

China-The Effect of European Imperialism/Geography

By: Eric C. VonBerg
Subject: World History
Grade: 10th grade

Purpose: Students will acquire geographical knowledge of China, and effect of 19th century imperialism on the country, as well as reflecting on effect of imperialism.

Content statements/Standards:

- Imperialism expansion had political, economic, & social roots.
- Imperialism involved land acquisition, extraction of raw materials, and spread of Western values & maintenance of political control.
- The consequences of imperialism were viewed differently by the colonizers and the colonized.

Lesson Length: In conjunction with the study of McGraw-Hill textbook, Chapters 12 (The Reach of Imperialism) & Chapter 13 (Challenge & Transition in East Asia) this lesson will take 2-3 days.

Introduction/Background: Students will have been introduced to the following context clue pre-test and used as bellringers for sentence writing.

<i>ANNEX</i>	<i>EXPLOIT</i>	<i>PROTECTORATE</i>	<i>TRADITIONS</i>
<i>CIVIL</i>	<i>EXPORT</i>	<i>RACISM</i>	<i>UNCHARTED</i>
<i>DIRECT RULE</i>	<i>IMPERIALISM</i>	<i>SECTOR</i>	<i>VICEROYS</i>
<i>DOLLAR DIPLOMACY</i>	<i>INDIGENOUS</i>	<i>SEPOYS</i>	<i>WHEREAS</i>
<i>ESTATE</i>	<i>INDIRECT RULE</i>		

(pretest at end of lesson, posttest created by changing order of questions)

Discussion to brainstorm reasons for imperialism with an emphasis on greed and meaning of a sphere of influence. Students are expected to take notes and relate modern day examples.

Procedures:

-brainstorm session as described above.

-5 questions to assess background knowledge with strongly agree, agree, disagree, & strongly disagree as answer choices to be re-evaluated at end of lesson.

(1-A nation has the right to limit contact w/ other nations. 2-A nation that seeks to trade with another nation, usually has the other nation's best interest in mind. 3-A nation's desire for economic gain justifies the use of military force, to win possession & control of foreign lands. 4-Revolution is the best method of initiating social reform in a nation. 5-The culture of one nation is made richer by interaction with the cultures of other nations.)

-Provide students with a blank outline map of China. A blank outline map of East Asia can be found at <http://www.worldatlas.com/webimage/countrys/asia/asoutl.htm> or go to <http://www.harpercollege.edu/mhealy/mapquiz/easia/eaout.gif>

China-The Effect of European Imperialism/Geography

Students are to include and countries who served as a sphere of influence in China as well as key cities and rivers. This will require the use of textbook, **McGraw-Hill: World History & Geography: Modern Times, and classroom atlases**. Students will create a map that indicate the following:

- a. Spheres of influence controlled by Britain, France, Japan, Russia, and Germany.
- b. Locate the following cities: Port Arthur, Beijing, Shanghai, Guangzhou, Hong Kong, Zhanjiang, Macao, Qingdao, Chongqing, Weihaiwei
- c. Locate the following: China, Japan, Russia, Korea, Manchuria, Taiwan,
- d. Locate the following bodies of water: South China Sea, Yangtze River, Yellow Sea, Sea of Japan, Pacific Ocean, & Yellow River.
- e. Identify major commodities and their locations on map. Use of a created key/legend encouraged.

Assessment:

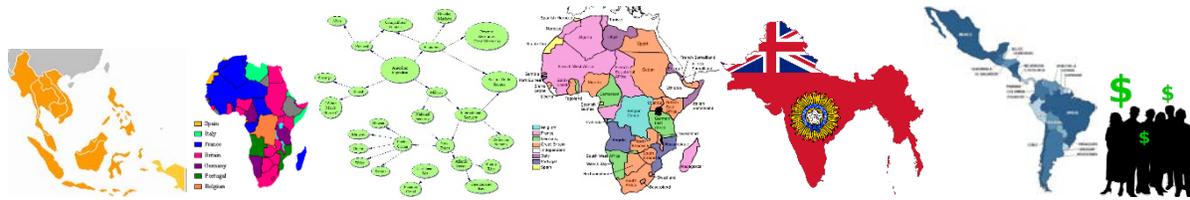
In addition to the vocabulary context clue test, students will be given a reflection essay to respond to. The rubric is to write 3-5 paragraphs with a properly constructed essay with at least 3 details in each of the introduction, body, & closing paragraphs.

The choices for an essay are as follows: (they are to pick one)

- explaining how the European spheres of influence eroded Chinese sovereignty by granting foreigners extraterritorial rights and how the Chinese people responded to it.
- how did imperialism lead to the growth of nationalism in China as shown by the Boxer Rebellion.
- what areas of China were most affected by imperialism and why.

CHAPTER 12: THE REACH OF IMPERIALISM

It is diabolical time... 1800-1914 PGS. 223-246



DO YOUR OWN WORK! NO COPYING OR ELSE IT IS A ZERO!

USING THE WORDS LISTED @THE BOTTOM OF SHEET, YOU WILL ONLY USE THEM ONCE, FILL IN THE BLANK, USING THE CONTEXT CLUES TO COMPLETE THE SENTENCE. CONTEXT CLUES ARE IN ITALICS.

- _____ is the extension of a nation's power  over other lands or controlling other countries.
- A belief that a *person's ethnicity or color or nationality determines their capabilities* is called _____.
- A *country or political unit that depends on another country for protection* is called a _____ like the how the Philippines depended on USA in the late 1800s.
- An _____ is when a *country has colonial power over another country but allows local rulers to maintain their authority and status*.
- _____ is when a colonial power removes local leaders and sends a new set of officials from their country.
- To _____ someone or something is to *make use of mean or unfairness for one's own advantage*.
- To *send products for sale to another country* is called an _____.
- To _____ is to *incorporate into an existing political unit, such as a city or country* or to make part of.
- An _____ peoples like Native Americans were in the New World is people, animals, and/or plants that were



already in existence there.

- An area that is _____ is *unknown, not mapped*, or no knowledge of its existence.
- _____ are the *established customs of a people or group*, or the way groups do things.
- In India, the *British hired local Indians*  called _____ as *soldiers to protect the company (British East India Company), interests in the country/region*.



- A _____, liked those used by *Britain in India*, were *used to rule as representatives of the monarch*.
- Anything *involving people* is referred to as _____, like a *person's/civilian's/citizen's natural rights*.
- A *large expansive, (big and spread out) country home* is sometimes referred to as an _____.
- When a country invests \$\$ in another country, especially for its natural resources, like the USA in Latin America in the early 1900's it is called _____.
- A *word that means about* is called _____, which is considered a conjunction as a part of speech.
- _____ like those in Latin America society are portions of society divided by sociological, economic, or politics.

ANNEX	EXPLOIT*	PROTECTORATE	TRADITIONS*
CIVIL*	EXPORT*	RACISM	UNCHARTED*
DIRECT RULE	IMPERIALISM	SECTOR*	VICEROYS
DOLLAR DIPLOMACY	INDIGENOUS	SEPOYS	WHEREAS*
ESTATE*	INDIRECT RULE		

2 tier words: * (HIGHLIGHTED IN REGULAR LIST WITH 3 TIER WORDS THIS CHAPTER)

(answer list)

IMPERIALISM

RACISM

PROTECTORATE

INDIRECT RULE

DIRECT RULE

EXPLOIT*

EXPORT*

ANNEX

INDIGENOUS

UNCHARTED*

TRADITIONS*

SEPOYS

VICEROYS

CIVIL*

ESTATE*

DOLLAR DIPLOMACY

WHEREAS*

SECTOR*