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| **HISTORY** | |
| Strand 1: **Imperialism in the Pacific, 1870 - 1914** | **Major Learning Outcome:**  Students are able to demonstrate historical knowledge and understanding of the  nature of imperialism in the Pacific in the period 1870–1914. |
| Lesson 1- WEEK 9 - 13 | |

**Key Learning Outcome:**

Studentsareabletodemonstratehistoricalknowledgeandunderstandingofimperialism in the Pacific including its effects on the people in the period 1870–1914

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|  | **Specific Learning Outcomes:** | **Skill Level** | **SLO Code** |
| 1 | Define imperialism | 1 | His1.1.1.1 |
| 2 | Define colonialism | 1 | His 1.1.1.2 |
| 3 | Define annexation | 1 | His1.1.1.3 |
| 4 | Define neo-colonialism | 1 | His1.1.1.4 |
| 5 | Define colony | 1 | His1.1.1.5 |
| 6 | Define protectorate | 1 | His1.1.1.6 |
| 7 | Define penal colony | 1 | His1.1.1.7 |
| 8 | Name/Identify the imperial powers in the Pacific | 1 | His1.1.1.8 |
| 9 | Describe how imperialism came to the Pacific from the perspective of the Pacific people | 2 | His1.1.2.1 |
| 10 | Describe how imperialism came to the Pacific from the perspective of the imperial powers | 2 | His1.1.2.2 |
| 11 | Explain why imperialism came to the Pacific from the perspective of both the imperial powers and the Pacific people | 3 | His1.1.3.1 |
| 12 | State an advantage to the imperialistic powers of signing agreements before controlling territories in the 1880s and 1890s | 1 | His1.1.1.9 |
| 13 | Describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s | 2 | His1.1.2.3 |
| 14 | Identify the social impacts of imperialist administration on Pacific island people | 1 | His1.1.1.10 |
| 15 | Describe the social impacts of imperialist administration on Pacific island people | 2 | His1.1.2.4 |
| 16 | Identify the cultural impacts of imperialist administration on Pacific island people | 1 | His1.1.1.11 |
| 17 | Describe the cultural impacts of imperialist administration on Pacific island people | 2 | His1.1.2.5 |
| 18 | Identify the political impacts of imperialist administration on Pacific island people. | 1 | His1.1.1.12 |
| 19 | Describe the political impacts of imperialist administration on Pacific island people | 2 | His1.1.2.6 |
| 20 | Identify the political impacts of imperialist administration on Pacific islands’ ruling system. | 1 | His1.1.1.13 |
| 21 | Describe the political impacts of imperialist administration on the Pacific islands’ruling system. | 2 | His1.1.2.7 |
| 22 | Describe the impacts of imperialism on the imperial powers in the Pacific | 2 | His1.1.2.8 |
| 23 | Explain the impacts of imperialism in the Pacific | 3 | His1.1.3.2 |
| 24 | Evaluate the impacts of imperialism by presenting a judgement on its effects on two Pacific Islands | 4 | His1.1.4.1 |
| 25 | Define the term direct rule | 1 | His1.1.1.14 |
| 26 | Describe the patterns of direct rule in two Pacific Islands | 2 | His1.1.2.9 |
| 27 | Explain why imperialist powers use direct rule in the Pacific | 3 | His1.1.3.3 |
| 28 | Discuss the effects of the patterns of direct rule by imperial powers on two Pacific Islands. | 4 | His1.1.4.2 |
| 29 | Evaluate the effects of the patterns of direct rule by imperial powers on two Pacific Islands | 4 | His1.1.4.3 |
| 30 | Define indirect rule | 1 | His1.1.1.15 |
| 31 | Describe the patterns of indirect rule on two Pacific Islands | 2 | His1.1.2.10 |
| 32 | Explain why imperialist powers used indirect rule in the Pacific | 3 | His1.1.3.4 |
| 33 | Discuss the effects of the patterns of indirect rule by imperial powers on two Pacific Islands | 4 | His1.1.4.4 |
| 34 | Evaluate the effects of the patterns of indirect rule by imperial powers on two Pacific Islands | 4 | His1.1.4.5 |
| 35 | Organise historical information on imperialism in the Pacific into an essay structure | 4 | His1.1.4.6 |
| 36 | Develop and sustain a coherent argument in an essay | 3 | His1.1.3.5 |
| 37 | Identify historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) | 1 | His1.1.1.16 |
| 38 | Explain historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) | 3 | His1.1.3.6 |
| 39 | Identify/State the historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) | 1 | His1.1.1.17 |
| 40 | Describe historical relationships indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) | 2 | His1.1.2.11 |
| 41 | Describe particular terms used in the evidence (text, maps, cartoons, tables and graphs, pictograms) | 2 | His1.1.2.12 |
| 42 | Describe particular statements used in the evidence (text, maps, cartoons, tables and graphs, pictograms) | 2 | His1.1.2.13 |
| 43 | Explain the impact of historical events in the Pacific as presented by the evidence (text, maps, cartoons, tables and graphs, pictograms) | 3 | His1.1.3.8 |
| 44 | Discuss historical ideas indicated by the evidence (text, maps, cartoons, tables and graphs, pictograms) using specific examples | 4 | His1.1.4.7 |
| 45 | Assess the usefulness and/or limitations of the evidence (text, maps, cartoons, tables and graphs, pictograms) in understanding the views of Pacific people towards colonial administration between 1870–1970 | 3 | His1.1.3.9 |
| 46 | Assess the usefulness/reliability and/or limitationof the evidence (text, maps, cartoons, tables and graphs, pictograms)for examining the impact that colonisation had on Pacific people | 3 | His1.1.3.10 |
| 47 | Analyse the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictograms) | 3 | His1.1.3.11 |
| 48 | Evaluate the usefulness of a particular resource (text, maps, cartoons, tables and graphs, pictograms)toahistorianexamininga particular historical idea, using specific evidence from the resource to support argument | 4 | His1.1.4.8 |
| 49 | Discuss the historical relationships (cause and effects) indicated by the evidence (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples | 4 | His1.1.4.9 |
| 50 | Evaluate the usefulness and/or reliability of the evidence - recognise fact and opinion (text, maps, cartoons, tables and graphs, pictures, pictograms) using specific examples | 4 | His1.1.4.10 |

