Big Era Seven
Industrialization and its Consequences
1750 – 1914 CE

Landscape Teaching Unit 7.5
The Experience of Colonialism
1850 – 1914 CE

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World History for Us All
A project of San Diego State University
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Why this unit?

This unit investigates the period in which, for better or for worse, several European countries, the United States, and Japan exerted unprecedented power in the world. This power took the form of industrial imperialism. By 1914, as much as 88 percent of the earth's land surface was settled, ruled, or economically dominated by Europeans and North Americans. Industrial production drove this expansion. Between 1750 and 1900, Europe's share of manufacturing around the world nearly tripled, making up two-thirds of the world's total production. In addition to simply exporting and importing goods and services, European imperialists also exported capitalism, an economic system that brought private property, wage labor, and a cash economy to much of the world for the first time. In addition to imperialism and capitalism, this age was characterized by an ongoing **revolution** in technology, the rise of more highly centralized **nation-states**, and the scientific worldview that introduced lifesaving advances but also, at its most malignant, led to Social Darwinism, racism, and planned genocide. This is the era that saw the first concentration camps and the first racial identity cards.

Teachers may approach this material event by event, including such varied episodes as the unification of Italy and Germany, the Taiping Rebellion, the Meiji Restoration, the scramble for Africa, the opening of the Suez and Panama canals, the Great Indian Rebellion and the birth of Indian **nationalism**, the birth of Zionism, the Spanish-American War, the peasant movement of Zapata, and the first modern Olympics. Most textbooks treat the topic region by region. However, this unit is organized by through-lines that are anchored to what we see as a driving force behind all these events, namely industrial imperialism. This unit is built around five lessons that draw in events from around the globe. After an introductory eye-opener in the first lesson, the second lesson examines the mutually reinforcing causes of industrial imperialism. The third seeks to illustrate the transformative nature of this new imperialism. The fourth analyzes the non-western world's resistance to these forces, and the final lesson examines the consequences for individuals of industrial imperialism in both the colonies and the imperialist countries.

Unit objectives

Upon completing this unit, students will be able to:

1. Describe the global transformations that industrial imperialism wrought on multiple levels, from international politics to village economics.
2. Identify the historical causes of this wave of imperialism, particularly economic, political, technological, and ideological factors; analyze how these factors operated as causes and how they reinforced each other.
3. Analyze the successes and failures of resistance to industrial imperialism, as well as the advantages and disadvantages of collaboration, using specific examples.
4. Trace the connections between industrial imperialism and its effects on the lives of people around the globe.

Time and materials

This unit is written as five main lessons. Each lesson incorporates several optional activities and can be adapted by the teacher to become a lesson for one day or for up to four or five days.

This unit requires a standard world history textbook and standard school supplies (paper, pens). It also includes Internet resources.

Authors

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Elisabeth Sperling taught at the Horace Mann School (Bronx, NY) for fourteen years, where she helped create a global history curriculum, designed and directed a program for teacher mentoring, and was awarded the first endowed chair in History. Following a Woodrow Wilson summer institute, she co-authored *The Industrial Revolution: A Global Event* for the National Center for History in the Schools. Ms. Sperling was the recipient of a Klingenstein Fellowship and a Fulbright Fellowship.

Sperling and Shultz taught the College Board AP seminar at Manhattan College in 2001. More recently, they designed curriculum for the Pacific Ridge School, a new independent school dedicated to creating global citizens.

This unit's Big Question

Why did numerous societies in Africa, Asia, the Americas, and Oceania lose their political independence to European, Japanese, or American invaders in the late nineteenth and early twentieth centuries?

The historical context

Calling any period the era of "colonial" experience is fraught because the evidence that **states** claimed the territories of others can be found in all periods since the rise of the first complex societies more than 5,000 years ago. But the age of European imperialism between 1850 and 1914 is unique for three reasons. First, alongside the old motivations of "Gold, Glory, and God" that marked the first age of European expansion, the driving force of industrial capitalism mandated radically new forms of imperial control and change. Second, the scope of conquest compared to the relatively small size of the population of the conquerors was huge. While large nations, such as Brazil, Russia, and the United States did expand their territory in this period, countries of western Europe, the smallest "continent" on the planet, came to rule, directly or indirectly, about 444 million people. Finally, this "new imperialism" affected the cultural and

economic lives of more millions of people, most of them in Africa and Asia, than did any other colonial expansionary movement to that date. The seeds of the modern world economy – the dominance of international markets, the rise of an international middle class, and the creation of huge and unevenly distributed wealth – were planted in that era. The winners of this new world included not only Europeans and Americans but also Japanese, as well as African and Asian elite groups for whom **colonialism** opened new pathways to power. However, for millions of others, the colonial experience meant economic exploitation or even death on a battlefield of resistance. Even more suffered the destruction of natural environments, traditional forms of work, and religious and social relations. It is no accident that the seminal work of fiction about Africa in this period is called *Things Fall Apart.*

Causes of the new imperialism

Economic, political, and technological forces joined to make Europe's takeover of Africa and most of southern Asia possible. Economically, the factories of the industrial revolution had to import raw materials to churn out products and feed workers, and they also had continually to find markets for their manufactures if they were to avoid overproduction. Trade was one way to sate these needs, but new technologies made conquest feasible as well. By 1850, the commercialization of quinine, a drug derived from the bark of the Peruvian cinchona tree, made it possible for Europeans to invade tropical lands without suffering astronomical mortality rates from malaria. More devastatingly, the weapons gap between Europe and the rest turned into a chasm after the American Civil War with the introduction of breech-loading and repeating rifles and, deadliest of all in that period, the machine gun. "Whatever happens," quipped British pro-imperialist Hillaire Belloc,

> Whatever happens, we have got
> The Maxim Gun, and they have not.

The impact of the Maxim gun was experienced most viscerally in 1898, when a British and Egyptian force moving up the Nile seized a large portion of Sudan from the far larger Muslim army of the state called Mahdiyya. In the crucial battle at Omdurman, British forces lost 40 men. The Mahdiyya army lost 11,000.

A British Maxim gun from 1895

Source: Photo by Max Smith, Wikimedia Commons

Political changes in the home European countries sparked the hottest period of colonialism, between 1870 and 1889. France's humiliating defeat by Prussia in the 1870-71 Franco-Prussian War changed the balance of power in Europe, giving rise to two large states, Germany and Italy, and promoting global land grabs as a form of strategic insurance to maintain the new balance of power. At the same time, the potato blight and revolutions of 1848, factory-driven **urbanization**, and a depression in 1873 burdened European states with burgeoning and restless lower classes. Stage-managed nationalism and imperial prizes were valves designed to release domestic pressure for social and economic reform. That is why the rate of colonization, particularly in Africa, tropical Asia, and Oceania, often seemed frantic. For example, France annexed into its empire the areas that now include Vietnam, Cambodia, Tunisia, Guinea, Mauritania, Senegal, Mali, Côte d'Ivoire, Niger, Gabon, parts of the Congo, the Central African Republic, Chad, Burkina Faso, Benin, Djibouti, Madagascar, the Comoros Islands, and close to a dozen Polynesian islands within *nine* years (1880-89).

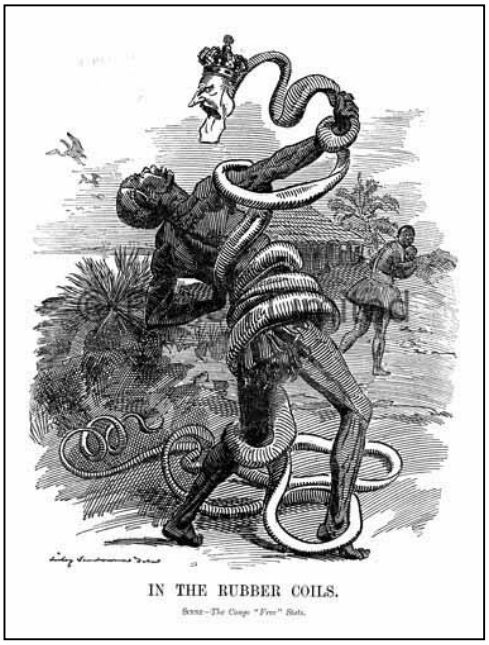
The "Jewel in the Crown" and the "Scramble for Africa"

While the Scramble for Africa (1879-1900) was the centerpiece of the new imperialism, the great annexations actually began before that. In 1857, England's direct annexation of the Indian subcontinent, which included not only the current state of India but portions of Pakistan, Nepal, Burma, and Sri Lanka, allowed England to boast, accurately, that "the sun never set on the British Empire." England's conquest of the subcontinent was triggered by a huge revolt by the Indian troops serving the British East India Company, soldiers popularly known as Sepoys. Famously, the breaking point for the Sepoys was the introduction of the new technology of bullets, which were coated with animal grease and therefore an abomination for both cow-revering Hindus and pork-shunning Muslims. Britain's Asian empire was perceived as a threat by the military regime of Tsarist Russia and hastened that state's push to conquer the few free peoples in Turkestan and other parts of Inner Eurasia. It also prompted a crackdown on Russia's Muslim population in the Caucasus. The Anglo-Russian "cold war," known as the Great Game, established the template for European leaders to achieve glory by adding new lands and boasting about it to schoolchildren back home.

Africa was where Europeans made the new imperialism appear most like a raw political game. The "Scramble for Africa" turned Europe's land claims there from about 3 percent of the vast continent to 97 percent in just 20 years. As this pace suggests, the scramble was frequently chaotic. Thousands of Africans died from war and exploitation. European states claimed lands, not from any clear strategic goal, but because of rivalries with other European countries or the desire to protect the interests of domestic corporations. A few African regions were taken almost by accident, as was the case in Germany's claims to Rwanda and Burundi, two Central African mountainous kingdoms in which the Germans hardly set foot. For many French leaders, conquests in West Africa and Central Africa were attempts to make up for the loss of territory and pride to Germany in the Franco-Prussian War of 1870. Germany's Machiavellian ruler Chancellor Otto von Bismarck heartily encouraged France to seek compensation in overseas adventures. Some leaders in Great Britain also wanted an empire for empire's sake, although many others abhorred the idea as horrendously expensive. But England's conquest of almost a third of Africa was also an almost accidental outgrowth of attempts to protect the interests of British capitalists. In Egypt, for example, Britain first sent troops in 1860 to prevent Egypt's

leader Ismail Pasha from repudiating huge loans he had taken to build the Suez Canal. Later, local unrest against European interests in the Canal Zone finally irked the British into declaring an outright protectorate in 1882. The unscrupulous but brilliant diamond and gold tycoon Cecil Rhodes led English armies by the nose into a similar struggle that resulted in the defeat of the Ndebele people and the annexation of "Rhodesia" (today, Zambia and Zimbabwe). Unwilling to allow its arch-rival's prizes to go unchecked, Germany claimed Togoland, the Cameroons, Namibia (formerly Southwest Africa), and parts of Central East Africa.

