Week 2 (10/30-11/3)

Monday

-HW: Review notes and pg. 774-775  for Type II tomorrow  
-Handout: Analyzing sources of Imperialism  
-Partner: Come up with examples of vocabulary/Check Vocabulary (10)  
-Discuss (5)  
-Read "The Rise of the East African Empire, 1893" outloud (10)  
-Partner:  Discuss: What is the British captains perspective on Africans? How do you know? (5)

-Partner:  Discuss examples of Bias, logical fallacies, unstated assumptions, and inconsistent arguments. (10)

-Class Discussion (10)

Tuesday

-CW: Type II: Causes of Imperialism

-Type II (20)

-We know why they wanted to imperialize, now we will look at the methods  the Europeans will  use to rule the territories.

-Class Read: Textbook pg.  780.  Read intro and Data profile. (5)

-Partner:   Read information presented in both charts  “Forms of Imperialism” and “Imperial Management Methods”  Note which forms the British v.s. the French preferred.  (5)

-Class discussion:  Discuss Forms of Imperial Rule. Connect with vocabulary. Colonies, Protectorate, Sphere of Influence.  (10)

Wednesday

-CW:  Complete British perspective worksheet using pg. 779-784

-Review reasons for Imperialism.  (5)

-Review why it was so easy for Europeans (5)

- Review forms of imperialism. Review types of control “Imperial Management methods).  Direct vs. Indirect .   (5)

-Class discussion:  If you were a member of an African nation being conquered, would you prefer direct or indirect control?  Why?  Which form of managing (Direct or Indirect) do you think would be most effective and why?  (10)   
-Which form of imperialism is most restrictive and the most complete form of control?  Colony or Protectorate?  Why?  Which management style does this correlate with?  (5)

-Complete British perspective worksheet using pg. 779-784 (10)

Thursday

-Discuss British Perspectives handout (15)

-Type I – African Witch Doctor (20)

-Discuss Unit 2 Test:  MC and written response. Intro/Thesis.  Support. (Toulmin strategy – evidence) (15)

Friday \*\***United Way Assembly\*\* Shortened bells**

-Read introduction to Rudyard Kipling and White Man’s Burden (5)

-Class Read White Man's Burden by Kipling. (10)  
-Partner discuss: According to the Poem what is the burden of the white man? Choose specific passages.  (10)

-Analyze two political cartoons to help.  Who has the burden?  Significance? (5)

-Discuss (10)

-Analyze third political cartoon.  Who really has the burden? (5)