannica.com/topic/social-Darwinism) from Britannica and [the White Man’s Burden](https://www.oxfordlearnersdictionaries.com/us/definition/english/the-white-man-s-burden) from Oxford Learner’s Dictionary. Students will write down a version of the definition in their own words to ensure their understanding.   + After students have a basic understanding of the two concepts, students will analyze primary sources about imperialism in pairs. Together the students will explain how those primary sources not only show how European’s viewed the native peoples but also how they justified their control over those native peoples (i.e. imperialism) by using the concepts of social Darwinism and the white man’s burden. Students will complete a [graphic organizer on analyzing primary sources](http://www.loc.gov/teachers/primary-source-analysis-tool/) from the Library of Congress.     - While students are analyzing these primary sources they will want to consider the following two questions: Whose story is being told? Who is telling the story? These questions will help students think about why the native peoples of territory controlled by European nations were viewed in such a negative or demeaning way. This should allow students to think about how the native peoples would depict themselves if they were the one telling the story.   + Primary Sources to examine:     - White Man’s Burden Poem by Rudyard Kipling from the Mini-Q activity covered earlier in this I Can Statement Sequence.     - [English Imperialism and White Man's Burden Political Cartoons](https://westerncivguides.umwblogs.org/2015/04/07/cartoons-of-imperialism/) from West Civilizations II Guides at University of Mary Washington.     - [In the Rubber Coils Political Cartoon](https://www.historytoday.com/archive/contrarian/belgiums-heart-darkness) from History Today     - [Pear Soap Ad- White Man's Burden](https://commons.wikimedia.org/wiki/File:1890sc_Pears_Soap_Ad.jpg) from Wikimedia Commons     - [White Man's Burden Political Cartoon](https://commons.wikimedia.org/wiki/File:%22The_White_Man%27s_Burden%22_Judge_1899.png) from Wikimedia Commons     - [White Man's Burden Political Cartoon](https://herb.ashp.cuny.edu/items/show/656) from Social History for Every Classroom     - [Civilization and Barbarism Political Cartoon](https://visualizingcultures.mit.edu/civilization_and_barbarism/cb_essay05.html) from MIT Visualizing Cultures * After the students have examined the political cartoons, the students will complete an exit ticket about the causes of imperialism and how European’s justified imperialism.   **I can compare the effects of imperialism on Africa, the Middle East, and Southeast Asia.**   * Students will compare the political, cultural and economic effects of imperialism on Africa, the Middle East, and Southeast Asia.   + Students will be assigned into groups of three. Within this group of three, each student will be assigned one of the three regions: Africa, the Middle East, and Southeast Asia. The list provided below are topics the students studying each region should consider while researching. While the two students investigating Africa and Southeast Asia would not necessarily need to look at every country listed, they will need to look at a variety of countries that were controlled by different European powers.     - While conducting their research, the students will complete a graphic organizer that has the political, cultural, and economic effect boxes listed for easy organization of the material. Once their inquiry into their region is complete, they will share their information with the rest of their small group.   + **Suggested Countries by Region to Study the Effects of Imperialism**      - **Africa**       * The Congo-King Leopold II of Belgium       * Berlin Conference (1884-1885)       * Struggle for South Africa-Boer Wars       * Senegal-France       * Ethiopia-success over Italy       * Liberia-not taken over by a foreign power     - **Middle East**       * Ottoman Empire-Crimean War       * Egypt-Suez Canal     - **Southeast Asia**       * Indonesia-The Dutch       * Malaysia-Great Britain       * India-Great Britain/East India Trading Company/Sepoy Mutiny       * Indochina-France       * Siam (Philippines)       * Hawaii-The United States * After the students have shared their research with the rest of their small group, the students will participate in a short class discussion of their work. This will allow students to see the similarities and differences gleaned by other classmates who were assigned the same region they were. * After the class discussion, students will read [The Brown Man’s Burden](https://herb.ashp.cuny.edu/items/show/751) from Social History for Every Classroom. After they read the Brown Man’s Burden, students will answer the following question: How does this poem reflect the impacts of European imperialism?   **I can explain how the desire to technologically modernize was the driving cause for the Meiji Restoration, Chinese Revolution, and Russian Revolutions.