



THE 1860s: What a Decade!

Explore major events and developments around the world during the 1860s and discover how they changed the course of history in different regions.

CONVERSATION QUESTION

How did the 1860s represent a decade of historical change on the world stage?

TEACHING OBJECTIVES

- Students will learn about 19th-century world history.
- Students will explain probable causes and effects of events and developments.
- Students will classify a series of historical developments as examples of historical change and/or continuity.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will use details from a text to write historical fiction.
- Students will conduct research and create a multimedia presentation.
- Students will write a summary.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **The Second Opium War**
Expository Nonfiction, ~1050L
- **Meet Otto von Bismarck**
Expository Nonfiction, ~850L
- **The Meiji Restoration**
Expository Nonfiction, ~1050L

The Second Opium War

pp. 4–7, Expository Nonfiction

Explore the events that led to the second major military conflict between Britain and China during the 19th century and the role this conflict played in expanding western imperialism.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about 19th-century world history.
- Students will explain probable causes and effects of events and developments.
- Students will use details from a text to write historical fiction.

KEY VOCABULARY

- **trade deficit (p. 5)** a situation in which a country buys more from other countries than it sells to other countries
- **trading rights (p. 6)** official authorization by the government of a foreign country to conduct trade in that country
- **concession (p. 6)** something that one allows or does in order to end a conflict or reach an agreement

ENGAGE

Conversation Question: How did the 1860s represent a decade of historical change on the world stage?

Ask students to imagine that a foreign country tried to force the United States to accept illegal drugs at its trade ports. How should the United States respond? Then tell students they'll read about a similar situation between the British and Chinese that occurred in the mid-19th century.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then ask students to use the vocabulary words to make predictions about the topic of the text. If necessary, help students guess the topic by revealing the title of the article. Then remind students to look for the vocabulary words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What major events led to the Second Opium War?
2. What did the British and French hope to gain from the war?
3. How did the war affect western powers and China?

SKILL FOCUS: Explain Effects

INSTRUCT: Explain to students that events in history have both causes and effects. Then explain that the article tells the story of why Britain and France went to war with China in the mid-1860s. Inform students that they will work in pairs to discover the key cause-effect relationships that defined this conflict.

ASSESS: Have students work in pairs to identify three causes and three effects of the Second Opium War. Then hold a class discussion in which students share their perspectives on what the long-term consequences of the war might have been for Britain, France, and China.

EXTEND

English Language Arts Remind students that historical fiction stories are set in real times and places in the past and include characters who face problems that real people faced at that time. Have students write a one-page historical fiction story about the Chinese struggle to resist Britain's efforts to trade in opium. Remind students to include dialogue and descriptive details to make their stories interesting and memorable.

Meet Otto von Bismarck

pp. 12–15, Expository Nonfiction

Explore how Otto von Bismarck, first chancellor of the German Empire, helped to unify a diverse group of German states under the leadership of Prussia during the 19th century.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about 19th-century world history.
- Students will classify a series of historical developments as examples of historical change and/or continuity.
- Students will conduct research and create a multimedia presentation.

KEY VOCABULARY

- **Prussia (p. 13)** a former state in northern Europe that became a military power in the 18th century
- **German Confederation (p. 13)** an organization of 39 German states that was created in 1815 and dissolved in 1866
- **integrate (p. 14)** to make something part of another larger thing

ENGAGE

Conversation Question: How did the 1860s represent a decade of historical change on the world stage?

Ask students to imagine what relationships between colonies/states in colonial America were like before the Revolutionary War and the signing of the Constitution, which unified them under one government. Then ask students to hypothesize how unifying the states under one government might have changed those relationships. Finally, tell them they'll be learning about a similar unification process that occurred among German states in Europe during the mid-1800s.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then have students work in pairs to write a sentence about the unification of German states using one or more vocabulary words. Invite students to share their sentences. Then remind them to look for these words as they read the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What was the goal of Prussia within the German Confederation?
2. How did the German War affect relations among states in the German Confederation?
3. How did war against France in 1871 help Bismarck achieve his goal of unifying the German states?

