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 & Transistion 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.

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

(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/country/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.
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.

1. ___________________________ is the extension of a nation’s power over other lands or controlling other countries.

2. A belief that a person’s ethnicity or color or nationality determines their capabilities is called __________________________.

3. 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.

4. An ___________________________ is when a country has colonial power over another country but allows local rulers to maintain their authority and status.

5. ___________________________ is when a colonial power removes local leaders and sends a new set of officials from their country.

6. To ___________________________ someone or something is to make use of mean or unfairness for one’s own advantage.

7. To send products for sale to another country is called an ___________________________.

8. To ___________________________ is to incorporate into an existing political unit, such as a city or country or to make part of.

9. An ___________________________ peoples like Native Americans were in the New World is people, animals, and/or plants that were already in existence there.

10. An area that is ___________________________ is unknown, not mapped, or no knowledge of its existence.

11. ___________________________ are the established customs of a people or group, or the way groups do things.

12. In India, the British hired local Indians as ___________________________ to protect the company (British East India Company), interests in the country/region.

13. A ___________________________, liked those used by Britain in India, were used to rule as representatives of the monarch.

14. Anything involving people is referred to as ___________________________, like a person’s/civilian’s/citizen’s natural rights.

15. A large expansive, (big and spread out) country home is sometimes referred to as an ___________________________.

16. 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 ___________________________.

17. A word that means about is called ___________________________, which is considered a conjunction as a part of speech.

18. ___________________________ like those in Latin America society are portions of society divided by sociological, economic, or politics.
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2 tier words: * (HIGHLIGHTED IN REGULAR LIST WITH 3 TIER WORDS THIS CHAPTER)

(answer list)

IMPERIALISM
RACISM
PROTECTORATE
INDIRECT RULE
DIRECT RULE
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EXPORT*
ANNEX
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