

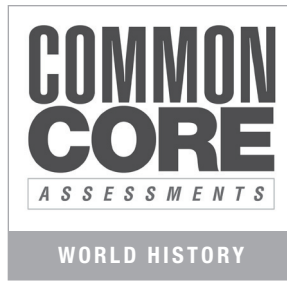
WORLD HISTORY

# Imperialism

# COMMON CORE

A S S E S S M E N T S

MindSparks  
CHALLENGING STUDENTS TO THINK HISTORICALLY



# Imperialism

BY JONATHAN BURACK



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# Teacher Introduction

These Common Core History Assessments are designed to help your students develop key literacy and history thinking skills as they learn about imperialism. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Similar sets of assessments are available (or planned) for each unit in a typical world history class.

## ★ *Historical Thinking and the Challenge of the Common Core*

This set includes nine assessments aligned with the first nine Common Core History/Social Studies Reading Standards. We have left out the tenth Common Core History/Social Studies Reading Standard, which does not lend itself to assessments of the sort provided here. The set also includes two writing tasks aligned with two key Common Core History/Social Studies Writing Standards.

These Common Core standards challenge history teachers to develop in students the complex literacy skills they need in today's world and the ability to master the unique demands of working with historical primary and secondary source texts. The Common Core standards are supportive of the best practices in teaching historical thinking. Such practices include close reading, attending to a source's point of view and purpose, corroborating sources, and placing sources in their historical context. These are the skills needed to make history less about rote learning and more about an active effort to investigate and interpret the past.

These assessments are also useful in many ways for ELA teachers. They assess many of the skills specified in the College and Career Readiness Anchor Standards, which put a good deal of emphasis on the reading of informational texts. The Anchor Standards form the basis for all of the various Common Core standards for English Language Arts.

## ★ *What Are These Assessments Like?*

- **A group of nine reading skills assessments and two writing tasks for each major era of world history**

Each reading skills assessment is based on one of the key Common Core History/Social Studies Reading Standards—Assessment 1 addresses Common Core Reading Standard 1, Assessment 2 addresses Common Core Reading Standard 2, and so on. Two writing tasks are based on the first two College and Career Readiness Anchor Standards for Writing, which are the basis for the Common Core History/Social Studies Writing Standards. The two writing standards focus on writing arguments to support claims and writing informative/explanatory texts.

- **Based on primary or secondary sources**

In most cases, one primary source is used. In some cases, an assessment is based on more than one primary source or on a primary and a secondary source. The sources are brief. In most cases, texts have been slightly altered to improve readability, but without changing meaning or tone. Links to online versions of print media are available in the Bibliography. Please note that these links were valid at the time of production, but the websites may have since been discontinued.



- **Brief tasks promoting historical literacy**

For each assessment, students write brief answers to one or two questions. The questions are not tests of simple factual recall. They assess the students' mastery of the skills addressed by that assessment's Common Core History/Social Studies Standard.

- **Two versions of each of the nine reading standards assessments**

A *basic* and an *advanced* version of each assessment are provided. The *basic* assessment addresses the Common Core Standard for grades 6–8. The *advanced* assessment is based on the Common Core Standard for grades 9–10 and grades 11–12 combined. Each version uses the same source or sources. In some cases, sources have been somewhat shortened for the *basic* version.

- **Easy to use as both learning and assessment tools**

These assessments do not take valuable time away from instruction. The primary sources and background information on each source make them useful mini-lessons as well as tools to assess students' historical thinking skills. The sources all deal with themes and trends normally covered when teaching the relevant historical era.

- **Evaluating student responses**

Brief but specific suggestions are provided, defining acceptable and best responses to each question asked in the assessment. The suggestions are meant to aid in evaluating students, but even more importantly, they are a way for teachers to help students better understand and master the skills on which the assessment is focused.

## Assessment 1 *Basic Level*

# Britain's Worldwide Empire

### ★ Key Ideas and Details

1. (6–8) Cite specific textual evidence to support analysis of primary and secondary sources.

### ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 1* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 6–8. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past.

### ★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should come up with a list that includes most or all of the following: control of land and resources, a need for ports and naval bases, a need to reduce population at home through colonization, rivalry with other European powers, and humanitarian and missionary aims. Acceptable responses to the second assessment question should see that points 2 and 7 in Document 2 refer to Britain's rivalry with other European powers and the need it felt for naval facilities. Points 4 and 8 appeal to the missionary motives. Points 5 and 6 deal with the island's rich resources and appeal to economic motives for empire. Point 3 could indirectly be related to the motive to reduce population at home, as it refers to British subjects in the islands in need of British protection.

## Britain's Worldwide Empire

**Directions:** This exercise asks you to read one secondary source document and one primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 1:** Cite specific textual evidence to support analysis of primary and secondary sources.

### Document 1: A Secondary Source

The British Empire was already two centuries old by 1800. . . . Yet the nineteenth century was to be the British century. Britain's industrial supremacy would remain unchallenged well into the late 1800s. And its worldwide empire would expand to encompass a quarter of the globe. In some places the control of land and resources was the primary motivation for expansion. In other places, the need for port facilities or strategic naval bases led to acquisitions. The desire to relieve population pressure at home, competition with other European powers, and humanitarian concerns and missionary aims all fueled this drive for empire. It was an unshakable confidence in its cultural superiority that gave Britain the ability to impose its rule on such a wide variety of cultures and regions.

**Source Information:** Document 1 is a secondary source about the rapid expansion of the British Empire in the 1800s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source historical account is adapted from the Introduction to *The British Empire in the Nineteenth Century* by Jonathan Burack, History Unfolding (Culver City, CA: MindSparks, 2000), p. 2.

### Document 2: A Primary Source

For the following reasons we think the British government ought now to take possession of the New Hebrides group of the South Sea islands, of the Solomon group, and of all the intervening chain of islands from Fiji to New Guinea:

1. Because she has already taken possession of Fiji in the east, and we hope soon New Guinea in the northwest, adjoining her Australian possessions. The islands between complete this chain of islands lying along the Australian coast.
2. The sympathy of the New Hebrides natives are all with Great Britain, hence they long for British protection, while they fear and hate the French.
3. Until within the past few months almost all the Europeans on the New Hebrides were British subjects, who long for British protection.

*Continued on next page*

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4. All the men and all the money used in civilizing and Christianizing the New Hebrides have been British. Now fourteen missionaries and the “Dayspring” mission ship, and about 150 native evangelists and teachers are employed in the above work.
5. Because the New Hebrides are already a British dependency in that all its imports are from Sydney and Melbourne and British colonies, and all its exports are also to British colonies.
6. The islands on this group are generally very rich in soil and in tropical products so that if a possession of Great Britain . . . they would soon, and for ages to come, become rich sources of tropical wealth.
7. Because if any other nation takes possession of them, their excellent and spacious harbors, and their near proximity to Great Britain’s Australasian colonies, would in time of war make them dangerous to British interests and commerce in the South Seas and to her colonies.
8. The thirteen islands of this group on which life and property are now comparatively safe, the 8,000 professed Christians on the group, and all the churches formed from among them are, by God’s blessing, the fruits of the labors of British missionaries, who, at great toil, expense, and loss of life have translated, got printed, and taught the natives to read the Bible . . . and we fear all this good work would be lost if the New Hebrides fall into other than British hands.

**Source Information:** This is a shortened and adapted version of a letter published in 1883 by John G. Paton, Senior Missionary for the New Hebrides Mission. The New Hebrides were a group of islands north-east of Australia. Starting in the 1700s, the islands were colonized by both the British and the French. From 1906 to 1980 those two nations ruled the islands together, after which the New Hebrides became the independent nation of Vanuatu. This letter was directed to James Service, the British Premier of Victoria, Australia. It can be found in the *Journal of the Legislative Council, New South Wales, Session 1883–84* 36, pt. 1 (1884): 1,141.

### Assessment Questions

1. Based on Document 1, list the various motives that led Great Britain to expand its empire enormously in the 1800s.
  
  
  
  
  
  
  
  
  
  
2. Which items, if any, on your list for Document 1 are among the reasons Document 2 gives for wanting Great Britain to take over the New Hebrides?

## Assessment 1 *Advanced Level*

# Britain's Worldwide Empire

### ★ Key Ideas and Details

- 1. (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 1. (11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 1* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 1 for grades 9–10 and 11–12 combined. It asks students to cite specific textual evidence from two documents. It also challenges students to adapt that reading skill to the unique demands of thinking historically as they carefully interpret textual evidence in a primary source from a time in the past and a secondary source account of that same time in the past. As called for by the Common Core standard for grades 11–12, it also prompts students to relate the textual details to “an understanding of the text as a whole.”

### ★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that certain points in Document 2 match up well with Document 1 in the following ways: points 2 and 7 in Document 2 refer to Britain's rivalry with other European powers and the need it felt for naval facilities. Points 4 and 8 appeal to the missionary motives. Points 5 and 6 deal with the island's rich resources and the economic motives for empire. Point 3 could indirectly be related to the motive to reduce population at home, as it refers to British subjects in the islands in need of British protection. Acceptable responses to the second assessment question should see that the document uses starkly contrasting moral terminology to describe the natives and the British. The missionaries are said to be engaged in a “civilizing” as well as “Christianizing” effort. They are highly moral in motive, acting “at great toil, expense, and loss of life.” By comparison, those natives opposing the missionaries are violent “savages” or “heathen.” Friendly natives are said to “long for British protection” and are eagerly “ready for the Gospel.” Answers should note some or all of these ways in which the language used expresses strong certainty of the righteousness of the British imperial efforts.

