

### Chapter 25- The New Imperialism

#### Section 1- A Western Dominated World

"There are some who say we have no *right* to Africa at all, that it belongs to the natives. I hold that our right is the necessity that is upon us to provide for our ever growing population- either by opening new fields for emigration, or by providing work and employment....and to stimulate trade by finding new markets."

1. What was the argument Westerners made FOR Imperialism?

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2. Complete the organizer outlining the motives for New Imperialists

<b>Economics</b>	
<b>Political/Military</b>	
<b>Humanitarian/Religious</b>	
<b>Social Darwinism</b>	

3. Why did the Imperialists have success?

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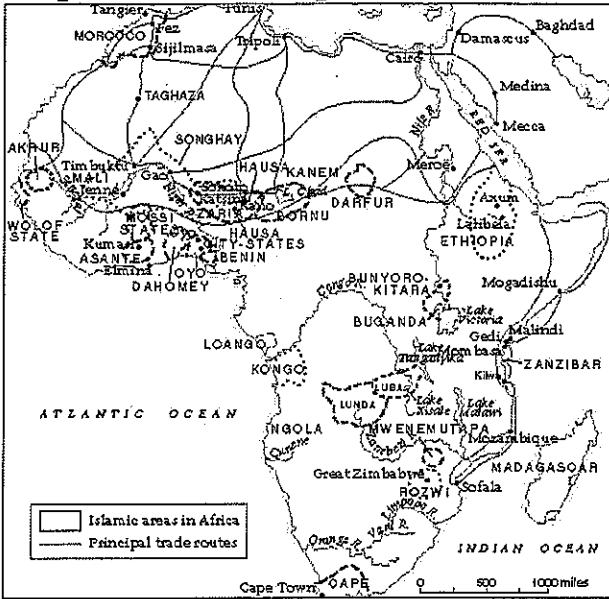
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4. Detail the different forms of Imperial control

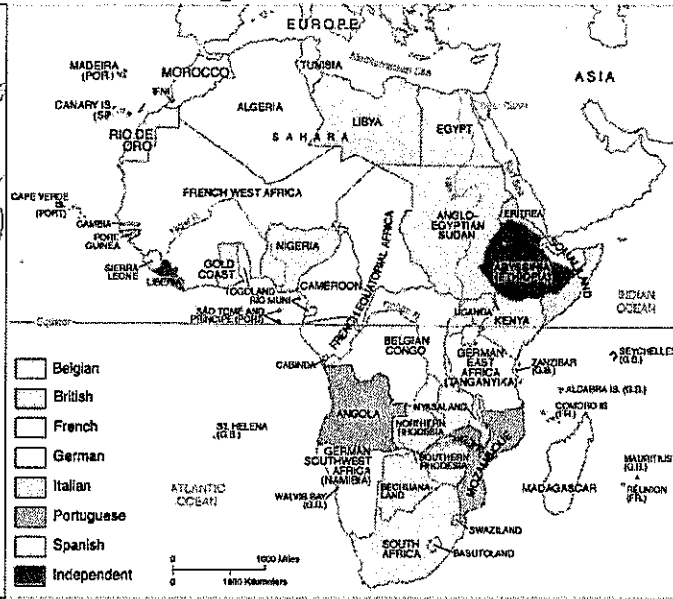
<b>Colonies</b>	
<b>Protectorates</b>	
<b>Spheres of Influence</b>	

**Section 2- Partition of Africa**

**Map Exercise- Compare and contrast the African maps below**



**Africa 1500-1800**



**Africa 1914**

**1. What conclusions can you draw by comparing and contrasting the maps above?**

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**2. Carving Africa Political Cartoon**

**3. Critical Thinking-** (a) Why do you think the Europeans held the Berlin Conference without inviting any Africans? (b) What might be the effect of this exclusion on later African leaders?

(a) \_\_\_\_\_

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(b) \_\_\_\_\_

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**Section 3-Muslim World**

1. Ottoman Empire Map Exercise

2. Define genocide :

3. On a separate sheet of paper, create a timeline of the circumstances leading to and the effects of the Armenian genocide.