**Key Terms**

This is a list of important terms that you will come across in this section

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| **Term** | **Definition** |
| **Imperialism** | *Extension of a nation’s power by territorial, acquisition or economic and political dominance of other nation*. |
| **Colonialism** | A *policy of acquiring full political control over another country.* |
| **Annexation** | *The act of taking control and assuming ownership of a territory.* |
| **Neo-colonialism** |  |
| **Colony** | *A country or area under full partial control of another country and occupied by settlers from that country.* |
| **Protectorate** | A *state that is controlled and protected by another* |
| **Penal colony** |  |

**Activity (Week 10)**

1. Complete handout table on **who** were the colonial powers, **when** were their period of colonialism, **which** region of the world did colonialism occurred, **wha**t were the countries colonized, **why** were they colonized, **what** administrative approach were used (Direct/Indirect) and specific impacts of approach.

**SLO:**(His1.1.1.8His1.1.2.1His1.1.2.2His1.1.3.1His1.1.1.9His1.1.2.3His1.1.1.10His1.1.2.4His1.1.1.11His1.1.2.5His1.1.1.12His1.1.2.6His1.1.1.13His1.1.2.7)

1. Use **Unit 5 ‘**PACIFIC COLONIES’& SUPPLEMENTARY ONE;**Write 2 -3 sentences answer to these questions. (Week 11)**

**SLO:**(His1.1.1.14His1.1.2.9His1.1.3.3His1.1.4.5His1.1.4.3His1.1.1.15His1.1.2.10His1.1.3.4His1.1.4.4His1.1.4.2)

* 1. Identify which Colonial powers used Direct Approach and which used Indirect Approach?
  2. Describe the patterns of direct rule on two Pacific Islands?
  3. Describe the patterns of Indirect rule on two Pacific Islands?
  4. Explain why Colonial powers used Direct Approach in the Pacific?
  5. Explain why Colonial powers used Indirect Approach in the Pacific?
  6. Discuss the effects of the patterns of indirect rule by imperial powers on two Pacific Islands?
  7. Discuss the effects of the patterns of direct rule by imperial powers on two Pacific Islands?
  8. Evaluate the effects of the patterns of indirect rule by imperial powers on two Pacific Islands?
  9. Evaluate the effects of the patterns of direct rule by imperial powers on two Pacific Islands?
  10. Describe the impacts of imperialism on the imperial powers in the Pacific?
  11. Explain the impacts of imperialism in the Pacific?
  12. Evaluate the impacts of imperialism by presenting a judgment on its effects on two Pacific Islands?

