

DBQ9: Imperialism

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Curriculum:

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Introduction

The documents that follow reveal a number of different attitudes concerning the effects of imperialism.

Tasks

DOCUMENT BASED QUESTIONS Create a DOCUMENT in Google Drive and name it DBQ9-Imperialism. Put your responses to the questions that show up for each document here. Study the selections and answer the questions that follow. Examine the selections and answer the questions that follow. After you have studied the documents, you will be asked to contrast the views of people on both sides of the imperialism debate. You will need to use evidence from these selections and from our study to support the position you take in your explanation.

Process

Sun Yixian (pictured above), the spokesman of Chinese nationalism, fiercely opposed imperialism. He did not believe that China needed any help from other countries to thrive. In fact, in his History of the Chinese Revolution, Sun argued that China was at its best when it remained free from outside influence. Revelations of Chinese history prove that the Chinese as a people are independent in spirit and in conduct. Coerced into touch with other people, they could at times live in peace with them by maintaining friendly relations and at others assimilate them... During the periods when their political and military prowess declined, they could not escape for the time from the fate of a conquered nation, but they could eventually vigorously reassert themselves. Thus the Mongol rule of China, lasting nearly a hundred years was finally overthrown by Tai Tse of the Ming dynasty and his loyal follower. So in our own time was the Manchu yoke thrown off by the Chinese. Nationalistic ideas in China did not come from a foreign source; they were inherited from our remote forefathers. Document 1a. What does Sun Yixian (YEE-sheeyan) say are two characteristics of the Chinese people? b. Do you think Sun would have welcomed Europeans to China? Why or why not?

Under President Theodore Roosevelt, the United States expanded its influence over nations in the Caribbean and the rest of Latin America after the Spanish-American War. In this cartoon, Roosevelt marches through the Caribbean while carrying a club, a reference to a West African proverb that was one of his favorite expressions: "Speak Softly and carry a big stick; you will go far." Document 2a. What does the "big stick" symbolize? b. Do you think this cartoonist approved of American imperialism? Why or why not?

British poet Rudyard Kipling was born in India- at the time a British colony- and was a great supporter of imperialism. He believed that the countries of Europe and the United States had a duty to help the people of Africa, Asia, and Latin America, a duty he referred to as the "White Man's Burden" in the 1899 poem of that name, part of which is printed below. Take up the White Man's burden- Ye dare not stoop to less- Nor call too loud on Freedom To cloke your weariness; By all ye cry or whisper, By all ye leave or do, The silent, sullen peoples Shall weigh your gods and you. Take up the White Man's burden- Have done with childish days- The lightly proffered laurel, The easy, ungrudged praise. Comes now, to search your manhood Through all the thankless years Cold, edged with dear-bought wisdom, The judgments of your peers! Document 3a. What does the "White Man's Burden" mean? b. Why does Kipling urge European nations to become more involved in other societies?

In 1853 U.S. president Millard Fillmore sent Commodore Matthew Perry and four large warships to Japan. His purpose was to request the opening of Japan to trade with the United States. An excerpt from Fillmore's letter to the emperor of Japan appears below. GREAT AND GOOD FRIEND: I send you this public letter by Commodore Matthew C. Perry, an officer of

the highest; ran in the navy of the United States, and commander of the squadron now visiting your imperial majesty's dominions. I have directed Commodore Perry to assure your imperial majesty that I entertain the kindest feelings toward your majesty's person and government, and that I have no other object in sending him to Japan but to propose to your imperial majesty that the United States and Japan should live in friendship...with each other. These are the only objects for which I have sent Commodore Perry, with a powerful squadron, to pay a visit to your imperial majesty's renowned city of Yedo: friendship, commerce, a supply of coal and provisions, and protection for our shipwrecked people. Document 4a. Why does President Fillmore say he has sent Perry and his squadron to Japan? b. Why do you think President Fillmore mentioned that Perry has arrived "with a powerful squadron?"

Create an entry in your KID BLOG. Give the title DBQ 9- Imperialism Do the following in that entry. How did attitudes toward imperialism differ between the people who were founding colonies and those whose countries were colonized? Using these documents and information from our study, form a thesis that explains your position. Then using easel.ly create an INFOGRAPHIC (a digital version of the example below) supporting your position. Be sure to include: 1. THESIS STATEMENT 2. SUPPORT FOR YOUR THESIS (Check out the files below before you begin) The LAST file is an example of using DOCUMENTS to create a THESIS statement and then supporting it. Check it out.

Evaluation

Criterion D: Thinking critically Maximum: 8 You should be able to: analyze concepts, events, issues, models and/or arguments make connections between information to make valid, well-supported arguments.

Category and Score					Score
				Total Score	

Conclusion

Many of the problems that places like Africa, Southern & Southeast Asia, and the Middle East are dealing with today can find their beginnings in this period of history. Colonial holdings in these areas, such as Africa exploited the resources (including the people) for European use, with little regard to the welfare of those people living there. The Industrial Revolution created a demand for these resources that had not been needed previously. Today as technology calls for the need of more resources (i.e. rare metals needed for batteries in phones and cars to hold a longer charge) there is a continued demand for these parts of the world. China controls the majority of these precious metals from mining at home as well as all across the continent of Africa.

Teacher Page

Mr. Beavers has worked at JT Moore Middle School through 2013. He joined the faculty of Hillsboro Comprehensive High School in the Fall of 2013 as a member of the Freshman Academy. Mr. Beavers is originally from Florence, Alabama where his family now lives, but grew up in Columbia, Tennessee graduating from Columbia Academy. He has lived in Nashville since 1986.

Standards

Credits

The questions for the documents in this web quest were created by Holt, Rinehart and Winston. This web quest may not be used for commercial purposes.

Other