## Britain's Worldwide Empire

**Directions:** This exercise asks you to study one secondary source document and one primary source document carefully and answer questions about specific details in the documents. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 1: (9–10)** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **(11–12)** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

### Document 1: A Secondary Source

The British Empire was already two centuries old by 1800. At that time, in fact, some might well have concluded that it had seen its best days. The American Revolution deprived the British of one of their most valuable possessions. Moreover, the wars with revolutionary and Napoleonic France left Great Britain isolated and vulnerable, at one point facing a continent nearly united against it.

Yet the nineteenth century was to be the British century. Britain's industrial supremacy would remain unchallenged well into the late 1800s. And its worldwide empire would expand to encompass a quarter of the globe. In some places the control of land and resources was the primary motivation for expansion. In other places, the need for port facilities or strategic naval bases led to acquisitions. The desire to relieve population pressure at home, competition with other European powers, and humanitarian concerns and missionary aims all fueled this drive for empire. It was an unshakable confidence in its cultural superiority that gave Britain the ability to impose its rule on such a wide variety of cultures and regions.

**Source Information:** Document 1 is a secondary source about the rapid expansion of the British Empire in the 1800s. A secondary source is an account of past events written later by someone who did not experience or take part in those events. This particular secondary source historical account is adapted from the Introduction to *The British Empire in the Nineteenth Century* by Jonathan Burack, History Unfolding (Culver City, CA: MindSparks, 2000), p. 2.

## Document 2: A Primary Source

For the following reasons we think the British government ought now to take possession of the New Hebrides group of the South Sea islands, of the Solomon group, and of all the intervening chain of islands from Fiji to New Guinea:

1. Because she has already taken possession of Fiji in the east, and we hope soon New Guinea in the northwest, adjoining her Australian possessions. The islands between complete this chain of islands lying along the Australian coast.
2. The sympathy of the New Hebrides natives are all with Great Britain, hence they long for British protection, while they fear and hate the French, who appear eager to annex the group, because they have seen the way the French have treated the native races in New Caledonia, the Loyalty Islands, and other South Sea islands.
3. Until within the past few months almost all the Europeans on the New Hebrides were British subjects, who long for British protection.
4. All the men and all the money used in civilizing and Christianizing the New Hebrides have been British. Now fourteen missionaries and the “Dayspring” mission ship, and about 150 native evangelists and teachers are employed in the above work.
5. Because the New Hebrides are already a British dependency in this sense—all its imports are from Sydney and Melbourne and British colonies, and all its exports are also to British colonies.
6. The islands on this group are generally very rich in soil and in tropical products so that if a possession of Great Britain . . . they would soon, and for ages to come, become rich sources of tropical wealth to these colonies, as sugar cane is extensively cultivated on them by every native of the group, even in his heathen state. The islands also grow corn, cotton, coffee, arrowroot, and spices, etc., and all tropical products could be largely produced on them.
7. Because if any other nation takes possession of them, their excellent and spacious harbors, and their near proximity to Great Britain’s Australasian colonies, would in time of war make them dangerous to British interests and commerce in the South Seas and to her colonies.
8. The thirteen islands of this group on which life and property are now comparatively safe, the 8,000 professed Christians on the group, and all the churches formed from among them are, by God’s blessing, the fruits of the labors of British missionaries, who, at great toil, expense, and loss of life have translated, got printed, and taught the natives to read the Bible in part or in whole in nine different languages of this group, while 70,000 at least are longing and ready for the Gospel. On this group twenty-one members of the mission families died or were murdered by the savages in beginning God’s work among them, not including good Bishop Patterson, of the Melanesian Mission, and we fear all this good work would be lost if the New Hebrides fall into other than British hands.





## Assessment 2 *Basic Level*

# David Livingston's Imperialism

### ★ Key Ideas and Details

- 2. (6–8)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 2* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 6–8. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

### ★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the “usual picture” means a missionary focusing only on religious teaching—“going about with a Bible,” spending all his time on “spiritual and educational” work, and confining his efforts to one small tribe or community at a time. Acceptable responses to the second assessment question should see that Livingston also wants missionaries to promote commercial development in Africa. His main point in this passage is that commercial development will bring Africans into a larger social and economic system, thereby “demolishing that sense of isolation which heathenism engenders” and making tribes more “mutually dependent” on one another. It may also help end the slave trade, presumably by giving Africans other economic opportunities. In the end, going beyond isolated, purely religious missionary work will make it easier to spread the “blessings of civilization.”

## David Livingston's Imperialism

**Directions:** This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

### A Primary Source Document

Sending the Gospel to the heathen must . . . include much more than is implied in the usual picture of a missionary, namely, a man going about with a Bible under his arm. The promotion of commerce ought to be specially attended to, as this, more speedily than anything else, demolishes that sense of isolation which heathenism engenders. It makes the tribes feel themselves mutually dependent on, and mutually beneficial to each other. With a view to this, the missionaries at Kuruman got permission from the government for a trader to reside at the station, and a considerable trade has been the result. The trader himself has become rich enough to retire with a competence. . . .

My observations on this subject make me extremely desirous to promote the preparation of the raw materials of European manufactures in Africa. For by that means we may not only put a stop to the slave-trade, but introduce the negro family into the body corporate of nations, no one member of which can suffer without the others suffering with it. Success in this, in both Eastern and Western Africa, would lead, in the course of time, to a much larger diffusion of the blessings of civilization than efforts exclusively spiritual and educational confined to any one small tribe. These, however, it would of course be extremely desirable to carry on at the same time at large central and healthy stations, for neither civilization nor Christianity can be promoted alone. In fact, they are inseparable.

**Source Information:** David Livingston was an explorer, missionary, antislavery reformer, and supporter of imperial expansion. He became famous during his many years of missionary work and exploration in Africa. This brief passage is adapted from "Means to Promote Civilization" by David Livingston in *Missionary Travels: Researches in South Africa* (London: John Murray, 1857), p. 28.

### Assessment Questions

1. David Livingston says "the usual picture of a missionary" is not good enough for what missionaries in Africa need to do. What does he see as the "usual picture" of what missionaries do?
2. What change would Livingston like to see in this "usual picture" of what missionary activity means, and why does he think this change is a good idea?

## Assessment 2 *Advanced Level*

# David Livingston's Imperialism

### ★ Key Ideas and Details

- 2. (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 2. (11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 2* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 2 for grades 9–10 and 11–12 combined. It asks students to summarize the central ideas in a source from the text itself without imposing ideas or attitudes external to the text. This is not easy to do. Moreover, when it comes to the unique demands of thinking historically we do also want students to use knowledge of historical context to help them interpret sources. But that sort of contextualizing also demands that students suspend their own present-day ideas while studying a source. This activity assesses the ability to read closely in order to build an overall understanding of the source out of the text itself.

### ★ Evaluating Student Responses to This Assessment

Acceptable responses to the first assessment question should see that the “usual picture” means a missionary focusing only on religious teaching—“going about with a Bible,” spending all his time on “spiritual and educational” work, and confining his efforts to one small tribe or community at a time. Livingston wants missionaries to do more to promote commercial development in Africa. His main point is that commercial development will bring Africans into a larger social and economic system, thereby “demolishing that sense of isolation which heathenism engenders” and making tribes more “mutually dependent” on one another. It may also help end the slave trade, presumably by giving Africans other economic opportunities. Acceptable responses to the second assessment question may vary. Some will feel it is arrogant of a European to decide to break down traditional tribal divisions, as this implies. Others may feel it is naive to think such an effort will result in the kind of harmony Livingston expects. Still others may feel his idea is a sincere and worthwhile proposal to bring Africans into larger communities that can expand their opportunities. Assess answers by how clearly they respond to Livingston's own ideas and their implications.

## David Livingston's Imperialism

**Directions:** This exercise asks you to study one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 2: (9–10)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**(11–12)** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

### A Primary Source Document

Sending the Gospel to the heathen must . . . include much more than is implied in the usual picture of a missionary, namely, a man going about with a Bible under his arm. The promotion of commerce ought to be specially attended to, as this, more speedily than anything else, demolishes that sense of isolation which heathenism engenders. It makes the tribes feel themselves mutually dependent on, and mutually beneficial to each other. With a view to this, the missionaries at Kuruman got permission from the government for a trader to reside at the station, and a considerable trade has been the result. The trader himself has become rich enough to retire with a competence. . . .

My observations on this subject make me extremely desirous to promote the preparation of the raw materials of European manufactures in Africa. For by that means we may not only put a stop to the slave-trade, but introduce the negro family into the body corporate of nations, no one member of which can suffer without the others suffering with it. Success in this, in both Eastern and Western Africa, would lead, in the course of time, to a much larger diffusion of the blessings of civilization than efforts exclusively spiritual and educational confined to any one small tribe. These, however, it would of course be extremely desirable to carry on at the same time at large central and healthy stations, for neither civilization nor Christianity can be promoted alone. In fact, they are inseparable.

**Source Information:** David Livingston was an explorer, missionary, antislavery reformer, and supporter of imperial expansion. He became famous during his many years of missionary work and exploration in Africa. This brief passage is from “Means to Promote Civilization” by David Livingston in *Missionary Travels: Researches in South Africa* (London: John Murray, 1857), p. 28.

### Assessment Questions

1. David Livingston wants to see big changes in what he calls “the usual picture of a missionary.” Explain what he means by the “usual picture” and how he wants that picture to change.
2. At one point, Livingston says it would be good to “introduce the negro family into the body corporate of nations, no one member of which can suffer without the others suffering with it.” Do you think this was a good idea or do you think it was wrong of Livingston to want to make this happen? Why or why not?