4. Complete the graphic organizer outlining the impact on the three Muslim empires/nations

Ottoman	
Egypt	
Iran	

5. Why did Iran become a center of imperialist interest? How does that effect Iran today?

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6. How can nationalism lead to intolerance? Explain and give a modern day example

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**Section 4- The British take over India**

1. How did the British (and other imperial powers) employ the “divide and conquer” philosophy?

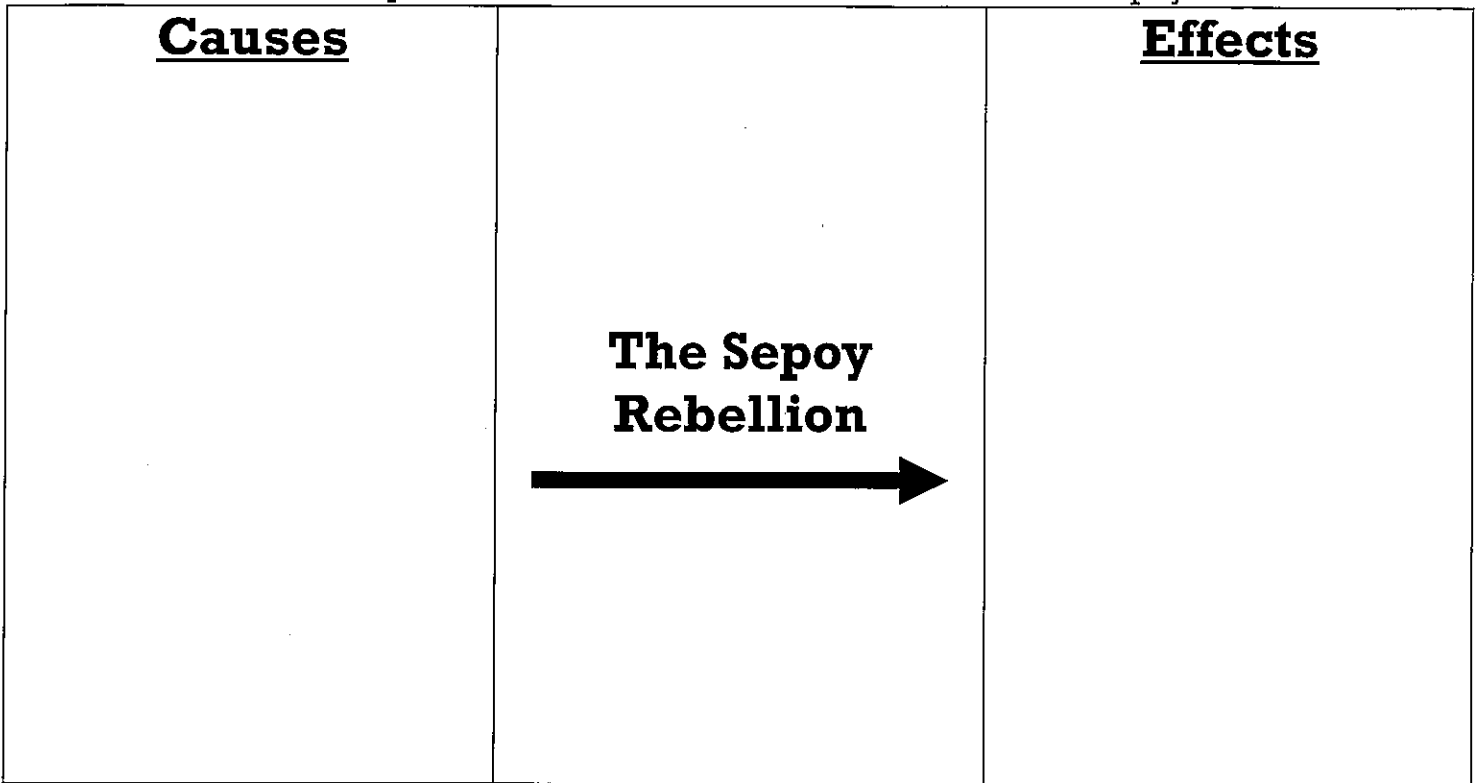
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2. **Cause and Effect-** Explain the causes that led to and the effects of the Sepoy Rebellion



3. "However well-educated and clever a native may be, and however brave he may prove himself, I believe that no rank we can bestow on him would cause him to be considered an equal of the British officer"

Does this quote reflect racism? Why or why not?

