**IMPERIALISM UNIT**

Standard MWH-5: The student will demonstrate an understanding of the influence of ideas and technology on the development of nation-states and empires in the sixteenth through the nineteenth centuries.

Standard MWH-6: The student will demonstrate an understanding of the creation of nation-states in Europe and the struggle by non-European nations to gain and/or maintain sovereignty.

|  |  |
| --- | --- |
| Imperialism | Colonization |
|  |  |

Why Imperialism? 🡪 Reasons for European Imperialism

1.

2.

3.

**AFRICA**

1. What was the Berlin Conference?
2. What did Europeans hope to gain from Africa?

What made imperialism in Africa easy/difficult for Europeans?

(Write below)

|  |  |
| --- | --- |
| Advantages | Disadvantages |
|  |  |

**South Africa**

Which three groups were fighting for control in South Africa?

1.

2.

3.

Who ultimately gained control? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| Exploration (15th and 16th centuries) | Imperialism (18th and 19th centuries) |
|  |  |

**Four Forms of Colonial Control**

|  |  |  |
| --- | --- | --- |
| **Form** | **Definition** | **Example** |
| Colony |  |  |
| Protectorate |  |  |
| Sphere of Influence |  |  |
| Economic Imperialism |  |  |

**Methods of Management:**

1. Indirect Control🡪


   3. 1. Examples
2. Direct Control🡪


   3. 1. Examples

**Vocabulary**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - having to do with the making of laws

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - named, appointed

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - treating people as children

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ -adoption of a conqueror’s culture by conquered

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - done by discussion

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - person who manages a government department.

**European Colonial Rule- Negative or Positive?**

|  |  |
| --- | --- |
| **Negatives** | **Positives** |
|  |  |