 The shaping of the modern world – the age of imperialism program

Duration - 10 weeks (40 indicative hours)

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Unit description

Students investigate the Age of Imperialism and its role in the shaping of the modern world. The Historical concepts and skills content is to be integrated as appropriate.

Focus questions

* Identify and outline the changing motives and characteristics of European imperialism.
* Where did imperialism occur?
* What were the key ideas of the imperial age?
* To what extent was the Belgian Congo impacted by imperialism?
* Compare and contrast the perspectives of the Congolese and Australian Aboriginals in response to the imperial presence focusing on resistance and resilience.
* To what extent did the nature and characteristics of imperialism affect the world?
* How has imperialism had an impact on the modern world?

Outcomes

A student:

* MH11-1 describes the nature of continuity and change in the modern world
* MH11-2 proposes ideas about the varying causes and effects of events and developments
* MH11-3 analyses the role of historical features, individuals, groups and ideas in shaping the past
* MH11-4 accounts for the different perspectives of individuals and groups
* MH11-5 examines the significance of historical features, people, ideas, movements, events and developments of the modern world
* MH11-6 analyses and interprets different types of sources for evidence to support an historical account or argument
* MH11-7 discusses and evaluates differing interpretations and representations of the past
* MH11-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources
* MH11-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

Related Life Skills outcomes – MHLS6-1, MHLS6-2, MHLS6-3, MHLS6-4, MHLS6-5, MHLS6-6, MHLS6-7, MHLS6-8, MHLS6-9, MHLS6-10, MHLS6-11

Historical concepts and skills

Analysis and use of sources

* Analyse sources to identify and account for the different perspectives of individuals and groups in the past (ACHMH010)
* Analyse and synthesise evidence from different types of sources to develop reasoned claims (ACHMH008)

Historical interpretation

* Form judgements about historical significance, recognising that significance may be attributed for different purposes
* Identify and analyse the varying causes and effects of events and developments in order to construct historical arguments ( ACHMH001)

Historical investigation and research

* Use evidence from a range of sources to inform investigation and research (ACHMH005)
* Acknowledge sources appropriately (ACHMH015)

Explanation and communication

* Develop texts, particularly historical accounts and arguments, supported by relevant evidence from sources (ACHMH013)
* Communicate historical understanding, using historical knowledge, concepts and terms, in forms appropriate to purpose and audience (ACHMH014)

Assessment

Formative and Summative forms of assessment are explored throughout this ‘Age of Imperialism’ program. Students create a website about a chosen African nation that provides an evaluation of the country pre, during and post imperialism. Additional student assessment can be found in the “evidence of learning” section of the unit content table below.

