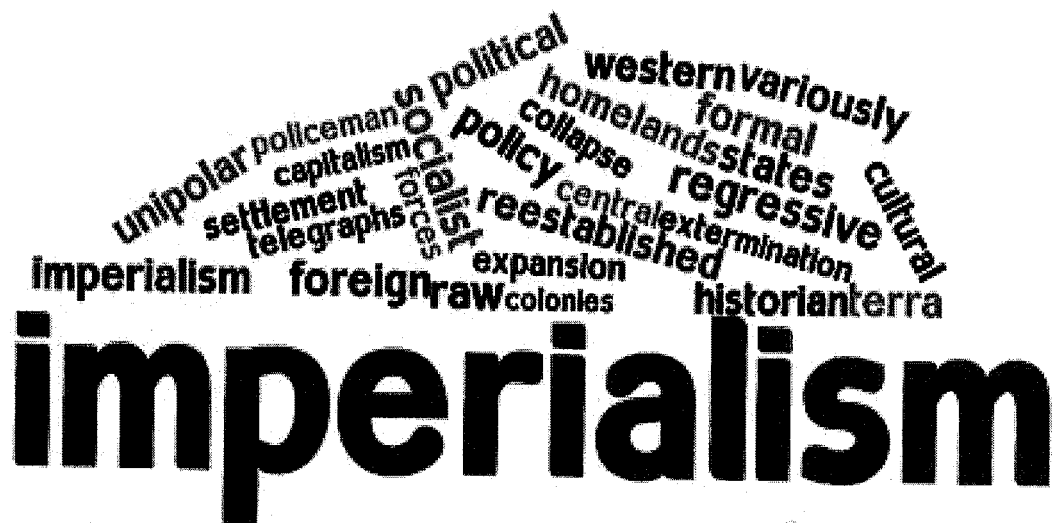


Imperialism Review



Name: _____

Period: _____

Mr. Heath – Global History & Geography II

THE WORLD'S PLUNDERERS

by Thomas Nast, Harper's Weekly, 1885



Follow these steps to interpret the editorial cartoon:

1. Read the title. What does it tell you about the cartoon's meaning?
2. Look at the objects in the drawing. What do they mean?
3. Study the people. Who are they and why are they included?
4. What issue is being addressed?
5. Does the cartoonist view the actions in a positive or negative way? How do you know?
6. What is the cartoonist's message? How do you know?

Name(s): _____

Directions: *Write and connect* the following terms to the appropriate area of imperialized nations.

great cake	Ethiopia	Mahatma Gandhi
Open Door Policy	Mathew Perry	extraterritoriality
sati ritual	mercantilism	conquistadores
sovereignty	Columbian exchange	Cortes/Pizarro
Boxer rebellion	Social Darwinism	spheres of influence
Opium War	Sepoy rebellion	Russo-Japanese War
White Man's Burden	triangular trade	Zulu
British East India Company	Berlin conference	diamond trade
North America	South America	Peninsulares
Creoles	Suez canal	modernization

Africa

Japan

China

India

New World

Name: _____

Revolutions Essay Prep

Throughout global history, there have been many significant political, social, economic, cultural, and technological changes. These changes have many causes, and often have significant impacts on the lives the nations and people involved.

- Select a specific revolution that you have studied and describe *three* of the factors that helped bring about that particular revolution.
- Identify and discuss *one* immediate effect and *one* long-term effect of this revolution on the lives of the people involved.