### Assessment 3 *Basic Level*

# Japan's Response to the West

## ★ Key Ideas and Details

- 3. (6–8)** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

## ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

Assessment 3 is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 6–8. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. This activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a text.

## ★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that according to Okuma, Japan at first reacted to the West's achievements with surprise and admiration, and then with a sense of humiliation at the West's achievements compared with Japan's. This, in turn, led to a fierce determination to adopt Western ways "with insatiable avidity." Okuma ends the first paragraph saying that, as a result, Japan "underwent a complete change." Answers to the second assessment question should see that Okuma also wants to assure his readers that despite this wrenching change, something essentially Japanese has still been preserved. In other words, Japan overcame its sense of humiliation by adopting Western ways but without giving up its own "innate character."

## Japan's Response to the West

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 3:** Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

### A Primary Source Document

Up to half a century ago, the nation, avoiding all intercourse with foreigners, indulged in the happy dream that the Japanese were the mightiest nation under the sun. What was their surprise, then, when they were brought face to face with the civilization of the West? An ignorant man, born in a mountain village and suddenly taken to the seashore and shown the boundless expanse of water and the rolling of gigantic waves, could not be more astounded than they were. Western civilization, which was the fruit of Christianity and of the scientific progress of the nineteenth century, seemed a marvel of marvels to them. But soon wonder gave place to admiration, which, in its turn, became a desire to import this civilization into their own country. As a reaction from their former pride, they now passed to the other extreme, namely, a sense of humiliation, and they became keenly anxious to take in everything Western. Thus politics, economics, natural science, and art—everything was taken from the West with insatiable avidity, and the customs and usages of the people underwent a complete change. . . .

It should be clearly understood that, wonderful and complete as the outward transformation has been, not one jot or one tittle of the nation's innate character has been allowed to change. Consequently we rest perfectly content with our altered aspect, and even pride ourselves on the successful introduction of a new civilization. True, there are some aged people who lament the good old days and old customs, and we too are aware that in some instances the change has been too uncontrolled and that some old customs might have been preserved. Still, we regard our new garb as an improvement, on the whole, and when we speak of the social change, we naturally dwell more upon the evils that have been done away with than on the good features that have been unfortunately lost.

**Source Information:** The United States and other Western powers forced Japan to open itself to trade in the mid-1800s. This led to Japan totally transforming itself by copying much from the West. This passage, from 1909, discusses the meaning of these changes as seen by Okuma Shigenobu, a scholar and modernizing Japanese statesman who was twice Japan's prime minister. The passage is shortened and adapted from Okuma's *Fifty Years of New Japan*, vol. 2, edited by Marcus B. Huish (London: Smith, Elder & Co., 1909), p. 445, 446–47.



**Assessment 3** *Advanced Level*

# Japan's Response to the West

## ★ Key Ideas and Details

- 3. (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
- 3. (11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 3* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 3 for grades 9–10 and 11–12 combined. It asks students to follow the way a set of ideas or sequence of events in a text interacts together to describe a process or develop a central idea. The activity assesses the students' ability to read closely in order to understand various connections between each detail and the next in a complex text. It also asks them to evaluate the explanation offered in the passage and consider how adequate it is.

## ★ Evaluating Student Responses to This Assessment

Answers to the first assessment question should see that Okuma is describing Japan's response to the way it was forced open by the Western powers in the mid-1800s. He describes the Japanese people responding in stages, from initial surprise and wonder, to a sense of humiliation in the face of Western technological superiority, then to a fierce determination to adopt Western ways. Okuma says Japan "underwent a complete change," yet he also assures his readers that something essentially Japanese, an "innate character," has been preserved. Answers to the second assessment question may vary. On the surface, Okuma insists the changes have been good for Japan. He says Japan overcame its sense of humiliation by adopting Western ways without giving up its own "innate character." Yet some may detect a certain uneasiness about this in Okuma. After he insists the Japanese are "perfectly content with our altered aspect," he admits some people lament the loss of old customs and agrees that some good features of his society have been lost. It is possible to see his enthusiastic optimism as masking some actual ambivalence about the way Japan has changed.



## Japan's Response to the West

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 3: (9–10)** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. **(11–12)** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### A Primary Source Document

Up to half a century ago, the nation, avoiding all intercourse with foreigners, indulged in the happy dream that the Japanese were the mightiest nation under the sun. What was their surprise, then, when they were brought face to face with the civilization of the West? An ignorant man, born in a mountain village and suddenly taken to the sea-shore and shown the boundless expanse of water and the rolling of gigantic waves, could not be more astounded than they were. Western civilization, which was the fruit of Christianity and of the scientific progress of the 19th century, seemed a marvel of marvels to them. But soon wonder gave place to admiration, which, in its turn, became a desire to import this civilization into their own country. As a reaction from their former pride, they now passed to the other extreme, namely, a sense of humiliation, and they became keenly anxious to take in everything Western. Thus politics, economics, natural science, and art—everything was taken from the West with insatiable avidity, and the customs and usages of the people underwent a complete change. . . .

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**Assessment Questions**

1. Shigenobu Okuma describes Japan's complex process of adjustment to a huge challenge. Describe this adjustment and explain why Okuma sees it as painful yet good for Japan.

2. How sure do you think Okuma is that this big change was all to the good for Japan? Cite details in the text to support your answer.

## Assessment 4 *Basic Level*

# Germany's "Place in the Sun"

### ★ *Craft and Structure*

4. (6–8) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### ★ *Using This Assessment*

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*Assessment 4* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 6–8. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

### ★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should define a metaphor as a figure of speech that describes one thing as if it were a different thing with which it has some quality in common. In this case, Wilhelm uses the phrase "a place in the sun" to describe Germany's efforts to assert itself on the seas and gain greater power and respect in world affairs. The "place in the sun" is a way of describing this greater "place," or position of importance, that Germany will attain. Answers to the second assessment question should note that Wilhelm claims Germany's expanded sea power will instill a "larger and freer outlook" in the ordinary German and that the "pettiness which surrounds him in daily life on all sides will disappear." Wilhelm never explains what he means by "pettiness" here, but he clearly expects pride in Germany's greater world role to take its place. Best responses will also note that, while the metaphor is positive and peaceful sounding, the passage hints at a more aggressive notion of what Germany's "place in the sun" might mean—as when Wilhelm refers to finding "new points where we can drive in the nail on which to hang our armor."

## Germany's "Place in the Sun"

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below it. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 4:** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

### A Primary Source Document

In spite of the fact that we have no such fleet as we should have, we have conquered for ourselves a place in the sun. It will now be my task to see to it that this place in the sun shall remain our undisputed possession, in order that the sun's rays may fall fruitfully upon our activity and trade in foreign parts, that our industry and agriculture may develop within the state and our sailing sports upon the water, for our future lies upon the water. The more Germans go out upon the waters, whether it be in races or regattas, whether it be in journeys across the ocean, or in the service of the battle flag, so much the better it will be for us.

For when the German has once learned to direct his glance upon what is distant and great, the pettiness which surrounds him in daily life on all sides will disappear. Whoever wishes to have this larger and freer outlook can find no better place than one of the Hanseatic cities. . . . We are now making efforts to do what, in the old time, the Hanseatic cities could not accomplish, because they lacked the vivifying and protecting power of the empire. May it be the function of my Hansa during many years of peace to protect and advance commerce and trade! . . .

As head of the Empire I therefore rejoice over every citizen, whether from Hamburg, Bremen, or Lübeck, who goes forth with this large outlook and seeks new points where we can drive in the nail on which to hang our armor. Therefore, I believe that I express the feeling of all your hearts when I recognize gratefully that the director of this company who has placed at our disposal the wonderful ship which bears my daughter's name has gone forth as a courageous servant of the Hansa, in order to make for us friendly conquests whose fruits will be gathered by our descendants.

**Source Information:** Wilhelm II was Emperor of Germany from 1888 to 1918. He was a strong advocate of German imperialism. This passage is adapted from "A Place in the Sun," a speech he gave to the North German Regatta Association in 1901. Wilhelm mentions the Hanseatic cities in this passage. These were cities whose merchants traded along the coast of Northern Europe in the Middle Ages. The speech can be found in *The German Kaiser: As Shown in His Public Utterances* by Christian Gauss (New York: Charles Scribner's Sons, 1915) pp. 181–83.

## Assessment Questions

1. In this passage, German Emperor Wilhelm II uses the metaphor of “a place in the sun.” Explain what a metaphor is and what its use here has to do with German imperial expansion.
  
2. Why does Wilhelm think his quest for a place in the sun will be good for all the ordinary citizens of Germany?

Assessment 4 *Advanced Level*

## Germany's "Place in the Sun"

★ *Craft and Structure*

- 4. (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
- 4. (11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

★ *Using This Assessment*

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*Assessment 4* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 4 for grades 9–10 and 11–12 combined. It asks students to recognize that words and phrases must be understood in relation to the meaning of the text as a whole. In seeking to understand historical sources, this is an especially important challenge. Words and phrases need to be understood as they were used within their historical context. This activity assesses the students' ability to read closely in order to understand terms in these ways.

