

Developed by Sean Coogan

Grade Level: 9th grade

Topic: Imperialism and Cultural Assimilation

Essential Question: Is it possible to force an entire culture to disappear? Why or why not?

Standard/s): 6.1.4.D.15: Explain how various imperial powers have attempted to assimilate cultures that they consider to be inferior.

6.2.12.D.4.g: Analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of “total war”.

6.2.12.D.3.c: Compare and contrast China’s and Japan’s views of and responses to imperialism, and determine the effects of imperialism on the development and prosperity of each country in the 20th century.

Learning objective(s):

SWBAT...

1. Understand the definition and motives behind imperialism.
2. Explain why a country would want to completely change the culture of another country.
3. Cite historical examples in which colonial territories have resisted assimilation by an imperial power.
4. Compare and contrast Japanese cultural policies with ones used in American territories and British territories.

Assessment(s) (See [Appendix A](#) for instructions and grading rubric):

Students will compose a research essay. Students will be given a list of colonial situations in which colonial powers have tried to assimilate another culture. Students will choose one situation and research assimilation policies, how the “conquered” people resisted, and how has it had an effect on today’s world?

Materials:

- PowerPoint Presentation
- Poster board
- Select readings from *Under the Black Umbrella* by Hildi Kang (2001. Cornell University Press. ISBN: 978-0-8014-7270-1)
- Computers

Student prior knowledge needed:

Students will have previous knowledge of East Asia with lectures about the interactions between China, Korea, and Japan. Students will also be familiar with British and Spanish imperialism in the Western Hemisphere.

Time	Lesson Sequence: 45 minute lesson
10 minutes	<p>Engage (Warm-up Activity):</p> <p>Journal entry: North and South America used to be inhabited by a large number of Native American tribes. Despite that, why do you think almost all of South America speaks Spanish? Furthermore, why do African nations have official languages that are European based (e.g., English, French, Portuguese)? Students can also give examples on how cultures can collide.</p>
10 minutes	<p>Main Activity (Presentation; Practice; Application, etc.)</p> <p>PowerPoint lecture about Japanese imperialism and cultural assimilation in Korea (See Appendix C for PowerPoint presentation)</p> <p>Teacher will discuss slides with students and get their opinions on cultural assimilation policies. Students will also compare and contrast these policies with similar examples that they have learned about.</p>
10 Minutes	<p>Activity</p> <p>Students will form a plan to ensure that their culture could stay alive despite an attempt by an authority to change it. First, students will read Chapter 11 “Becoming Japanese” from <i>Under the Black Umbrella</i> (pp111-122). Students will read what Korean citizens were forced to do under the Japanese occupation (worship at Shinto Shrines, name changing, Emperor worship). Students will then list the ways that Koreans would resist such measures, whether passive or violent. Furthermore, students create additional ways that they believe would be ways of resisting. Finally, students can list an additional example of where cultural assimilation has happened and what the native people did to resist (See Appendix B for the worksheet and the rubric for this activity)</p>
10 minutes	<p>Review and Assessment:</p> <p>Review: Ask students to share the results of their activity. Students should demonstrate understanding of the lesson through the activity. A rubric will be used to measure student understanding.</p>

5
minutes

Wrap-up:

Remind students that this type of practice has been used by many countries, including America. Ask students to list specific examples from previous history lessons and share them with the class.

Homework:

Students will begin to create a project about cultural identity. Students will be required to examine their own cultural backgrounds and what traditions that have kept from that cultural background. Students will also define what traditions they do that are considered to be “American” and how they clash with their ethnic background.

Appendix A

Cultural Assimilation Research Project

There have been times when colonial powers have attempted to wipe out the culture of a conquered nation and replace it with its own. Of course, native peoples resisted such efforts, often leading to rebellion. The point of this project is to research a specific example of cultural assimilation and define the following:

1. What policies did the colonial power use to attempt to assimilate the native culture of the occupied people? (Be sure to include policies in different sections: Language, tradition, etc.)
2. How did the native peoples react to such policies? What kind of resistance (if any) did they demonstrate? Be sure to include large movements and explain how they got started. (For example, the March 1st Movement in Korea against Japanese rule)
3. Are there any effects of former assimilation policies, which can still be seen today? How are the current relations between the former colonial power and the formerly occupied country? Did the policies have an effect that can be seen today? (For example, is English widely spoken in India today? Or is Hindi still the dominate language?)

Sample Topics:

- * America and the Native American Tribes (Be sure to research the “Five Civilized Tribes.”)
- * America and the Pacific (Philippines, Hawaii, etc.)
- * Great Britain and many of its conquered territory (Ireland, India)
- * The Old Spanish Empire (Mexico, South America, etc.)
- * Japan and Korea
- * Europe and Africa (Choose a specific country that had a colony (or colonies) in Africa)

Your paper should be divided into the following sections:

- 1) Introduction
- 2) Colonial policies
- 3) Resistance
- 4) The effects on today
- 5) Conclusion
- 6) List of references used

Rubric

Topic	Excellent (4-5 points)	Acceptable (2-3 points)	Poor (0-1 point)
Colonial policies	Clearly explains the colonial policies the “colonial power” used to attempt to assimilate the “inferior” culture.	Somewhat explains the colonial policies the “colonial power” used to attempt to assimilate the “inferior” culture.	Does not clearly explain the colonial policies the “colonial power” used to attempt to assimilate the “inferior” culture.
Resistance	Clearly explains how “conquered” people fought back against the policies designed to wipe out the native culture.	Somewhat explains how “conquered” people fought back against the policies designed to wipe out the native culture.	Does not clearly explain how “conquered” people fought back against the policies designed to wipe out the native culture.
Effects on today	Clearly explains what effects from such policies have remained in the present, and gives several examples.	Somewhat explains what effects from such policies have remained in the present, and gives several examples.	Does not clearly what effects from such policies have remained in the present, nor gives several examples.
Spelling and grammar	No spelling or grammar mistakes	Some spelling or grammar mistakes	Many spelling or grammar mistakes

Appendix B

Worksheet for the Reading Activity

In the handout, you will read about the many different ways in which the Japanese tried to assimilate Koreans into the Japanese Empire. You will also read about small acts of resistance that individual Koreans did in order to preserve their culture and dignity.

1. What were some of the ways that the Japanese tried to suppress the Korean culture and force Japanese customs on them? Be sure to mention any consequences if they were disobeyed.
2. What were small acts of resistance that Koreans did in response to these practices?
3. If this had happened to you, what would you have done? Would you have adopted these new ways, or would you have resisted? Why, or why not?

Rubric Element	Excellent	Satisfactory	Needs Improvement
Critical Thinking	Student clearly answers the questions and supports answers by referencing examples from the text.	Student somewhat answers the questions and supports answers by referencing examples.	Student does not clearly answer the questions and does not support answers by referencing examples from the text.
Spelling/Grammar	No spelling or grammar errors.	Some spelling or grammar errors.	Many spelling or grammar errors.