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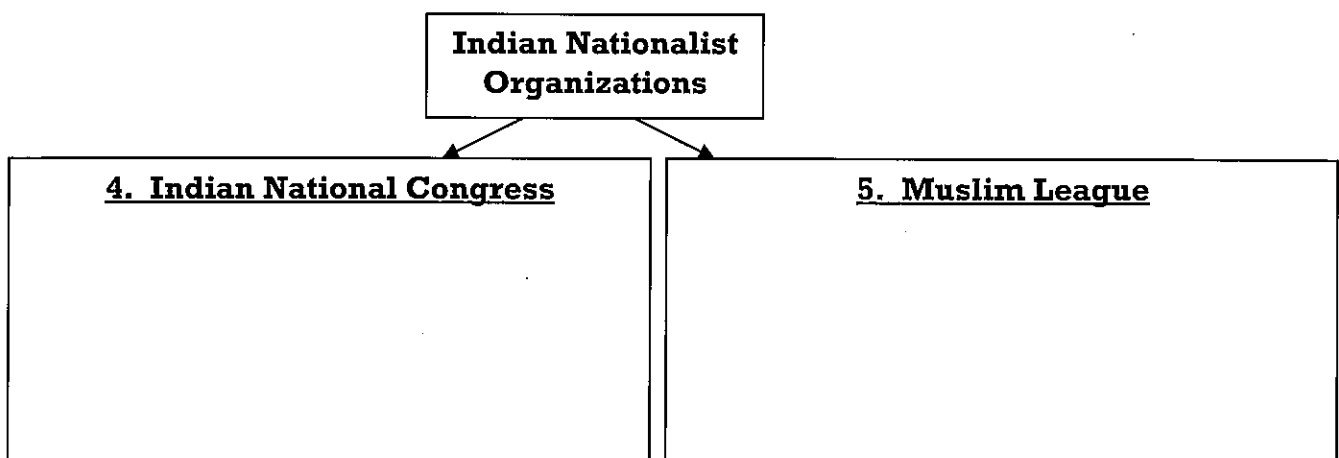
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**Explain the characteristics and importance of the two Indian Nationalist Organizations below**



Primary Source 1:

**Paul Leroy-Beaulieu: On the Desirability of Imperialism (1891)**

It is impossible not to consider imperialism as one of the tasks imposed on the civilized states for the last four centuries, more particularly on our age.

The present-day world is composed of four different categories in terms of types of civilization. First is that of Western civilization--our own part. A second part is inhabited by people of a different civilization, but organized in compact, coherent and stable societies and destined by their history and present character to govern themselves--the Chinese and Japanese peoples for example. In the third part live peoples advanced enough in some respects, but ones which have either deteriorated or ones that have not been able to.... Finally, a great part of the world is inhabited by barbarian tribes or savages, some given over to wars without end and to *brutal customs*, and others knowing so little of the arts and being so little accustomed to work and to invention that *they do not know how to exploit their land and its natural riches*. They live in little groups, *impoverished* and scattered, in enormous territories *which could nourish vast numbers of people* with ease.

This state of the world implies for the civilized people *a right of intervention* . . . In the affairs of the peoples of the last two categories.

**Primary Source #1 Worksheet**

**Name:** \_\_\_\_\_

**Answer the questions below in complete sentences.**

What are the four categories Beaulieu breaks civilizations into?

Describe the fourth and final category of civilization.

Does Beaulieu view imperialism as necessary? Why or why not?