★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should demonstrate an understanding that a metaphor is a figure of speech that describes one thing as if it were a different thing with which it has some quality in common. In this case, Wilhelm uses the phrase "a place in the sun" to describe Germany's efforts to assert itself on the seas and gain greater power and respect in world affairs. The metaphor is effective in part because it uses a positive and peaceful sounding phrase that makes overseas and imperial expansion sound exciting and quite benign. Answers to the second assessment question should note that Wilhelm is talking about expanding Germany's presence on the seas. Although the metaphor calls up a peaceful image, at a few places Wilhelm hints at a less than peaceful intent, as when he says Germans will go to sea in "service of the battle flag," and he rejoices that they will find "new points where we can drive in the nail on which to hang our armor."

## Germany's "Place in the Sun"

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information just below it. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 4: (9–10)** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. **(11–12)** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

### A Primary Source Document

In spite of the fact that we have no such fleet as we should have, we have conquered for ourselves a place in the sun. It will now be my task to see to it that this place in the sun shall remain our undisputed possession, in order that the sun's rays may fall fruitfully upon our activity and trade in foreign parts, that our industry and agriculture may develop within the state and our sailing sports upon the water, for our future lies upon the water. The more Germans go out upon the waters, whether it be in races or regattas, whether it be in journeys across the ocean, or in the service of the battle flag, so much the better it will be for us.

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**Source Information:** Wilhelm II was Emperor of Germany from 1888 to 1918. He was a strong advocate of German imperialism. This passage is adapted from "A Place in the Sun," a speech he gave to the North German Regatta Association in 1901. Wilhelm mentions the Hanseatic cities in this passage. These were cities whose merchants traded along the coast of Northern Europe in the Middle Ages. The speech can be found in *The German Kaiser: As Shown in His Public Utterances* by Christian Gauss (New York: Charles Scribner's Sons, 1915), pp. 181–83.

## Assessment Questions

1. In this passage, Wilhelm II uses the metaphor of “a place in the sun.” Why is this an effective metaphor given the idea Wilhelm is promoting here?
2. How does the metaphor conceal as much as it reveals about the idea Wilhelm is promoting? Does anything in the passage itself give a clue as to what it might be concealing?



## Assessment 5 *Basic Level*

# The Chinese Boycott

### ★ Craft and Structure

5. (6–8) Describe how a text presents information (e.g., sequentially, comparatively, causally).

### ★ Using This Assessment

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*Assessment 5* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 6–8. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. These formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

### ★ Evaluating Student Responses to This Assessment

Acceptable responses to the assessment question may vary. Some may see the passage as mainly fitting the "compare and contrast" text structure. The first paragraph explains why Chinese opinion is so hostile to the United States even though that nation has not tried to seize territory in China. It then contrasts this public hostility to the United States with the anger of the Chinese government toward other major powers that are trying to seize territory in China. However, the passage could also be seen as fitting a "problem/solution" text structure. It poses the problem of why Chinese public opinion is so hostile to the United States, which is not trying to seize Chinese territory, even as other nations are. It offers a solution to that problem by making the distinction between China's government, which is angry at those other nations, and ordinary Chinese who resent U.S. restrictions on Chinese immigration. It is reasonable to see the passage as combining these two text structures. The third structure clearly does not apply; the passage does not supply examples to support a single generalization of some sort.

## The Chinese Boycott

**Directions:** This exercise asks you to read one primary source document and answer one question about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the assessment question that follows.

**CCS Standard 5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

### A Primary Source Document

The Chinese boycott of American goods is striking evidence of an awakening spirit of resentment in the great Empire against the injustice and aggression of foreign countries. It seems singular that its first manifestation of resentment should be directed against the nation [the United States] whose government has been most conspicuous in defending China's integrity and independence. The explanation of this is that the boycott movement owes its initiative, not to the Chinese government, but to individual and popular influence, and is almost entirely the outgrowth of the ill-feeling of the people who have been the victims of the harsh exclusion laws and the sufferers by the race hatred existing in certain localities and classes in the United States. Much the largest portion of Chinese foreign emigration has come to this country, and it is here they have suffered the most personal injustice and indignity. Being in large measure from the lower and middle classes of the population, they remember only their wrongs and maltreatment, and give little heed to the friendly relations which have so long existed between the two governments.

The Imperial Government has much more serious grievances against Great Britain, on account of the two wars which that country has waged against it in order to force upon its people the admission of opium, and because of the important territory taken. It has suffered greatly at the hands of France, in the conquest of its suzerain state of Annam, and from unprovoked wars. Russia has been an aggressor for two hundred years and has absorbed large areas of its domain. The act of Germany in its high-handed seizure of an important harbor and adjacent country in Shantung caused momentary indignation. The conduct of these nations has in greatest measure contributed to the general anti-foreign feeling which prevails throughout the Empire. But it was reserved to the United States, the only one of the great powers which has not despoiled its territory and never assumed an attitude of hostility to its government, to have its people and its commerce singled out as the objects of popular proscription.

**Source Information:** This is just the opening passage to a long 1906 article on a Chinese boycott of American goods. The boycott was in response to legal restrictions in the United States preventing Chinese immigration into the United States. The passage has been slightly adapted and is taken from "The Chinese Boycott" by John W. Foster in *The Atlantic Monthly*, January 1906, pp. 118–27.

## Assessment Question

“Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are three types of text structure:

- *Compare and Contrast*: A pattern showing what is similar and what is different in two events, examples, processes, etc.
- *Problem/Solution*: A problem or question is presented and a solution or series of steps in a solution follows.
- *Generalization/Specific Examples*: A general statement or definition is followed by a series of examples illustrating it.

Of these three text structures, choose the one you think most accurately describes the text structure of this document. Explain your choice.

Assessment 5 *Advanced Level*

# The Chinese Boycott

## ★ *Craft and Structure*

- 5. (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 5. (11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

## ★ *Using This Assessment*

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*Assessment 5* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 5 for grades 9–10 and 11–12 combined. It asks students to pay attention to a text's "structure"—that is, to the overall pattern or organizational arrangement of its headings, sentences, paragraphs, stanzas, and chapters, as well as its various stylistic features. Students should see how structure is deliberately used to enable the text to achieve certain goals. Such formal elements can contribute to a text's meanings in many ways. This activity assesses the students' ability to read closely in order to understand the impact of the way one historical primary source is structured to present its information.

## ★ *Evaluating Student Responses to This Assessment*

Acceptable responses to the first assessment question should explain why it fits both structures. It fits the "compare and contrast" text structure by contrasting the Chinese public's hostility toward the United States even though it does not seek Chinese territory with the Chinese government's greater anger at other powers that do seek Chinese territory. The text also can be seen as fitting a "problem/solution" text structure. It poses the problem of why Chinese public opinion is uniquely hostile to the United States, despite that nation's respect for China's territorial integrity. It solves that problem by making the distinction between China's government and its concerns, and ordinary Chinese who mainly resent U.S. restrictions on Chinese immigration.

## The Chinese Boycott

**Directions:** This exercise asks you to read one primary source document and answer one question about specific details in the document. In order to better understand the document as a historical source, read and make use of the source information located just below it. When you have studied the document and the source information, answer the assessment question that follows.

**CCS Standard 5: (9–10)** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. **(11–12)** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

### A Primary Source Document

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**Source Information:** This is just the opening passage to a long 1906 article on a Chinese boycott of American goods. The boycott was in response to legal restrictions in the United States preventing Chinese immigration into the United States. The passage has been slightly adapted and is taken from "The Chinese Boycott" by John W. Foster in *The Atlantic Monthly*, January 1906, pp. 118–27.

## Assessment Question

“Text structure” refers to the way paragraphs and longer texts are organized, with different structures serving different purposes. Here are descriptions of two kinds of text structure.

- *Compare and Contrast*: A pattern showing what is similar and what is different in two events, examples, processes, etc.
- *Problem/Solution*: A problem or question is presented and a solution or series of steps in a solution follows.

Explain how each of these structures describes some aspects of the way this passage is organized.

## Assessment 6 *Basic Level*

# The Sepoy Rebellion

### ★ *Craft and Structure*

6. (6–8) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### ★ *Using This Assessment*

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*Assessment 6* is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 6–8. It asks students to note a text’s point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author’s background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

### ★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see clearly that Hazewell focuses only on the character flaws he sees in the sepoys. He speaks of their “panic” and “bitterness,” their “lust for revenge” and “passion for plunder and cruelty.” He calls them “the worst characters,” “a semi-civilized race, unrestrained by law or by moral feeling.” Hazewell expresses contempt for the rebels in very strong and emotional terms. Given that he does not mention any of their actual grievances or concerns, this emotional language is his main way to present and defend his point of view. Acceptable answers to the second assessment question should see that although Sita Ram does mention sepoym emotions to some extent, he mainly focuses on what their fears were actually about. This focus allows him to depict the sepoys as much more rational than they seem in Hazewell’s account. Sita Ram discusses the new cartridges and explains the dangers of ritual impurity they posed. Yet he also sets this issue in a broader context of growing concerns about the British takeover of the state of Oudh and the increase in Christian missionary activity. Were the British going to force everyone to become Christian? Sita Ram indicates that he had never mistrusted British intentions before, but even he now has “doubts” due to these recent British actions.

## The Sepoy Rebellion

**Directions:** This exercise asks you to read two primary source documents carefully and answer two questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

**CCS Standard 6:** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

### Document 1: A Primary Source

Some sepoys mutinied from mere panic, some from bitterness of hate. Some fled away quietly with their arms, to join the force that had now swelled to an army in Delhi, the city of the Great Moghul. Some repeated the atrocities of Meerut, and set up a separate standard of revolt, to which all the disaffected and all the worst characters of the district flocked, to gratify their lust for revenge of real or fancied wrongs, or their baser passions for plunder and cruelty. The malignity of a semi-civilized race, unrestrained by law or by moral feeling, broke out in its most frightful forms. Cowardice possessed of strength never wreaked more horrible sufferings upon its victims, and the bloody and barbarous annals of Indian history show no more bloody and barbarous page. . . .

