

Imperialism and the Race for Colonies



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Lesson Plan Developed by
Robert Wnukowski
World History II
Phoebus High School, Hampton VA

Imperialism

Overview:

In this lesson students will learn about the period of Imperialism that began in the nineteenth century and continued up until World War I. This lesson serves as an introduction to Imperialism and Europe's quest to carve up Africa and Asia. The lesson will focus on teaching students the motives for new imperialism: economic interests, political and military interests, humanitarian and religious goals, and Social Darwinism. In order to understand why Europeans engaged in Imperialism, students will participate in a group activity that analyzes primary documents to determine the motives for Imperialism. Through a jigsaw activity students will use their text to understand the characteristics of forms of imperial control.

Grade Level/Class:

This lesson is designed for a World History II class composed of 9th, 10th, and 12th graders.

Time:

The lesson is designed for a ninety minute block class

Background Information:

Before students participate in this lesson, it is necessary that students have learned about the Industrial Revolution. Students should be familiar with the changes the Industrial Revolution brought about in Europe including a dependence on natural resources and mass production of goods including military equipment and technology. If students have not studied the cultures and societies of Africa and Asia in a previous course, then the instructor must emphasize differences between Imperialist powers and the people they exerted influence on.

Rationale:

In this lesson students encounter an important facet of world history that makes connections to what students have learned, and will learn. Teaching this lesson after a unit on the Industrial Revolution allows students to further evaluate how the Industrial Revolution impacted the world, especially areas that did not experience the benefits of industrialization. A lesson on Imperialism also presents an opportunity to explore global understanding and promote tolerance of cultural diversity. Furthermore, an understanding of Imperialism directly correlates with comprehension of important causes of the First World War in the upcoming unit. Lastly, this lesson covers several Virginia Standards of Learning and NCSS standards.

Objectives:

1. Students will understand Imperialism was a result of the Industrial Revolution by examining motives for Imperialism (WHII.8d)
2. Students will evaluate the impact of European economic and military power on Asia and Africa through analysis of various forms of imperial control (WHII.8e)
3. Students will investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures to understand the immediate effects of Imperialism (NCSS II.e)
4. Students will work in groups to complete the lesson's activities while developing social and cooperative learning skills.

Assessment:

In order to make evaluations of what students have learned, the class will complete several scaffolding guides and worksheets that identify important content and objectives. I will use these worksheets in conjunction with observations of group work, class participation and discussion, and a formative assessment. The content taught during this lesson will also be assessed on a unit test.

Content and Instructional Strategies

Bell Ringer-10 minutes

Students will examine the image, "The White Man's Burden." They will take five minutes to write down what they think the white man's burden is. Students will analyze the picture and discuss what it means in their group, and then share with the class.



THE WHITE MAN'S BURDEN.— *The Journal, Detroit.*

Data set Analysis-**30 to 40 minutes**

Students will each receive a scaffolding guide with a list of questions. The questions are designed to scaffold the data sets while developing skills in analysis of documents. Students will work with their group to answer the questions to the first passage, "Imperialism: a German Perspective." Afterward the class will discuss the answers together. Groups will then work together to analyze the remaining passages and complete the scaffolding guide.

Notes on Motives for Imperialism-**10 minutes**

The teacher will provide overhead notes and briefly explain the motives Imperialism, and how they are represented by the data sets in the previous exercise. Emphasis will be given to Social Darwinism.

Imperial Control Jigsaw-**30 minutes**

Remaining in their groups, students will work together to understand forms of Imperial control. Each group will be assigned one of the forms of control: direct rule, indirect rule, protectorate, or sphere of influence. These groups will use their textbook on page 634 to fill out a series of questions that identify characteristics of each form of control.

Once each group has investigated their assigned role, they will be broken up into new groups. In these groups they will use their expert knowledge of their assigned role to teach the other members of their new group. Using the remaining class time students will discuss their findings with the teacher.