Primary Source 2:

**Mark Twain, Returning Home, an article in *New York World* (1900)**

You ask me about what is called imperialism. Well, I have formed views about that question. I am unsure if our people are for or against spreading themselves over the face of the globe. I should be sorry if they are for it, for *I don't think that it is wise or a necessary development*. We have no more business in... any other country that is not ours. There is the case of the Philippines. I have tried hard, and yet I cannot for the life of me comprehend how we got into that mess. Perhaps we could not have avoided it -- perhaps it was inevitable that we should come to be fighting the natives of those islands -- but I cannot understand it, and *have never been able to get at the bottom of the origin of our resentment towards the natives*. I thought we should act as their protector -- *not try to get them under our control*. We were to relieve them from Spanish rule to enable them to set up a government of their own, and we were to stand by and see that it got a fair trial. It was not to be a government according to our ideas, but a government that represented the feeling of the majority of the Filipinos, a government according to Filipino ideas. That would have been a worthy mission for the United States. But now -- why, we have got into a mess, a quagmire from which each fresh step renders the difficulty of getting out immensely greater.

**Primary Source #2 Worksheet**

**Name:** \_\_\_\_\_

**Answer the questions below in complete sentences.**

Is Mark Twain for or against Imperialism? Why?

What are two aspects of U.S. Imperialism that Twain disagrees with?

Does Twain think that the United States acting as a “protector” of certain nations is acceptable?  
Cite specific evidence from the text.



**Economic Interest**

**Political and Military Interest**

## **Motives of Imperialism**

**Pages 632-633**

**Humanitarian and Religious Goals**

**Social Darwinism**

## Stations Project Instructions

### Station #1 – Economic Interests

“The necessity that is upon us is to provide for our ever growing population – either by opening new fields for emigration, or by providing work and employment... and to stimulate trade by finding new markets.”

-Lord Frederick Lugard, *The Rise of Our east African Empire*

As British Lord Federick Lugard stated above, one of the main motivations for western Imperialism during the 19<sup>th</sup> century was the opening of new economic opportunities in foreign lands. This could include the creation of new markets (in other words, finding new people to sell goods to), or in some cases the sending of European citizens to foreign lands (emigration) to work in new markets. In addition, exploring new lands meant the discovery of new deposits of natural resources including rubber, petroleum (fuel), manganese for making steel, and palm oil for lubricating machinery.

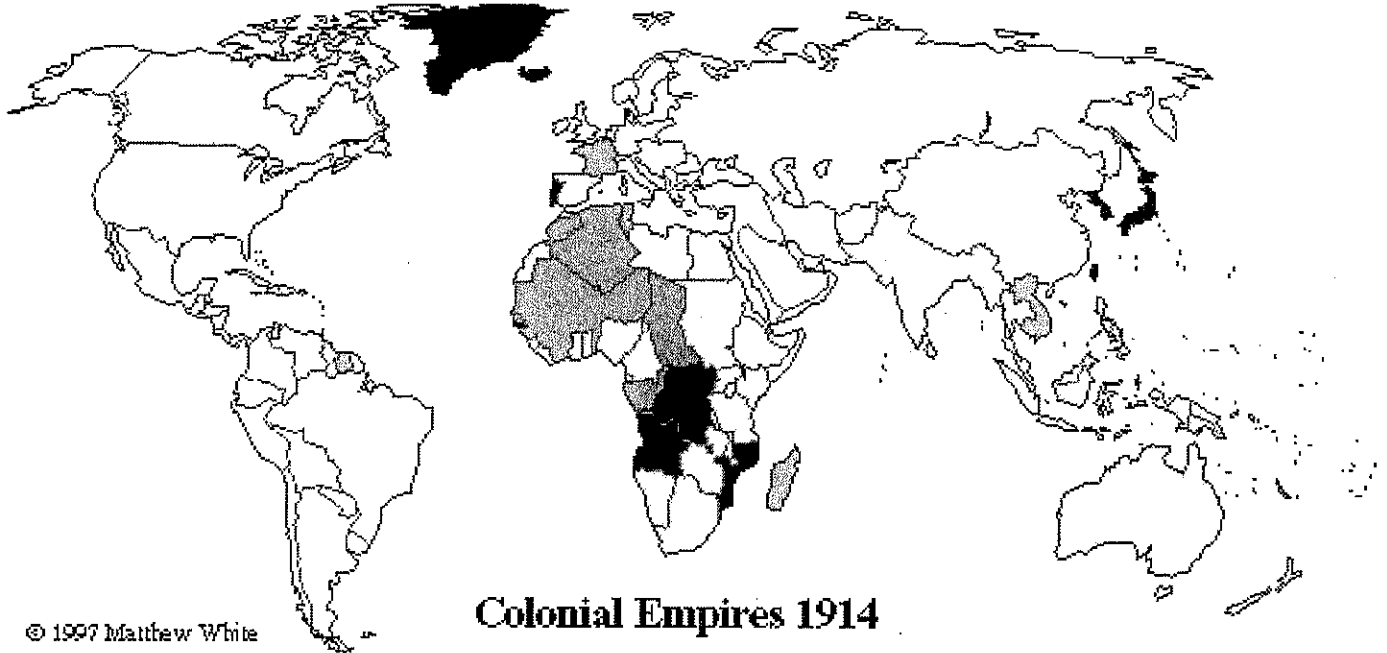
Your task is design a 4-5 sentence commercial “jingle” or advertisement written for a British audience, detailing the economic benefits of having imperial territories. You should be sure to incorporate any historical facts you found from the text book or from the notes above. These facts should be underlined in the advertisement.