| Outcomes/content | Teaching and learning | Evidence of learning |
| --- | --- | --- |
| Students investigate:   * the historical context, including:   + the changing motives and characteristics of European imperialism – 18th century to the early 20th century, e.g. trading empires (East Indies)   + the ‘Scramble for Africa’ and its division by the imperial powers (ACHMH041, ACHMH042, ACHMH044) | Focus question 1 – identify and outline the changing motives and characteristics of European imperialism.   * Before starting this unit of work, you will need to:  1. Ascertain what students already know about The Age of Imperialism (teacher questioning, KWL chart, etc.) 2. Develop a working understanding of the term imperialism and new imperialism - identify the differences. 3. Check students’ knowledge of dates and centuries e.g. 18th C is the 1700s. 4. Have students develop a vocabulary page for this topic can will be added to throughout the unit when new terms/concepts are covered.   Students examine a range of maps of Europe and the world from the 18th to the 20th Century.   * Using maps:  1. Identify who the major powers were. 2. Describe the size of each European power. 3. Identify the range of languages spoken in Europe.   Students then compare the map/s of Europe to the world map/s and then the maps of Africa. Students note down what they notice, what they know and what they wonder about the nature European imperialism. Discuss as a class.   * Using a jigsaw activity, the teacher breaks the class into small groups and assigns one European power to each group and provides them with a template. Each group then undertakes research (no more than one or two periods) to answer the following questions:  1. Name and size of the European power 2. Political structure of the power (e.g. monarchy, republic) 3. What country/ies did the power colonise? 4. What reasons can you find that the power used to support its imperial   Teacher note – this could include ideas such as: resources located in Africa, quest for economic power, military power, racism, etc.  Berlin Conference  Students read the BBC History article about the Berlin Conference “Slavery and the Scramble Africa” and answer the question “How did the Berlin Conference play a role in the division of Africa”? - Students write two TEEL paragraphs to answer the question. Teacher may need to explicitly teach/revise the TEEL paragraph scaffold.  This can be supplemented by listening to BBC4 In Our Time Podcast “The Berlin Conference” - students summarise the key points made by the historians interviewed.  Learning adjustments  Teacher provides scaffolds for tasks, strategically pair students for partner/group work, provide students with greater direction in research tasks, reduce the amount of writing. | Students can:   * define the terms imperialism and new imperialism in their own words * correctly sequenced time using dates and centuries * identify and describe the major powers during the imperial age * effectively write TEEL paragraphs about the role of the Berlin Conference * make an accurate summation of the key points made by the historians * navigate maps to deduce information about the major powers during the age of imperialism |
| Students investigate:   * the nature of the Age of Imperialism, including:   + an overview of the extent of imperial expansion by 1914 in Africa, Asia and the Pacific (ACHMH043) | Focus question 2 – where did Imperialism occur?  View Crash Course in History #35: Imperialism  Visual representation  Students colour code a map to show the extent of imperial expansion across the globe. Blank map provided. Students are required to research the major powers and the location of their colonies and create a colour-coded key  Source study – ‘The Devilfish in Egyptian Waters’   * Students work in groups to analyse the source using the ‘OMCAPUR’ method (Origin; Motive; Content; Audience; Perspective; Usefulness; Reliability) and answer the following questions:  1. Describe the image (what can you see?) 2. What point of view is the cartoonist giving about Imperialism?   Imperialist motives  Students create a ‘fishbone’ diagram to map the principal motives for the imperialist drive: economic; investment; raw material; markets; migration  Prediction of effects of imperialism linked to the principal motives - class discussion and ideas added to fishbone diagram  Theories of Imperialism  John A Hobson; Vladimir Lenin  Videos ‘An Introduction to John A Hobson’s Imperialism’  ‘Lenin and Imperialism’  Students make a summary of the main points about the theories of imperialism from viewing the videos   * Motivations of Imperialism - Class Debate - compare the following statements:  1. “Every empire seeks as its imperialistic mission not to plunder and control but to educate and liberate." (Edward Said, 2003) 2. “The truth is that imperialism was never idealistic. It has always been driven by economic or strategic interests.” (Charley Reese, 2004)   Learning adjustments  Colour coding; visual comparison - cut and paste table; video worksheets; glossary of terms; alternate questions; teacher provided notes; annotated samples | Students can:   * correctly identify imperial expansion across the globe through research and developing a colour coded key * correctly link major powers to corresponding colonies using the colour coded key * apply the OMCAPUR method to analyse a source by responding to each key focus word * respond effectively to the short answer questions using the information identified in the OMCAPUR activity * develop a fishbone diagram that maps principal imperialist motives * contribute to structured notes from class discussion that predicts the effects of imperialism linked to the motives - notes added to fishbone diagram * effectively write a summary of main points from videos * respond effectively and in detail to compare the motives of imperialism using the background research material * make a judgement about the motives of imperialism |