Resources:

- Overhead projector
- Textbook
- Data Sets
- "The White Man's Burden" <<http://www.assumption.edu/users/mcclymer/His130/P-H/burden/wmb1.gif>>
- *Does Germany need Colonies?* <<http://web.jjay.cuny.edu/~jobrien/reference/ob44.html>>
- "Imperialism: a French Viewpoint" <<http://web.jjay.cuny.edu/~jobrien/reference/Ob38.html>>
- "Anglo-Saxon Predominance" by Josiah Strong <<http://www.mtholyoke.edu/acad/intrel/protected/strong.htm>>

Differentiation:

In order to diversify learning for my students, I have included a number of instructional activities. Students will encounter both written and visual material. They will have the

opportunity to work with primary and secondary sources, original data sets and their textbook. Activities give students the opportunity to work together in groups as well as independently.

Adaptations/Accommodations:

The majority of students with disabilities in the class receive special education services for AD/HD. To meet the needs of these diverse learners and to help them succeed, the lesson has been developed with their accommodations and goals in mind. When placing students in groups, I have included students with disabilities with classmates that can act as peer tutors. Students that require preferential seating have been seated nearest to the front of the class. The reading level of all documents has been selected to challenge students without causing frustration. Scaffolding questions will help students to analyze documents and chunk information in order to draw conclusions. Finally, when discussing the motives for Imperialism contained in the reading, the teacher will display notes on an overhead projector, and provide notes to students that require their own copy.

IMPERIALISM: A GERMAN VIEWPOINT

The passage below is a summary of a passage written by Friedrich Fabri in his book, *Does Germany Need Colonies?* The book was published in 1879 and identifies some of the motives for European Imperialism.

Should Germany begin on the road to Imperialism? I believe we should. For one, we are an industrial nation. In order to maintain our factories and produce our goods we need access to natural resources. Resources like rubber, petroleum, manganese for steel, and palm oil for machinery is necessary and can be found in Africa and Asia.

Obtaining colonies will also benefit our economy. Obtaining colonies in far away lands will open up new markets to trade our goods, and buy items that we do not produce. Colonies will provide our bankers with new business enterprises and projects to invest money in.

Participating in Imperialism will strengthen our military and defend our nation. Our steam powered merchant ships and naval vessels require coal to operate. Colonies spread throughout Africa would provide all of our ships with a place to pick up coal and supplies.

By engaging in Imperialism we can limit the power of our competitors, Britain and France. We can prevent territory from falling into their hands, and halt further expansion. Germany would weaken their trade and keep colonial profits from going to Britain and France.

Lastly, taking part in Imperialism would increase national pride in Germany. If we successfully obtain colonies we will show the world that we are a strong nation. We will provide a place for our increasing population to live and work. By obtaining colonies, we can restore Germany's position as the most prestigious, important, and influential nation in Europe.

IMPERIALISM: A FRENCH VIEWPOINT

Paraphrased from Paul Leroy Beaulieu- late 19th-century

The great part of the world is inhabited by barbarian tribes or savages who participate in wars without end and brutal customs. They know very little about the arts or sciences. They do not know how to work, invent, or exploit their land and its natural resources. They live in little groups in poverty spread throughout large territory which if used correctly, could provide much food and riches.

This area of the world needs civilized people to intervene. It is not natural for the civilized people of the west to gather the marvels of science, art, and civilization and not share the opportunities with the savages in need. We have a duty to spread knowledge of medicine, law, and Christian religion. Such a transformation of a barbarian country cannot be accomplished by business or economic relations alone.

The Predominance of the Anglo-Saxon Race

Excerpted from Josiah Strong 1891

The Anglo-Saxon race is the greatest representation of Christian civilization, liberty, and freedom. We are divinely commissioned to watch over our brothers. God is training his Anglo-Saxon people to prepare for a day when the races of the world will compete for total domination. We are being schooled for the final competition of races. Once there was unpopulated land in the western world in which a great many people have migrated. There is no New World anymore. Today unoccupied lands are disappearing, and will soon be taken. Therefore it is our responsibility to seize these lands and secure our dominance.

Name: _____ Date: _____ Block: _____

DIRECTIONS: Read the passage "Imperialism: A German Viewpoint." Using the reading, work with your group to answer the questions below

1. How did the Industrial Revolution encourage Imperialism?
2. How does the economy benefit from colonies?
3. What are the military benefits of having colonies?
4. Britain and France had many colonies, why should the Germans try and get some?
5. What is the relationship between Imperialism and Nationalism?