**   * Students will review timelines about each revolution to get a basic understanding of the background information of each revolution before they dive into the revolutions themselves. Students will copy down two-three key events from the time before the revolutions began in each nation. After students have had time to make their selections, the students will engage in an informal class discussion about which events they selected and why they felt those particular events are noteworthy to mention as a precursor to the revolution.   + [Meiji Restoration Timeline](https://www.facinghistory.org/nanjing-atrocities-crimes-war/timeline-events-japan) from FacingHistory.org   + [Xinhai/Chinese Revolution Timeline](https://www.sutori.com/story/xinhai-revolution-timeline--tcETCsLFbZ4S2cY5kAgH5ESU)-timeline from Sutori   + [Russian Revolution Timeline](https://www.thoughtco.com/russian-revolution-timeline-1779473) from ThoughtCo * Next, students will investigate the role modernization and the industrial revolution had in causing the Meiji Restoration, Chinese Revolution, and Russian Revolution. To accomplish this, students will read short articles about how modernization influenced each revolution. While reading these secondary sources, students will record the role of modernization in each revolution on a mind map. At the center of the mind map, they will write modernization/industrial revolution, and then have three branches from the center, one for each revolution. Students will then create additional branches from each revolution circle with the different ways modernization affected those revolutions.   + **Secondary sources on the role modernization had in the Meiji Restoration, Chinese/Xinhai Revolution and Russian Revolution.**      - [Meiji Restoration and Modernization](http://afe.easia.columbia.edu/special/japan_1750_meiji.htm) from Asia for Educators     - [Chinese Revolution: From Reform to Revolution](http://afe.easia.columbia.edu/special/china_1750_reform.htm) from Asia for Educators     - [Russian Revolution](https://www.history.com/topics/russia/russian-revolution) from the History Channel * After students have completed their reading, students will write speeches from the rulers of these countries stating:   + the importance of modernization   + things that can be accomplished and improved through modernization   + how the country will improve through modernization and industrialization   **I can summarize the challenges Japan, China, and Russia faced after the adoption of new government systems put in place following their respective revolutions.**   * After students understand the background information and the role modernization played in the three revolutions, the students will research the transition each country took when adopting a new government system. To assist in their research, students will want to research the following topics:   + - What was life for the average citizen before and after the revolution?     - Were there any political and economic challenges to the new government system put in place?     - Were there any attempts to overthrow the new government system?   + Once students have completed the research, they will rank the countries from which had the smoothest transition of power to the one that had the roughest transition of power. Students will need to include an explanation as to why they ranked the revolutions in the order they did using evidence from their research.   **I can create and support an argument in response to the inquiry question: How did the rise and spread of nationalism lead to increased economic and political competition between or within nations?**   * After students have completed all of their inquiry for this unit, students will answer the overarching inquiry question by creating a flow-chart. | *As students work through this unit they will employ several social studies skills. Here are some suggested resources if you would like some guidance on how to instruct students in using these skills:*   * *From Robeson County public schools, here is a resource on* [*comparison*](https://www.robeson.k12.nc.us/site/handlers/filedownload.ashx?moduleinstanceid=39850&dataid=53759&FileName=compare%20and%20contrast%20mini%20lesson.pdf)*.* * *From Lumen Learning, here is a resource on* [*periodization*](https://courses.lumenlearning.com/suny-hccc-worldcivilization/chapter/splitting-history/)*.* * *From the Library of Congress, here is a resource on* [*evidence - primary sources*](http://www.loc.gov/teachers/usingprimarysources/) * *From Best Custom Writing, here is a resource on* [*evidence - secondary sources*](https://www.bestcustomwriting.com/blog/how-to-use-secondary-sources)*.