**Contextualization Tool**

* **Broad**: Does the context represent broader themes, trends, events, eras, or regions related to the historical development at hand? Does it represent a long-term (underlying) cause or contributing factor?
* **Narrow**: Does the context represent themes, trends, events, eras, or regions that are more closely tied in time/place to the historical development at hand? Does it help us see the short-term (immediate) causes or contributing factors?

**Directions:** Respond to each of the prompts below.

1. Write the date(s) and location(s) of the historical event being studied.

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| 1839 to 1860, China |

1. Take the event cards and divide them up into broad and narrow context.
   * Broad context:
     + Chinese exports were in demand around the world, which allowed China to dominate trade from its earliest dynasties to the early nineteenth-century Qing Dynasty.
     + Industrialization began in Great Britain in the mid-eighteenth century and quickly spread to other areas of Europe and North America.
     + Europeans and Americans benefited from new technology created during the Industrial Revolution including steam-powered ships and advanced weapons.
     + Industrialized nations established colonies around the world including areas of Asia, Africa, the Americas, and Australasia using policies of direct and indirect rule.
     + Industrialized nations practiced economic imperialism and attempted to influence regions economically rather than through direct rule of colonies.
   * Narrow context:
     + China restricted foreign access to trade to the port city of Guangzhou.
     + The demand for Chinese goods in Great Britain created a trade imbalance, with the British East India Company spending 17 million pounds on Chinese tea from 1821 to 1830.
     + Opium was cultivated in British-controlled India and smuggled into China in an attempt to reverse Britain’s trade imbalance with China.
     + British opium flooded China with devastating effects that included addiction and death.
     + Qing official Lin Zexu destroyed 20,000 chests of British opium to halt illegal smuggling of the drug.
     + In 1840 a British steam-powered fleet arrived in China with powerful weapons.
     + China mainly had sail-powered ships and Chinese soldiers carried bows and older muskets.
2. Place them on the funnel in their appropriate location. Be prepared to explain your placement.
3. Write three to four sentences that describes the broad context.

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| Chinese goods were in high demand around the world, which meant that China dominated trade for centuries. After the Industrial Revolution began in Britain and spread to Europe and North America, Western nations developed advanced technology like steam-powered engines and weapons. These technological advancements allowed Western nations to invade regions around the world and establish colonies. Sometimes these colonies were directly ruled by the imperial nation and sometimes imperial nations used local officials to rule indirectly. In regions that were too difficult to conquer, such as China, Western imperial powers utilized economic imperialism to open markets that benefited the imperial nation. |

1. Write three to four sentences that describes the narrow content.

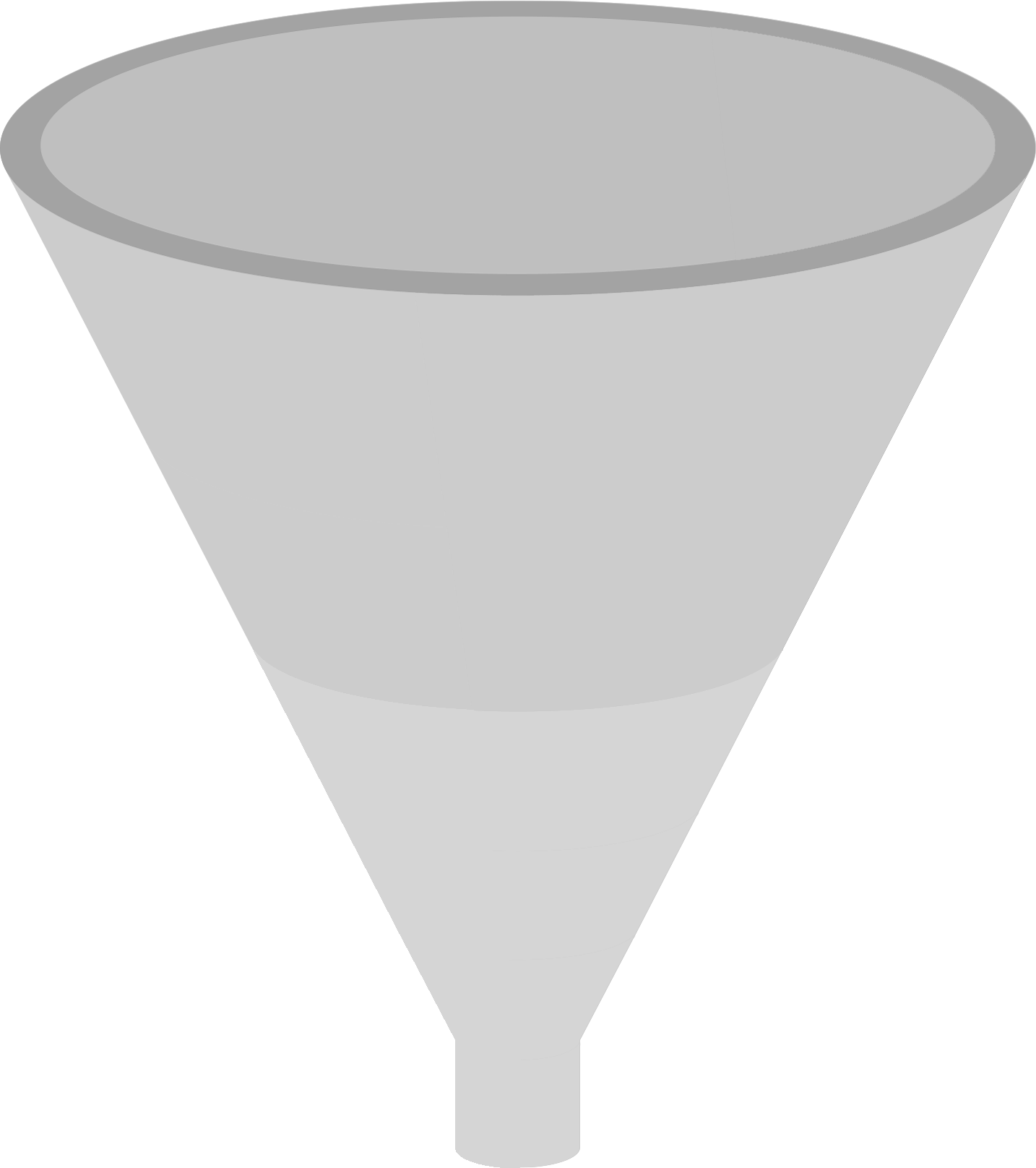
|  |
| --- |
| China attempted to restrict foreign trade to one port city, which angered imperial nations in Europe and the United States. In order to reverse the balance of trade between Britain and China, the British began smuggling opium into China. Chinese officials tried to stop the opium trade by destroying British opium. These actions angered Britain, who responded by sending a fleet with advanced weapons to China to forcibly open up more ports. |