England will have learnt much from this uprising. And no doubt essential changes will take place within a few years in the constitution of the Indian government. But it is to be remembered that for the past thirty years, English rule in India has been, with all its defects, an enlightened and beneficent rule. The crimes with which it has been charged, the crimes of which it has been guilty, are small, compared with the good it has done. Moreover, they are not the result of inherent vices in the system of government, so much as of the character of exceptional individuals employed to carry out that system, and of the native character itself.

**Source Information:** The great Sepoy Rebellion of 1857 expressed the growing anger and suspicion felt by many in India at the rule of the British East India Company. Sepoys were Indian soldiers serving the British forces in India. Their fears spilled over into open revolt when rumors spread that new rifle cartridges were greased with pig fat. Soldiers would have to bite open the cartridges, which would be an act of ritual impurity for both Hindu and Muslim soldiers. This passage is somewhat shortened and adapted from “The Indian Revolt,” by Charles Creighton Hazewell, an American minister and editor. Hazewell was not himself British. His family came to New England from England in the seventeenth century. The passage is adapted from Hazewell’s “The Indian Revolt,” *The Atlantic Monthly*, December 1857, pp. 217–22.



## Document 2: A Primary Source

About this time the [English Government] sent parties of men from each regiment to different garrisons for instruction in the use of the new rifle. These men performed the new drill for some time until a report got about, by some means or other, that the cartridges used for these new rifles were greased with the fat of cows and pigs. The men from our regiment wrote to others in the regiment telling them of this, and there was soon excitement in every regiment. Some men pointed out that in forty years' service nothing had ever been done by the [English Government] to insult their religion, but . . . the sepoys' minds had been inflamed by the [British] seizure of Oudh. Interested parties were quick to point out that the great aim of the English was to turn us all into Christians and they had therefore introduced the cartridge in order to bring this about, since both [Muslims] and Hindus would be defiled by using it. . . .

[The Proclamation of the King of Delhi] stated that the English [Government] intended to make all Brahmin [priests] into Christians, which had in fact been proved correct, and in proof of it one hundred [Christian ministers] were about to be stationed in Oudh. Caste was going to be broken by forcing everyone to eat beef or pork. . . .

I had never known the [English] to interfere with our religion or our caste in all the years since I had been a soldier, but I was nevertheless filled with doubt. . . . I had also [noticed] the increase in [Missionaries] during recent years. They stood up in the streets of our cities and told the people that their cherished religion was all false, and they exhorted them to become Christians.

**Source Information:** Sita Ram was a sepoy who remained loyal to the British. Yet even he had his “doubts” about them. In this passage, he sees the recent British East India Company takeover of the state of Oudh as the central event triggering the Sepoy Rebellion. This passage is adapted from the quotation of Sita Ram's testimony in an article by Joseph Coohill, “Indian Voices from the 1857 Rebellion,” *History Today* 57, no. 5 (May 2007): 48–54.

### Assessment Questions

1. In Document 1, what is Charles Hazewell's attitude toward the sepoy rebels, and how does he use colorful and emotional language to make his point of view clear?
2. In Document 2, what does Sita Ram stress about the sepoys, and how does this help him express a very different point of view from Hazewell's?

Assessment 6 *Advanced Level*

# The Sepoy Rebellion

## ★ *Craft and Structure*

- 6. (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 6. (11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

## ★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 6* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 6 for grades 9–10 and 11–12 combined. It asks students to note a text's point of view as expressed by looking closely at details in the text itself. These details may take the form of emotional language, distorted or exaggerated descriptions, stereotyped labeling, etc. However, even a text with a neutral tone may express bias or point of view by selectively emphasizing some facts while omitting others. Therefore, students also need to go outside the text to interpret point of view by considering sourcing information such as the author's background, purpose, and audience. In addition, students need to see that when sources express conflicting points of view they may still be reliable in certain ways—for example, by what they share in common or by backing up their claims with solid evidence.

## ★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see that Hazewell focuses on the character flaws he sees in the sepoys. He speaks of their “panic” and “bitterness,” their “lust for revenge” and “passion for plunder and cruelty.” He calls them “the worst characters,” “a semi-civilized race, unrestrained by law or by moral feeling.” Hazewell expresses contempt for the rebels in very strong and emotional terms. Sita Ram also mentions sepoy emotions, saying they were “excited” and “inflamed.” However, he also suggests they did not all agree or act in haste. Even he has doubts about British intentions although he trusted them for many years. He mainly focuses on what the sepoys’ fears were about. This focus allows him to depict the sepoys as much more rational than they seem in Hazewell’s account. Acceptable answers to the second assessment question should see that Hazewell says nothing about the actual issues that angered the sepoys, whereas Sita Ram focuses almost entirely on those issues. Sita Ram discusses the new cartridges and explains the dangers of ritual impurity they posed. And he sets this issue in a broader context of growing concerns about the British takeover of the state of Oudh and the increase in Christian missionary activity. Hazewell’s only comments about British actions are to the effect that they were well intentioned and only sometimes mistaken. He says the crimes they committed are small compared with the great good they have done, but is not specific at all about either of these things.

## The Sepoy Rebellion

**Directions:** This exercise asks you to read two primary source documents carefully and answer questions about specific details in them. In order to better understand these documents as historical primary sources, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the two assessment questions that follow.

**CCS Standard 6: (9–10)** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**(11–12)** Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

### Document 1: A Primary Source

Some sepoy mutinied from mere panic, some from bitterness of hate. Some fled away quietly with their arms, to join the force that had now swelled to an army in Delhi, the city of the Great Moghul. Some repeated the atrocities of Meerut, and set up a separate standard of revolt, to which all the disaffected and all the worst characters of the district flocked, to gratify their lust for revenge of real or fancied wrongs, or their baser passions for plunder and cruelty. The malignity of a semi-civilized race, unrestrained by law or by moral feeling, broke out in its most frightful forms. Cowardice possessed of strength never wreaked more horrible sufferings upon its victims, and the bloody and barbarous annals of Indian history show no more bloody and barbarous page. . . .

England will have learnt much from this uprising. And no doubt essential changes will take place within a few years in the constitution of the Indian government. But it is to be remembered that for the past thirty years, English rule in India has been, with all its defects, an enlightened and beneficent rule. The crimes with which it has been charged, the crimes of which it has been guilty, are small, compared with the good it has done. Moreover, they are not the result of inherent vices in the system of government, so much as of the character of exceptional individuals employed to carry out that system, and of the native character itself.

**Source Information:** The great Sepoy Rebellion of 1857 expressed the growing anger and suspicion felt by many in India at the rule of the British East India Company. Sepoys were Indian soldiers serving the British forces in India. Their fears spilled over into open revolt when rumors spread that new rifle cartridges were greased with pig fat. Soldiers would have to bite open the cartridges, which would be an act of ritual impurity for both Hindu and Muslim soldiers. This passage is somewhat shortened and adapted from "The Indian Revolt," by Charles Creighton Hazewell, an American minister and editor. Hazewell was not himself British. His family came to New England from England in the seventeenth century. The passage is from Hazewell's "The Indian Revolt," *The Atlantic Monthly*, December 1857, pp. 217–22.

## Document 2: A Primary Source

About this time the [English Government] sent parties of men from each regiment to different garrisons for instruction in the use of the new rifle. These men performed the new drill for some time until a report got about, by some means or other, that the cartridges used for these new rifles were greased with the fat of cows and pigs. The men from our regiment wrote to others in the regiment telling them of this, and there was soon excitement in every regiment. Some men pointed out that in forty years' service nothing had ever been done by the [English Government] to insult their religion, but . . . the sepoys' minds had been inflamed by the [British] seizure of Oudh. Interested parties were quick to point out that the great aim of the English was to turn us all into Christians and they had therefore introduced the cartridge in order to bring this about, since both [Muslims] and Hindus would be defiled by using it. . . .

[The Proclamation of the King of Delhi] stated that the English [Government] intended to make all Brahmin [priests] into Christians, which had in fact been proved correct, and in proof of it one hundred [Christian ministers] were about to be stationed in Oudh. Caste was going to be broken by forcing everyone to eat beef or pork. . . .

I had never known the [English] to interfere with our religion or our caste in all the years since I had been a soldier, but I was nevertheless filled with doubt. . . . I had also [noticed] the increase in [Missionaries] during recent years. They stood up in the streets of our cities and told the people that their cherished religion was all false, and they exhorted them to become Christians.

**Source Information:** Sita Ram was a sepoy who remained loyal to the British. Yet even he had his “doubts” about them. In this passage, he sees the recent British East India Company takeover of the state of Oudh as the central event triggering the Sepoy Rebellion. This passage is adapted from the quotation of Sita Ram's testimony in an article by Joseph Coohill, “Indian Voices from the 1857 Rebellion,” *History Today* 57, no. 5 (May 2007): 48–54.

### Assessment Questions

1. These two documents use very different terms to describe the sepoys. How do language choices aid the two writers in expressing their contrasting views?
2. Selectivity refers to the way a writer must choose what to include and what to leave out of any account. How does selectivity help each writer back up his point of view about the sepoys and their uprising?