Your advertisement will be assessed on the following rubric:

<b>Element:</b>	<b>(3) Excellent</b>	<b>(2) Satisfactory</b>	<b>(1) Unacceptable</b>
<i>Historical Data/Information</i>	The advertisement incorporates four or more historical facts regarding the economic advantages of being an Imperial power.	The advertisement incorporates two to three historical facts regarding the economic advantages of being an Imperial power.	The advertisement does not contain any historical facts.
<i>Format</i>	The advertisement is 4-5 sentences long, and the historical facts are underlined.	The advertisement is 3-4 sentences long and/or only some of the historical facts are underlined.	The advertisement is too short, and the historical facts are not underlined.
<i>Creativity</i>	The advertisement shows considerable creativity in language and rhetorical devices (i.e. rhyming, alliteration, creative language, etc.).	The advertisement shows modest creativity in terms of language and rhetorical devices.	The advertisement shows little to no creativity.

## Station #2 – Political/Military Interests

Together, briefly study the following map:



■ Belgium    ■ France    □ Great Britain    ■ Japan    ■ Portugal    □ Spain  
■ Denmark    □ Germany    □ Italy    □ Netherlands    □ Russia    □ United States

<http://users.erols.com/mwhite28/1907powr.htm>

After studying the map above, consider the following with your group members:

1. Imperial powers most often had expansive navies. These ships needed bases around the world to take on supplies and fuel. What locations would serve well for this purpose? Does one particular nation seem to have the most advantageous port territories?
2. Nationalism also played an important role in obtaining territories. Nations were always in competition with one another seeing who could acquire the most land and attempting to block the expansion of other nations. Is there one continent that is entirely dominated by one Imperial power? Is it common for imperial territories of varying countries to be in close proximity to one another? Why or why not?

Having discussed these questions with the group, your task is to create five “Jeopardy” questions regarding the map and the political/military motives of 19<sup>th</sup> century Imperialism.

Jeopardy questions follow a unique format in which the answer/description is actually the question. For example, you should set up your questions in the following format:

Question:

This country and Imperial power controlled the entirety of the Australian continent in 1914.

Answer:

What is Great Britain?

**Group Members:** \_\_\_\_\_

Your questions should increase in difficulty, the first being the easiest.

You will be assessed on the following rubric:

<b>Element:</b>	<b>(3) Excellent</b>	<b>(2) Satisfactory</b>	<b>(1) Unacceptable</b>
<i>Critical Thinking</i>	The majority of questions demonstrate a deeper level of critical thinking, and not just memorization (i.e. 'Who controlled Canada in 1914?' does <i>not</i> require a high level of critical thinking.)	One or two questions demonstrate a deeper level of critical thinking, and not just memorization.	None of the questions demonstrate a deeper level of critical thinking.
<i>Difficulty</i>	Questions increase in difficulty from easiest to most difficult.	Some questions seem to be slightly out of order with regards to difficulty.	The questions do not pose any significant difficulty.
<i>Format</i>	The questions are written in the correct format demonstrated above.	N/A	The questions are not written in the correct format demonstrated above.