1. Analysis and make judgments on the usefulness and/or reliability of the evidence. **(Week 12)**

**The Nature of Imperial Activity in the mid-19th Century**

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| Around 1870, the South Pacific was ‘empty’ land: a part of the world inhabited by what Europeans considered to be uncivilised or semi-civilised peoples, governed by their own chiefs and rulers. Few Westerners had settled there and Western-dominated trade and economic exploitation were still in their infancy.  Within years this was to change when the cultivation of copra and cotton promised high returns. An additional reason to turn to the island groups in the Pacific was the strategic importance attached to them for shipping. In a time that steam power was replacing wind power, ocean-going shipping companies, traders and, in their wake, governments started to look at them as a junction of inter-Pacific sea routes.  Fiji was said to be located along the ‘highway of commerce’ between Australia and Panama, and to be well-suited as a place of naval rendezvous. Among those contemplating establishing a base there was the British Admiralty. In 1859 the British Admiralty wrote that Great Britain had ‘*valuable possessions on either side [of the Pacific], as at Vancouver and Sydney, but not an islet or a rock in the 7,000 miles of ocean that separates them’…*  …Public proclamations of **annexations**were meant to make an impression on the local population, but the firing of the guns of warships and the salutes ranging out only frightened them. The spectacles were, first and foremost, important to the few … [Europeans] … who attended such ceremonies.  It was the only way in which Europeans knew how to impress. When, for instance, the Germans installed their favourite as King of Samoa in 1887, ‘the new king was given a royal salute of twenty-one guns’ and ‘marched through the town by the commodore and a German guard or honour’.  Source*: K. Van Dijk*,**Pacfic Strife: The Great Powers and their Political and Economic Rivalries in Asia and the Western Pacific 1870 -1914**, American University Press, 2015, pp. 43-45. |

* 1. Explain the historical relationship between the South Pacific nations and European powers?(SL 2/His1.1.2.11 )
  2. Describe what is meant by the term ‘annexations’ mentioned? (SL 1/His1.1.2.12 )
  3. Identify TWO reasons for increased Western imperial activity in the South Pacific region, and provide ONE piece of evidence used to support EACH idea. (SL2/His1.1.1.17)
  4. Explain how the nature of European activity in the Pacific region during the late nineteenth century had a significant impact on the lives of Pacific peoples. (SL 3/His1.1.3.8)

1. Analysis and make judgments on the usefulness and/or reliability of the evidence. **(Week 13)**

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| **Priorities in Colonial Policies**  Two centuries and more of encounters with European traders, sailors, missionaries and settlers  had transformed the region into fragments of empires annexed or ‘protected’ by powerful  European nations.  France’s record as an imperial power was easily criticized for its numerous failings. New  Caledonia was intended to be a colony of settlement, and when potential free settlers did not  appear in sufficient numbers, convicts were sent. New Caledonia was designated as a *penal*  *colony*in 1860 (the only one in the Pacific area since the settlement of New South Wales.)  Relations between colonists and Melanesians quickly became inflamed as Kanaks resisted the  single-minded domination of France making a strong French military presence a permanent  necessity.  Efforts were made to destroy the foundations of their independence: chiefs were obliged to  become instruments of French authority and later chiefs were stripped off their ranks and exiled,  tribes dissolved and moved off their lands. The discovery of nickel deposits in 1873 increased the  white population and introduced indentured labour.  In 1914, with the Melanesians in a desperate state, the governor of New Caledonia, Governor  Brunet, summed up sixty years of French government by admitting that **‘*the government has no***  ***native policy’****.*  Believed by this time to be on the brink of extinction, the natives attracted no sympathy for help  except from the missionaries who took upon themselves the work of education and community  organization. |

*Source: Campbell, I.C. A History of the Pacific Islands,* Canterbury University Press, 1992, pp. 166-167

* 1. Describe the historical relationship between France and New Caledonia. (SL 2/His1.1.2.11 )
  2. Describe two cultural impacts of the French imperial administration on Kanaksociety. (SL 2/His1.1.2.5)
  3. Identify one impact of the absence of a *‘native policy’* by the French colonial government in New Caledonia. (SL 1/His1.1.1.13)

1. Analysis and make judgments on the usefulness and/or reliability of the evidence. **(Week 14)**

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| **Co-operative Imperialism**  In October 1885, the Jaluit Treaty established German possession of the Marshalls. Spanish  determination to assert its inactive historic claims to the Carolines was such that Germany  yielded, but on terms that gave it wide trading and coaling privileges without responsibilities. In  1886, a convention was signed between Britain and Germany defining spheres of interest, thus  seeking to do away with the uncertainties that had tainted their relations in the previous years.  The Marshalls and Carolines were now defined as a German sphere, and the Gilbert and Ellice  groups were to be considered British. Solomon Islands were also divided, the northern islands  (Buka, Bouganville, the Shortland Islands, Choiseul and Isabel) going to Germany. Nauru also  fell into the German sphere. Germany had already acted with respect to its share in this  agreement, but Britain again took no action, being content with the knowledge that no other power  could pre-empt it. |

Source: Campbell,I.C., *Worlds Apart – A History of the Pacific Islands,* Second Edition. Canterbury: Canterbury

University Press, 2011, pp 186-187.