Assessment 7 *Basic Level*

# China's Century of Troubles

## ★ *Integration of Knowledge and Ideas*

- 7. (6–8)** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

## ★ *Using This Assessment*

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*Assessment 7* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 6–8. It asks students to do something historians must do all the time—integrate evidence found in several primary sources presented in a variety of visual and textual formats.

## ★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the assessment question should see clearly that the table of reparations payments (Document 1) shows China's weakness in relation to several major powers—Great Britain, France, Russia, Japan, etc. This should be clear even without the source information on the disastrous outcome of the Opium Wars. Nevertheless, that source information adds support to this interpretation. Document 2 is about a vast internal uprising, but it also depicts a mood of national humiliation in relation to the world outside, describing the Chinese as people who have become subjects and servants “with bowed heads.” Also, the facts about the uprising itself testify to the growing weakness of the Chinese government. Document 3 adds to this sense of a humiliated nation, with its insulting stereotypical portrayal of a heavyset, bewildered, traditionally garbed Chinese diplomat as several British ladies look on with bemused contempt.

## China's Century of Troubles

**Directions:** This exercise asks you to study three documents carefully and answer one question on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment question that follows.

**CCS Standard 7:** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

### Document 1: A Primary Source

Reparations Payments Imposed on China in the 1800s	
1841	6 million liang* (to Great Britain)
1842	21 million liang (to Great Britain)
1858	4 million liang (to Great Britain) 2 million liang (to France)
1860	16 million liang (to Great Britain and France)
1862–73	Nearly 2 million liang for incidents involving missionaries, etc.
1878	5 million liang (to Russia)
1881	9 million liang (to Russia)
1895	200 million liang (to Japan)
1897	30 million liang (to Japan)
1901	450 million liang (to several Western allies during the Boxer Rebellion)

\*A "liang" is a unit amount of silver.

**Source Information:** In the first Opium War (1839–1842), Great Britain forced China's government to continue to allow British traders to sell opium in China. The British also made the Chinese open five ports to trade and to pay reparations for damages caused. This was just the beginning of such demands made on China by Western powers and Japan. This list shows some of the reparations payments imposed on China by foreign nations starting with the first Opium War. Adapted from *A History of Chinese Civilization* by Jacques Gernet (New York: Cambridge University Press, 1996), p. 611.

## Document 2: A Primary Source

Can the Chinese still consider themselves men? Ever since the Manchus poisoned China, the flame of oppression has risen up to heaven, the poison of corruption has defiled the emperor's throne, the offensive odor has spread over the four seas, and the influence of demons has distressed the empire while the Chinese with bowed heads and dejected spirits willingly became subjects and servants.

**Source Information:** The Opium Wars took place at a time of growing trouble in China. In 1850, a Christian convert named Hong Xiuquan led an uprising against Manchu rule, seeking to establish what he called the "Heavenly Kingdom of Great Peace." This Taiping Rebellion lasted fourteen years and resulted in perhaps 20 million dead. This passage is from a proclamation by the Taiping rebels in 1852, when they were trying to win over new recruits to their cause. As quoted in *The Search for Modern China* by Jonathan D. Spence (New York: W. W. Norton & Company, 1990), p. 173.

## Document 3: A Primary Source



The war with China was brought to a successful close and a Treaty of Peace concluded with the Emperor. The chief stipulations were the payment of a large indemnity by the Chinese, the opening of certain ports, and the cession to England of the island of Hong Kong.

Image source: "The Presentation of the Chinese Ambassador," *Punch*, August 26, 1842.



**Source Information:** This British cartoon depicts a meek Chinese ambassador just after China signed the peace treaty with Great Britain to end the First Opium War in 1842. The larger caption reads, “The Presentation of the Chinese Ambassador.” The original caption read, “The war with China was brought to a successful close and a Treaty of Peace concluded with the Emperor. The chief stipulations were the payment of a large indemnity by the Chinese, the opening of certain ports, and the cession to England of the island of Hong Kong.” The cartoon is from *Punch* magazine, August 26, 1842.

## Assessment Question

Consider this statement: “In the 1800s, a weakened China experienced growing troubles from within as well as external threats from arrogant imperial powers.” Explain how all three of these documents are evidence in support of this statement.

Assessment 7 *Advanced Level*

# China's Century of Troubles

## ★ *Integration of Knowledge and Ideas*

- 7. (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- 7. (11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## ★ *Using This Assessment*

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*Assessment 7* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 7 for grades 9–10 and 11–12 combined. It asks students to do something historians must do all the time—integrate evidence found in a wide variety of primary sources presented in many visual and textual formats. It also asks them to judge the relative strengths and weaknesses of visual as compared with written sources.

## ★ *Evaluating Student Responses to This Assessment*

Acceptable answers to the first assessment question should see clearly that the documents all show the growing weakness of China in the 1800s. The table of reparations payments (Document 1) is evidence of China's submission to several major powers—Great Britain, France, Russia, Japan, in the decades after the first Opium War. Document 2 is about a vast internal uprising, but it also depicts a mood of national humiliation and weakness, describing the Chinese as people who have become subjects and servants “with bowed heads.” Also, the uprising itself testifies to the growing weakness of the Chinese government. Document 3 adds to this sense of a humiliated nation, with its insulting stereotypical portrayal of a heavyset, bewildered, traditionally garbed Chinese diplomat meeting with the triumphant British. Acceptable answers to the second assessment question may vary. Some may find the table to be broader in significance than the other two, and more direct regarding China's submission to other powers. However, some may see in Document 2 and Document 3 more dramatic evidence of the psychological and cultural effects of China's growing weakness on the Chinese and on the way others perceived China.

## China's Century of Troubles

**Directions:** This exercise asks you to study three documents carefully and answer two questions focused on what these sources have in common. In order to better understand the documents and their importance as historical evidence, read and make use of the source information located just below or next to each document itself. When you have studied the documents and the source information, answer the assessment questions that follow.

**CCS Standard 7: (9–10)** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. **(11–12)** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

### Document 1: A Primary Source

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1878	5 million liang (to Russia)
1881	9 million liang (to Russia)
1895	200 million liang (to Japan)
1897	30 million liang (to Japan)
1901	450 million liang (to several Western allies during the Boxer Rebellion)

\*A "liang" is a unit amount of silver.

**Source Information:** In the first Opium War (1839–1842), Great Britain forced China's government to continue to allow British traders to sell opium in China. The British also made the Chinese open five ports to trade and to pay reparations for damages caused. This was just the beginning of such demands made on China by Western powers and Japan. This list shows some of the reparations payments imposed on China by foreign nations starting with the first Opium War. Adapted from *A History of Chinese Civilization* by Jacques Gernet (New York: Cambridge University Press, 1996), p. 611.

## Document 2: A Primary Source

Can the Chinese still consider themselves men? Ever since the Manchus poisoned China, the flame of oppression has risen up to heaven, the poison of corruption has defiled the emperor's throne, the offensive odor has spread over the four seas, and the influence of demons has distressed the empire while the Chinese with bowed heads and dejected spirits willingly became subjects and servants.

**Source Information:** The Opium Wars took place at a time of growing trouble in China. In 1850, a Christian convert named Hong Xiuquan led an uprising against Manchu rule, seeking to establish what he called the "Heavenly Kingdom of Great Peace." This Taiping Rebellion lasted fourteen years and resulted in perhaps 20 million dead. This passage is from a proclamation by the Taiping rebels in 1852, when they were trying to win over new recruits to their cause. As quoted in *The Search for Modern China* by Jonathan D. Spence (New York: W. W. Norton & Company, 1990), p. 173.

## Document 3: A Primary Source



The war with China was brought to a successful close and a Treaty of Peace concluded with the Emperor. The chief stipulations were the payment of a large indemnity by the Chinese, the opening of certain ports, and the cession to England of the island of Hong Kong.

Image source: "The Presentation of the Chinese Ambassador," *Punch*, August 26, 1842.



Assessment 8 *Basic Level*

# A Defense of Imperialism

## ★ *Integration of Knowledge and Ideas*

- 8. (6–8)** Distinguish among fact, opinion, and reasoned judgment in a text.

## ★ *Using This Assessment*

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*Assessment 8* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 6–8. It asks students to pay attention to the way a text reasons about its factual claims and to distinguish between these and expressions of opinion. This could mean paying close attention to the factual evidence offered or to the reasoning process and logic used to support a claim—as well as an ability to distinguish these from the text's biases or expressions of opinion. This activity assesses the students' ability to read closely in order to understand a text in these ways.

## ★ *Evaluating Student Responses to This Assessment*

Responses to the first assessment question should see that Leroy-Beaulieu claims Western civilization has a right to intervene in the last two of his four groups of nations because of the flaws in those two groups. These are flaws, he says, that Western civilization can help them overcome. The flaws are, basically, that these lands are warlike and brutal, disorganized, and backward technologically. Leroy-Beaulieu also thinks Western civilization is entitled to those lands because the West is overpopulated—“cooped up” in limited areas—whereas the less-populated, backward societies are “scattered, in enormous territories which could nourish vast numbers of people with ease.” Answers to the second assessment question should see that Leroy-Beaulieu relies on rhetoric not evidence. His negative labels include calling the societies he wants the West to conquer “barbarian tribes or savages” with “brutal customs.” He later says they are “ignorant, ineffectual men who are like feeble children,” etc. These charges are all made without any real evidence to support them.

## A Defense of Imperialism

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 8:** Distinguish among fact, opinion, and reasoned judgment in a text.

### A Primary Source Document

It is impossible not to consider imperialism as one of the tasks imposed on the civilized states for the last four centuries, more particularly on our age.

