**Title of Lesson:** Using the Rule of Law to Subjugate Other Peoples

**Teacher:** Kirk Hilbrands

**Length of Lesson:** Approximately 45 minutes

**Grade Level:** Middle School and High School

**Standards:** Ohio’s Standards on Modern World History

- **Content Statement 10:** Imperial expansion had political, economic and social roots.
- **Content Statement 11:** Imperialism involved land acquisition, extraction of raw materials, spread of Western values and maintenance of political control.

**Objectives for Lesson:**
All students will understand that entering into unequal treaties with a weaker nation was one way that imperialist countries took control of the weaker nations. All students will practice analysis of primary source and secondary source documents.

**Materials and Resources for the Lesson:**
1. Summary of the 1876 Treaty of Ganghwa Island
3. Handout with questions to spark analysis

**Strategies for Teaching the Lesson:**
**Introducing the Lesson:**
(This lesson comes after a lesson defining imperialism and showing where in the world it took place.) “Now that we have an idea of what imperialism is and who the players were during the late nineteenth century and early twentieth century, let’s see one way stronger countries used legal documents to advance imperialist aims.

**Developing the Lesson:**
Have students pair up. Pass out the Summary of the 1876 Treaty of Ganghwa Island and give the students the link to the 1884 treaty between the British and Itsekiri people. Then give the students the analysis questions handout. Ask the students to read the questions before they start reading the treaties. Give the students 15-20 minutes to answer the questions. After 15-20 minutes discuss the student responses to the questions.

**Concluding the Lesson:**
“Based on these treaties, predict what will happen in one year, ten years, and fifty years. Cite evidence from the treaties and your knowledge of world history in your response.”

**Method of Assessment:**
The teacher may opt to collect written predictions regarding what will happen in one, ten, and fifty years. Alternatively, the teacher may have a short class discussion and use the discussion as formative feedback on student understanding.
Summary of the 1876 Treaty of Ganghwa Island*

Article 1 stated that Korea was a free nation, “…an independent state enjoying the same sovereign rights as does Japan.”

Article 2 stipulated that Japan and Korea would exchange envoys within fifteen months and permanently maintain diplomatic missions in each country. The Japanese would confer with the Ministry of Rites; the Korean envoy would be received by the Foreign Office.

Article 3 required Japan to use the Japanese and Chinese languages in diplomatic communications, while Korea was required to use only Chinese.

Article 4 terminated Tsushima’s centuries-old role as a diplomatic intermediary by abolishing all agreements then existing between Korea and Tsushima.

Article 5 authorized Japan to use the port of Pusan and two more suitable seaports (to be identified later) on the Korean coast for Japanese trade.

Article 6 secured aid and support for ships stranded or wrecked along the Korea or Japanese coasts.

Article 7 permitted any Japanese mariner to conduct surveys and mapping operations at will in the seas of the Korean peninsula’s coastline.

Article 8 permitted any Japanese merchants residence, unhindered trade, and the right to lease land and buildings for those purposes in the open ports.

Article 9 guaranteed the freedom to conduct business without interference from either government and to trade without restrictions or prohibitions.

Article 10 granted Japan the right of extraterritoriality.

*This summary is taken (with some changes) from the following website: http://www.gutenberg.us/articles/treaty_of_ganghwa
The Treaty between Britain and the Itsekiri people (what is now part of Nigeria) can be found using this link https://afrolegends.com/2016/12/14/colonial-treaties-in-africa-british-protection-treaty-with-the-itsekiri-of-nigeria-1884/

This link comes from a blog post at afrolegends.com by Dr. Y.
Questions About the Treaties

Read the treaties and then jot down your response to the questions under the questions. Be prepared to discuss your responses with the class.

1. Who are the parties to each treaty? In other words, each treaty is an agreement between what two countries?

2. Which country is the imperialist (stronger) country and what country is the weaker country? Use three citations from each treaty to prove your point. Be sure to learn the definitions of key terms in the treaties.

The last question is on the next page.
3. Why do you think each country would sign a treaty like the treaties you just studied? Give a rationale for each country.