The darkest chapter of the "Scramble for Africa" was written not by a country but by a single man, King Leopold II of Belgium. Though the parliamentary government of Belgium had no interest in foreign expansion, Leopold read the best-selling African travelogues of Henry Stanley and decided he must have a chunk of the "magnificent cake" of Africa to himself. Masterfully manipulating Stanley, Christian missionary organizations, and even the president of the United States, Leopold convinced the world powers to grant him administrative rights over a "Congo Free State" for the express purpose of ending **slavery** and bringing modern **civilization** to primitive people. Immune to his own hypocrisy, Leopold proceeded to turn an area the size of western Europe into his personal slave plantation for the hunting of ivory and, later, rubber. He dispatched an army of European mercenaries, who then conscripted local men and boys to terrorize the population of the Congo region into collecting Leopold's desired goods. As entire villages fled into the forests to escape Leopold's Force Publique (Public Force), several million Congolese died of shootings, starvation, or torture. Agents of the Force Publique cut off the hands of so many Congolese in an effort to terrorize them into harvesting rubber that the commodity became known as "red rubber."



A cartoon from *Punch magazine* **representing King Leopold II as a snake attacking a Congolese man**
Source: Punch, Nov. 28, 1906. Wikimedia Commons

The Great Powers turned a blind eye to what Leopold was doing in the Congo. The prospect of one man controlling an area larger than Europe, however, convinced Bismarck that invasions of African lands threatened to derail the balance of power in Europe. In 1884, he called an urgent

conference in Berlin to bring order to the competing imperial claims. Not a single African was invited to the meeting. The conference validated Africa's dismemberment, but it did not stop European rivalries. Italy soon entered the game, annexing parts of Libya and Somalia and, ruinously, attempting to conquer Ethiopia. By 1905, England had nearly gone to war with France over a small place in the Sudan, and France and Germany had played a scary game of brinksmanship over control of Morocco. The lines on the map of Africa that the Berlin conferees drew still define the boundaries of many African countries. In large measure they ignored existing geographical, ethnic, and linguistic frontiers. This arbitrary boundary making has caused conflict among African states and ethnic peoples down to the present.

Other Examples

While the "Scramble for Africa" often receives the bulk of most textbooks' description of European conquest in this era, teachers should be careful to make clear that tens of millions of other peoples were absorbed into the western sphere. In mainland Southeast Asia, France colonized Vietnam, Cambodia, and Laos; Britain seized Burma. In Indonesia, the Dutch deepened their control of the interiors of Sumatra, Sarawak, and Bali. In the Philippines and Guam (and, separately, Hawaii), the US not only declared protectorates after winning the Spanish-American War of 1898 but administered the colonies much more closely than Spain had. In Oceania, a dozen countries with naval power snapped up most of the major archipelagos. In almost all of these cases, the colonizing power began by extending a pre-existing but small coastal claim deeper into the interior. In each case, too, the motivations for invasions were a mixture of desire for raw materials and markets, nationalistic pride, strategic goals, and sometimes genuine, sometimes hypocritical desire to civilize indigenous peoples by bringing them Christianity, technology, capitalism, and western culture.

There were exceptions to this pattern of conquest. One was the land-based expansion of countries to swallow up contiguous regions. The United States' policy of Manifest Destiny drove it to war with Mexico and indigenous peoples until it had claimed sovereignty over a vast Atlantic-to-Pacific corridor. Almost at exactly the same moment, Tsarist Russia drove to the Pacific from the opposite direction, annexing almost all of Inner Eurasia. Brazil became the other giant land power, cutting its way into the Amazon River basin and establishing a regional capital at Manaus, 900 miles from the river's mouth. Amazonia was nearly as large as the continental United States.

Collaboration and resistance

In human terms, the choices for the people facing the onrushing western tide ranged from eager collaboration to violent resistance – with many nuanced variations in between. Though thousands of people from Nigeria, Egypt, India, and other places accepted employment and money from Europeans, embraced western science and technology, converted to Christianity, bought western goods, and formed friendships and sexual relationships with Europeans, none of these actions should be seen from the perspective of outdated western textbooks, which depicted natives happily submitting to their civilizing masters. Every group facing European, American, or Japanese faced the crisis of how best to maximize autonomy.

Very few non-western groups military challenged European armies and won outright victory. Menelik, the emperor of the Solomonic dynasty of Ethiopia, defeated an Italian army at the battle of Adowa in 1896 and preserved his country's sovereignty for another thirty-nine years. Menelik's success owed much to his sophisticated knowledge of European politics. He played off French and British fears of Italian power to gain modern weapons and intelligence.

An Ethiopian artist's depiction of the Battle of Adowa in 1896.
Which soldiers are the Ethiopians and which are the Italians?
How would you describe the weaponry of the two sides?

Source: Photo by R. Dunn; artist unknown

Menelik's resistance is best known, but even the most isolated Africans and Asians fought back. More than twenty-two major wars of resistance broke out during the age of new imperialism. One of the largest was Emiliano Aguinaldo's guerilla war against the United States. After using Aguinaldo as an ally to sever the Philippines from Spain, the US reneged on promises to grant the islands self-rule. Major revolts broke out among the Asante and Mande in West Africa, the Berbers of Morocco, the Zulu and Ndebele in South Africa, the mountain tribes of Burma, and the Pashtuns of Afghanistan and Pakistan. In the face of deadly science, some resistance groups turned to mysticism in an effort to become invulnerable to bullets. Movements that became obsessed with puritanical, "cleansing" acts of martial bravery arose in the US among the Sioux Ghost Dancers, the Boxers in China from 1899 to 1901, and the participants in the Maji Maji rebellion against the Germans in Tanzania from 1905 to 1908.

Still other Africans opportunistically took advantage of the political chaos roiled by the "Scramble for Africa" to carve out empires on the periphery of European claims. Samori Ture in

Sudanic West Africa and Tippu Tip, an Arab operating out of Central to East Africa, unified previously separate African groups under their command and used western guns and guerilla tactics to achieve great power, before eventually succumbing to European armies.

Samori Ture, the West African Muslim empire builder who fought French invaders for more than twenty years.

Source: Joseph-Simon Galliéni, *Deux Campagnes au Soudan Français, 1886-1888* (Charleston, SC: Nabu Press, 2012)

The spread of western technology

Everywhere that European technology arrived, leaders of societies faced the choice of whether to adapt or reject it. The elite and educated classes in India, China, Japan, and elsewhere, debated whether to do this. People such as Rabindranath Tagore, Nobel Prize-winning poet and Indian nationalist, argued that the best way to achieve some form of home rule was to adopt western forms of technology, politics, and schooling. Ottoman, South African, Vietnamese, and Egyptian reformers, such as Saad Zaghlul (1857-1907) founded modern political parties in opposition to many European policies. Supporters of these movements often adopted European customs and dress. Their opponents derogatorily referred to them as "WOGs": Western Orientalized Gentlemen. In China, the imperial court of the Qing split into reformers, who advocated a self-strengthening movement to build up military and industrial strength and traditionalists, such as Dowager Empress CiXi, who sided with Confucian scholars to retard radical reform. The salient point is that push-back from adamant traditionalists often not only slowed westernization but also often resulted in swings to mystical, apocalyptic movements. For example, a millennial Muslim movement exploded in the Sudan under a self-proclaimed messiah known as the Mahdi.

Only one country truly succeeded in throwing off western hegemony – and it did so only by deliberately tearing down its old political and economic order and replacing it with nearly exact copies of western models. This was Japan, which the US first forced into signing humiliatingly unequal trade treaties in 1858. Other countries, including England, France, and Russia soon followed suit. However, under the Meiji Restoration, a small clique of oligarchs (mostly samurai), overthrew the 250-year-old Shogunate and established a modern state modeled after Bismarck's militaristic administration. Under the Meiji oligarchy (1868-1912) and the mandate of the compliant emperor Meiji, the Japanese built an industrial complex, as well as a world-class navy and army, and forced the US and European countries to renegotiate their unequal treaties on a fairer footing. Japan's adoption of western models went so far as manufacturing military uniforms that contained the same number of buttons as that of the uniform of the one-time French emperor Napoleon III. Predictably, then, Japan itself became an aggressive, ultra-nationalistic imperial force. It launched and won wars with Korea, China, and Russia, seizing Taiwan, Korea, and parts of Manchuria and Siberia. Japan's rout of Russia in 1905 was particularly important because it shattered the myth of European invincibility against the "primitive" (read "non-white") races.

Unintended consequences

Japan's victory notwithstanding, the struggles during the era of the colonial experience were so one-sided and savage that the period produced corrosive changes for both conquerors and conquered. At the start of the Industrial Revolution, the Europeans justified their conquests with the excuse they were bringing "civilization" to their subjects. Civilization meant a basket of European gifts that included Protestantism or Roman Catholicism, modern technology, western medicine, literacy, the concepts of written law and private property, and formal schooling. This justification was ethnocentric from the start. But on-going resistance deepened western hostility toward the African or Asian "other." In "The White Man's Burden," British imperialist Rudyard Kipling reduced Asians to "new-found sullen peoples, half-devil and half-child." This concept was put into practice by thousands of usually poor European men who migrated to serve in colonial administrations and used their power to amass native servants and concubines and to subordinate them completely along racial lines. Charles Darwin's theories of evolution – or, more accurately, the misinterpretation of his theories – helped turn European, Japanese, and American racism into a license for conquest and violence. Under the pseudo-science of Social Darwinism, "higher" forms of humans were under a biological imperative to rule, or even eliminate, lower humans. It should thus come as no surprise that, in 1907, administrators of German Southwest Africa (Namibia) reacted to a revolt by the Herero nation with the first fully-documented planned genocide in the twentieth century. Almost 90,000 Herero men were either shot or deliberately starved to death in concentration camps. (One of the plan's architects was Nazi Hermann Göring's father.) Teddy Roosevelt's suppression of Philippine rebels was conducted with equal disregard for morality. It would take only another generation for white men to turn these practices on each other, and for Winston Churchill to call for dropping gas on Iraqi Kurdish villages potentially sheltering rebels. "I do not understand this squeamishness about the use of gas. I am strongly in favor of using poison gas against uncivilized tribes."[1]

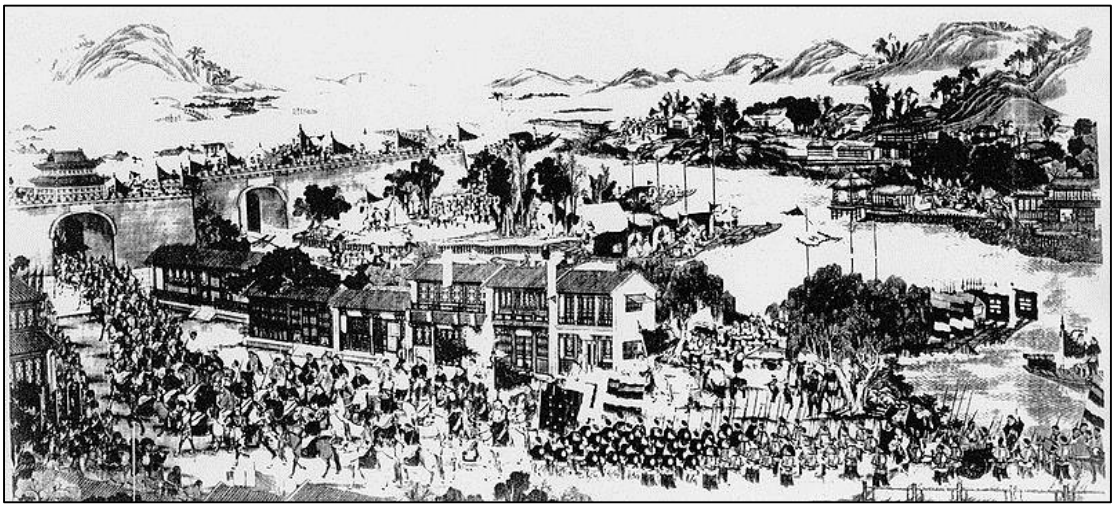
[1] Geoff Simons, *Iraq: From Sumer to Sudan* (London: St Martin's Press, 1994), 179-81.