SKILL FOCUS: Classify Events

INSTRUCT: Explain that events in history, no matter how many or how few people are affected by them, can be considered examples of either historical change or historical continuity. Continue by explaining that historical change occurs when events represent a shift away from a specific historical trend or tradition. Then explain that historical continuity occurs when events represent a continuation of a specific historical trend or tradition.

ASSESS: Have students work in pairs to reread the article and identify one example of historical continuity and one of historical change related to the unification of German states under the German Confederation.

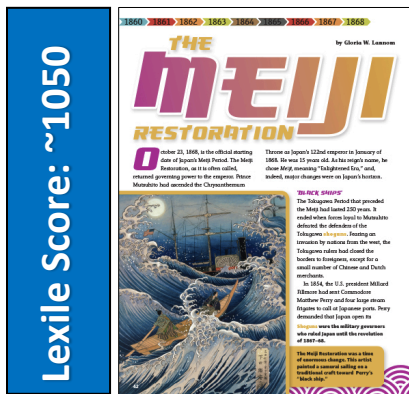
EXTEND

Social Studies Have students conduct research to learn about territorial conflicts within Europe throughout history. Tell students to choose one of the conflicts and create a three-slide multimedia presentation about it to share with the class.

The Meiji Restoration

pp. 42–45, Expository Nonfiction

Explore why Japan decided to change its social, political, and economic systems and abandon its traditional ways of life in the mid-1800s.



ENGAGE

Conversation Question: How did the 1860s represent a decade of historical change on the world stage?

Tell students that during a period known as the Tokugawa period, Japan closed itself off from the rest of the world because it feared domination by western powers and culture. Invite students to hypothesize why some people in Japanese society didn't support this view and wanted to open up to and engage with the rest of the world.

INTRODUCE VOCABULARY

Review the vocabulary words and definitions. Then display the sentences below. Have students complete the sentences using the vocabulary words. Go over responses. Then remind students to look for the vocabulary words as they read the article.

- Although Japan had a _____, the emperor still retained most of the power in the 19th century.
- By abolishing a social system that divided people and limited their opportunities, the emperor hoped to build _____.

RESOURCES

- Analyze Connections

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about 19th-century world history.
- Students will analyze connections among events and developments in broader historical contexts.
- Students will write a summary.

KEY VOCABULARY

- **national unity (p. 44)** a sense of belonging and loyalty to a political state among diverse groups of people
- **constitutional monarchy (p. 44)** a system of government in which a country is ruled by a king whose power is limited by a constitution

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

1. What led to the beginning of the Meiji period in Japanese history?
2. Why did the Tokugawa period lead some samurai to support the new Meiji emperor?
3. What changes occurred in Japanese society during the Meiji period?

SKILL FOCUS: Analyze Connections

INSTRUCT: Explain that the historical context surrounding a series of events can help students learn how the events are related. Explain that historical context is any political, cultural, economic, or social environment surrounding historical trends. Tell students that they'll examine the article to see if they can determine the historical context that influenced the onset of the Meiji period.

ASSESS: Distribute the *Analyze Connections* organizer to all students and have them work in pairs to complete it. After pairs have finished, have them share their ideas about the historical context that ties together the different events during the Meiji period.

EXTEND

English Language Arts Display this statement: *Changes to Japanese society during the Meiji period helped to create a modernized and more equal society.* Have students identify details in the article that support this statement. Then have them use the statement and details to write a one-paragraph summary.

Analyze Connections

How were key events during the Meiji period influenced by political, cultural, social, and economic factors during the preceding Tokugawa period?

To answer this question, first identify three key events that occurred during the Meiji period in Japan. Then use information from the text to draw conclusions about factors during the preceding Tokugawa period that helped create the conditions for the Meiji events. Record information in the chart below.

Key events during the Meiji period (list in chronological order)	Factors during the Tokugawa period that influenced the events <ul style="list-style-type: none"> • Political factors • Cultural factors • Social factors • Economic factors

Analyze Think about the Meiji events you listed above and the Tokugawa factors that influenced them. Identify a historical trend or context that explains how the events are tied together. Describe this trend on the lines below.