1. Write an introduction paragraph for this essay topic.

2. Give at least 2 examples of Revolutions we've studied in history.

For each one

- define it
- list off 2 events leading up to it
- list off 2 long-term major effects

A. _____ (definition) - _____

(cause) Event leading up to it - _____

(cause) Event leading up to it - _____

(effect) Short-term major effect - _____

(effect) Long-term major effect - _____

B. _____ (definition) - _____

(cause) Event leading up to it - _____

(cause) Event leading up to it - _____

(effect) Short-term major effect - _____

(effect) Long-term major effect - _____

Name: _____

Global History Word Associations 2

1. Eastern Orthodox, Cyrillic Alphabet, Justinian's Code, Constantinople _____
2. Twelve Tables, representative democracy, Advanced network of roads _____
3. European explorers were seeking a faster route to this place, spices, oracle bones _____
4. Peace agreement following WWI that punishes Germany, causes Germany to seek revenge _____
5. Money paid back to France and Britain after WWI – punishment to Germany _____
6. Four noble truths, eightfold path, Siddartha Gautama, meditation, nirvana _____
7. "Middle Kingdom", purposeful isolation, Germanic tribes are barbarians _____
8. The Emperor of Japan has power restored, modernized, modernized Japan _____
9. Further spread Islam, West Africa, Hajj, gave gold to Egypt, Timbuktu, Mali _____
10. Filial piety, respect your elders, 5 relationships, civil service exam _____
11. Robespierre, 3rd estate, Reign of Terror, Guillotine, Napoleon _____
12. San Martin, Simon Bolivar, Gandhi _____
13. Support of the Peasants, corrupt/oppressive governments, bad economy _____
14. Consent of the governed, constitutional monarchies, natural rights _____
15. Building up of arms and weapons for a country _____
16. National boundaries, cities, capitals _____
17. Manor, lord, serf, rigid social classes, black death, no central government _____
18. "successful failure", ends Middle Ages, increase in trade _____
19. Latin America, social hierarchy, creoles, Mestizos _____
20. Divine right, "I am the state", Absolutism _____
21. Most powerful institution of the Middle Ages _____
22. Something created to persuade people, posters, videos, articles _____
23. Colonies, Great Cake, taking over weaker countries, _____
24. American Navy leader who warned Japan to Open its doors to trade _____
25. "Night of the Broken Glass" (Kristallnacht), Diaspora, Nuremberg Laws _____
26. Blocking a certain message, hiding statements, covering up opinions _____
27. Political party controlled by Adolf Hitler in Germany _____
28. Child Labor, poor working conditions, pollution, Land, Labor, Capital _____
29. Laws put in place by Hitler to limit the rights of Jews in Germany _____
30. Andes Mountains of South America, terrace farming _____

Anti-Semitism	Confucius	Ethnocentrism	Louis XIV
Buddhism	Crusades	French Revolution	Mansa Musa
Byzantine Empire	Dark Ages	Nuremberg Laws	Militarism
China	Censorship	Reparations	Nationalists
Church	Nazi Party	Industrial Revolution	Reason for Revolutions
Imperialism	Encomienda System	Inca	Political Map
Roman Empire	Enlightenment	Propaganda	Commodore M. Perry
Meiji Restoration	Treaty of Versailles		

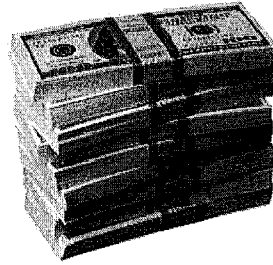
Name: _____

1. Name the 3 factors of production
(describe the purpose of each)

A. _____
purpose: _____

B. _____
purpose: _____

C. _____
purpose: _____



2. Explain in your own words, how the Scientific Revolution helped cause the beginning of the Industrial Revolution. _____

Once the Industrial Revolution got started, what two initial problems...

HINT:1 – City living conditions

HINT:2 – Factory jobs

Before European settlement, Onondaga Lake was clean and supported a cold-water fishery which was sustained by the harvesting of Onondaga Lake Whitefish and Atlantic Salmon. A number of resorts were built along its shoreline in the late 1800s. As the industrial revolution took hold, and the city's population expanded, the lake was used increasingly for the disposal of human sewage and industrial (chemical) waste, since there were no laws preventing pollution from cities and factories. Signs of deterioration of the lake ecosystem began to emerge by the end of the 19th century. The cold-water fishery was lost by 1890. Ice-harvesting was banned in 1901, swimming in 1940, and fishing (due to mercury contamination) in 1970.