One story about the new imperialism rarely gets mentioned in most high school textbooks but might actually have directly affected more people than other events of the period. This story involves the unintended consequences of colonial interactions. The rapid rewriting of the economic, political, environmental, and social rules for nearly half the earth could not but generate unplanned ramifications. Among the most serious were the outbreaks of major famines that killed tens of millions of Asians and Africans in 1876-79, 1889-91, and 1896-1902. One theory explaining these famines is that the forced conversion to mono-culture **cash crop** economies by European overlords gradually diminished the supply and raised the prices of local subsistence food. Environmental and market downturns pushed the new economies past the breaking point.[2]

The experience of China in the European colonial age is virtually a casebook study in unintended consequences. The most populous, wealthiest, and probably the most economically active nation on earth in 1800, China was far too large and complex to be completely annexed into any European empire. But direct and indirect European, American, and Japanese influences wrought havoc on the country. The starting point was the British East India Company's successful attempt after 1790 to sell lethal quantities of opium to Chinese consumers, despite Qing dynasty attempts to cut off the trade. China's humiliating loss in the subsequent First Opium War (1839-42) directly led to opium consumption, but it had another effect, too. One of the English Christian missionaries allowed to travel openly in China as a result of the British victory converted a failed Confucian scholar. That failed scholar would later declare himself a Chinese Christian messiah – "Jesus' Chinese Brother" – and lead the Taiping Rebellion against the Qing (1850-64). Though little covered in the West, the Taiping Rebellion was likely the deadliest civil war in world history, eventually causing the killing or starvation of twenty to twenty-five million Chinese people.

Though the Qing dynasty eventually put down the rebellion, the government's reliance on western troops fatally weakened its legitimacy among the Chinese and led regional warlords to establish independent fiefdoms throughout the country. The warlords' source of income was opium, which by 1880 was being consumed in China at a rate of 80,000 tons a year. (By comparison, the world today consumes only about 5,000 tons of opium and heroin.) By the time the Qing dynasty officially collapsed in 1912, China was in a downward spiral of feudal warfare, addiction, and corruption. Its population would not regain its 1839 levels of economic development for a century. Ruled by no foreign government, China succumbed to the new imperialism. Almost no one on earth escaped its effects.

[2] See Mike Davis, *Late Victorian Holocausts: El Niño Famines and the Making of the Third World* (New York: Verso, 2001).



A scene of the Taiping Rebellion, 1850-1864
Qing imperial troops retake the city of Suzhou from Taiping rebels
Source: Wikimedia Commons, Beijing University Library

Special note on multiple viewpoints: Problem areas and possibilities

The experience of colonialism is a botanical garden of adventure, color, and exotica. As the many Hollywood and Bollywood movies made about it indicate, it contains a treasure of great stories. The lushness, however, conceals a few pitfalls for teachers. Recognizing these problem spots not only allows teachers to avoid them but to open a world of deeper historical thinking and comprehension to students.

Teachers should watch out for discussions or textbook passages of imperialism that do not regularly make reference to which century is under discussion. That can be a sign that the conversation has wandered out of the field of history and slipped into vague notions of "human nature" or "power." It is not that human power relationships are not important. Rather, there are significant differences between, say, the Spanish conquistadors who sought power in the Andes in the 1530s and European states such as Germany, which used its client state Colombia to wage war against Bolivia in the 1880s. Germany's military-dominated state was driven by motivations (access to nitrate supplies to make gunpowder and fertilizer) that would have seemed alien to the conquistadors. And the level of power the German navy wielded would have been equally unimaginable.

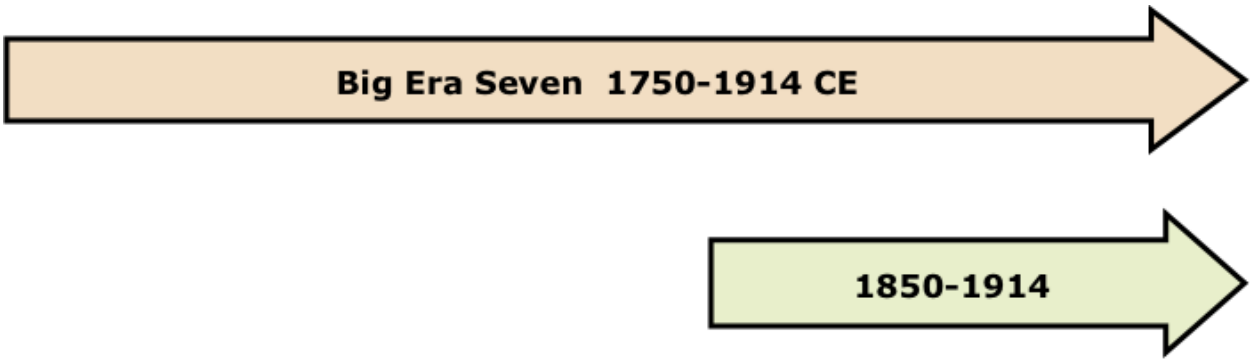
If teachers are careful about **periodization**, however, they can help students become more aware of chronology, as well as the warp-speed changes that affected Europe and the US since **industrialization**. This is especially useful if a teacher has made the decision to teach the history of a region, such as Latin America, as an independent module. In this kind of case, "colonialism" can be converted from an oversimplification to a powerful teaching tool.

Another obvious but difficult-to-avoid issue is collapsing the history of European, American, and Japanese imperialism into simplistic dualities. This will become instantly apparent if the teacher hears terms like "good guys" and "bad guys" in the classroom. Contemporary textbooks are careful to avoid painting all Europeans and Americans as villains. They also do their best in limited space to draw nuances between the responses of different constituencies in Africa, Asia, Oceania, and elsewhere. Nevertheless, the prevalence of good-versus-evil themes in movies and popular media coupled with the concrete thinking of adolescents can flatten the discussion. The great problem here is that even if Asians, Africans, or Latin Americans are turned into the good guys (think about movies such as "The Last Samurai"), black-and-white thinking usually puts Europeans into active and "victorious" roles and consigns indigenous peoples to passive roles of victims, even if noble ones.

The antidote to this fallacy is also an opportunity. The teacher should work at all times to depict Africans, Asians, Latin Americans, Europeans, and all others as groups whose members may have varying attitudes and points of view, rather than stereotyping and homogenizing groups as being all the same, It will become evident that stereotyping is taking place if the word "they" is used too frequently. A typical sentence might sound like: "*'They' didn't like the Europeans because they took away their land*." In fact, the members of groups facing European conquest almost invariably had conflicting and ambivalent attitudes about the best way to respond. Teachers can combat the disease of "they" by emphasizing the myriad ways in which different groups tried to resist exploitation by opposing it or shaping it to fit their needs. In Japan, for example, the Samurai used the arrival of Americans and Europeans as a catalyst for overthrowing feudal domination and establishing a centralized oligarchy (with themselves as a modern elite). At virtually the same time, the militarily weak monarchy of Thailand under King Chungalongkorn wooed Europeans in order to gain an edge over its traditional noble rivals. In China poorer castes such as the Hakka (the ethnic group which formed the backbone of the Taiping Rebellion) seized on missionary Protestantism to revolt against traditional Confucian elites. In what is now Ethiopia, Menelik rallied the population to fight the Italians as mortal enemies, despite the fact that both sides professed Christianity.

Making distinctions such as these provide good teaching tools. They help students see the complexity of human relations in other regions and eras. Simultaneously, students will broaden their perspective about historical decision-making. It might be glorious, as Pancho Villa said, to choose to "die on one's feet [rather] than live on one's knees." But it is good to help students understand that those are not always the only two options. At the least, they will gain greater respect for those who chose to resist imperialism in ways other than by suicidal charges on the battlefield.

This unit in the Big Era Timeline



Lesson 1
How Big was the New Imperialism?

Introduction

In order to approach the topic of the colonial experience during the new imperialism, students need to gain an understanding of the immense scope of the change. Therefore, the question for the first lesson is: how important was the imperial age, in terms of both size and effect? The cognitive objective is to define the topic of the unit, and the affective objective is to open imaginations and spur curiosity, so that the students leave the lesson thinking, "Wow, how could that happen?"

Activities

As with all the lessons in this unit, we outline a number of activities for the teacher to choose from. Some of these may overlap in content.

1. Motivator: Students take a short survey that lists some amazing facts about imperialism (Student Handout 1.1 – True or False? or Rate Believability). These can be presented as a True/False quiz, or the instructions may be to rate the statements according to their believability, e.g.:
    - 1 means "This makes sense."
    - 2 means "This seems possible."
    - 3 means "This is unlikely."
    - 4 means "This seems impossible."

    Teacher Key: All of the statements are true.

2. Motivator: Ask students to brainstorm what John Wilson might have meant by his statement made about 1829 and often paraphrased as: "The sun never sets on the British Empire." Examine a map of the British empire about 1914 to verify if his observation is accurate for that period.

3. Quantify the geographic extent of imperial expansion. See Student Handout 1.2 (Percentage of Land Areas of Five Major Regions Controlled by European Powers and the United States in 1900) and Student Handout 1.3 (Population of Colonies Controlled by Certain European Countries in 1939). Form groups, ask each group to discuss the data in the two tables, then devise pie charts or bar graphs to display the data.

