

AP World History: Modern

Unit 6: Resistance to Imperialism

Instagram MEME Project

**Updated for the
2019-2020 Changes!**

**Unit Guide
Learning Objective 6.3**

Terms & Conditions

How Can You Use the Materials?

Materials can be printed and distributed within your class and your class alone. Intellectual property and copyright laws prohibit the editing, sharing, or selling of these materials beyond your classroom and your students. These materials may be posted in a closed, in-class program or setting, but they may not be shared with other teachers or posted openly online.

Remember, I am an individual creator functioning as a single-member LLC—not a corporation or company with multiple personnel. I LOVE creating classroom curricula, activities, tests, etc., to enhance student learning and teacher instruction. I also love constantly improving and updating my products as time moves along... so please respectfully honor my right to be compensated for the time and effort I put into my materials—and of course, use them yourselves!

What If I Am Experiencing an Issue With the Product?

If you have any questions or problems with the activity or download, email me directly at morgansapacademy@gmail.com. I generally respond quickly to emails! Please do not use Teachers Pay Teachers to communicate or ask questions--it is an ineffective form of communication.

If you enjoyed the activity or the bundle, please make sure to give it a 4/4 rating on Teachers Pay Teachers. It is very helpful! ☺

For more fun and effective materials, I offer a **Full Curriculum Bundle** for AP World History with all materials plus complete lesson plan and content explanations for every single day of the year [here!](#)

If you're more interested in smaller purchase, I also offer bundled and individual **Full Units, activities, skill-development, FRQs, multiple-choice packs, and review sheets** at my AP World store [here!](#)

To find out when I release new materials, you can follow me on [Pinterest!](#)

Teacher Instructions



©Morgan AP Teaching

Project Overview and Student Example

This is a simple research project that breaks up the monotony of standard research and allows students to use an unusual forum for school work. Additionally, it grants them a bit of creative space to work with! With a partner, they are essentially providing a succinct explanation of one of the following terms in their own words: **Túpac Amaru II's rebellion in Peru**, **Samory Touré**, **Yaa Asantewaa**, **The War of Greek Independence**, and the **Sokoto Caliphate**

It's also made a bit more competitive and fun by offering a reward for the Instagram post with the most 'Likes' for each of the four topics! Students must:

- 1) Create and post an original meme that represents the term. They may use meme templates, but the words and captions must be their own!
- 2) Explain the term in the comment section of their post in their own words.
- 3) Explains how the term resisted imperialism or expanded during the Age of Imperialism.

Groups will then present their memes to class, explain the meaning of the term, and explain how it resisted or expanded in the face of imperialism. What might a good one look like? Check below for an example of a good **capitalism** Instagram post (note for this example students connected the topic to another era instead of explaining how it resisted or expanded during the Age of Imperialism):



Explanation: Capitalism is an economic system built upon the fundamentals of profit, market pricing, competition, and deregulation. While it had been practiced earlier, it was codified by Adam Smith in his book *The Wealth of Nations* in 1776. While the system has brought a plethora of advances and has raised the quality of life for humanity, it has drawn criticism for its selfishness nature, corruption, cronyism, exploitation, and environmental harm.

Connection to another topic: Capitalism drew heavy criticism from intellectuals such as Karl Marx and others, as alternative theories, such as Marxism, socialism, etc., have risen in an attempt to address the ills of capitalism. This has led to many contemporary anti-capitalist movements, including that of politicians who claim to oppose the practice but accept campaign money and other favors from big business or engage in profitable enterprises of their own.

To collect the Instagram posts as a teacher, you have several options. You can:

- A) Have students tag your Instagram account in the posts so you can see them
- B) Have students submit screen shots of their posts via e-mail or an online class forum
- C) Have students show you their Instagram posts manually on presentation day

...or you could come up with an entirely new method--it's up to you!