<u>Question:</u>	<u>Answer:</u>
1.	
2.	
3.	
4.	
5.	

### Station #3 – Humanitarian Goals

As a group, read the following excerpt from Rudyard Kipling's "The White Man's Burden," then work together to answer the questions that follow.

Author Information:

British writer **Rudyard Kipling** was one of several journalists in South Africa during the late 19<sup>th</sup> century who promoted Imperialism.

#### **"The White Man's Burden"**

Take up the White Man's burden—

Send forth the best ye breed—

Go send your sons to exile

To serve your captives' need

Your new-caught, sullen peoples,

Half devil and half child

Take up the White Man's burden—

And reap his old reward:

The blame of those ye better

The hate of those ye guard

Take up the White Man's burden-

Have done with childish days....

<http://historymatters.gmu.edu/d/5478/>

Questions on "The White Man's Burden"

1. When Kipling says "send forth the best ye breed," who is he addressing? (Hint: Remember that Kipling is British) Why does he want them to send out their "best breed"?
2. Kipling describes the native people as "half devil and half child." What do you think he means by this?
3. When Kipling says that the reward for Imperialism is "the blame of those ye better/ and the hate of those ye guard" to what is he referring to? What would those natives who Imperialist powers "bettered" blame Imperial powers for?
4. How would you describe "The White Man's Burden" according to Rudyard Kipling?

“White Man’s Burden”  
By Rudyard Kipling

“Take up the white man’s burden,  
Send forth the best ye breed  
Go bind your sons of exile  
To serve your captives’ need  
To wait in heavy harness,  
On fluttered folk and wild  
Your new-caught sullen peoples  
Half-devil and half-child”

1. Who are the half-devil and half-child people which Kipling writes about?
2. Explain the white man’s burden
3. How would you characterize Kipling based on his poem?

**Station #4 – Social Darwinism**

Much of the motives behind Imperialism in the 19<sup>th</sup> century rested in a concept known as “Social Darwinism.” It was **Charles Darwin** who proposed the famed “survival of the fittest” theory. This theory stated that chance differences among members of a species helped some survive, while others died off. Many Imperialists applied this theory to human life and culture, finding that the strongest nations were given those “chance differences,” and as a result have always conquered weaker nations. Furthermore, many European nations felt that as the “fittest” of the nations, they had a duty to conquer weaker nations to show their superiority. Indeed, they felt that since this struggle between cultures was part of nature’s law as prescribed by Darwin, their conquest of “inferior” people was just.

Your task is to discuss these ideas with your group. Then, *each* group member is to write his/her own letter to Darwin either supporting or arguing against his theory of “survival of the fittest” and its use to justify Imperialism. The letter should be one paragraph of 5-7 sentences. In the letter, you should consider some of the following:

- If you lived in a nation that was an Imperial power, would you support this theory?
- Are there people who are naturally more “fit” than others?
- Is there an obligation for those that are naturally “stronger” to help those that are naturally “weaker?”
- If you lived in a nation or civilization that was being colonized, would you support this theory?
- Does this natural ability to be more “fit for survival” suggest that these people do not deserve to live freely?

You will be graded on the following rubric:

<b>Element:</b>	<b>(3) Excellent</b>	<b>(2) Satisfactory</b>	<b>(1) Unacceptable</b>
<i>Argument</i>	The writer proposes a strong argument for or against Darwin’s theory, backed by factual data and the use of personal opinion	The writer proposes a clear argument, but lacks some factual data and/or the letter contains a lack of personal opinion.	The argument is unclear and poorly stated.
<i>Grammar</i>	There are no significant grammatical errors.	There are 2-3 minor grammatical errors.	Significant grammatical errors affect the overall clarity of the letter.
<i>Format</i>	The letter follows a standard letter format and is 7 or more sentences in length.	The letter has minor errors in formatting and/or is shorter than 5 sentences.	The letter is in improper format and is shorter than the required length.