

AP World History: Modern

Period 3: Nationalism & Resistance

Historical Research Project

Updated for the
2019-2020 Changes!

Unit Guide Learning
Objectives 5.2 & 5.3

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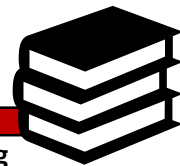
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Teacher Instructions



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Project Overview

Among the primary college skills are research, student-driven learning, public speaking, and collaboration; as such, groups will engage in specific research to understand and explain people, events, systems, ideas, etc., to the rest of the class. Students will form groups of 3-4 and choose one of four different AP World History topics from Period 3, Unit 5 and present them to their peers. A typed, single-page, 12-point Arial font report must be turned in on the day of the presentation, and ALL members of the group must actively partake in the presentation.

Students will explain these terms or events in their own words and in less than 5 minutes. In their presentation they should have the who/what/where/when, as well as briefly contextualize the person, event, system, or idea, before explaining the topic's significance. In this project, the topics students may choose from are: **Propaganda Movement in the Philippines, New Zealand Wars, Lola Rodriguez de Tio, and Ottomanism**

Groups are STRONGLY encouraged to present the information in a nuanced way; they may attempt to deliver the information using music, pictures, play acting, comedy, poetry, etc., so long as it is delivered clearly. While they can opt to present in a more conventional manner, the use of videos or slides are forbidden (although PowerPoints can be used to showcase pictures). These rules, combined with the 5-minute time limit, make it quite challenging for students & entertaining for the class!

It's also made a bit more competitive and fun by **offering a reward for the group who offers the most creative, clear, and concise presentation!** 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.

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Instructions Continue onto Next Page



Teacher Instructions



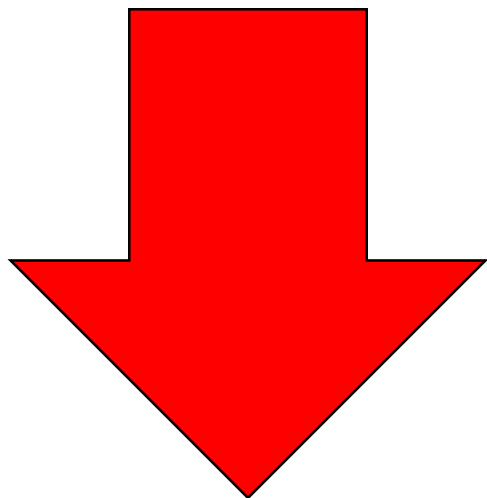
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Step-by-Step Instructions

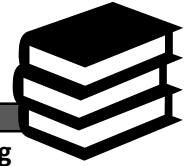
1. Introduce the project to students by handing out the **Student Instructions** (Page 6) and both rubric pages (Pages 7 & 8) at the beginning of the week; inform them the project will be due the day prior to the quiz.
2. Have students form groups of 3-5 with the intention of presenting a brief research project 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 delivery or explain of the topic. Students who copy definitions, examples, or just 'stand-and-deliver' the information should receive a low score in the **Creativity** section. The only forbidden methods are slides or videos (slides permitted for pictures only).
4. Tell students that EVERY group member must participate in the presentation, and that groups will anonymously self-grade the contributions of other members.
5. 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.
6. Share the news that it is a competition! In addition to the grade, the two groups with the most creative and thorough presentation will receive Morgan Bucks, extra credit, or whatever reward you offer! Hype it up!
7. Make sure to announce a due day. You can have students work on them in class (I usually give them at least 1 class period), at home, or both.
8. Inform students that on the day of the presentations, their group must turn in a typed, single-sheet with 12-point Arial font which provides the context for their topics, the who/what/where/when, and explains their topic's causes or impacts.
9. On presentation day, make sure to cap them at 4-5 minutes each so you have time to correct any mistakes or add any necessary details when they're done presenting.

To save ink, make
sure each group has a
copy of Pages 6 & 7

Additionally, make
sure that each
student has a copy of
Page 8



Student Instructions



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Nationalism & Resistance

In a group of 3-5, students will explain one of the four terms below in a 5-minute presentation. Groups must **contextualize** their topics, provide the **who/what/where/when**, and **explain the significance of each regarding nationalism**. Groups are encouraged to use creative ways to deliver the information but MAY NOT use videos or slides (picture slides okay). Additionally, each group will must turn in a typed, single-sheet with 12-point Arial font which provides the context for their topics, the who/what/where/when, & explains their topic's causes or impacts. Contents of the presentation MUST be school appropriate!



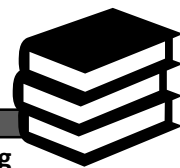
One last thing... there will be a reward for the two groups that deliver the information in the most creative and concise manner. ALL group members must participate and will be anonymously graded by their peers for their contributions to the research and development of the project.

Choose ONE of the following four terms to research and present about:

- **Propaganda Movement in the Philippines**
- **New Zealand Wars**
- **Lola Rodriguez de Tio**
- **Ottomanism**

Your instructor will inform you which days in class you can work on the projects, and also when the project will be due. See the following two pages for the **Research Project Rubric**, as well as the **Partner Participation Rubric**.

Research Project Rubric



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

Name(s): _____

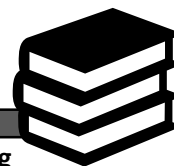
Below is the rubric that will be used to grade your Research Projects. Please remember to write the name(s) in your group, period, and date on this sheet to turn in on presentation day.