| Students investigate:   * key ideas of the ‘imperial age’ including:   + nationalism, the glorification of ‘Empire’   + the concept of ‘social Darwinism’ and the ‘Christian mission’ (ACHMH044) | Focus question 3 – what were the key ideas of the imperial age?  Small group activity - devise definitions of the terms - Nationalism; Empire; Social Darwinism; Christian Mission  Nationalism  Discussion and notes - early forms of nationalism (liberal-democratic) to later ‘narrow creed of limited ends’ (‘The Rise of Nationalism in Europe’)  Concepts of collective identity; shared culture  Research and Table - the concept of a ‘nation’: symbols of nations (female); other symbols of nationalism  Unification (Germany) - background/benefits - mind map; video ‘The Unification of Germany’  Research - the development of a nation - select a country as a focus (this marks the beginning of the assessment)  Comparison – British Nationalism vs European Nationalism mind map or table  Short essay – account for rising tension in the Balkans  Extension – find out more about nationalist symbols in countries outside Europe. For one or two countries, collect examples of pictures, posters or music that are symbols of nationalism. How are these different from European examples?  Empire  Glorification of Empire - power in songs and hymns Focus on Britain listen to songs and analyse lyrics  Historical fiction – the novels of Rudyard Kipling extracts from novels analysis of content  European Colonial Empires 1492-2008 – video animation  Online quiz/video ‘The British Empire’ (Let’s have fun with English)  Social Darwinism  Article reading ‘Social Darwinism’ comprehension questions  Social Darwinism ‘quizlet’  Essay question – how was Social Darwinism used to justify Imperialism in the late 19th and early 20th century?  Critical thinking –‘Turn-Talk-Write’ activity (Social Darwinism and Imperialism) - answer the question Imagine that you wanted to take something that did not belong to you, specifically from someone who is not as strong as you. How could you use the concept of Social Darwinism to justify your actions?  Rudyard Kipling’s ‘The White Man’s Burden’ – source study OMCAPUR method  The ‘Christian Mission’  Imperialism questions – ‘Agree or Disagree’ develop statements and students place themselves on the continuum - class discussion  Videos – ‘Missionaries and the Spread of Christianity Across the World’; ‘History of the Belgian Congo’ class generated notes or mind map  Photo essay – students create a photo essay that depicts ‘The Age of Imperialism and the Christian Missionaries’  Research and written response (‘The Age of Imperialism’, Ken Webb) How successful were the late 19th Century imperialists in spreading Christianity across the globe? What non-religious impact did the work of missionaries have on those areas that were colonised?  Learning adjustments  matching activity; cloze activity; picture dictionary; writing scaffold; video worksheet; photo essay; storyboard; retelling; linking lyrics/extracts to images; illustrated texts; multimedia presentation; modelling and guided practice | Students can:   * accurately define the key terms * discuss ideas and contribute to structured notes * complete research to fill in a table with relevant information * show evidence of learning through completing an assessment task * write an essay that is well-structured and contains relevant information * locate, select and organise source material for a particular purpose * identify key ideas from source material * accurately respond to quiz questions * accurately respond to comprehension questions * work independently and in groups to explore ideas and justify their opinions * effectively analyse a source using the OMCAPUR method * make decisions to show agreement or disagreement on an issue or idea and justify this decision with evidence |
| Students investigate:   * One case study of imperialism, to be chosen from the Belgian Congo, Rwanda, South Africa, New Zealand, Malaya, Canada, Australia (ACHMH045) | Focus question 4 – to what extent was the Belgian Congo impacted by Imperialism?   * Students engage in historical enquiry focusing on the following topic areas:   + Student write a short overview of the topic – who, what, where, why and when   Students compare old and new maps of Africa. Locate the Belgian Congo, measure its dimensions, research its population and natural features. Students determine how they can visually represent this information.  Students create a timeline of the Belgian Congo that is annotated by key events, people and dates.  Student then go deeper in their inquiry into the Belgian Congo by researching the big picture - ascertaining what transpired in there between 1870 and 1960.  Students document the abuse of the indigenous population by creating a photo essay.  Students conduct research into the statistics and demographics of the Belgian Congo, examining the nature of agricultural production. What were the resources? What was being produced? Why was this of value?  Students undertake a source study of the nature of the Belgian Congo. Teacher will need to collate a range of sources that can be explored.  Students negotiate with their teacher how they can demonstrate their learning to answer the inquiry question. | Students can:   * write an accurate overview of the topic * produce information about the size of the Belgian Congo and the nature of its resources * accurately produce a timeline of the key events, people and dates * articulate the major developments in the Congo between 1870-1969 * collect a range of photos that show the impact of the Belgian presence on the Congolese * articulate what natural resources were in the Congo and why this was of value * answer the set inquiry question |
| Students investigate:   * the ways in which Indigenous groups responded to the imperial presence, including resistance and resilience(ACHMH045) | Focus question 5 – compare and contrast the perspectives of the Congolese and Australian Aboriginals in response to the imperial presence focusing on resistance and resilience.  Students create two annotated timelines that contrast the major developments in European imperialism in Belgium and Australia on one side and then on the other side show the effect these developments had on the indigenous group/s, including information about what resistance took place at each step.  Students compare their two annotated timelines to write a short essay 1-2 pages that compares and contrast the perspectives of both indigenous groups in response to imperialism.  Teacher may need to use a modelled, guided, independent literacy strategy to explicitly teach the format of an essay.  Learning adjustments  Students are provided with a list of resources to be used in their research. Teacher provides students with an essay scaffold to assist in the writing task. Teacher needs to provide their own essay scaffold. | Students can:   * accurately sequence events on a timeline * map the major developments of European imperialism in Australia and Belgium * show how the developments had impacts on the indigenous group/s * outline any resistance that took place at each stage * write in the correct format |