The present-day world is composed of four different parts in terms of types of civilization. That of Western civilization—our own part. A second part is inhabited by people of a different civilization, but organized in compact, coherent and stable societies and destined by their history and present character to govern themselves—the Chinese and Japanese peoples for example. In the third part live peoples advanced enough in some respects, but not able to constitute themselves as unified, peaceful, progressive nations, following a regular development. . . . India before the British conquest, Java, and the Indochinese peninsula represent particularly this third type.

Finally, a great part of the world is inhabited by barbarian tribes or savages, some given over to wars without end and to brutal customs, and others knowing so little of the arts and being so little accustomed to work and to invention that they do not know how to exploit their land and its natural riches. They live in little groups, impoverished and scattered, in enormous territories which could nourish vast numbers of people with ease.

This state of the world implies for the civilized people a right of intervention . . . in the affairs of the peoples of the last two categories.

It is neither natural nor just for the civilized people of the West to be cooped up indefinitely and jammed into the restricted spaces which were their first home. Nor is it natural and just that they there accumulate the marvels of science, the arts and civilization, . . . while they leave perhaps half the world to little groups of ignorant, ineffectual men who are like feeble children, or to exhausted populations, without energy, without direction, who may be compared to old men.

Imperialism is often confused with commerce or with the opening of commercial markets. . . . Imperialism means something quite different from the sale or purchase of commodities. It entails a profound action on a people and a territory, providing the inhabitants with some education and regular justice, teaching them the division of labor and the uses of capital when they are ignorant of these things. It opens an area not only to the merchandise of the mother country, but to its capital and its savings, to its engineers, to its overseers, to its emigrants. Such a transformation of a barbarian country cannot be accomplished by simple commercial relations.





## Assessment 8 *Advanced Level*

# A Defense of Imperialism

### ★ Integration of Knowledge and Ideas

- 8. (9–10) Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 8. (11–12) Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

### ★ Using This Assessment

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*Assessment 8* is designed to measure students’ ability to master the skills described in Common Core History/Social Studies Reading Standard 8 for grades 9–10 and 11–12 combined. It asks students to pay attention to the way a text backs up or seeks to explain its factual claims. This could mean paying close attention to the factual evidence offered in the text as compared with expressions of opinion. Or it could mean attention to the reasoning process and logic used to support a claim. It may also require students to examine underlying assumptions and bias in order to see how they shape or distort the reasoning process presented by the text. This activity assesses the students’ ability to read closely in order to understand a text in these ways.

### ★ Evaluating Student Responses to This Assessment

Responses to the first assessment question should see that Leroy-Beaulieu claims that Western civilization has a right to intervene in the last two of the four groups of nations he identifies in his second paragraph. He bases his claim on the flaws he sees in these two types of societies, especially the last type. He describes these societies as warlike and brutal, disorganized, and backward technologically. He also gives the West a right to conquer these lands because it is itself overpopulated and the other lands are less populated and underutilized. Answers to the second assessment question should note the text’s heavy reliance on rhetoric and its lack of any real specific evidence about the two groups of societies. Leroy-Beaulieu labels those societies “barbarian tribes or savages,” refers to their “brutal customs,” and says they are “little accustomed to work.” Later he refers to them contemptuously as “ignorant, ineffectual men who are like feeble children.” He adds to his case by describing the West’s impact on these societies in glowing and positive terms—referring to its “profound action” in offering the people “education and regular justice, teaching them the division of labor and the uses of capital,” etc.

## A Defense of Imperialism

**Directions:** This exercise asks you to read one primary source document carefully and answer two questions about specific details in the document. In order to better understand the document as a historical primary source, read and make use of the source information located just below the document itself. When you have studied the document and the source information, answer the assessment questions that follow.

**CCS Standard 8: (9–10)** Assess the extent to which the reasoning and evidence in a text support the author’s claims. **(11–12)** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

### A Primary Source Document

It is impossible not to consider imperialism as one of the tasks imposed on the civilized states for the last four centuries, more particularly on our age.

The present-day world is composed of four different parts in terms of types of civilization. That of Western civilization—our own part. A second part is inhabited by people of a different civilization, but organized in compact, coherent and stable societies and destined by their history and present character to govern themselves—the Chinese and Japanese peoples for example. In the third part live peoples advanced enough in some respects, but not able to constitute themselves as unified, peaceful, progressive nations, following a regular development. . . . India before the British conquest, Java, and the Indochinese peninsula represent particularly this third type.

Finally, a great part of the world is inhabited by barbarian tribes or savages, some given over to wars without end and to brutal customs, and others knowing so little of the arts and being so little accustomed to work and to invention that they do not know how to exploit their land and its natural riches. They live in little groups, impoverished and scattered, in enormous territories which could nourish vast numbers of people with ease.

This state of the world implies for the civilized people a right of intervention . . . in the affairs of the peoples of the last two categories.

It is neither natural nor just for the civilized people of the West to be cooped up indefinitely and jammed into the restricted spaces which were their first home. Nor is it natural and just that they there accumulate the marvels of science, the arts and civilization, . . . while they leave perhaps half the world to little groups of ignorant, ineffectual men who are like feeble children, or to exhausted populations, without energy, without direction, who may be compared to old men.

*Continued on next page*



Assessment 9 *Basic Level*

# Macaulay's Doubts about Imperialism

## ★ *Integration of Knowledge and Ideas*

**9. (6–8)** Analyze the relationship between a primary and secondary source on the same topic.

## ★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 9* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 6–8. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

## ★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Macaulay appears to be critical of imperialism as it is currently practiced. He says it would be better for India to be well ruled and independent of Great Britain than poorly ruled but under British control. He also says it is more important for Britain to have greater trade with a wealthy India than to control a poor India. Or as he puts it, “Better that they were ruled by their own kings while wearing our broadcloth, and working with our cutlery.” He perhaps best sums up his main idea when he says that to “trade with civilized men is infinitely more profitable than to govern savages.” Answers to the second assessment question may vary. Some may feel Macaulay's emphasis on the value of trade is the same as the emphasis on free trade by the anti-imperialists described in Document 2. Best answers, however, will notice that Macaulay himself was a dedicated imperial official, and he never specifically rejects the idea of imperialism in this passage. He only says it would be “better” to have an independent and prosperous India than a poor but colonized India. He also wants to spread “European civilization” to the rest of the world. It may be that Macaulay prefers most a kind of imperialism that really does help the colonized people become richer and better governed.

## Macaulay's Doubts about Imperialism

**Directions:** This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

**CCS Standard 9:** Analyze the relationship between a primary and secondary source on the same topic.

### Document 1: A Primary Source

The mere extent of empire is not necessarily an advantage. To many governments it has been cumbersome; to some it has been fatal. Every statesman of our time agrees that the prosperity of a community is made up of the prosperity of those who compose the community, and that it is the most childish ambition to want dominion over others if it adds to no man's comfort or security. To the great trading nation, to the great manufacturing nation, no progress which any portion of the human race can make in knowledge, in taste for the conveniences of life, or in the wealth by which those conveniences are produced, can be matter of indifference. It is scarcely possible to calculate the benefits which we might derive from the diffusion of European civilization among the vast population of the East. It would be . . . far better for us that the people of India were well governed and independent of us, than ill governed and subject to us. Better that they were ruled by their own kings while wearing our broadcloth, and working with our cutlery, instead of bowing to English tax collectors and English magistrates while remaining too ignorant to value, or too poor to buy, English manufactures. To trade with civilized men is infinitely more profitable than to govern savages. That would be a false wisdom that, in order to keep India as a dependency, would make it a useless and costly dependency, or that would keep a hundred millions of men from being our customers just so they might continue to be our slaves.

**Source Information:** Thomas Babington Macaulay (1800–1859) was a British historian and politician. As a British official in India from 1834–38, he worked hard to foster an English-based education system there, stressing history, science, and technology. This passage is somewhat adapted and shortened from a speech he gave to the British House of Commons on July 10, 1833. In it, he expresses certain views regarding the British Empire. The entire speech is included in *The Miscellaneous Writings and Speeches of Lord Macaulay*, vol. 4, by Thomas Babington Macaulay (London: Longmans, Green, and Co., 1889).

## Document 2: A Secondary Source

Anti-imperialists regarded the empire as a burden to British taxpayers. The economic criticism can be traced back to Adam Smith, who argued in the *Wealth of Nations* in 1776 that colonies caused severe strains on British economy, distorted the allocation of funds at home, and dangerously increased threats of war. Smith and his followers put their faith in the development of free trade, which would increase prosperity throughout the world through a mutually beneficial international division of labor, thus naturally excluding monopolies and empires. The belief in the international harmony of free trade led many to think that every penny spent on imperial campaigns was a penny lost. Moreover, the free trade principle of non-intervention led to strong opposition against militarism and imperial expansion in any form. Richard Cobden and John Bright are the best-known mid-Victorian protagonists of this view, and John Morley, in particular, is a good representative of this “old Liberal” school at the end of the century. William Gladstone, too—before his reluctant imperialism of the 1880s—denounced the policy of imperial expansion in these terms several times in his famous Midlothian speeches of 1879.

**Source Information:** This short passage is from a secondary source on British anti-imperialism. The passage can be found in *Empire and Imperial Ambition: Liberty, Englishness and Anti-Imperialism in Late Victorian Britain* by Mira Matikkala (London: I. B. Tauris, 2011), p. 23.

### Assessment Questions

1. Macaulay thinks that having an empire is not necessarily good for Britain itself. Explain his reasoning.
2. Does Macaulay agree with the anti-imperialists described in Document 2? Base your answers both on the documents and on the source information for each document.