Rubric

Topics	1	2	3	4	Total
Topic Information	Basic spatial, chronological, and other required information not present	Some basic spatial, chronological, and other required information missing	Spatial, chronological, and other required information present but some incorrect	Basic spatial, chronological, and other required information present and correct	
Contextualization	Little relevant contextual information provided about the topic	Some relevant contextual information provided about the topic	Provided contextual information was mostly relevant to the topic	Provided contextual information was wholly relevant to the topic	
Presentation	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	
Creativity	No creativity or nuance in the group presentation	Little creativity or nuance in the group presentation	Some creativity or nuance in the group presentation	Presentation was adequately creative or nuanced	
Written Submission	Format largely incorrect or incomplete	Some errors on format	Few errors on format	No errors on format	

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

Partner Participation Rubric



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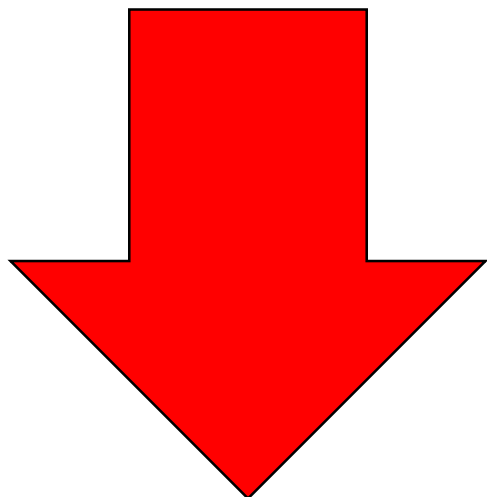
Student Instructions

Below is a rubric with which you can grade the participation of your partners. Simply enter each group member's name in the boxes on the left column. After you have written their names, read the scoring explanations for 0-3 and score their contributions to the group in the right column. Your partners **WILL NOT** see the scores you submit, so grade their effort (or lack thereof) honestly. Remember to fold your Partner Grade Rubrics when the instructor collects them.

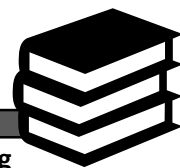
Group Member	0	1	2	3	Total
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	
	Partner did not contribute.	Partner only contributed very little.	Partner somewhat contributed.	Partner contributed significantly.	

Your instructor will collect these after the presentations. Do not show others the names and grade you wrote!

Print a copy of the
Teacher Answer Key
sheet (Pages 10-11)
to correct or add to
student explanations
or examples when
they're done
presenting



Teacher Answer Key



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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. Below is a brief summary of each topic regarding its significance to AP World History as per the College Board's Course Examination Description.

Newly imagined national communities often linked this new national identity with borders of the state, and in some cases, nationalists challenged boundaries or sought unification of fragmented regions.

The Propaganda Movement in the Philippines was a period of time when native Filipinos were calling for reforms, lasting approximately from 1880 to 1895. Specifically, the Propagandists aims were the following:

- Representation in the Philippines in the Spanish parliament
- Secularization of the clergy
- Legalization of Spanish and Filipino equality
- Creation of a public school system independent of Catholic friars
- Abolition of labor service and the Forced sale of local products to the government
- Guarantee of basic freedoms
- Equal opportunity for Filipinos and Spanish to enter government service

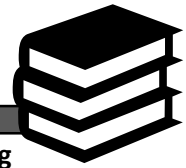
The New Zealand Wars were a series of armed conflicts that took place in New Zealand from 1845 to 1872 between the Colonial government and allied Māori on one side and Māori and Māori-allied settlers on the other. Though the wars were initially localized conflicts triggered by tensions over disputed land purchases, they escalated dramatically from 1860 as the government became convinced it was facing united Māori resistance to further land sales and a refusal to acknowledge Crown sovereignty. The colonial government summoned thousands of British troops to mount major campaigns to overpower the Maori Movement and also acquire farming and residential land for British settlers.

While there were good moments for the Maori, the British Empire was ultimately successful. Large areas of land were confiscated from the Māori by the government under the New Zealand Settlements Act in 1863, purportedly as punishment for rebellion. In reality, land was confiscated from both "loyal" and "rebel" tribes alike; more than 6,200 sq mi of land was confiscated. Although about half of this was subsequently paid for or returned to Māori control, it was often not returned to its original owners.

Explanations Continue onto Next Page



Teacher Answer Key



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Lola Rodríguez de Tió was the first Puerto Rican-born woman poet to establish herself a reputation as a great poet throughout all of Latin America. A believer in women's rights, she was also committed to the abolition of slavery and the independence of Puerto Rico. In 1867 and then again in 1889, Rodríguez de Tió and her husband were banished from Puerto Rico by the Spanish appointed Governors. On their first exile they went to Venezuela and on their second banishment they first moved to New York where she helped José Martí and other Cuban revolutionaries, and later to Cuba, where the couple resided until their respective deaths. Their home became a gathering point for politicians and intellectuals as well as exiled Puerto Ricans.

Ottomanism was a concept which developed prior to the First Constitutional Era of the Ottoman Empire. Its proponents believed that it could solve the social issues that the empire was facing. Ottomanism was a form of nationalism, likely inspired and created as a reaction to European ideas of nationalism and the growing Western involvement in the Ottoman Empire. Following the Tanzimat reforms (see above), Ottomanism developed from a need to bring the Empire together. The Ottomans feared the growing British, Russian, and French Empires, and the growing concern of the great powers over the treatment of Christians and Jews within the Empire. The Ottomans thought that if they could unite the Empire fully under one state entity, then they would be stronger and the Europeans would have a harder time encroaching on Ottoman territory, as well as Ottoman people.