| Students investigate:   * the significance of imperialism in this period and beyond, including:   + the spread and influence of Christianity   + the expansion of world trade and capitalism   + the growth of imperial rivalry and militarism (ACHMH046) | Focus question 6 – to what extent did the nature and characteristics of imperialism affect the world?  Teacher models the Big History reading protocol “Three Close Reads”.  Students read pages 45-46 of “World Trade Report 2013: B Trends in International Trade”, looking for reasons for the expansion of global trade. The first reading designed to capture the gist of the information, the second reading is conducted at an informational level and the third reading designed to support student to “think bigger”.  After the reading and discussing the information, students complete a graphic organiser (complex Venn Diagram or Matrix Data Chart) that focuses on the factors that promoted the first age of globalisation, i.e. railways, waterways, steam power. For each factor, students make summary notes that about the cause and effect on world trade of each factor.  Who benefits/loses out from the growing economy?  Teacher introduces a range of sources that introduces some perspectives of the concept of capitalism, e.g. Pyramid of Capitalist System and From the Depths. Students use OMCAPUR (Origin, Motive, Content, Audience, Perspective, Usefulness and Reliability) to analyse each source and describe what each source is saying about capitalism.  Students then find a definition of capitalism using a textbook, dictionary or online source.  Group work – students break into small groups. The teacher allocates each group either the social group from the 20th Century e.g. working class, upper class, monarchy, native peoples, etc. Students undertake the historical inquiry process from achistory.com to ascertain the effects of capitalism on each group and then use a fishbone diagram to look at the factors that contributed to each effect. Students report back to the class and share resources.  Imperial rivalry and militarism  Nationalism  “Nationalism: sense of a national identity developed from belonging to a group sharing common cultural, linguistic and historical ties, and the desire to work with others to achieve common goals related to these, at times regardless of how this might affect other countries.” (Retrospecitve, p. 191.)  Alliance System  Students examine a map of the alliance systems that existed on the eve of the First World War. Students divide the respective countries into the Triple Entente and the Triple Alliance. Students research the background to the alliance systems finding out information who was involved, when they became involved and why they became involved in the alliance systems.  Following the research conducted on the alliance system, students look at the Anglo-German Naval Race as an example of imperial rivalries. To start discussion, students examine the historical source “The Marine Painters of England and Germany” cartoon and examine it to find out – who is involved (Uncle Edward and William), what are their aims/intentions and what the cartoon represents about European rivalries.  Students research statistical information about the Anglo-German Naval Race (e.g. C N Trueman "The Naval Race 1906 To 1914") and graph the number of dreadnoughts and dreadnought battle cruises each country had up to the eve of the First World War.   * Students then answer the questions  1. Outline the naval strength of Germany and England 2. What does this tell us about the ambition of each country? 3. What implications could this have had for the balance of power in Europe?   Learning adjustments  Teacher can use explicit literacy strategies to support students’ reading such as the Super6. It may be appropriate for some students to complete this section orally rather than in written form. | Students can:   * effectively complete a graphic organiser * effectively analyses sources using OMCAPUR * can define the term capitalism * construct an accurate fishbone diagram in their group * identify and outline the nature of the alliance system * construct accurate graphs * answer questions accurately |
| Students investigate:   * the nature and legacy of imperialism and its influence on modernity | Focus question 7 – how has imperialism had an impact on the modern world?  This section of learning forms part of the summative assessment task for this unit.  Students are to create a website that traces the development of one modern African nation.  In the task students are to:   1. Choose one modern African nation to research 2. Use the historical inquiry process that was taught earlier in the unit to: 3. Research the nature of the country before imperialism 4. Research the nature of the country during the imperial age 5. Research how the age of imperialism has influenced the country to become how it is today 6. Answer the question “evaluate the legacy (good or bad) of imperialism on your chosen country”.  * Students are to consider the following factors in their research:   + Ethnic make up   + Languages spoken   + Industry/economic characteristics of the country   + Religion   + Nature of society   + Nature of government * Students create a website to present their findings to this inquiry process using sites such as weebly.com | Student can:   * Produce a well-designed website using a program such a weebly.com * Undertake historical research using a range of sources. * Accurately depict the nature of their chosen country pre-, during and post imperialism. * Think critically to evaluate the legacy of imperialism. |