* * The teacher may wish to have a brief discussion with the students about what events they recorded and why they chose those events as a well to ensure the students understand Napoleon’s rule before moving onto the next step in the sequence. * Posting or providing groups with a map of Europe during the time period would be helpful so they can better understand their borders. A possible interactive map resource could be this [map](https://www.timemaps.com/history/europe-1837ad/) from Time Maps. * There are many examples of this Congress of Vienna Simulation activity online for teachers to research. * If students require more guidance while conducting their research, the teacher may wish to add additional guided questions. These questions could help scaffold the three original questions listed in the activity into smaller chunks so students do not get overwhelmed while researching. * Please see the subsection *Congress of Vienna/Concert of Europe/Revolutions of 1848 Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * This [From Congress of Vienna to 1914-Animated Map](https://www.the-map-as-history.com/Europe-19th-Congress-of-Vienna/1814-1815) from Maps as History could be a useful tool to have students review at the end of this simulation activity because it allows them to see how much Europe has changed over a 100 year period. * If time allows, students could read the article, [Congress of Vienna to the Ukrainian Crisis Article](https://www.un.org/en/chronicle/article/three-lessons-peace-congress-vienna-ukraine-crisis), from the United Nations to help make connections to present day issues in Europe. * The teacher may want to give a formative assessment after students complete the simulation and the class discussion about the rise of nationalism, liberalism, and conservatism to ensure that all students are clear on the content. This would allow the teacher to assess students who are not as vocal during class discussions. Students could do a quick write/exit ticket where they summarize the factors and then write about the factor they believe contributed the most. Teachers can use the data from their assessment to reteach or clarify any points that students may be unclear on. * While the list provided of countries to examine through the lens of nationalism is vast, the teacher does not need to cover every country listed. ***However, the teacher must provide a balance of European and non-European countries.*** * Depending on the needs of the students, the teacher may choose to provide the list of countries the students will study or decide to have students work in groups to study one country and then have them share their information with the rest of the class. * Teachers can make this an individual, partner, or group activity depending on the needs of the students and time constraints. * Please see the subsection *Nationalism Movements around the World* in the **Additional Resources** sectional for a list of suggested resources to provide to students. * This visual aid final product can be viewed as a formative assessment for this activity. Teachers can use the data from this assessment to reteach or clarify any points that students may be unclear on. * If teachers are looking for more examples for nationalism movements, the teacher could have students examine the push for nationalism in the early 1900s in Australia and New Zealand. Possible resources to consider for this are:   + [New Zealand, Nationalism and WWI](https://www.britannica.com/place/New-Zealand/Nationalism-and-war)- from Britannica   + [How the Great War shaped the foundations of Australia’s future](https://theconversation.com/how-the-great-war-shaped-the-foundations-of-australias-future-38860) from The Conversation   + [Australia since 1900](https://www.britannica.com/place/Australia/Australia-since-1900)- from Britannica * Note: Two major motives/causes for European imperialism were: Industrialization and Nationalism. These two factors increased competition between European powers for economic resources and markets abroad. The industrial revolution created new technologies that made travel easier into remote areas around the world. * The Mini-Q has a Pre-bucketing and Bucketing Activity along with an outline to help with the writing process to answer the Mini-Q question. Those activities, along with the guided questions can be used or eliminated depending on the needs of the students. * Depending on time, the teacher can choose to have the students complete an essay that answers the Mini-Q prompt or have the students discuss their responses to this as a class. * Note: The students will only need the first paragraph of the Britannica article to define social Darwinism. The definition listed from Oxford on the white man’s burden references Rudyard Kipling’s poem, which will be examined during this sequence. If the teacher wants to give a preview or some context for the poem may help students better understand that poem. * Depending on the needs of the students, the teacher may want to think about pairing a higher-level student with one who may struggle by putting the students in groups larger than two. These primary sources that will be analyzed in this part of the sequence can prove challenging. The teacher may also want to