4. Many standard texts and Internet sites have good political maps of Africa and Asia that show the extent of European control of territories within these two regions before (about 1875) and after (about 1914) the imperial expansion of the late nineteenth and early twentieth centuries. Introduce these maps to the class. Ask students to consider these questions:

- How would you go about estimating the extent of change in European or United States rule of territories in Africa and Asia between 1875 and 1914?
- How many of today's states or the territories in which these states now exist were under European or United States rule in 1914? List and count them.
- What states in Africa and Asia can you identify that did not fall under European or United States control during those thirty-nine years? **(Teacher key: Notably Liberia, Ethiopia, Thailand, China [with qualifications], and Japan.)**
- Should Canada, Australia, and New Zealand be regarded as European colonies in 1914? **(Teacher key: By this year all three territories enjoyed full self-government but continued to recognize the British monarch as their head of state, as they do today.)**
- What overseas territories did Japan acquire as colonies between 1875 and 1914?

5. Divide the class into groups to study the charts, quotations, and images in the Student Handouts, including Student Handout 1.4 (Quotations on How Life Changed) and Student Handout 1.5 (Images of How Life Changed). Divide the class into groups and ask them to brainstorm the impact of the age of imperialism with reference to these resources.

   See the questions following the images in Student Handout 1.5.

Assessment

In a written homework assignment, students write a paragraph in which they:

1. Choose and explain three facts that most surprise them about the scope of the imperial conquests of this era.
2. Form a hypothesis about the causes of these conquests.

Lesson 1

Student Handout 1.1—True or False? or Rate Believability

In the nineteenth century …

___A British army faced a Sudanese army twice its size. The British won the battle, losing only 48 men while killing 10,000.

___Mountains of guano (bird droppings), sold to Europeans, created an unprecedented class of millionaires in Peru.

___The King of Belgium ran a private rubber-collecting company in the Congo that secretly killed 8 million people.

___England ruled India by committing only one soldier per 10,000 Indian subjects.

___Three out of ten people in southern China became addicted to opium as a result of British merchants illegally shipping it there from India.

___British railway builders in East Africa provoked the biggest killing spree by lions in history: two lions killed 135 men.

___The British Customs Department grew an impenetrable hedge across India to prevent the smuggling of salt. This hedge, made mostly of thorny bushes, was from ten to fourteen feet high and from six to twelve feet deep. It stretched 2,504 miles and was guarded by nearly 12,000 men.

___The biggest holes in the world were dug by hand in South Africa. One was over 2.5 miles wide and 720 feet deep. It yielded thousands of pounds of diamonds.

Lesson 1

Student Handout 1.2—Percentage of Land Areas of Five Major Regions Controlled by European Powers and the United States in 1900

Region	Percentage Controlled
Africa	90.4
Polynesia	98.9
Asia	56.5
Americas	27.2

Source: Alexander Supan, *Die territoriale Entwicklung der Europaischen Kolonien* (Gotha: Perthes, 1906), 254.

Lesson 1

Student Handout 1.3—Population of Colonies Controlled by Certain European Countries in 1939

Country	Population of Colonies (in millions)
Great Britain	470
France	65
Belgium	13
Netherlands	66
Germany (1914)	13

Source: Mary Evelyn Townsend, *European Colonial Expansion since 1871* (Chicago: Lippincott, 1941), 19.

Lesson 1

Student Handout 1.4—Quotations on How Life Changed

Document A.

Statement by Chief Kabongo, born in the 1870s, as told to Richard St. Barbe Baker in the 1950s

Kabongo was a chief of the Kikuyu people in what is today Kenya.

> Something has taken away the meaning of our lives; it has taken the full days, the good work in the sunshine, the dancing and the song; it has taken away laughter and the joy of living; the kinship and the love within a family; above all, it has taken from us the wise way of our living in which our lives from birth to death were dedicated to Ngai, supreme of all, and which, with our system of age groups and our Councils, insured for all our people a life of responsibility and goodness. Something has taken away our belief in our Ngai and in the goodness of men. And there is not enough land on which to feed.
>
> These good things of the days when we were happy and strong have been taken, and now we have many laws and many clothes, and men dispute among themselves and have no love. There is discontent and argument and violence and hate, and a vying with each other for power. And men seem to care more for disputes about ideas than for the fullness of life where all work and live for all.
>
> The young men are learning new ways, the children make marks which they call writing, but they forget their own language and customs, they know not the laws of their people, and they do not pray to Ngai. They ride fast in motorcars, they work fire-sticks that kill, they make music from a box. But they have no land and no food and they have lost laughter.

Source: Richard St. Barbe Baker, *Kabongo: The Story of a Kikuyu Chief* (Wheatley, UK: George Ronald, 1955), 126.

How does Chief Kabongo characterize the differences regarding life in Kenya between the days before British conquest and the 1950s? What words and phrases does Kabongo use to express his emotions and attitudes regarding the changes? [Common Core State Standards, 9-10, Determine the meaning of words and phrases as they are used in a text.] Might a teenager growing up in Kenya in the 1950s have had a different view? In what ways?

Document B.
Historian Ian Whyte on some ecological consequences of imperialism

At a global scale, the most significant change in the late nineteenth and early twentieth centuries was the tremendous expansion of cultivable land at the expense of natural ecosystems. It has been estimated that, from 1860 to 1920, 432 million hectares (1,069 million a) of land worldwide was taken into cultivation. Even in India, already well populated and exploited when the British arrived, colonial rule led to the large-scale conversion of grassland and forest to arable land, and instead of intensifying production on the existing acreage, the cultivated area was expanded. Colonial administrators were also prone to write off indigenous systems of cultivation and other forms of land management as inefficient and wasteful, rather than ecologically balanced. In central India, slash-and-burn agriculture and the grazing of cattle in the teak forests were seen as backward practices by administrators who wanted a sedentary, controlled peasantry. In humid tropical areas, slash-and-burn agriculture was suited to an environment in which the vegetation had a higher nutrient capital than the soil. In India, however, colonial officials saw the system as wasteful and destructive of the forests, a basically disorderly system. Shifting agriculture was made illegal and the forests were reserved as a state resource. New systems of agriculture had to be developed with permanent fields and ever-shorter periods of fallow, which led to declining yields and erosion. In traditional Indian society, hunting, whether at the aristocratic or the subsistence level, had been carefully controlled. British attitudes, deriving from a country in which large predators had long been exterminated, were to try to eliminate wolves, wild dogs, and big cats systematically in order to protect the local population. The removal of the predators disrupted local food chains and caused an upsurge in the population of herbivores such as deer, until they, too, began to be shot for sport on a large scale.

As had occurred in the Caribbean in the seventeenth and eighteenth centuries, plantation agriculture expanded rapidly in many parts of Asia in the nineteenth century, transforming the landscape. In India the crucial date was 1833, when the East India Company's new charter allowed foreigners to own rural land. Tea began to be cultivated in Assam and Sikkim from the 1830s. By 1900, there were 764 tea plantations in Assam, producing 66 million kg (145 million lb) of tea a year for export. At the end of the nineteenth century, rubber provided an equally profitable crop in Ceylon, Singapore, and especially Malaya.

Source: Ian D. Whyte, *Landscape and History since 1500* (Chicago: University of Chicago Press, 2004), 147-8.

How would you describe Ian Whyte's point of view regarding environmental change in Asia under colonial rule? [Common Core State Standards, 11-12, Evaluate an author's premises, claims, and evidence.]

Lesson 1

Student Handout 1.5—Images on How Life Changed

A. Warfare

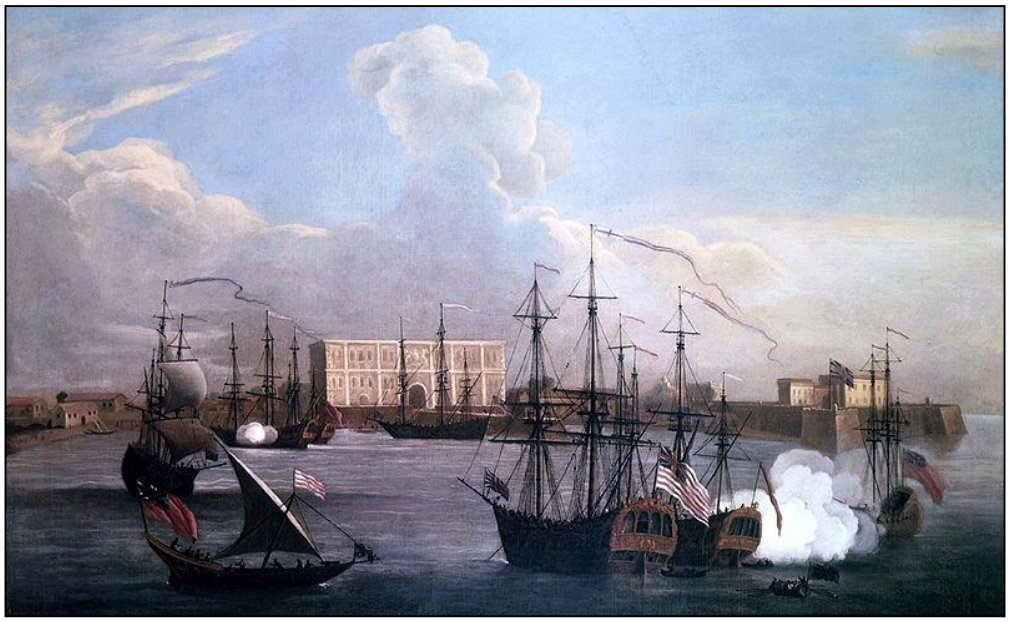
Samurai from the Bakumatsu-Meiji period, later nineteenth century

Source: Nagasaki University Library, Japanese Old Photographs in Bakumatsu-Meiji Period
http://oldphoto.lb.nagasaki-u.ac.jp/unive/target.php?id=13

Japanese soldiers during the Russo-Japanese War (1904)

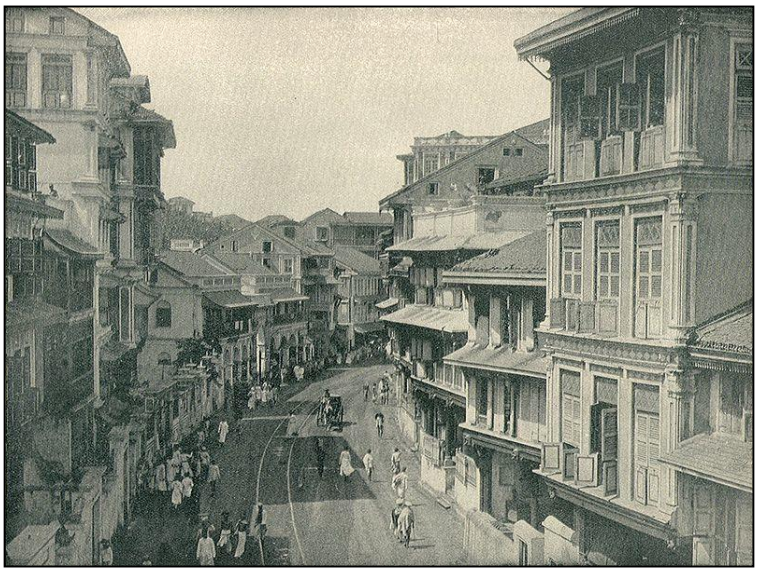
Source: Japanese soldiers near Chemulpo Korea August September 1904, Russo Japanese War, Musée de l'Armée, Paris, Wikimedia Commons,
http://commons.wikimedia.org/wiki/File:Japanese_soldiers_near_Chemulpo_Korea_August_September_1904_Russo_Japanese_War.jpg