1. Write one to two sentences analyzing how the broad and narrow context help you better understand the historical event.

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| The broad context helps us understand the historical background related to the balance of trade between China and the rest of the world before the mid- nineteenth century. The narrow context helps us understand the specifics of how Britain tried to counteract this trade imbalance by selling opium and how China responded to the selling of this drug that was harmful to its people. |

1. Use information from the Contextualization Tool and the article “Opium Wars and Economic Imperialism” to write a multi-paragraph response that answers the following prompt: *What were the broader temporal, spatial, and cultural contexts that made it possible for the Opium Wars to occur?*

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| The Opium Wars that took place in mid-nineteenth century China were a product of industrialization and imperialism, both of which began in the eighteenth century. Both industrialization and the concept of imperialism drove Europeans to seek out raw materials and establish colonies to control new markets. Industrialization also allowed Europeans to modernize faster than many Asian nations, which gave Europe useful tools, including steam-powered ships and advanced weapons.  These technological advancements were then used to pressure Asian states into accepting European demands for expanded trade. In response, China attempted to keep Westerners confined to one port city. But when the British began trading opium for Chinese products, the Chinese then tried to ban the sale of this drug, which was harmful to their people. However, mainly due to the advanced weaponry of the British, the Chinese were forced to agree to a number of “unequal treaties.” The effects of these wars and the treaties that ended the wars made the Chinese realize that in order to keep Westerners from moving even further into their territory, they would have to modernize their military and technology. |



**Broad Context**

**Narrow Context**

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| Historical Event/Development: |  |

## Contextualization: Feedback Form

**Directions:** Check the criteria met for each category and leave notes for your students specifying what they did well and what they can do to improve. Any crossed-out areas will not be evaluated as part of this activity.

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| **Broad Context** | No broad context is identified. | Historical context is described | A brief analysis of the historical context is provided. | An extended analysis of the historical context is provided. |
| **Notes** | | | | |

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| --- | --- | --- | --- | --- |
| **Narrow Context** | No narrow context is identified. | Narrow context is identified. | A brief analysis of the narrow context is provided. | An extended analysis of the narrow context is provided. |
| **Notes** | | | | |

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| **Analysis** | No description of how context helps to explain the historical event is provided. | A brief description of how context helps to explain the historical event is provided. | An extended description of how context helps to explain the historical event is provided. |
| **Notes** | | | |

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| **Historical accuracy** | Incorrectly refers to historical content and may include misconceptions of that content.  There are many minor errors or a major error in applying historical content.  Uses many unsupported opinions. | Avoids explicit misconceptions of the content.  May make an occasional minor error in applying historical content.  Uses some unsupported opinions. | Avoids misconceptions.  There are no errors in applying historical content.  Avoids using unsupported opinions. |
| **Notes** | | | |