demonstrate how to analyze one of the primary sources together as a class. * A note about the primary source tool from the Library of Congress: the teacher can provide a list of questions based on the type of primary source the students are viewing by selecting the type of source it is in the drop down menu on the webpage. These questions could be used as guided questions to help students analyze these sources. Also, this graphic organizer can be completed virtually through the Library of Congress website, or it can be printed out. The teacher may also wish to create their own graphic organizer based off the suggested questions found on the web page to help focus the students’ analysis. * The teacher can add and remove resources that students will examine as they see fit. * Note: The first and third political cartoon should be used for this activity from the Western Civilizations II page. * The Civilization and Barbarism Political Cartoon is the first political cartoon listed on this website. There are a multitude of political cartoons listed on this page, at the teacher’s discretion, the teacher may add and remove political cartoons as they see fit. * Teachers can use this exit ticket as a formative assessment to see if students understand the causes of justifications for European imperialism. Depending on the results of the exit ticket, the teacher may wish to reteach or clarify any confused points about imperialism before moving onto the next step of the sequence. * *While Europeans dominated almost the entirety of Africa during the Age of Imperialism, it is important to highlight successful resistance against European involved in Africa--ex. Liberia and Ethiopia.* * Please see the subsection *Imperialism Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * As a possible extension activity, the students could look at the effects of US Imperialism in Puerto Rico, Cuba, and Panama. * *\*Note*: European imperialism of Asia, particularly China, and US imperialism of Japan will be covered in the subsequent I Can Statements as precursor to revolutions that took place within those countries. * Depending on time, the teacher may want the students to recall their prior knowledge from earlier units and have the students compare the Age of Imperialism to the Age of Exploration. This comparison activity could be accomplished through a short writing activity, a whole group discussion, or having the students complete a Venn diagram. * A possible extension activity for this I Can Statement could be having the students look at the Ottoman Empire as an imperialistic power. This would provide a good comparison of a non-European country being an imperial power during the nineteenth century. * Additional/alternative timelines that could be used for this activity:   + [Chinese Revolution Timelines-Leaders](https://www.timelineindex.com/content/view/1246) from Timeline Index   + [Modern Japan Timeline](http://afe.easia.columbia.edu/timelines/japan_modern_timeline.htm) from Asia for Educators at Columbia University   + [The Russia Revolution](https://www.bl.uk/russian-revolution/articles/timeline-of-the-russian-revolution) from The British Library * If the students are struggling with understanding what a revolution is, the teacher could have the students read the article, [“What is a Revolution?”](http://www.columbia.edu/cu/weai/exeas/asian-revolutions/pdf/what-is-revolution.pdf) by Laura Neitzel from Brookdale Community College. * Teachers will want to emphasize the sub-branches and connections within the mind map. Often students want to create more, independent branches and not go deeper into the content as the mind map it is designed to encourage. * An alternative to reading the article about the Meiji Restoration, the teacher can show this video about the [Meiji Restoration](https://www.khanacademy.org/humanities/world-history/1600s-1800s/imperialism/v/japanese-imperialism-world-history-khan-academy) from Khan Academy. * Depending on time and the needs of students, the teacher may choose to have the students present their speeches to the class or ask for some volunteers to read their speech to the class. * The teacher may choose to use the speech activity as a formative assessment before moving onto the next I Can Statement. * Please see the subsection *Meiji Restoration, Chinese Revolution and Russian Revolution Resources* in the **Additional Resources** section for a list of suggested resources to provide to students. * Here are some resources from E-Draw about flowcharts:   + [How to Use Flowcharts to Advance Education](https://www.edrawsoft.com/use-flowchart-in-education.html)   + [How to Draw an Effective Flowchart](https://www.edrawsoft.com/how-to-draw-flowchart.html) |

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**Additional Resources:**

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<https://www.vmfa.museum/learn/resources/napoleons-rise-fall-illustrated-timeline/>

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