## Assessment 9 *Advanced Level*

# Macaulay's Doubts about Imperialism

### ★ *Integration of Knowledge and Ideas*

- 9. (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources.
- 9. (11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### ★ *Using This Assessment*

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Assessment 9* is designed to measure students' ability to master the skills described in Common Core History/Social Studies Reading Standard 9 for grades 9–10 and 11–12 combined. It asks students to understand the relationship between primary and secondary sources. This means students must know the difference between the two kinds of sources—that primary sources provide the evidence for secondary source claims and interpretations. This should lead them to adopt a critical approach to secondary sources themselves. That is, such secondary accounts should not be regarded as final and complete. They are interpretations of the past, not the past itself. Students should learn to weigh secondary source accounts against the relevant primary source evidence.

### ★ *Evaluating Student Responses to This Assessment*

Answers to the first assessment question should see that Macaulay appears to be critical of imperialism mainly as it is currently practiced. He says it would be better for India to be well ruled and independent of Great Britain than poorly ruled but under British control. He also says it is more important to have trade with a wealthy India than to control a poor India. This sounds very much like the anti-imperialists in Document 2. Both documents support free trade as good both for Great Britain and the poorer parts of the world. However, Macaulay himself was a dedicated imperial official, and in his passage he never specifically rejects the idea of imperialism. He only says it would be “better” to have an independent and prosperous India than a poor but colonized India. Answers to the second assessment question should see that Macaulay favors the diffusion of “Western civilization” to the rest of the world, and he thinks this is in the interest of Great Britain. Developing a Western-educated elite in India could be his main way to ensure a better run and a more prosperous India in the future, yet still an India with Great Britain exercising ultimate control.

## Macaulay's Doubts about Imperialism

**Directions:** This exercise asks you to read one primary source document and one secondary source document carefully and answer questions about specific details in them. In order to better understand the documents, read and make use of the source information located just below each document. When you have studied the documents and the source information, answer the assessment questions that follow.

**CCS Standard 9: (9–10)** Compare and contrast treatments of the same topic in several primary and secondary sources. **(11–12)** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

### Document 1: A Primary Source

The mere extent of empire is not necessarily an advantage. To many governments it has been cumbersome; to some it has been fatal. Every statesman of our time agrees that the prosperity of a community is made up of the prosperity of those who compose the community, and that it is the most childish ambition to want dominion over others if it adds to no man's comfort or security. To the great trading nation, to the great manufacturing nation, no progress which any portion of the human race can make in knowledge, in taste for the conveniences of life, or in the wealth by which those conveniences are produced, can be matter of indifference. It is scarcely possible to calculate the benefits which we might derive from the diffusion of European civilization among the vast population of the East. It would be . . . far better for us that the people of India were well governed and independent of us, than ill governed and subject to us. Better that they were ruled by their own kings while wearing our broadcloth, and working with our cutlery, instead of bowing to English tax collectors and English magistrates while remaining too ignorant to value, or too poor to buy, English manufactures. To trade with civilized men is infinitely more profitable than to govern savages. That would be a false wisdom that, in order to keep India as a dependency, would make it a useless and costly dependency, or that would keep a hundred millions of men from being our customers just so they might continue to be our slaves.

**Source Information:** Thomas Babington Macaulay (1800–1859) was a British historian and politician. As a British official in India from 1834–38, he worked hard to foster an English-based education system there, stressing history, science, and technology. This passage is somewhat adapted and shortened from a speech he gave to the British House of Commons on July 10, 1833. In it, he expresses certain views regarding the British Empire. The entire speech is included in *The Miscellaneous Writings and Speeches of Lord Macaulay*, vol. 4, by Thomas Babington Macaulay (London: Longmans, Green, and Co., 1889).



## Document 2: A Secondary Source

Anti-imperialists regarded the empire as a burden to British taxpayers. The economic criticism can be traced back to Adam Smith, who argued in the *Wealth of Nations* in 1776 that colonies caused severe strains on British economy, distorted the allocation of funds at home, and dangerously increased threats of war. Smith and his followers put their faith in the development of free trade, which would increase prosperity throughout the world through a mutually beneficial international division of labor, thus naturally excluding monopolies and empires. The belief in the international harmony of free trade led many to think that every penny spent on imperial campaigns was a penny lost. Moreover, the free trade principle of non-intervention led to strong opposition against militarism and imperial expansion in any form. Richard Cobden and John Bright are the best-known mid-Victorian protagonists of this view, and John Morley, in particular, is a good representative of this “old Liberal” school at the end of the century. William Gladstone, too—before his reluctant imperialism of the 1880s—denounced the policy of imperial expansion in these terms several times in his famous Midlothian speeches of 1879.

**Source Information:** This short passage is from a secondary source on British anti-imperialism. The passage can be found in *Empire and Imperial Ambition: Liberty, Englishness and Anti-Imperialism in Late Victorian Britain* by Mira Matikkala (London: I. B. Tauris, 2011), p. 23.

### Assessment Questions

1. Based on both documents, do you think Macaulay is in agreement with the anti-imperialists described in Document 2? Cite details from the documents to support your answer?
2. As a colonial administrator, Macaulay worked hard to develop an English-based education system in order to create a Western-educated Indian elite. Was this consistent with the views he expresses here in his 1833 speech? Why or why not?

## Writing Assessment 1

# Imperialism

### ★ College and Career Readiness Anchor Standard for Writing

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

This standard is the basis for the corresponding No. 1 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

### ★ Using This Assessment

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*Writing Assessment 1* is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 1. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that makes meaningful claims and that develops those claims using relevant evidence and sound reasoning. The essay should make clear the strengths and limitations of the claims it makes while also considering possible challenges or counterclaims.

### ★ Evaluating Student Responses to Writing Assessment 1

Essays for this assignment should be scored according to these criteria.

- How well does the essay state a claim addressing all elements of the prompt?
- Does the essay use evidence from all or most of the documents assigned for this task?
- Is the evidence explained effectively using careful reasoning and a logical flow of one idea to the next?
- Does the essay defend the claim in relation to any relevant alternative claims?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its claims?
- How well does the essay follow rules of usage, spelling, and punctuation?

# Imperialism

**The Standard:** Write a brief essay that presents a well-reasoned argument focused on historical content.

## The Question

Using your background history knowledge and the primary source documents listed here, explain why you do or do not agree with the following statement:

*“The reason the great powers engaged in imperialist adventures in the 1800s was simple. It was economics—resources, profits, greed.”*

**Documents:** Base your essay on your general background knowledge and all of the primary and secondary source documents in the *Imperialism* assessments.

## Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce a specific claim that you can defend in response to the question.
- Support your claim with an argument based on evidence from the documents and sound reasoning about that evidence.
- Consider other possible claims that may differ from your own.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect all parts of your essay to the claim you are making.
- Write a conclusion that follows from the argument your essay has made.

## Writing Assessment 2

# Imperialism

### ★ The College and Career Readiness Anchor Standard for Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

This standard is the basis for the corresponding No. 2 Common Core Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

### ★ Using This Assessment

These Common Core History Assessments are intended to help your students develop key literacy and history thinking skills as they study and master the content covered in their world history coursework. The assessments are intended to be *formative* more than *summative*. That is, they are meant to be part of the instructional process itself, providing you and your students with information at a point when timely adjustments in teaching and learning can be made.

*Writing Assessment 2* is designed to measure students' ability to master the skills described in the College and Career Readiness Anchor Standard for Writing 2. The Anchor Standards are the basis on which the various Common Core History/Social Studies Standards are based. This assessment asks students to write an essay that uses sources effectively to provide strong support and evidence clarifying and explaining a central idea or set of ideas and concepts.

### ★ Evaluating Student Responses to Writing Assessment 2

Essays for this assignment should be scored according to these criteria.

- How well does the introduction address the prompt with a clear, well-defined central idea and a preview of supporting ideas?
- Does the essay use evidence from many of the documents assigned for this task?
- Is the evidence used effectively to support the essay's key ideas and concepts?
- Does the essay engage in careful reasoning and a logical flow of one idea to the next?
- Are ideas presented using precise language, effective transitions, and domain-specific vocabulary?
- Does the essay include an effective conclusion supporting its key ideas?
- How well does the essay follow rules of usage, spelling, and punctuation?

# Imperialism

**The Standard:** Write an informative/explanatory essay clearly describing and explaining historical events and trends.

## The Question

In the 1800s, Europeans justified imperialism on many different grounds. Your task in this essay is to explain the full range of these justifications. To do this, choose four documents from the entire set of *Imperialism* assessments. Choose the four you think best illustrate the main reasons given for imperial expansion. Write an essay analyzing in detail your choices. Describe the reason or reasons each offers for imperialism. Also consider how each author's background and purposes may have shaped the views expressed. Sum up by indicating which reason or reasons you think most accurately explain the drive for imperial expansion in the 1800s.

**Documents:** Base your essay on your general background knowledge and on your selection of sources from all the primary source documents in the *Imperialism* assessments.

## Instructions

- Write a brief, well-organized essay that includes an introduction, one to three internal paragraphs, and a conclusion.
- Introduce the topic with a clear, well-defined central idea, and preview in a general way other key ideas your essay will develop.
- Support each of your key ideas with evidence from many of the documents and with sound reasoning about that evidence.
- Include related outside information based on your background knowledge of history.
- Use transitions and a logical arrangement of ideas to connect the major parts of your essay.
- Write a conclusion that follows from and summarizes the main points your essay has made.

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