B. Cities



Bombay Harbor, 1731

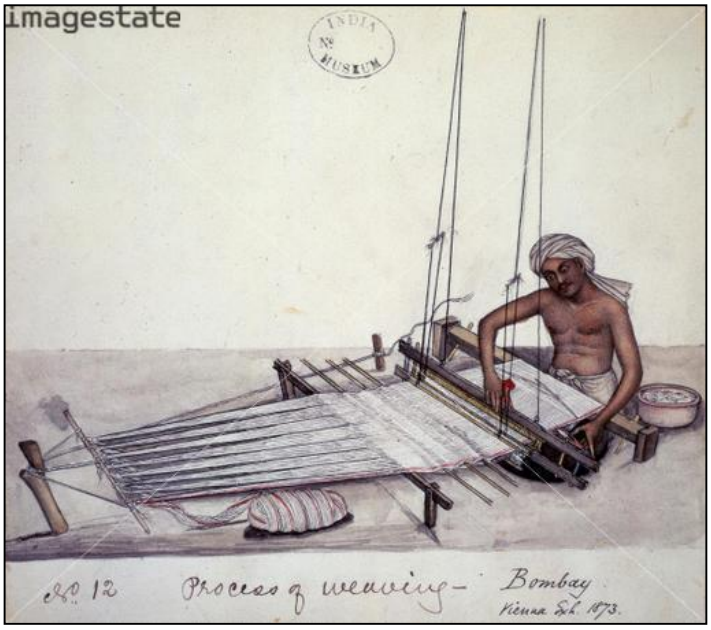
Source: Ships in Bombay Harbor, painting by Samuel Scott, Wikimedia Commons, http://en.wikipedia.org/wiki/File:Ships_in_Bombay_Harbour,_1731.jpg



Bombay (Mumbai), Kalbadevie Road, ca 1890

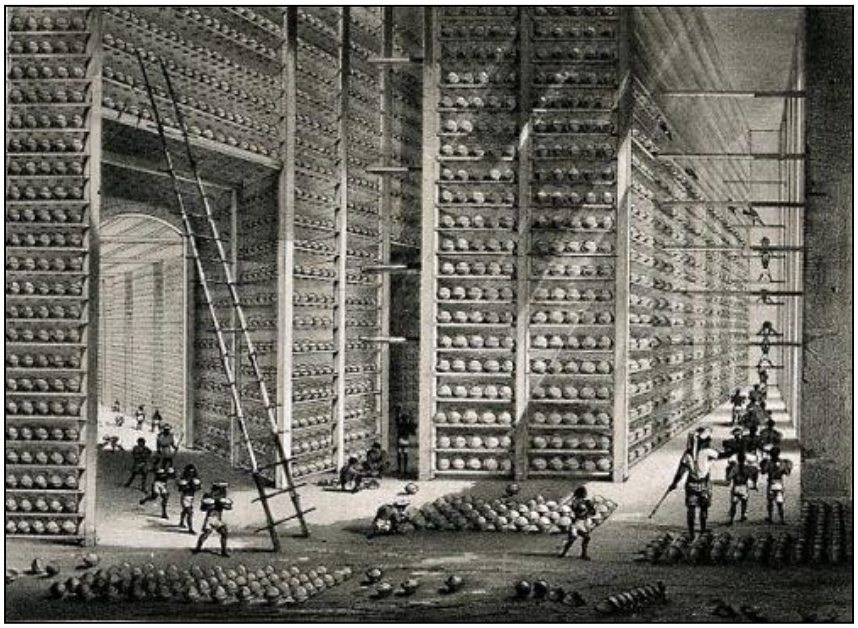
Source: A Photographic Trip around the World (Chicago: John W. Illiff, 1892), Wikimedia Commons, http://commons.wikimedia.org/wiki/File:BombayKalbadevieRoad1890.jpg

C. Labor



Textile worker in India, ca 1873

Source: Unknown



Opium factory in India, 1882

Source: Walter S. Sherwill, *Illustrations of the Mode of Preparing the Indian Opium Intended for the Chinese Market* (London: J. Madden, 1851), reproduced at Ptak Science Books, http://longstreet.typepad.com/thesciencebookstore/2011/03/jf-these-images-present-an-excellent-invitation-to-understanding-the-size-and-scope-of-one-section-of-the-opium-industry-in.html.

D. Architecture

Rani Mahal Palace in Uttar Pradesh (India), built in the eighteenth century. It was the residence of Queen Lakshmibai of Jhansi. She fought against the British in the Great Indian Rebellion of 1857-58

Source: Uttar Pradesh Tourism, http://uttarpradeshtourism.wordpress.com/tag/jhansi-tourist-spots/

The Koti Residency in Hyderabad, India. James Kirkpatrick, the British Resident (Governor) in Hyderabad, undertook construction in 1803.

Source: Curzon Collection, Views of HH the Nizam's Dominions, Hyderabad, Deccan, 1892, Wikimedia Commons, http://commons.wikimedia.org/wiki/File:Chaderghat_residency.jpg

Warfare:

How do the two images express changes in military culture, attitudes, and fighting methods in Japan between the nineteenth and early twentieth centuries?

Cities:

What do the two images suggest about changes in urban life and economy in Bombay (Mumbai) between 1731 and 1890?

Labor:

What do you think the two images tell us about change in economy and labor methods in India in the 1870s and 1880s?

Architecture:

Can you identify in what specific ways these two buildings, one the palace of an Indian queen, the other the residency of a British governor, look different from each other? What do you think might have been the cultural sources of the architectural ideas and concepts applied in building these two structures?

Lesson 2
What Caused the New Imperialism?

Introduction

This lesson asks why European imperialism took such a giant leap during this period. Students consider multiple causes and how they may relate to each other. Economic causes include the search for raw materials to supply Europe's new industries, the use of cheap labor to extract these raw materials, and the hunger to continually expand markets. Economic and strategic military rivalry among the European states added fuel to the fire, while a range of motivations and justifications, from altruistic missionary work to Social Darwinism, are additional causative factors for students to consider.

Activities

1. After reading about the economic causes of industrial imperialism, have students consider the Hungry Bird cartoon (Student Handout 2.1). What do the chicks symbolize? What is the mother bird searching for? Students can draw additional symbols on the cartoon to illustrate their answers to these questions. Does this cartoon sufficiently explain industrial imperialism?

2. Have students read primary sources that illuminate the multiple causes of industrial imperialism. Make sure to include sources that illustrate economic, political, military/strategic, nationalist, humanitarian, and Social Darwinist or racist rationales. (For these last rationales, the standard sources often quoted in textbooks and readily available on the web include Rudyard Kipling's "The White Man's Burden" and Karl Pearson's lecture, "National Life from the Standpoint of Science." Both of these are powerful documents and worth excerpting for close study in class.)

   Other, less standard primary sources are excerpted in Student Handout 2.2 (Primary Sources on the Causes of Industrial Imperialism).

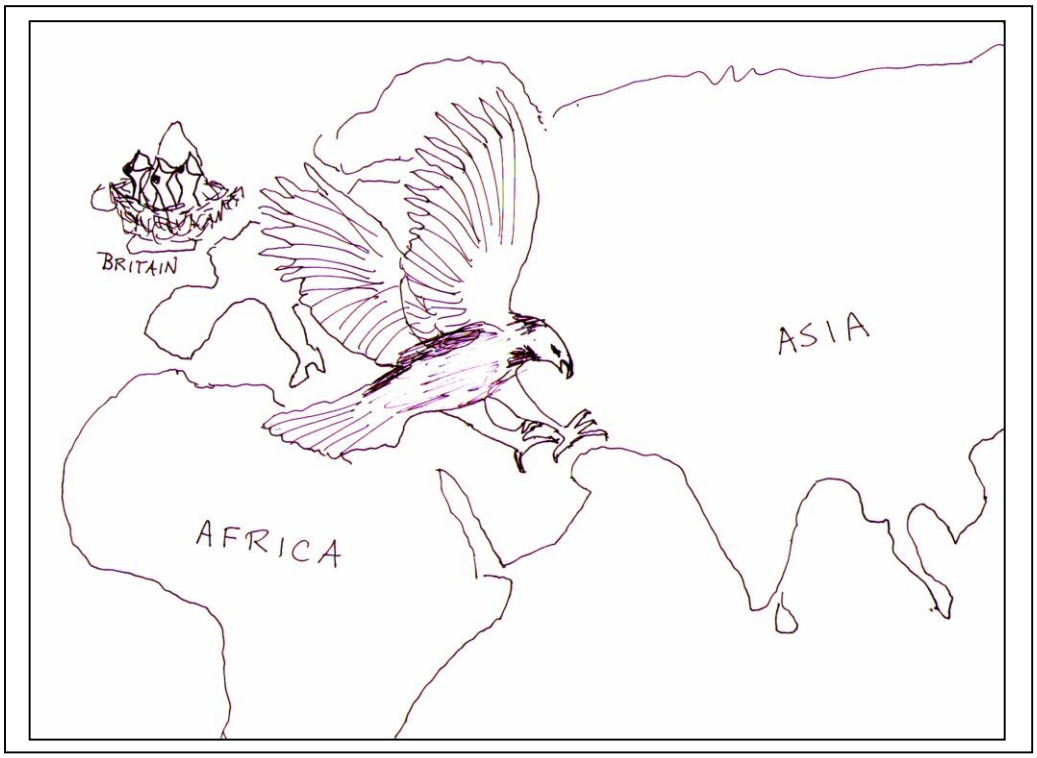
3. Have students debate which causal explanation best fits the facts about what the imperial powers actually did. Alternatively, students may hold a model European parliament to debate the pros and cons of industrial imperialism.

Assessment

Ask students to draw their own political cartoons expressing their views about what caused industrial imperialism. They should attach a written explanation of the elements in their cartoon.

Lesson 2

Student Handout 2.1—The "Hungry Bird" Model of Industrial Imperialism



Lesson 2

Student Handout 2.2—Primary Sources on the Causes of Industrial Imperialism

Document A.