Instructions Continue onto Next Page



Teacher Instructions



©Morgan AP Teaching

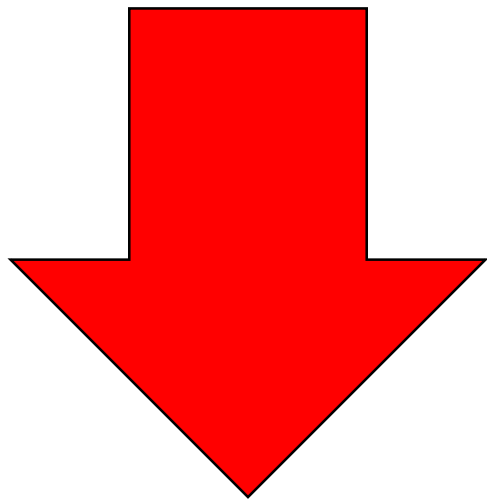
Step-by-Step Instructions

1. Introduce the project to students by handing out the **Student Instructions** and **Project Rubric** pages (Pages 6 and 7) at the beginning of the week; inform them the project will be due the day prior to the quiz.
2. Have students find a partner and instruct them to choose one of the terms to post on Instagram about and present to the class (make sure each term has at least **two** groups covering it... if one term is chosen by less than two groups, just randomly select a group to switch over to the uncovered term).
3. Explain the rubrics to students and answer any questions. **Note:** The **Creativity** section of the rubric is referring to the creativity in their meme (irony, sarcasm, humor, etc.) and/or their expansion or resistance to imperialism. Students who copy definitions or examples should receive a low score in the **Creativity** section.
4. Inform students that they will take notes on the topics when other groups present their terms. The terms ARE on the quiz and Unit Tests.
5. Share the news that it is a competition! In addition to the grade, the single Instagram post with the most 'Likes' for each of the four topics wins Morgan Bucks, extra credit, or whatever reward you offer! Hype it up!
6. Inform students that on the day of the presentations, they can tag you on their Instagram post, e-mail or post screenshots of their Instagram post on your class forum, or show you their Instagram post manually to 'turn it in.'
7. On presentation day (whichever day you chose for it), randomly select two groups from each of the terms. There should be ten presentations in total; make sure to cap them at 4-5 minutes each so you have time to correct any mistakes or add any necessary details.
8. Afterwards, check to see which group had the single Instagram post with the most likes for each of the topics! Five groups should be rewarded for their Instagram acumen.

To reward students, I use my **Classroom Money Game** as a simple, and effective way to REALLY boost student engagement and effort. You can check the out [here](#) if you like. Regardless, they should be rewarded in some way... be it extra credit, candy, etc.

If you have any questions or problems, e-mail me at morgansapacademy@gmail.com. I generally respond quite fast! I would advise that you avoid Teachers Pay Teachers as a means of communication—the e-mail is far quicker and easier!

Print enough
Student Instruction
and *Instagram Project*
Rubric sheets (Pages
6 & 7) to provide
each pair of students
with one of each.



Student Instructions



©Morgan AP Teaching

Imperial Resistance

With a partner, you will be explaining one of the following terms below in a single Instagram post. You must create a meme that represents the term, explain the meaning of the term in the comment, and explain how they resisted or expanded during the Age of Imperialism. in the comment section. Example: if you chose 'capitalism,' you would create a meme, explain the term & explain how the topic resisted or expanded during the Imperial Era.

NOTE! The contents of the meme, it's explanation, and its resistance or expansion explanation MUST be school appropriate! Your posts will be presented and explained to class later this week. Your instructor will provide the due date, as well as how to submit the post for a grade.

One last thing... there will be a **reward** for the group that procures the most 'Likes' for EACH of the four terms below (i.e., if you have the most likes on a the post for your term of choice, you win!). If you're thinking 'OMG I'M WAY TOO COOL TO POST SCHOOL STUFF ON MY IG,' then make a fake account and post it. We wouldn't want your rock-solid reputation to be destroyed by a single AP History IG post! Phew... crisis averted... Choose **ONE** of the following terms to explain and explain how the people(s) resisted or expanded during the Age of Imperialism of in the form of an Instagram meme post:

- Túpac Amaru II's rebellion in Peru
- Samory Touré
- Yaa Asantewaa
- The War of Greek Independence
- Sokoto Caliphate



Instagram Project Rubric



©Morgan AP Teaching

Name(s): _____ Period: _____ Date: _____

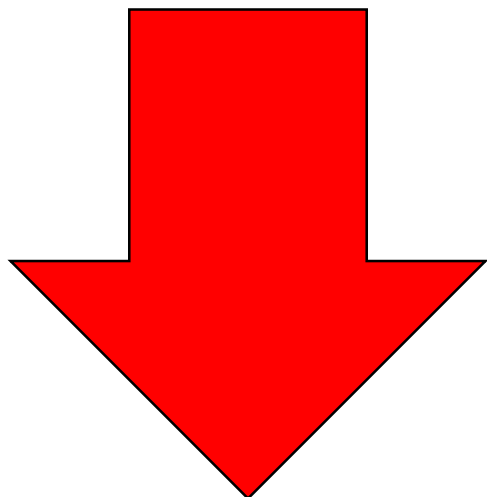
Below is the rubric that will be used to grade your Instagram posts. Please remember to write the name(s) in your group, period, and date on this sheet to turn in on presentation day.