Resources

* [Age of Imperialism in Africa](https://s-media-cache-ak0.pinimg.com/236x/79/1c/c3/791cc331f04373291445fe13aaf97904.jpg)
* [18th Century World Map](https://www.wdl.org/en/item/7/view/1/1/)
* Galbraith, J K 1977 Television Program Excerpt [‘Lenin and Imperialism’](https://youtu.be/wJ29vHuaEc4) Published on Aug 1, 2014
* [History of the Belgian Congo](http://study.com/academy/lesson/history-of-the-belgian-congo-imperialism-genocide-atrocities.html)
* [Imperialism: Crash Course in World History #35](https://www.youtube.com/watch?v=alJaltUmrGo&list=PL-lkBCk_OOSEoYjYPSfto_1SpHeKdieWe)
* [Interactive Maps Year by Year](http://geacron.com/home-en/?&sid=GeaCron377871)
* [Interactive Map](https://www.timemaps.com/history/world-1914ad/)
* Kipling, R 1899 [‘The White Man’s Burden’](http://www.kiplingsociety.co.uk/poems_burden.htm)
* Macat History Analysis 2015 [‘An Introduction to John A Hobson’s Imperialism’](https://youtu.be/pWJI4Mfcp9k)
* [Missionaries and the Spread of Christianity across the World](http://study.com/academy/lesson/missionaries-the-spread-of-christianity-across-the-world.html)
* Political Cartoons (Google Images) – [‘Devilfish in Egyptian Waters’; ‘British Grab Bag’; ‘The African Cake’ ‘Imperialism’](http://slideplayer.com/slide/4895910/) on SlidePlayer (Alice F. Short)
* [Reese, C 2004](https://www.brainyquote.com/quotes/quotes/c/charleyree169238.html)
* Reese, C 2004 [‘Kipling’s Back’](https://www.lewrockwell.com/2004/08/charley-reese/kiplings-back/)
* [Said, E 2003](http://www.goodreads.com/quotes/180601-every-empire-however-tells-itself-and-the-world-that-it)
* [Scramble for Africa JPEG](http://4.bp.blogspot.com/_EFx9EjphG2U/TKtHymXXmlI/AAAAAAAAA38/LPvGoDxciPQ/s1600/scramble_for_africa.jpg)
* [“Slavery and the Scramble for Africa”](http://www.bbc.co.uk/history/british/abolition/scramble_for_africa_article_01.shtml)
* [Social Darwinism Quizlet](https://quizlet.com/16445859/social-darwinism-flash-cards/)
* [The British Empire](http://www.letshavefunwithenglish.com/videos/british_empire/british_empire.htm)
* [The Inquiry Process](http://www.achistoryunits.edu.au/verve/_resources/htaa_teach_hist_the_inquiry_process.pdf)
* [The Naval Race 1906 to 1914](http://www.historylearningsite.co.uk/world-war-one/causes-of-world-war-one/the-naval-race-1906-to-1914/)
* [The Rise of Nationalism](http://www.excellup.com/classten/ssten/nationalismeurope.aspx)
* [The Unification of Germany](http://study.com/academy/lesson/the-unification-of-germany-summary-timeline-events.html)
* [The Unification of Germany video](https://www.youtube.com/watch?v=1TVp9SaJi-4)
* [The White Man’s Burden](http://japanfocus.org/data/cb25-141_1899_judge__2d5989.jpg)
* [Three Close Reads Big History](https://school.bighistoryproject.com/~/media/SchoolBigHistory/BHP_2014-15/PDF/General/Worksheet_2014_General_Three-Close-Reads_Teacher.pdf?download=true)
* [Trove – map of European Imperialism in Africa](http://trove.nla.gov.au/work/285568?q=imperialism&c=picture&versionId=301808)
* Webb, K 2014 Age of Imperialism, Nelson Cengage Learning, South Melbourne