An excerpt from a speech that Jules Ferry, Premier of France, delivered before the French National Assembly, July 28, 1883

In the area of economics, I allow myself to place before you, with the support of some figures, the considerations which justify a policy of colonial expansion from the point of view of that need, felt more and more strongly by the industrial populations of Europe and particularly those of our own rich and hard working country: the need for export markets. Is this some kind of chimera? Is this a view of the future or is it not rather a pressing need, and, we could say, the cry of our industrial population? I will formulate only in a general way what each of you, in the different parts of France, is in a position to confirm. Yes, what is lacking for our great industry, drawn irrevocably on to the path of exportation by the (free trade) treaties of 1860, what it lacks more and more is export markets. Why? Because next door to us Germany is surrounded by barriers, because beyond the ocean, the United States of America has become protectionist, protectionist in the most extreme sense, because not only have these great markets, I will not say closed but shrunk, and thus become more difficult of access for our industrial products, but also these great states are beginning to pour products not seen heretofore into our own markets. …

At this time, as you know, a warship cannot carry more than fourteen days' worth of coal, no matter how perfectly it is organized, and a ship which is out of coal is a derelict on the surface of the sea, abandoned to the first person who comes along. Thence the necessity of having on the oceans provision stations, shelters, ports for defense and revictualling. (*Applause at the center and left. Various interruptions.*) And it is for this that we needed Tunisia, for this that we needed Saigon and the Mekong Delta, for this that we need Madagascar, that we are at Diego-Suarez and Vohemar and will never leave them! (*Applause from a great number of benches.*) Gentlemen, in Europe as it is today, in this competition of so many rivals which we see growing around us, some by perfecting their military or maritime forces, others by the prodigious development of an ever growing population; in a Europe, or rather in a universe of this sort, a policy of peaceful seclusion or abstention is simply the highway to decadence! Nations are great in our times only by means of the activities which they develop; it is not simply "by the peaceful shining forth of institutions" (*Interruptions and laughter on the left and right*) that they are great at this hour. …

Source: Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History,* 7th ed., Vol. II: *Since 1500* (Boston: Wadsworth, Cengage Learning, 2012), 295-7.

What are Jules Ferry's fundamental arguments in favor of imperial expansion? [Common Core State Standards, 9-10, Determine the central ideas or information of a primary or secondary source.]

Document B.

French economist Charles Gide writing in 1885

If we consider particularly the case of France the arguments of the adversaries of a colonial policy take on a special force.

First, regarding emigration, France has no one to spare. Its population is sparse and grows so slowly that it is only foreign immigration that will fill the country.

France … has no merchandise to export. French industry specializes in making expensive and high quality, even luxury goods. It is not for selling to the Indochinese who live on a fistful of rice, nor for the Blacks in the Congo who dress in a swatch of cotton cloth …

The profit that the inhabitants of a country make from founding colonies thus appears uncertain; the profit that the State could make appears even more problematic. This [revenue to the State] … is the goal that states pursue when setting up colonies, but experience teaches them that this is a mirage. Everywhere, it is the [capital] that pays dividends to its colonies.

Source: Bonnie Smith, *Imperialism: A History in Documents* (Oxford: Oxford UP, 2000), 60-1.

Do Gide's views on imperial expansion differ from Ferry's (Document A)? If so, in what ways? How does Gide support the argument that the French economy will not benefit from imperial expansion? [Common Core State Standards, 9-12, Assess the extent to which the reasoning and evidence in a text support the author's claims.]

Document C.

John A. Hobson, a British economist and writer, published *Imperialism: A Study* in 1902. Below is an excerpt from that book.

Although the new Imperialism has been bad business for the nation, it has been good business for certain classes and certain trades within the nation. The vast expenditure on armaments, the costly wars, the grave risks and embarrassments of foreign policy, the stoppage of political and social reforms within Great Britain, though fraught with great injury to the nation, have served well the present business interests of certain industries and professions. …

If the £60,000,000 which may now be taken as a minimum expenditure on armaments in time of peace were subjected to a close analysis, most of it would be traced directly to the tills of certain big firms engaged in building warships and transports, equipping and coaling them, manufacturing guns, rifles, and ammunition, supplying horses, wagons, saddlery, food, clothing for the services, contracting for barracks, and for other large irregular needs. Through these main channels the millions flow to feed many subsidiary trades, most of which are quite aware that they are engaged in executing contracts for the services. Here we have an important nucleus of commercial Imperialism. Some of these trades, especially the shipbuilding, boiler-making, and gun and ammunition making trades, are conducted by large firms with immense capital, whose heads are well aware of the uses of political influence for trade purposes.

These men are Imperialists by conviction; a pitiful policy is good for them. With them stand the great manufacturers for export trade, who gain a living by supplying the real or artificial wants of the new countries we annex or open up. Manchester, Sheffield, Birmingham, to name three representative cases, are full of firms which compete in pushing textiles and hardware, engines, tools, machinery, spirits, guns, upon new markets. The public debts which ripen in our colonies, and in foreign countries that come under our protectorate or influence, are largely loaned in the shape of rails, engines, guns, and other materials of civilization made and sent out by British firms. The making of railways, canals, and other public works, the establishment of factories, the development of mines, the improvement of agriculture in new countries, stimulate a definite interest in important manufacturing industries which feeds a very firm imperialist faith in their owners.

The proportion which such trade bears to the total industry of Great Britain is very small, but some of it is extremely influential and able to make a definite impression upon politics, through chambers of commerce, Parliamentary representatives, and semi-political, semi-commercial bodies like the Imperial South African Association or the China League. …

Source: John Atkinson Hobson, *Imperialism: A Study* (London: George Allen and Unwin, 1961), 46-50.

Compare the views of Hobson, Ferry, and Gide on imperial expansion. How does Gide's critique of French imperialism differ from Hobson's views on British imperialism? [Common Core State Standards, 9-12, Compare the point of view of two or more authors for how they treat the same or similar topics.]

Document D.

A letter from British missionary John G. Paton urging annexation of the New Hebrides Islands (1883).

The thirteen islands of this group on which life and property are now comparatively safe, the 8,000 professed Christians on the group, and all the churches formed from among them are, by God's blessing, the fruits of the labors of British missionaries, who, at great toil, expense, and loss of life have translated, got printed, and taught the natives to read the Bible in part or in whole in nine different languages of this group, while 70,000 at least are longing and ready for the gospel. On this group twenty-one members of the mission families died or were murdered by the savages in beginning God's work among them, not including good Bishop Peterson, of the Melanesian mission, and we fear all this good work would be lost if the New Hebrides fall into other than British hands.

For the above reasons, and others that might be given, we sincerely hope and pray that you will do all possible to get Victoria and the other colonial governments to help and unite in urging Great Britain at once to take possession of the New Hebrides group. Whether looked at in the interests of humanity, or of Christianity, or commercially, or politically, [surely] it is most desirable that they should at once be British possessions.

Source: Accounts and Papers 1883 (London: HMSO, 1883), Vol. 47, 29-30. *Internet Modern History Sourcebook*, http://www.fordham.edu/halsall/mod/1883hebrides.html.

How do John Paton's arguments for British imperial expansion differ from those of Jules Ferry's advocacy of French expansion? [Common Core State Standards, 9-12, Compare the point of view of two or more authors for how they treat the same or similar topics.]

Document E.

Cecil Rhodes, the late nineteenth-century diamond magnate and prime minister of the Cape Colony in South Africa, on the subject of British imperialism. This selection comes from a "confession of faith" that Rhodes wrote while he was a young student at Oxford University.

It often strikes a man to inquire what is the chief good in life; to one the thought comes that it is a happy marriage, to another great wealth, and as each seizes on his idea, for that he more or less works for the rest of his existence. To myself thinking over the same question the wish came to render myself useful to my country. I then asked myself how could I and after reviewing the various methods I have felt that at the present day we are actually limiting our children and perhaps bringing into the world half the human beings we might owing to the lack of country for them to inhabit than if we had retained America there would at this moment be millions more of English living. I contend that we are the finest race in the world and that the more of the world we inhabit the better it is for the human race. Just fancy those parts that are at present inhabited by the most despicable specimens of human beings, what an alteration there would be if they were brought under Anglo-Saxon influence, look again at the extra employment a new country added to our dominions gives. I contend that every acre added to our territory means in the future birth to some more of the English race who otherwise would not be brought into existence. Added to this the absorption of the greater portion of the world under our rule simply means the end of all wars, at this moment had we not lost America I believe we could have stopped the Russian-Turkish war by merely refusing money and supplies. …

In the present day I become a member of the Masonic order. I see the wealth and power they possess, the influence they hold and I think over their ceremonies and I wonder that a large body of men can devote themselves to what at times appear the most ridiculous and absurd rites without an object and without an end.

The idea gleaming and dancing before one's eyes like a will-of-the-wisp at last frames itself into a plan. Why should we not form a secret society with but one object: the furtherance of the British Empire and the bringing of the whole uncivilized world under British rule, for the recovery of the United States, for the making the Anglo-Saxon race but one Empire? What a dream, but yet it is probable, it is possible. …

Source: William H. Worger, Nancy L. Clark, and Edward A. Alpers, eds. *Africa and the West: A Documentary History*, vol. 1: *From the Slave Trade to Conquest, 1441-1905* (Oxford: Oxford UP, 2010), 221-2.

What words and phrases in this selection suggest the influence of nineteenth-century European racial ideology on Rhodes's thinking? [Common Core State Standards, 11-12, Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.]

Lesson 3
What Changed Over Time?
The Delta Chart

Introduction

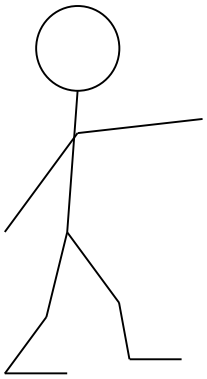
To look beyond the maps, statistics, speeches, and treaties, this lesson asks students to examine the impact of industrial imperialism on the daily lives of ordinary people. This lesson is designed particularly for students who are assigned to read Chinua Achebe's *Things Fall Apart* or other work of fiction or non-fiction that addresses the ways in which the coming of European, American, or Japanese rulers in the late nineteenth century changed the lives of individuals and families.

Activities

1. Have students create illustrations of change over time for particular individuals or groups, based on *Things Fall Apart* or other detailed source material. Describe change over time through a before-and-after format, which may be as simple as a chart or as complex as a museum exhibit or diorama. See Student Handouts 3.1 (Industrial Imperialism Economic Effects Sheet) and 3.2 (Delta Project for High Schoolers).
2. After filling out the chart, have students write a story, song, or poem from the point of view of a character, family, or other local group in *Things Fall Apart* or other resource that lived through the colonial experience. Have a mock campfire in the classroom for the sharing of these stories, songs, and poems. (You can make a mock campfire with a flashlight or a candle, and some logs. Turn off the light and sit in a circle around the fire.) Have the students take turns presenting their work.

Lesson 3

Student Handout 3.1—Industrial Imperialism Economic Effects Sheet



On a person from: _____

Name of person: _____

Job of person before imperialism:

_____

Job of person after imperialism:

_____

Motivation/reason for working before imperialism:

_____

Motivation/reason for working after imperialism:

_____

Product made before imperialism:

_____

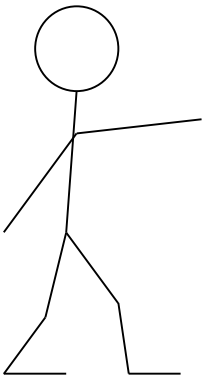
Product made after imperialism:

_____

Most powerful person in _____'s life before imperialism:

_____

Why? _____



Most powerful person in _____'s life after imperialism:

_____

Why? _____

Lesson 3

Student Handout 3.2—Delta Project for High Schoolers

What changed in the life of _____ (name of individual or group)? Consider the categories below. After filling out the chart (and feel free to add more aspects of life), illustrate the changes in a drawing, diorama, museum exhibit, song, journal entry, or short play.

