

**World History**  
**Unit 5 – 1800’s European Expansion**  
 Grade 10

**Time for Completion: 8 class periods**

Text: Prentice Hall World History The Modern Era

Chapters 14-17

**State Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

2.1.2(K) explains essential concepts from the Scientific Revolution (e.g.,the Heliocentric Theory; Natural Law; scientific method).

2.5.3▲ (A) compares and contrasts German unification with the MeijiRestoration (e.g., nationalism, *militarism*, modernization,industrialization).

2.6. (K) describes the motives and impact of *imperialism* (e.g., motives: economic-*natural resources* and expansion of *trade*, the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian- missionaries and the ideology of *Social Darwinism*, political- naval bases and expansion of political control;restriction of human *rights* in King Leopold’s Congo; development of *infrastructure*; roads, schools, hospitals, railroads; assimilation and loss of indigenous *culture*).

Civics 4.2.8(A) examines the role of interest groups and their impact on governmental policy.

SS.HS.2.1.2▲K explains how economic choices made by societies have intended and unintended consequences. (e.g., mercantilism,“planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).

SS.HS.4c.2.8▲A examines causes of anti-colonial movements in Latin America, Asia, and Africa (e.g., ☐☐Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ☐☐Boxer Rebellion; ☐☐Sepoy Rebellion; ☐☐Zulu Wars).

**Purpose of Unit:**

Tested on State Assessment	German Unification Meiji Restoration Taiping Rebellion Boxer Rebellion Sepoy Rebellion Zulu Wars Adam Smith-Invisible Hand/Laissez Faire
Academic Skills	Summarizing (pg SH4) Analyze Primary Source (pg SH33) Reading a Nonfiction Text (pg SH2-7 & MAX Teaching book)
GCHS Dept. Purpose	Developments that lead to European dominance European Imperialism and Colonization
Overlying Concept/Idea	Cultural Diffusion (pg42-43) Conflict (pg 41)

## Unit 5 -1800's European Expansion

<b>Historical Concepts/Vocabulary</b>	<b>Suggested Activities</b>
Social Darwinism Queen Victoria Berlin Conference German Unification Italian Unification Kaiser Wilhelm Otto von Bismarck Meiji Restoration Taiping Rebellion Boxer Rebellion Sepoy Rebellion Zulu Wars Imperialism Colonization Spheres of Influence Gunboat diplomacy	Graphic organizers – German and Italian unification - Imperialism  Partition of Africa 1800 map  Karl Marx - <i>Communist Manifesto</i> Rudyard Kiplings – <i>Whiteman's Burden</i>  Imperialism DBQ  Make a Venn diagram showing the strengths and weaknesses of German Unification and the Meiji Restoration. Discuss the points on which points both regimes intersect. (5) See also: GB415; EB114 • Select one of the anti-colonial movements and research the two key issues of that anti-colonial movement. Participate in a panel discussion where members of each area and the colonizer of that area are represented on the panel. (8) See also: GB415; EB114

## Unit 5-1800's European Expansion

<b>Other indicators to include:</b>		
Geography (locations)	Economics	Government
China, India, Africa, Iraq	Market economy	

<b>Suggested Map</b>	Partition of Africa 1800 map
<b>Suggested Map Skill</b>	Analyze Special Purpose Map

<b>Language Skills</b>		
<u>Prefix:</u> Centi (100) Century In (not) Infidel Indulgences Uni (single/one) Unified	<u>Root Words:</u> Chron (time) Chronology	<u>Suffix:</u> Ism (doctrine/theory/system) Monotheism Acy (rule/regime) Monarchy

<b>District Resources</b> Textbook video – Boxer Rebellion Bloody Sunday – Adam	<b>Performance Assessment</b>  Research and create a PowerPoint (topics and rubric to be set next year)
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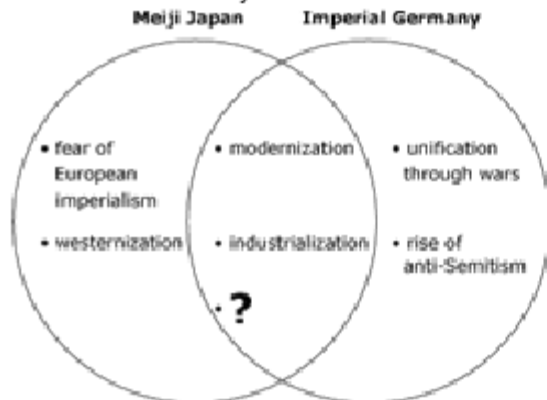
<b>Accommodations: ESL/SPED</b>	<b>Enrichment</b>
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<b>Internet Sources:</b>	
<b>For Information</b> <a href="http://www.eyewitnesstohistory.com">www.eyewitnesstohistory.com</a>	<b>For Assignments:</b>

## Unit 5- 1800's European Expansion

### State Assessment Examples

4. The Venn diagram below shows some characteristics of Meiji Japan and Imperial Germany in the nineteenth century.

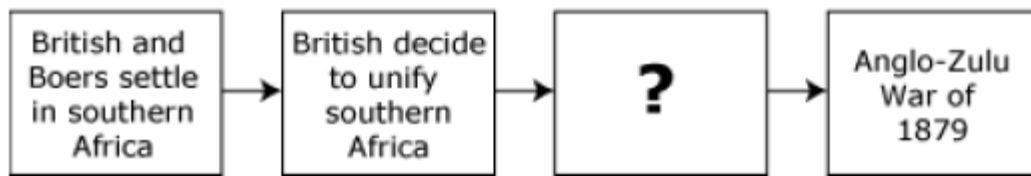


[click to enlarge](#)

Which was another common feature of the governments in Meiji Japan and Imperial Germany during the nineteenth century?

- A) nationalism
  - B) communism
  - C) universal suffrage
  - D) weak bureaucracy
5. The diagram below shows the cause-and-effect relationship of events in southern Africa in the late 1800s.

### Causes of the Anglo-Zulu War of 1879



Which event most likely completes the diagram?

- A) British try to place heavy taxes on the Zulus
- B) British demand the Zulus disband their army
- C) British demand the Zulus convert to Christianity
- D) British try to impose their legal system on the Zulus

### Notes:

This unit will require outside resources