Resources for the Belgian Congo case study

Colonialism in the Congo – conquest, conflict, and commerce

* L. Perry Curtis, Nancy Jacobs, Peter Uvin, Henry Leir, Paul Cunningham.
* [The Watson Institute for International Studies Brown University](http://www.warrenhills.org/.../Imperialism%20Case%20Study-%20The%20Congo%20.pptx)
* [Belgian colonial education policy](http://ultimatehistoryproject.com/belgian-congo.html)
* [Belgium’s imperialist rape of Africa](http://www.wsws.org/en/articles/1999/09/king-s06.html)
* [Interactive World History Atlas since 3000 BC](http://geacron.com/home-en/?&sid=GeaCron377871)
* [Maps of Africa](http://www.worldatlas.com/webimage/countrys/af.htm)
* [New Congo uprising and massacres hidden by media and united nations](http://www.consciousbeingalliance.com/2010/01/belgian-paratroopers-to-crush-rising-congo-rebellion)

Photographs

* [Meet King Leopold II of Belgium](http://en.protothema.gr/meet-king-leopold-ii-of-belgium-the-hitler-of-congo-photos/)
* [Monarch Profile](http://madmonarchist.blogspot.com.au/2010/05/monarch-profile-king-leopold-ii-of.html)
* [The dark side of globalisation](https://latitudetravel.wordpress.com/2013/03/17/the-dark-side-of-globalisation-war-and-exploitation-in-colonial-and-post-colonial-congo/)

Source Work

* [Worksheets](https://www.britishmuseum.org/pdf/CongoFreeState_Students_WkSheets_UPDATED.pdf)
* [Source 1.0](http://en.protothema.gr/meet-king-leopold-ii-of-belgium-the-hitler-of-congo-photos/)
* [Source 1.1](https://schoolsnsw-my.sharepoint.com/personal/rowena_martin3_det_nsw_edu_au/Documents/Desktop/HSIE/Modern%20history/•%09http:/en.protothema.gr/meet-king-leopold-ii-of-belgium-the-hitler-of-congo-photos/)
* [Source 1.2](http://en.protothema.gr/meet-king-leopold-ii-of-belgium-the-hitler-of-congo-photos/)
* [Source 1.3](http://www.historytoday.com/tim-stanley/belgiums-heart-darkness)
* [Statistics and Demographic Information](http://www.populstat.info/Africa/congokig.htm)
* [Timeline Information](http://www.friendsofthecongo.org/history-timeline.html)

Reflection and evaluation