Aspect of Life	Before Imperial Expansion	After Imperial Expansion
Women's work		
Men's work		
Household tools		
Daily clothing		
Formal/ceremonial clothing		
Highest court of law		
Court procedure: rules, sentences, etc.		
Leisure activity		
Household fuel		
Diet		
Family structure		
Landscape		
Attitudes toward land		
Life expectancy		
Medical practices		
Religious practices		
Most common crop		
Ownership of land		
Luxuries		
Person of highest social status		

Person of lowest social status		
Taboos		
Method of trade		
Model of a “good” life		
Attitude toward time		
Attitude toward change		
Religious beliefs		
Education		
Life of children		
Artistic expression		
Architecture		
Entertainment		
Anything else you can think of		

Lesson 4
Resist or Collaborate?

Introduction

Making a decision gets much easier if you already know its outcome. But that is not the way people made decisions in history, or now.

This lesson in *historical decision making* is designed to present students with a taste of the kinds of pressure leaders around the world faced as they struggled to respond to the arrival of Europeans. Roughly reproduced in Student Handout 4.1 is the standard Royal Niger Company treaty. When agents of the British-based mercantile company began moving up the Niger River in the 1880s, they carried with them copies of this contract, complete with underlined blank areas for local rulers to mark their "X" and cede trading and property rights to the company. The land under the company's contracts would ultimately form the skeleton of the modern country of Nigeria.

In this lesson, students may play leaders asked to sign this document. Inform students that, in their roles, they would most likely not be able to read or write in any language, as most of the peoples of the Niger River basin were non-literate prior to European arrival. In any case, they would not have understood English.

Not knowing the content of a document, or even the meaning of a written legal contract, does not make the students dumb or ignorant, any more than it made the peoples of the Niger. In discussion, encourage students to make educated guesses about the intent of the Europeans as well as the possible costs and benefits of collaboration versus those of resistance. In the end, they will have to decide how to respond to the Niger Company.

Students will *not* agree on a single response. They may also decide that all possible responses are likely to produce negative results. And it is possible that some students may concoct very involved schemes of outward collaboration but secret resistance.

These results will produce grist for the teaching mill. All those reactions occurred in the Niger River basin in the nineteenth century. After students have had their debates and made their decisions, tell them how their reactions echoed reality. By that time, they will have gained a richer understanding of the difficulty of organized resistance and the ambiguity of apparent collaboration.

Activities

1. Have students take turns reading Student Handout 4 (Standard Treaty of the Royal Niger Company). They should read it out loud, paragraph by paragraph, paraphrasing and

commenting along the way, to make sure that the stark terms are clear. The contract is a great discussion starter: why would the chiefs sign this contract? What do they lose and what do they gain? What situation is implied by the fill-in-the-blank format and the interpreter's declaration? This contract is worth explicating thoroughly so that it can form a baseline for discussing all of the other examples of collaboration and resistance in this lesson.

2. Have different students, or groups of students, use library and Internet sources to investigate different examples of African resistance. Explore the circumstances and forms of resistance and the consequences of the effort. Examples of figures for research are:
   - Samori Ture, Muslim empire builder and leader of nearly two decades of resistance against French invasion in West Africa (1882-1898).
   - A leader of the Maji-Maji rebellion against German rule in East Africa (1905-1906)
   - A fighter in the resistance of the Mahdiyya (Muslim state founded by the Mahdi in the Sudan) against British and Egyptian invaders (1898).
   - Emperor Menelik II, who fought the Italian invasion of Ethiopia (1898)

3. Have a meeting of African leaders or fighters in which students play the role of a character investigated in Activity 2. Ask students to share their knowledge as they discuss: Should we resist? Why and how? What are our chances of success?

Lesson 4

Student Handout 4—Standard Treaty of the Royal Niger Company

We, the undersigned Chiefs of _____, with the view to the bettering of the condition of our country and people, do this day cede to the Royal Niger Company, forever, the whole of our territory extending from _____.

We also give to the said Royal Niger Company full power to settle all native disputes arising from any cause whatever, and we pledge ourselves not to enter into any war with other tribes without the sanction of the said Royal Niger Company.

We understand that the said Royal Niger Company have full power to mine, farm, and build in any portion of our country.

We find ourselves not to have any intercourse with strangers or foreigners except through the said Royal Niger Company.

In consideration of the foregoing, the said Royal Niger Company (Chartered and Limited) bind themselves not to interfere with any of the native laws or customs of the country, consistently with the maintenance of order and good government.

The said Royal Niger Company agree to pay native owners of land a reasonable amount for any portion they may require. …

The said Royal Niger Company also agree to pay the said Chiefs ___ measures native value.

We, the undersigned witnesses, do hereby solemnly declare that the ___ Chiefs whose names are placed opposite their respective crosses have in our presence affixed their crosses of their own free will and consent, and that the said ____ has in our presence affixed his signature.

Done in triplicate at ___ this ___ day of ___, 188___.

Declaration by Interpreter:

I, ___, of ____, do hereby solemnly declare that I am well acquainted with the language of the country, and that on the ____ day of ____, 188___, I truly and faithfully explained the above Agreement to all the Chiefs present, and that they understood its meaning.

Source: Alfred J. Andrea and James H. Overfield, *The Human Record: Sources of Global History*, Vol. II: *Since 1500* (Boston: Houghton Mifflin), 312.

Lesson 5
Culminating Activity

Introduction

These are two possible ways to end the unit, both of which involve research and role-playing.

Activities

1. **How industry linked us together: Singing the songs of change.**

   In groups of three or more, students research the production of an industrial item during the new imperialism, from the original raw material through the purchase of the finished product. Each student in the group is responsible for writing and performing musically one personal narrative, from the point of view of one of the following:

   - An initial producer or laborer who mined or harvested the raw material.
   - A person who transformed the raw material into a finished product.
   - A person who made a capital investment in the manufacture of the product.
   - A person who transported or sold the product.
   - A person who consumed the product.

   Each narrative should explain in detail how this person's life has been affected by this product. The narratives can be expressed in a letter, a journal, a song, etc.

   Products that students research may include:

   - Bananas
   - Copper
   - Cotton
   - Diamonds
   - Gold
   - Ivory
   - Jute
   - Opium
   - Palm oil
   - Peanuts
   - Rubber

Student Handout 5.1 (Commodity Assignment) can be used to grade this activity.

2. Meeting of the Minds

In an alternative, more interactive role-playing activity, students research and impersonate a variety of world leaders as they meet and discuss their experiences, opinions, and goals with regard to the new imperialism; see Student Handout 5.2 (Meeting of the Minds).

Make sure that each student has an actual historical character to research and portray in the meeting. Many possible characters have been mentioned in this unit, and many more can be found in the list of resources at the end. The characters do not necessarily need to have lived in exactly the year 1914.

Lesson 5

Student Handout 5.1—Commodity Assignment

Item	Maximum Points	Points
Research into the origins, use, transport, benefits, nature of acquisition of commodity	33	
Clear demonstration of how at least three individuals' lives were affected by the trade in this commodity (at least an initial producer of the commodity, a transporter of the commodity, and an end-user of the commodity)	33	
Clear knowledge of geography	10	
The songs, poems, scripts, and music as written works	20	
The performance: Does it succeed in the style in which it hopes to succeed (humorous, dramatic, ironic, etc.)? Is it polished and rehearsed? Does it come in on time?	10	
Demonstrates that the commodity changed history. Shows clear change over time.	33	
Bibliography with proper form and demonstrating clear signs of appropriate research	10	
Visuals (if used)	1	
Creativity addition	50	
Total	Either 150 or 200	

Lesson 5

Student Handout 5.2—Meeting of the Minds

Our class is going to travel back in time to 1914 and take on the identities of major world figures outside of the United States and western Europe. In this *Meeting of the Minds* we will discuss the fate of our regions and the impact of industrial imperialism on our philosophies and goals.

This role-play will be graded. But only a part of your grade will be an opening statement – something you prepare beforehand. The lion's share of evaluation will come from *how you find similarities and differences* with other figures in the class. So, in order for you to do very well in this role-play, you will have to communicate with at least one other person in the class and learn about his or her character.

Your written assignment is to prepare:

1. A résumé of your character, including jobs, education, goals, skills, publications, and accomplishments. (This must be copied for everyone in the class.)

2. An opening statement reflecting your character's views and experiences.

3. Use creative props and costumes. (Recognition goes to capturing the "style" of your character as much as the dress of your character.)

4. Answers to the following questions (also copied):

    - What philosophy in play in the early 1900s should be used to govern your society? Capitalist democracy? Nationalism? Religion? Social Darwinism? Communism?

    - Is the West best? That is to say, is the western way of political nation-states, modern science, individual rights, and capitalism the best way to organize your government, society, and economy?

    - What attitude toward accommodation or resistance do you advocate? If you advocate resistance, should it be violent or peaceful?

    - What are the roles of both working and elite women in your society? What should those roles be?

    - What shall you do about the poor?

5. After the meeting, write a 1-2 page summary explaining at least one point of agreement with another character in the meeting, and one point of disagreement. Explain why these characters agreed or disagreed with you.

This unit and the Three Essential Questions

	The age of industrial imperialism sent Europeans and Americans across the globe in search of raw materials, cash crops, and even bird dung (guano). How did this search for materials to create new forms of production and wealth reshape the environments of regions outside of Europe and the United States?
	The age of imperialism accelerated the shake-up of traditional hierarchies in much of the world. What sorts of people saw their status rise in the wake of Western conquest? What classes found their status diminished? To what extent were these changes unintentional?
	Asked what he thought of western civilization, Mohandas Gandhi said that he "thought it would be a good idea." The question of what constituted western civilization was inescapable in an age when technically and economically powerful countries of the West controlled much of the world and when the term itself was used as justification for that control. What concepts made up the basket of Western civilization, and how did its content change over the period? (Consider terms such as: science, racism, progress, capitalism, authoritarianism, democracy, primitive, Christianity, civilizing mission, etc.) How did these concepts help create or change historical events?

This unit and the Seven Key Themes

This unit emphasizes:

Key Theme 2: Economic Networks and Exchange

Key Theme 3: Uses and Abuses of Power

Key Theme 6: Science, Technology, and the Environment

This unit and the Standards in Historical Thinking

Historical Thinking Standard 1: Chronological Thinking

The student is able to (F) reconstruct patterns of historical succession and duration in which historical developments have unfolded, and apply them to explain historical continuity and change.

Historical Thinking Standard 2: Historical Comprehension

The student is able to (H) utilize visual, mathematical, and quantitative data presented in charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.