Rubric

Topics	1	2	3	4	Total
Term Explanation	Explanation of the term was incorrect or inaccurate	Explanation of the term was somewhat correct or accurate	Explanation of the term was mostly correct or accurate	Explanation of the term was completely correct or accurate	
Explanation of resistance or expansion	Explanation of resistance or expansion was irrelevant or invalid	Explanation of resistance or expansion was somewhat relevant and valid	Explanation of resistance or expansion was mostly relevant and valid	Explanation of resistance or expansion was wholly relevant and valid	
Meme	Meme did not accurately reflect the meaning of the historical term	Meme somewhat accurately reflected the meaning of the historical term	Meme mostly accurately reflected the meaning of the historical term	Meme accurately reflected the meaning of the historical term	
Creativity	No creativity or nuance was present in the meme or real-world example	Little creativity or nuance was present in the meme or real-world example	Some creativity or nuance was present in the meme or real-world example	Meme or real-world example was nuanced and/or creative	
Presentation (if applicable)	Little information was communicated effectively, seamlessly, or at a reasonable volume	Some information was communicated effectively, seamlessly, or at a reasonable volume	Most information was communicated effectively, seamlessly, or at a reasonable volume	All information was communicated effectively, seamlessly, or at a reasonable volume	

**TURN THIS IN TO YOUR INSTRUCTOR
WITH YOUR NAME(S), PERIOD, AND
DATE ON PRESENTATION DAY!**

Print a copy of the
Teacher Answer Key
sheet (Page 9) to
correct or add to
student explanations
or examples when
they're done
presenting



Teacher Answer Key



©Morgan AP Teaching

Answer Key

Make sure to correct or add to incomplete student explanations or examples after they've finished their presentations. It is critical students understand and log these terms for the quiz, Unit Tests, and the AP Test itself in May.

Túpac Amaru II's rebellion in Peru was an uprising of native and mestizo peasants against the Bourbon reform (administrative reforms meant to form a more clear line of authority to Spanish Crown) the Spanish Viceroyalty of Peru. In 1778 Spain raised sales taxes on goods produced and sold in the colonies, in part to fund its participation in the American Revolutionary War. José Gabriel, an upper-class Indian with claims to the Inca royal lineage, adopted the name Túpac Amaru II and in 1780 called for rebellion. While Túpac Amaru II, an early leader of the rebellion, was captured and executed in 1781, the rebellion continued for at least another year under other leaders.

Samory Touré was the founder and leader of the Wassoulou Empire, an Islamic empire that was in present-day West Africa. Toure resisted French colonial rule in West Africa from 1882 until his capture in 1898. He tried to build an anti-colonial alliance with Ashanti Empire but failed when Ashante was defeated by the British in 1897. The fall of other anti-colonial armies permitted the French colonial army to launch a concentrated assault against Toure. By 1898, he lost almost all of his territory and fled into the mountains of western Ivory Coast where he was captured and exiled to Gabon.

Yaa Asantewaa was a female who led the Ashanti war known as the War of the Golden Stool, also known as the Yaa Asantewaa War, against British colonialism. Beginning in March 1900, the rebellion laid siege to the fort at Kumasi where the British had sought refuge. After several months, the Gold Coast governor eventually sent a force of 1,400 to quell the rebellion. During the fighting, Queen Yaa Asantewaa was captured, and they, too, were sent into exile to the Seychelles. The rebellion represented the final war in the Anglo-Asante series of wars that lasted throughout the 19th century.

New states:

Sokoto Caliphate in modern-day Nigeria was an independent Islamic Sunni Caliphate, in West Africa. Founded during the jihad of the Fulani War in 1804 by Usman dan Fodio, it was abolished when the British defeated the caliphate in 1903 and put the area under the Northern Nigeria Protectorate. Developed in the context of multiple, independent Hausa kingdoms, at its height the Caliphate linked over 30 different emirates and over 10 million people in the most powerful state in its region and one of the most significant empires in Africa in the nineteenth century. The caliphate was a loose confederation of emirates that recognized the caliph.

Teacher Answer Key



©Morgan AP Teaching

Establishment of independent states in the Balkans

The War of Greek Independence was a successful war of independence waged by Greek revolutionaries against the Ottoman Empire between 1821 and 1830. The Greeks were later assisted by the Russian Empire, Great Britain, and the Kingdom of France. While Greek forces were initially successful in driving out the Ottoman Turks, cooperation of their vassal state in Egypt (in exchange for territorial gains) landed and reconquered much of Greece in 1825. Following years of negotiation, three Great Powers—Russia, Britain and France—decided to intervene in the conflict and each nation sent a navy to Greece. By 1828 the Egyptian army withdrew under pressure of a French expeditionary force to which the Ottoman garrisons in the Peloponnese then surrendered, while the Greeks proceeded to the Ottoman-controlled part of central Greece. After eight years of war, Greece was finally recognized as an independent, sovereign state under the London Protocol of February 1830.