Since passage of the Clean Water Act in 1973, several actions have been taken to abate domestic waste inputs to the lake, and in 1986 the major industrial polluter closed its operations. In 1994, a number of sites proximate to the lake were added to the federal "superfund" National Priority List. **Despite the reductions in pollutant loadings, Onondaga Lake is arguably the most polluted lake in the United States.**

3. What is the negative effect of the industrial revolution that is described in the above passage?

4. Why was this allowed to happen in Syracuse? _____

5. What finally happened to stop the lake from becoming even further polluted? _____

6. Other than having cheaper labor, why else do you think American companies like Nike, build factories in places like China nowadays instead of in the U.S.? _____

Connections:

7. Define imperialism: _____

8. How did the industrial revolution spark a growth in European Imperialism? _____

9. Why were places like Africa and Asia were the major targets for Imperialism? _____

10. The phrase “White Man’s burden” in this excerpt refers to the

- A. negative attitude of Europeans toward peoples of the non-Western world
- B. advantages Europeans would gain by colonizing Africa, Asia, and Latin America
- C. positive role of the Roman Catholic Church in Africa and Asia
- D. challenges non-Europeans faced when trading with Europeans

*“Take up the White Man’s burden –
Send forth the best ye breed –
Go bind your sons to exile
To serve your captives’ need;
To wait, in heavy harness,
On fluttered folk and wild –
Your new-caught, sullen peoples,
Half-devil and half-child.”*

– Rudyard Kipling,
“The White Man’s Burden”

11. The 19th century term “white man’s burden” reflects the idea that

- A. Asians and Africans were equal to Europeans
- B. Asians and Africans would be grateful for European help
- C. imperialism was opposed by most Europeans
- D. Europeans had a responsibility to improve the lives of their colonial peoples

12. *“Take up the White Man’s Burden –
Send forth the best ye breed –
Go, bind your sons to exile
To serve your captives’ need....”* — Rudyard Kipling, *The Five Nations* (1903)

The words of this poem have been used to support the practice of

- A. imperialism
- B. isolationism
- C. cultural borrowing
- D. self-determination

O.V.B. Review:

1. What is the three word quote that Otto Von Bismarck is most famous for saying?

2. OVB was the Iron Chancellor of “_____”

Document: These words were spoken by Otto von Bismarck, who some people feel single-handedly unified Germany and started it on its road to greatness. He explains the process for unification of Germany.

“I had shown plainly the direction in which I was going. Prussia . . . could no longer carry alone the power that Germany required for its security. That must be equally distributed over all German peoples. We would get not nearer our goal by speeches, associations, or decisions by the majority. We would not be able to avoid serious contest with Austria. This contest could only be settled by blood and iron. There is one way to guarantee our success. The deputies must place the greatest possible weight of blood and iron in the hands of the King of Prussia.”

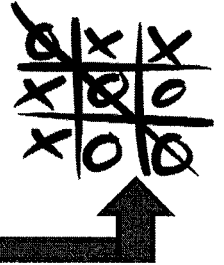
3. Describe Bismarck’s method for uniting Germany (according to this speech)

4. What else –based on classwork and notes – made Bismarck so successful in uniting the German people?

Rubric: Tic-Tac-Toe

Imperialism Review

Directions: You need to complete three activities from the review packet. The three activities you complete need to form a tic-tac-toe pattern (see picture). The tic-tac-toe board can be found below.



Paragraph – Using Word Circles	Political Cartoon	Essay Prep
Word Circles	Review - Ind. Rev./ Imperialism	Paragraph - Using Word Circles
Word Association	Essay Prep	Word Circles

2

Activity 1: _____ (10 pts.)
Activity 2: _____ (10 pts.)
Activity 3: _____ (10 pts.)

*This part
to be completed
by teacher.*

Final Grade: _____ (30 pts.)