Historical Thinking Standard 3: Historical Analysis and Interpretation

The student is able to (C) analyze cause-and-effect relationships bearing in mind multiple causation including (a) the importance of the individual in history; (b) the influence of ideas, human interests, and beliefs; and (c) the role of chance, the accidental, and the irrational.

Historical Thinking Standard 4: Historical Research Capabilities

The student is able to (A) formulate historical questions from encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

Historical Thinking Standard 5: Historical Issues-Analysis and Decision-Making

The student is able to (A) identify issues and problems in the past and analyze the interests, values, perspectives, and points of view of those involved in the situation.

Resources

Resources for teachers

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1959. Although this book is fiction, it presents a vivid picture of a functioning pre-European West African society, as well as of the dilemmas that an African community faced when Europeans began to arrive.

Bayly, C. A. *The Birth of the Modern World, 1780-1914: Global Connections and Comparisons.* Malden, MA: Blackwell, 2004. Later chapters of this dense, learned, and insightful book address the decades of the New Imperialism.

Brysac, Shaheen Blair and Karl E. Meyer. *Kingmakers: The Invention of the Modern Middle East.* New York: W. W. Norton, 2008. Contains portraits of British imperialists like Churchill and Bell, who drew the post-World War I map of the Middle East.

Carey, Peter. *True History of the Kelly Gang.* New York: Knopf, 2001. Sticks closely to the astonishing facts of the Irish criminal gang that flourished in the late imperial period and embodied the Irish-Australian underbelly of British world dominance.

Escherik, Joseph W. *The Origins of the Boxer Uprising.* Berkeley: University of California Press, 1988. A difficult scholarly work that rewards the careful reader with superb anecdotes about the culture of the "Righteous Fists of Harmony."

Ferguson, Niall. *Empire: The Rise and Demise of the British World Order and the Lessons for Global Power.* New York: Basic Books, 2003. A lively history of the British empire by an enthusiastic supporter of that empire. Ferguson hopes that the United States will benevolently govern the world as Great Britain once did. Yet he does not whitewash the ugly side of the empire. Short and informative.

Fukuzawa, Yukichi. *The Autobiography of Yukichi Fukuzawa*, trans. E. Kiyooka. New York: Columbia UP, 2007. The memoirs of the remarkable Samurai who adopted the West and brought it to life in Japan in dozens of ways, including founding the great Keio University.

Ghosh, Amitav. *A Sea of Poppies.* New York: Farrar, Straus, and Giroux, 2008. First in a trilogy about the opium trade by the great Bengali novelist. It describes the process of industrial opium production, consumption, and labor exploitation in vivid and sometimes terrifying detail.

Golden, Arthur. *Memoirs of a Geisha.* New York: Knopf, 1997. Romance about a young geisha in love with a former samurai who is a high-ranking official in the new Japan. Soapy but written for a popular audience and a lens for seeing Japan's imperial growth.

Headrick, Daniel R. *The Tools of Empire: Technology and European Imperialism in the Nineteenth Century.* New York: Oxford UP, 1981. A relatively short and lively study of the technological foundations of Western power.

Hobsbawm, Eric. *Industry and Empire.* Harmondsworth, UK: Penguin Books, 1969. Takes Lenin's theory that industrial capitalism requires imperialism for new markets and filters it through the pen of a trained historian.

Hochschild, Adam. *King Leopold's Ghost.* Boston: Houghton Mifflin, 1998. One of the greatest undertold stories in history. Hochschild details how the hunt for ivory and rubber in Africa, Western Europe's toxic mix of racism and Social Darwinism, and the greed of one of the most evil men in history killed millions in the Congo in the late nineteenth and early twentieth centuries. A mandatory story for understanding capitalism, imperialism, Africa, and the modern world.

Howell, Georgina. *Gertrude Bell: Queen of the Desert, Shaper of Nations.* New York: Farrar, Straus, and Giroux, 2007. Portrait of one of the most fascinating and well-meaning imperialists of the era: the British woman who contributed greatly to the birth of modern Iraq.

Hughes, Robert. *The Fatal Shore.* London: Harvill Press, 1996. Epic-length history of Australia's transformation from a penal colony to a continent-sized country populated mainly by people of European descent.

Marx, Karl. *Capital: A Critique of Political Economy,* trans. Ben Fowkes. New York: Vintage Books, 1977. It is unrealistic to read the whole thing, but Chapters 26-31 of Volume I are an entire world history in about 50 pages. Chapter 31 explains in Marx's terms how the Opium War fits into the expansion of capital.

Meyer, Karl. *The Dust of Empire: The Race for Mastery in the Asian Heartland.* New York: Public Affairs, 2004. An overview of the first "cold war," the great game between the British and Russian empires to rule the Asian heartland.

Mintz, Sydney. *Sweetness and Power: The Place of Sugar in Modern History.* New York: Penguin Books, 1986. Seminal work that laid the groundwork for current research on the history of particular commodities. He argues convincingly that the British sugar industry shaped the industrial revolution and industrial workers as much as any other force.

Pakenham, Thomas. *Like Lions They Fought: The Zulu War and the Last Black Empire in South Africa.* New York: Free Press, 1988. Long, old-style history of African resistance movements.

_____. *The Scramble for Africa: 1876-1912.* New York: Random House, 1991. A history of the events leading to the Congress of Berlin in 1881, and the struggle for pieces of the "great African cake."

Pomeranz, Kenneth and Steven Topik. *The World that Trade Created: Society, Culture, and the World Economy, 1400 to the Present.* Armonk, NY: M. E. Sharpe, 2006. Dense, short-hand history of dozens of commodities and how they lay behind many of the most important political events in history.

Ravina, Mark. *The Last Samurai: The Life and Battles of Saigo Takamori.* Hoboken, NJ: John Wiley, 2004. Serpentine biography of Saigo Takamori, the samurai-hero of the Meiji Restoration and also leader of the last samurai rebellion in Japanese history. Essential to understanding the transformation of nineteenth-century Japan.

Skaggs, Jimmy. *The Great Guano Rush: Entrepreneurs and American Overseas Expansion.* New York: St Martin's Press, 1994. Before Fritz Haber achieved the synthesis of ammonia, the

growing population of an industrialized world faced a severe fertilizer shortage. The dung of birds and bats was the first answer.

Smith, Bonnie. *Imperialism: A History in Documents.* Oxford: Oxford UP, 2000. Besides the most important works (e.g., "The White Man's Burden"), it compiles fascinating and rare artifacts, pictures, posters, poems, and works from every perspective of the imperialist endeavor.

Spence, Jonathan. *God's Chinese Son: The Taiping Heavenly Kingdom of Hong Xiuquan.* New York: W. W. Norton, 1996. History of the Taiping Rebellion, second bloodiest war of all time (after World War II), fought between followers of a Chinese Christian who claimed to be the son of God and a Chinese dynasty in league with European and American imperialists eager to claim China for themselves.

Yergin, Daniel. *The Prize: The Epic Quest for Oil, Money, and Power.* New York: Simon and Schuster, 1991. Pulitzer-prize winning history of the most important energy source of the modern world: oil.

Zoellner, Tom. *The Heartless Stone: A Journey through the World of Diamonds, Deceit, and Desire.* New York: St Martin's Press, 2006. A history of diamonds, starting with the epic hubris of Cecil Rhodes, the man who seized one-eighth of Africa.

Works that express strong ideological positions:

Blaut, J. M. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: Guilford Press, 1993

Huntington, Samuel. *Clash of Civilizations and the Remaking of World Order*. New York: Simon and Schuster, 1996.

Lewis, Bernard. *What Went Wrong? Western Impact and Middle Eastern Response.* Oxford: Oxford UP, 2002.

Sale, Kirkpatrick. *The Conquest of Paradise: Christopher Columbus and the Columbian Legacy.* New York: Plume, 1991.

Resources for students

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1959.

Ghosh, Amitav. *A Sea of Poppies.* New York: Farrar, Straus, and Giroux, 2008.

Fukuzawa, Yukichi. *The Autobiography of Yukichi Fukuzawa*, trans. E. Kiyooka. New York: Columbia UP, 2007.

Golden, Arthur. *Memoirs of a Geisha.* New York: Knopf, 1997.

Hochschild, Adam. *King Leopold's Ghost.* Boston: Houghton Mifflin, 1998.

Smith, Bonnie. *Imperialism: A History in Documents.* Oxford: Oxford UP, 2000.

Correlations to National and State Standards

National Standards for World History

Era 7: An Age of Revolutions, 1750-1914. 5A: The student understands connections between major developments in science and technology and the growth of industrial economy and society. 5D: The student understands transformations in South, Southeast, and East Asia in the era of the "new imperialism." 5E: The student understands the varying responses of African peoples to world economic developments and European imperialism.

California: History-Social Science Content Standard

Grade Ten, 10.4.1. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology); 10.4.2. Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States; 10.4.3. Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.

Michigan High School Content Expectations – Social Studies

WHG Era 6 – An Age of Global Revolutions, 18th Century-1914. 6.2.4: Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia; comparing British policies in South Africa and India, French polices in Indochina, and Japanese policies in Asia; analyze the responses to imperialism by African and Asian peoples; 6.3.3: Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism.

Virginia History and Social Science Standards of Learning

WHII.9. The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by d) explaining the rise of industrial economies and their link to imperialism and nationalism; e) assessing the impact of European economic and military power

on Asia and Africa, with emphasis on the competition for resources and the responses of colonized peoples.

Conceptual links to other teaching units

Big Era 7 Panorama Teaching Unit
Industrialization and Its Consequences
1750-1914

In the second half of the nineteenth century, industrialization fueled by coal and steam permitted certain European states, plus the United States and Japan, to exert more manufacturing and technological power than other regions. These advances, including weaponry, tropical medicines, and communication and transport systems, enabled these powerful states to invade and conquer, or at least dominate economically, just about any society in the world they chose.

Big Era 7 Landscape Teaching Unit 7.5
The Experience of Colonialism
1850-1914

Rival European states (mainly Britain, France, Germany, Italy, Portugal, and King Leopold in Belgium), fearing one another's capacity to gain economic and strategic resources, launched assaults on almost every part of Africa and Southeast Asia, starting in the 1870s. The United States and Japan undertook imperial adventures of their own. Peoples subjected to these invasions put up sustained resistance in a variety of ways. But as of 1914 few of them remained free of Western or Japanese domination.

Big Era 7 Landscape Teaching Unit 7.6
New Identities, Nationalism and Religion
1850-1914

The ideology of nationalism, which claimed that individuals owe supreme loyalty to their national community or nation-state and that that community should have the right to self-government, spread widely in the world in the 1800s. In most countries nationalism also included religious ideas. Western or Japanese claims to rule other peoples, however, contradicted the nationalist principles that the colonizers themselves prized. In consequence, subject peoples in Africa and Asia adopted nationalist ideology as a powerful tool for restoring their freedom.