* 1. Describe an economic benefit to the imperialist powers when they controlled the Pacific territories? (SL 2/His1.1.2.11)
  2. Describe an advantage to the imperialistic powers when they signed agreements before controlling territories in the 1880s and 1890s. (SL 2/His1.1.2.3 )
  3. State one cultural impact of British rule in the Gibert and Ellice Islands. (SL 1/His1.1.1.11)

1. Strand 1: Imperialism in the Pacific;1870 – 1914 **(Week 15)**

Use point form notes to fill the table with key ideas and examples for strand 1; essay 1:

SLO: (His1.1.1.1His1.1.1.8His1.1.2.2His1.1.1.10His1.1.2.8His1.1.3.2His1.1.4.1His1.1.3.5His1.1.4.6)

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| Item  No. | Specific Learning  Outcomes | Skill  Level | Student Response Level | | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | |  |
|  | Define imperialism | 1 | Correct  definition |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Name/identify imperial powers in the Pacific | 1 | Imperial power correctly named/identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Identify the economic impacts of imperialist administration on Pacific Islands people | 1 | At least 1 economic impact correctly identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Identify the social impacts of imperialist administration on Pacific Islands people | 1 | At least 1 social impact correctly identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Describe how imperialism came to the Pacific from the perspectives of imperial powers and Pacific people. | 2 | Only one way and perspective stated with little detail | Two or more ways stated and described covering both perspectives |  | |  | ­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Make reference to specific statements and events related to the historical event. | 2 | Only one statement or event stated | A least two events or statements or both are listed and described |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Describe the impacts of imperialism | 2 | Only one impact stated | At least two impacts are described |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Develop and sustain coherence in the arguments | 3 | One argument is evident | More than one argument evident | More than one argument evident with appropriate linkage of ideas | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Explain the impact of imperialism indicated in essay topic | 3 | One impact or one event related to imperialism is stated | More than two impacts related to imperialism are stated | More than two impacts are stated and each one is linked directly to events that caused them | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate the impact of imperialism by presenting a judgment on whether the historical event had been positive or negative. | 4 | One impact of imperialism is stated | More than one impact of imperialism is stated | More than one impact of imperialism is stated and evaluated as either positive or negative | | Impacts are evaluated as either positive or negative or both and justification for the evaluation is provided | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
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1. Strand 1: Imperialism in the Pacific;1870 – 1914 **(Week 16)**

Use point form notes to fill the table with key ideas and examples for strand 1; essay 2:

SLO: (His1.1.1.2His1.1.1.8His1.1.2.2His1.1.1.10His1.1.2.8His1.1.3.2His1.1.4.1His1.1.3.5His1.1.4.6)

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| Item  No. | Specific Learning  Outcomes | Skill  Level | Student Response Level | | | | | |
| Level 1 | Level 2 | Level 3 | Level 4 | |  |
|  | Define Colonialism | 1 | Correct  definition |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Name/identify imperial powers in the Pacific | 1 | Imperial power correctly named/identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Identify the economic impacts of imperialist administration on Pacific Islands people | 1 | At least 1 economic impact correctly identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Identify the social impacts of imperialist administration on Pacific Islands people | 1 | At least 1 social impact correctly identified |  |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Describe how Colonialism came to the Pacific from the perspectives of imperial powers and Pacific people. | 2 | Only one way and perspective stated with little detail | Two or more ways stated and described covering both perspectives |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Make reference to specific statements and events related to the historical event. | 2 | Only one statement or event stated | A least two events or statements or both are listed and described |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Describe the impacts of Colonialism | 2 | Only one impact stated | At least two impacts are described |  | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Develop and sustain coherence in the arguments | 3 | One argument is evident | More than one argument evident | More than one argument evident with appropriate linkage of ideas | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Explain the impact of imperialism indicated in essay topic | 3 | One impact or one event related to imperialism is stated | More than two impacts related to imperialism are stated | More than two impacts are stated and each one is linked directly to events that caused them | |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  | Evaluate the impact of Colonialism by presenting a judgment on whether the historical event had been positive or negative. | 4 | One impact of imperialism is stated | More than one impact of imperialism is stated | More than one impact of imperialism is stated and evaluated as either positive or negative | | Impacts are evaluated as either positive or negative or both and justification for the evaluation is provided | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |